

INSPECTION REPORT

WHITLEY AND EGGBOROUGH SCHOOL

Whitley, Goole.

LEA area: North Yorkshire

Unique reference number: 121423

Headteacher: Mrs M. Taylor

Reporting inspector: Mrs F.D. Gander
21265

Dates of inspection: 27th – 30th November 2000

Inspection number: 224600

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	mixed
School address:	Learning Lane Whitley Goole East Riding of Yorkshire
Postcode:	DN14 0WE
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G. Ambler
Date of previous inspection:	15 th June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs F. D. Gander 21265	Registered inspector	English	Characteristics of the school
		Art	Standards achieved
		Information and communication technology	The quality of teaching
		Geography	The leadership and management of the school
		Special educational needs	
Mrs S. Stevens 9942	Lay inspector		The effectiveness of the school's partnership with parents
Mrs M. Farman 22452	Team inspector	The Foundation Stage	The quality and range of learning opportunities
		Mathematics	
		Music	
		Religious education	
Mr D. Patterson 19120	Team inspector	Science	How well the school cares for pupils
		Design and technology	
		Physical education	
		Geography	
		Equal opportunities	

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whitley and Eggborough is a small primary school that teaches pupils between the ages of 4 and 11 years. At the time of the inspection, there were 142 full time pupils on roll, of whom 20 were in the Foundation Stage of education. This decline from the last inspection is due to a drop in the number of families moving into the two villages that the school serves. The two villages are socio-economically very different, and comprise of a mixture of private and association housing. The majority of pupils come from Eggborough, where the overall indicators of economic circumstances are less favourable than the national average, but the percentage of pupils entitled to free school meals is below the national average. The attainment levels of pupils on entry to the school are below the national average in all areas of learning, and especially in language and communication. The percentage of pupils identified as having special educational needs during the last academic year is in line with the national average. There is only one pupil from an ethnic minority background.

HOW GOOD THE SCHOOL IS

This is a good school. Over the last two years it has been very effective in raising standards in English, mathematics and science. This has been achieved by the determination and the very good leadership provided by the headteacher, who along with a committed staff has concentrated on these subjects. Due to this, the school has not improved its provision for the foundation subjects, but having achieved its aims for the core subjects it is ready to develop these other subjects. The school in this short time has also become solvent, and has to work with a restricted budget. The school provides good value for money.

What the school does well

- It ensures that pupils achieve well in the core subjects of English, mathematics and science.
- It has good teaching overall.
- It ensures that pupils behave very well, and have very good attitudes to and enthusiasm for, school.
- It has very effectively implemented the National Numeracy and Literacy Strategies.
- It is very well led and managed, and has a very dedicated Governing Body.
- It has very good child protection procedures and ensures that all pupils are safe and secure.
- It provides very good information for parents, especially the quality of the annual reports.

What could be improved

- The further development of the curriculum and assessment in some of the foundation subjects.
- The library.
- The role of the curriculum co-ordinators in developing the foundation subjects.
- The development of pupils' multi-cultural awareness.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the last inspection, which was just two years ago, the school was judged to have serious weaknesses because of the low standards and unsatisfactory teaching in English, mathematics and science at the end of Key Stage 2. The quality of teaching is now good across the school, all pupils are challenged in these and therefore achieve well, and as result, the standards have risen. Pupils are making better progress in information and communication technology than last time but the new system is not yet fully installed. Staff are more confident in their use of information and communication technology and this has led to improved standards. The targets for improvement set in the school development plan are now clear, and the monitoring of the action taken to meet them has improved. The monitoring has appropriately concentrated on the improvement in English, mathematics and science, and consequently there has been little development in the other subjects. The issues surrounding assessment have all been addressed and this is now good for the core subjects, but in need of improvement in the foundation subjects. The governor's annual report to parents and the prospectus now meet statutory requirements.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	E	D	B	B
Mathematics	E*	B	B	B
science	E	C	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Many children begin school with below average skills in speaking, listening and mathematics. At the time of the inspection most children had already met the expectations of the early learning goals and therefore have made good progress. The improvement in the standards achieved at the end of Key Stage 2 can be seen in the table above. Over the last two years the schools' results in English have gone from well below average to above average. In mathematics in 1998, the school was in the lowest five per cent of schools and has improved its position so that it is now above average. Likewise in science, the school has improved its performance greatly and is now well above the national average. When comparing the school with similar schools and whose pupils come from similar backgrounds, the school does very well and exceeds the average achieved by these schools at both key stages. In all three subjects at both key stages, there are an increasing number of pupils achieving the higher levels. There are no significant differences between the performance of boys and girls. Pupils with special educational needs are achieving well due to the support they are given and the appropriateness of their targets. The school is achieving the targets it sets in English and mathematics. Standards in some of the foundation subjects are not as good as in the core subjects, and need to be improved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good and pupils are very enthusiastic about school.
Behaviour, in and out of classrooms	Overall behaviour in and around school is very good, and pupils behave very well in lessons. There are no incidents of exclusion.
Personal development and relationships	Both of these areas are very good. Pupils take responsibility seriously and have very good relationships with each other and the adults in the school.
Attendance	This is satisfactory, but despite the efforts of the school the percentage of unauthorised absences are higher than the national average. This is due to pupils taking holidays in term time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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32 lessons seen overall	Good	Very good	Good
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Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching is good. There was no unsatisfactory teaching, and it was good or better in 72 per cent. It was very good or excellent in 44 per cent. The teaching in English and mathematics, including literacy and numeracy, was very good, and the teaching of science, information and communication technology and physical education was good overall. Teachers throughout the school have high expectations of pupils' achievements and behaviour. The teaching in the core subjects meets the needs of all pupils, with the higher attaining pupils being provided with work that extends their learning and challenges them. Likewise, the teaching of pupils with special educational needs ensures that work is matched to their differing attainment levels and that they are well supported so that they achieve well. Lessons have clear and effective structures, and teachers plan work on the basis of prior attainment. This enables pupils to learn and achieve well and most make very good progress. However, although the teaching in the foundation subjects is satisfactory it is not as good as in the core subjects, where there have been major improvements. Although all teachers have a very good understanding of the subjects they are required to teach, the emphasis on improving the teaching of the foundation subjects has not been the main focus for development. It now needs to be improved further so that it matches the good practice seen in English, mathematics and science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good at the foundation stage, but the lack of outdoor play equipment curtails the opportunities for physical development. In the other two key stages, the curriculum is satisfactory. It meets the statutory requirements and there has been great emphasis on the core subjects. There is limited library provision in the school, and as there is no library in the surrounding communities, pupils' opportunities for research are limited. The foundation subjects are now in need of the same quality development. The range of extra-curricular activities, including the after school club, is good.
Provision for pupils with special educational needs	This is good and all pupils have equal opportunities. Through the early and clear identification of pupils' difficulties, the work in core subjects is carefully matched to their needs. Targets on individual education plans are used well to monitor progress, but they are not always used when planning work in the foundation subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall this is good. However, the development of cultural awareness whilst satisfactory, provides too few opportunities throughout the curriculum for pupils to develop an awareness of other cultures, beliefs and customs.
How well the school cares for its pupils	There are very good procedures for child protection and ensuring pupils' health, welfare and behaviour. Whilst the procedures for monitoring attendance are good and provide the school with information on patterns of absence, they have not reduced the incidence of unauthorised absence, which occurs due to parents taking pupils out of school for holidays in term time.

The school's links with its parents are very good. The high number of parents who are willing to serve on the governing body reflects their interest and support for the school. The information provided by the

school for parents is very good. It is practical, comprehensive and informative and the annual reports of pupils' achievements and progress are of high quality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership provided by the headteacher in the two years since the last inspection has been very good. There is a very high commitment to succeed and the clear vision for school improvement has resulted in an increase in the standards achieved in the core subjects. In order to achieve this; the management has appropriately not focused on all the subjects of the curriculum. This has resulted in some of the foundation subjects not being as well developed as others. A start has been made with the introduction of the new Curriculum 2000, but co-ordinators need to become curriculum managers in the subjects for which they are responsible.
How well the governors fulfil their responsibilities	The governors fulfil all of their responsibilities very well, and are aware of the strengths of the school and how it has improved. They are dedicated and as almost all of them are parents, they care about the position of the school in the community. However, the lack of representatives appointed by the local education authority means that the balance of membership does not meet the recommendations for governance of schools.
The school's evaluation of its performance	The school's priorities for development since the last inspection have been very appropriate. The management has continuously monitored the progress it was making towards the targets it had set itself, but it now needs to set targets for improving the provision in the foundation subjects.
The strategic use of resources	The school does this well. Over the last two years, through careful budgeting and applying the principles of best value very well, it has eliminated its deficit budget and become solvent. The school uses information and communication technology well in its day-to-day management, but has not yet completed the installation of its Internet link.

The staffing levels and expertise are good, as is the adequacy of the accommodation. However, the library area is underdeveloped as part of it is used for storing resources and for teaching pupils with special educational needs. It does not allow pupils to develop research skills sufficiently. Resources are overall satisfactory but those for the foundation subjects need auditing and organising.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • High expectations. • Good information about progress. • The quality of teaching.. • The way the school deals with problems and concerns. • The behaviour of pupils. 	<ul style="list-style-type: none"> • The amount of homework set for pupils. • The attainment levels of higher achieving pupils. • The range of extra-curricular activities.

The inspection team agrees the positive comments of the parents. The team also holds the view that the school enables the higher attaining pupils to achieve well, and that the school's policy on homework

is met. The school provides more than an appropriate range of after school activities as well as an after school club.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Many children when they start school have below average skills in speaking, listening and mathematics. A few start with higher than expected achievements, but overall the achievements of pupils who came into the school this year were below those found nationally. Most of these children are already meeting the expectations of the early learning goals in language and mathematics. This represents above average achievement. It is a direct result of the patient, careful and high quality teaching, which is very good in literacy, mathematical and creative development. Most children are likely to exceed the goals in these areas by the time they are ready to begin work in Year 1. This is an improvement since the previous inspection.
2. Since the last inspection in 1998 the schools' results in the National Curriculum tests at the end of both key stages have improved each year, and particularly at Key Stage 2. The percentage of pupils who attain the nationally expected level at the end of each key stage has increased in English, mathematics and science. In addition to this, the percentage of pupils who attain the higher levels has also increased. The most significant increase in standards has been in science at the end of Key Stage 2, where the percentage of pupils reaching Level 5 has increased from 15 per cent in 1999 to 53 per cent in the year 2000. Overall the school's results for the last reporting year, are well above the national average and above that achieved by schools who have pupils from similar backgrounds. The schools' targets have been set so that attainment levels are raised each year and it is achieving these targets.
3. At Key Stage 1, over the last three years, there has been a slight variation in the average number of points that the pupils gain. The average points scored in reading have remained relatively steady, but they have climbed steadily in writing and mathematics. In all three subjects, the average points scored are above the national average, and in writing this year they are well above. This is because a high percentage of the pupils reached above the expected level. When comparing the average points scored by the school with the results of similar schools, the school this year achieved well above the average in reading and writing and above average in mathematics. In this key stage over the last three years there have been no differences between the scores achieved by boys and girls, and all are exceeding the national average for their age. These increasing standards are due to the accurate assessment of pupils when they enter school and the good progress they make while in the foundation class. This is built on further when they move into the next class, where the teaching is very good and expectations are high.
4. It is at Key Stage 2, over the last three years there has been a dramatic increase in the average points scored in the end of Key Stage tests. This applies to the three core subjects of English, mathematics and science. The school's results in all three subjects in 1998 dropped to a low level due to low expectations and unsatisfactory teaching. However, in the two years since then the standards achieved in those subjects have improved greatly and are far above the average points scored nationally. This improvement, and the improved progress pupils make has occurred since the last inspection. It is due to the reorganisation of the teaching staff at this key stage, with higher expectations of pupils' achievement, more accurate assessment and the commitment of all the staff to the raising of standards. The school's

implementation of the National Literacy and Numeracy Strategies has also helped in this process. There are no significant difference between the scores of boy and girls.

5. The inspection findings reflect the National Curriculum test results. The current standards in English, mathematics and science are above the national average at the end of both key stages. The skills of speaking and listening, reading and writing are promoted in other subjects across the curriculum and this helps pupils to make good progress. For example, the skills of speaking and listening are promoted through the inclusion of drama in the curriculum, and pupils are given good opportunities to talk about their work to groups of pupils. Pupils' use of numeracy skills are well promoted through their inclusion in science and information and communication technology. Pupils with special educational needs also make good progress due to the early and clear identification of their difficulties and the careful matching of work, in the core subjects, to their needs. The school does not have any identified gifted or talented pupils.
6. Pupils' achievements, and the progress they make, in other subjects of the curriculum are satisfactory overall. In religious education, and in information and communication technology, standards are satisfactory at the end of both key stages. However, pupils do not achieve as highly as they do in English, mathematics and science. The school has appropriately concentrated on raising standards in these three subjects first, and is now well placed to concentrate on the foundation subjects of the curriculum

Pupils' attitudes, values and personal development

7. Pupils' attitudes to school and the quality of the relationships they have with each other and with their teachers are very good. These features are strengths of the school. Pupils are keen to talk about their school, saying 'it's great', and they confidently express their opinions about aspects of their learning that they particularly enjoy. Their behaviour in and around the school, in the corridors and in assembly, for example, is very good, considerate and orderly. Pupils respond enthusiastically when given opportunities to take responsibility and to show their initiative during their school day. Their personal development shows maturity in their understanding of the needs of others, for instance in the way older pupils play with younger ones or take part in their shared reading. These positive features impact well on pupils' learning, attainment and enjoyment of school, and have been well maintained since the last inspection.
8. The pupils, including those who are in the Foundation Stage, arrive in good time and settle cheerfully into the day. They work well together with sustained levels of concentration, learning good social skills and the need to share and collaborate. Their behaviour is very good, they listen carefully to their teacher and to each other. They take turns happily, discuss the task in hand with confidence and respond with excitement to opportunities provided, such as a lesson finding the symbols on a newly installed computer. Gasps of pleasure at the 'wall of colour' seen on the monitor as described by a pupil, gave an insight into the rapt attention with which they followed the lesson.
9. Pupils, including those with special educational needs, take part in all aspects of school life with enthusiasm and interest. The majority of parents who attended the meeting for parents before the inspection and those who returned the questionnaire agree that their children like school and this was confirmed in conversations with the pupils. Throughout the school, pupils respond to the literacy and numeracy sessions

very positively. They enjoy the challenge of the mental arithmetic element and grow in confidence in their use of numbers from their earliest entry to the school. They apply themselves with enthusiasm to the tasks set in their daily lessons in other subjects, and this has a significant impact on the good standards achieved across the school.

10. Behaviour in lessons and around the school is very good. All pupils, including those with special educational needs have a clear understanding of the school's expectations with regard to their behaviour, moderate their own actions well and respond consistently to the ethos of the school. Pupils know the difference between acceptable and unacceptable behaviour and are well motivated by praise, trying hard to earn team points for good work and behaviour. Pupils are orderly and purposeful in their movements about the school and have no concerns about bullying. There have been no exclusions.
11. The pupils' personal development is good and the relationships they have with each other and the staff are very good. This makes a significant contribution to the calm atmosphere in the school. They are polite and courteous to adults and to each other and treat resources with care and respect. They smile and respond pleasantly to visitors, holding doors open for others to pass through. Pupils respond very well to the opportunities to take responsibility for duties such as assembly monitors or for registers, carrying out given tasks with quiet confidence. They are involved in raising money for charity, older pupils help develop reading skills and confidence with younger ones in shared reading sessions and enjoy singing to the elderly at Christmas time. Pupils are reliable and willing and as they move through the school, they develop into increasingly mature and sensible young people, with a keen sense of fairness and responsibility towards each other and their school community.
12. Attendance at the school is satisfactory. It is in line with the national average and has remained consistent since the last inspection. However, unauthorised absence remains above the national average although slightly less than at the previous inspection. Parents co-operate well in advising the school of reasons for absence. However, a number of parents continue to take excessive holiday leave in term time, resulting in above average unauthorised absence figures, despite the efforts of the school to limit the leave to the maximum ten days allowed by statute. There is no truancy. Pupils are mostly punctual, registration is quick efficient and pleasant, allowing lessons to start promptly.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching and learning is good. This is a good improvement in the short time since the last inspection. Then there was an unacceptable percentage of unsatisfactory teaching at the end of Key Stage 2, which was affecting the standards achieved in the core subjects. During the week of this inspection, there was no unsatisfactory teaching. It was good or better in 72 per cent of lessons, and very good or excellent in 44 per cent.
14. The teaching of children in the Foundation Stage is good. The teacher's planning is good and the adult-led activities are very carefully balanced to ensure that children have opportunities to express themselves as well as experience direct teaching. The children know what is expected of them and this has a positive impact on their behaviour and completion of work. The teacher is calm, patient and is sensitive to the children's needs, and provides a stimulating and welcoming classroom. As a result of the very good relationships the children respond very well to the teacher, each other and adults in the classroom.

15. At Key Stages 1 and 2, the teaching and learning in English and mathematics, including literacy and numeracy, are very good, and in science, information and communication technology and physical education they are good. In these subjects, teachers throughout the school have high expectations of pupils' achievements and behaviour. All teachers are experienced in teaching these subjects and this ensures that pupils acquire new understanding and skills. Lessons are well organised, and teachers plan activities and work, including the use of information and communication technology, on the basis of what pupils have already achieved. For example, teachers ensure that there are a range of activities that meets the needs of all pupils, with the higher attaining pupils being provided with work that extends their learning and challenges them. Likewise, teachers ensure that pupils with special educational needs have work which is matched to their differing levels of attainment and that they are well supported so that they achieve. The school has made major improvements in the quality of teaching in these subjects.
16. Although the teaching of history, geography, design and technology, art and design, music and religious education is overall satisfactory, it is not as good as in the other subjects. Although all teachers have a very good understanding of the subjects they are required to teach, the emphasis on improving the teaching of these subjects has not been the focus for development in the last two years. Teachers' expectations of pupils' achievements are not as high as they are for English and mathematics. There is a lack of emphasis on creativity, the use of information and communication technology for researching topics, and the marking of work in these subjects varies between teachers, so that pupils are not always aware of what they have learnt. There is a consistent setting of homework in English, mathematics and science, but it is not always used as a way to encourage independent study in other subjects. Teaching of these subjects needs to be further improved so that it matches the good practice seen in the English, mathematics and science lessons.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

17. The improvement of the monitoring of planning to ensure systematic development of skills was a key issue from the previous inspection. The school and governors monitor the curriculum planning carefully and set clear targets for improvement. This represents a very significant improvement since the previous inspection.
18. The school provides a broad curriculum for its pupils. This includes all National Curriculum subjects, religious education, and collective worship. The balance of the curriculum is satisfactory. The school, following the previous inspection, correctly places much emphasis on raising standard in English, mathematics and science. This means there is less emphasis on the creative elements in the curriculum. The school is aware of this and, now that it has met the key issue of improving standards, is poised to develop this aspect of pupils' work. The school has policies and schemes of work in place for all subjects including religious education. There is very careful monitoring of planning to ensure that the work is suitably challenging for all pupils. This includes different abilities and ages. All teachers use the findings of the monitoring very effectively to set targets for pupils. This is an improvement since the previous inspection.
19. The school provides effectively for pupils' physical and personal development. The science curriculum includes a suitable and relevant health education programme that encompasses sex education and drugs awareness. The school is very successful in its implementation of the National Literacy and Numeracy Strategies. This is having a

positive impact on pupils' reading and writing skills. The implementation of the National Numeracy Strategy is proving very effective in raising pupils' standards in mathematics. The school correctly emphasises the investigative element of work in science, art and music. The time allocation within the curriculum for the foundation subjects is adequate. The school's provision for extra-curricular activities is good. These include a wide range of sporting activities as well as music and visits to places of interest. They broaden and enhance pupils' experiences. The inspection findings do not agree with parents' concerns about activities outside lessons. Pupils participate enthusiastically in these activities.

20. The curriculum for children in the Foundation Stage in the reception class is good. The recently implemented early learning goals form the basis for this curriculum, and it prepares them well for the work at Key Stage 1 of the National Curriculum. The school is continuing to develop and improve the quality of its provision for children in the reception class since the previous inspection.
21. The school makes good provision for pupils on the school's register of special educational needs. All pupils who are on this register have individual educational plans that include appropriate targets in their areas of difficulty. The work in English, mathematics, science and information and communication technology is planned so that it matches the differing abilities of pupils and they therefore make good progress. The school ensures that all pupils, regardless of age, ability or gender, have equal access to the curriculum. All pupils have opportunities to join in the extra-curricular activities. They support them enthusiastically.
22. The provision for the spiritual development of pupils is good. This is an improvement since the previous inspection. The youngest children in the school experience a range of activities that give them many opportunities to reflect and wonder. For example, they express amazement and wonder when they see a line moving on the computer screen. The school provides many opportunities for reflection in the daily act of collective worship. Pupils reflect on the meaning of feelings for example, jealousy in response to the Bible story of Joseph and his brothers. The school incorporates spiritual opportunities naturally into religious education lessons. For example, pupils in Year 2 sit quietly and watch a lighted candle. They consider and reflect on feelings the candlelight evokes. There is a strong spiritual sense in assemblies and at the end of lessons when pupils reflect on what they have learnt.
23. The provision for the moral development of pupils is good. This reflects the findings of the previous inspection. The school teaches pupils the principles that distinguish right from wrong effectively. This begins on entry to the reception class and increases as pupils progress through the school. There is a strong code of conduct implicit in all actions. All members of the teaching and non-teaching staff provide good and effective role models. They ensure that their dealings with issues are firm but fair. Teachers talk through any transgression of its code of conduct with pupils and, when necessary, with parents. Pupils have many opportunities to explore and develop moral issues within the curriculum and assemblies. For example, in one assembly pupils recognise the moral issues surrounding Joseph putting precious artefacts in Benjamin's sack. From an early age, pupils tidy away equipment and learn to look after it carefully. This enables them to begin to appreciate moral issues concerning other people's property. By the time they enter Year 6 pupils have a well-developed understanding of the effects of their actions on other people and on themselves. They respect their teachers and other adults who work in the school. All members of staff and voluntary helpers maintain a calm and orderly community. This promotes purpose to learning and all school activities.

24. The provision for the social development of pupils is good. This reflects the findings of the previous inspection. Children in the reception class quickly develop independent attitudes to learning. Teachers build on and increase these opportunities as pupils progress through the school. Pupils develop well their ability to work co-operatively and collaboratively in lessons. In mathematics, for example, pupils work well together when they investigate and solve problems. This encourages the effective development of social skills. The school prepares pupils well for their transfer to secondary school. It makes effective use of residential visits to enable pupils to develop a sense of group identity and acceptable group behaviour. All members of staff foster good relationships between pupils and between pupils and themselves. The school develops pupils' concept of citizenship through their participation in the work of the school and the wider community. It involves pupils in a variety of tasks around the school. For example, pupils tidy away equipment and assist younger pupils in their reading. Pupils have an effective involvement in the wider community. They sing to senior citizens and give concerts for families and friends
25. The school makes satisfactory provision for the cultural development of pupils. This reflects the findings of the previous inspection. Pupils have many opportunities to develop awareness of their own culture. They visit local places of interest as part of their work in history and geography. For example, pupils visit Selby Abbey, Bretton Sculpture Park and the local wood burning power station. However, there are limited opportunities for pupils to develop awareness of life in a multicultural society. The school teaches pupils about other religions, cultures and beliefs. This mainly happens during religious education lessons where pupils learn about Christianity, Judaism, and Hinduism and, in Year 6, Islam. There is an annual visit from a rabbi when he visits a local flourmill. The school teaches pupils to value and respect a range of faiths and beliefs and prepares them satisfactorily for life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

26. The school cares well for its pupils, and this has improved since the last inspection. The high standard of care is underpinned by the good knowledge that staff have of their pupils and the good quality of relationships that exist between all members of staff and pupils. Parents speak highly of the qualities that the school promotes.
27. A number of very effective procedures are in place for child protection and health and safety, which result in a safe and secure environment in which the pupils learn. For example, the governing body takes an active part in ensuring that regular health and safety inspections are carried out twice a year. Colour coded diagrams indicating fire hazards are prominently displayed at various locations in school, which provides further evidence of the high profile given to safety. A number of comprehensive policy statements, covering all aspects of health and safety including out-of-school visits, have been recently updated, and are closely followed. The effectiveness of the personal, social and health education programme also ensures that pupils are well supported in drug awareness and citizenship.
28. All members of staff have information about pupils' medical problems. This ensures pupils receive the necessary care and attention they may need. Provision for pupils with statements of special educational needs is met fully. There are good relationships with Brayton High School. For example, a representative of this school's science department visits Year 6 to take a lesson. These arrangements help to ensure that there is a smooth transition for all pupils into Year 7.

29. Pupils with special educational needs are given good support and this helps them make good progress. Their difficulties are clearly identified, and the necessary action of placing them on the school's register of special educational needs takes place. The co-ordinator for this area, along with the class teacher, sets specific and measurable targets, which they monitor regularly and which allow the school to chart the pupils' progress. This ensures that pupils' work clearly matches their needs, especially in English, and mathematics. However, the targets in the pupils' individual educational plans are not used sufficiently when planning their work in the other subjects of the curriculum.
30. The procedures for promoting and monitoring behaviour are very good. The school has high expectations for the behaviour of its pupils and there is a consistent application of rewards and sanctions by all staff. There is a good behaviour management policy, which is implemented in practice, and of which staff, parents, governors and children all have ownership. However, pupils do not have any forum for discussing their views and opinions on school life, although they are able to share any concerns they may have with a 'Worry Box' providing direct private access to the headteacher.
31. The school has effective procedures to ensure that midday supervisors follow agreed policies and procedures. As a result, the quality of supervision in the dining hall and playground is good. On the week of the inspection there were no incidents of bullying, and parents report that on the few instances when it has occurred, it has been dealt with promptly and effectively.
32. There are clear and satisfactory procedures for ensuring that attendance over time is carefully monitored. This is an improvement since the last inspection. However, there are few strategies for promoting attendance to help reduce absence figures, such as for holidays in term time, which have an adverse effect on pupils' learning.
33. The arrangements to assess and monitor pupils' academic progress are good in English, mathematics and science. They are not yet as good in other subjects, although procedures are developing in some subjects. The school has worked hard to improve its assessment procedures since the last inspection. For example, marking of pupils' work is carried out conscientiously. It is supportive, encouraging and evaluative, often indicating how pupils might improve their work. This was a weakness at the last inspection. Assessment takes place in the reception class and the results of this provide initial information about pupils' strengths and weaknesses. This ensures that the work set for the children meets their needs and results in them making good progress.
34. The school now fully analyses the results of national tests in core subjects for pupils aged seven and 11 to identify weaknesses of individual pupils so that problems can be overcome. With the help of a computer program, the progress of groups of pupils as well as individuals is starting to be carefully monitored over time. This analysis of performance data, which includes detailed analysis of the results of other commercial tests, such as in reading, is used to help inform planning, and to provide valuable evidence about what pupils know and understand. The school also makes full use of optional standardised tests in Years 3, 4 and 5. This gives the school a good picture of pupils' attainment and progress from year to year. Many of these measures are relatively recent innovations, and therefore are only just beginning to have a positive impact on raising standards.
35. Portfolios of annotated work, levelled to National Curriculum requirements, are being developed to help provide consistency in teachers' assessments of pupils' progress as they move through the school. These now exist in core and some other subjects, such as, history, to help support teachers' judgements. These are valuable

resources to assist staff in the tracking of pupils' progress, and represent an improvement since the last inspection only two years ago. Teachers have begun to assess against specific statements, which require them to indicate and record levels of understanding for each pupil. This system is gradually being introduced in most subjects. This is a good strategy for providing essential information to teachers about the rate at which individual pupils learn. However, because of its recent introduction, it is not yet embedded into the good assessment arrangements of the school.

36. The main weakness in the school's current assessment arrangements is that there are no consistent approaches to assessing progress in subjects, such as, physical education, art and design, and design and technology. This prevents teachers from building effectively on previous learning, and so impairs the rate at which pupils learn. However, plans for development include the identification of key skills, which are to be used for assessment purposes to help pupils make the best possible progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The previous inspection found that parents were made to feel welcome in the school, and that it had formed a sound partnership with parents and the community. Currently, the majority of parents confirm that they would be able to approach the school with any problems or concerns. Parents at the pre-inspection meeting were positive about the good community atmosphere and the mature social awareness promoted by the school. The majority are satisfied with the standards of their children's learning and the effectiveness of the school and its achievements. However, a small minority of parents expressed concerns about the consistency of standards achieved by the school and the lack of challenge for the higher attaining pupils. Evidence from the inspection supports the views of the majority of parents that standards are good, and that pupils are well challenged to meet their potential.
38. The information provided by the school for parents is very good. It is practical, comprehensive and informative, with letters on specific subjects supplementing regular newsletters. Annual written reports to parents give indications of pupils' academic and personal development, many setting targets for improvement in attainment and progress. The previous inspection found there were important omissions from the prospectus and in the governors' annual report to parents. Currently, both documents meet all statutory requirements and provide full details for parents. Parents are fully involved in all aspects of the individual education plans for pupils with special educational needs. Parents have opportunities to exchange information at the beginning and end of the school day. During the inspection, many were seen to have a brief chat with their child's class teacher or to socialise with other parents at these times.
39. The school welcomes parental help and a small number of well-briefed parents assist on a regular basis. The school consults parents through questionnaires and the regular parents' forum, where parents can have informal discussions with staff, the headteacher and the governors. The active parent teacher association organises social and fund raising activities, which benefit the children by supplementing resources such as with new books and information technology equipment.
40. Parents feel well informed by the quality of the information from the school. The majority feel happy with the amount of homework that the school now provides following their input into a recent homework policy document. All parents have agreed to the home/school policy. A number of parents feel there are insufficient out of school lesson activities. The current inspection evidence finds that there are a range

of extra-curricular activities and an independent on site After Hours Club that promotes supervised activities after school closes each day. Parental support for pupils' learning at home through the school reading records is good and parents confirm that there is a genuine and warm partnership between themselves and the staff at the school. They value the accessibility of the class teachers and the headteacher.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The high quality leadership provided by the headteacher and the support provided by the senior management team and the Governing Body, have been maintained from the last inspection. Leadership and management are good. In the last year there has been a restructuring of the senior management team and the school now has two senior teachers instead of a deputy headteacher. This structure has been effective in moving the school forward as both senior teachers have clear roles and responsibilities and carry them out well.
42. The clear intention of the headteacher, which was evident at the last inspection, to raise standards in English, mathematics and science at the end of Key Stage 2 has been achieved. In order to achieve this, the staff have worked as a team with a common purpose, and these improvements have, appropriately, been the focus of the school development plan. However, as the last inspection was just two years ago it has not been possible to improve the quality of some of the other subjects, such as art and design, history, geography, design and technology and music. This has resulted in the school providing a satisfactorily broad curriculum, but the pupils' learning experiences do not sufficiently develop their knowledge and understanding of the environment, of events in the past, an awareness of multi-cultural values and beliefs, and their creativity. The school is aware of this and is now well placed to include development in these subjects in its school development plan, and to develop the role of subject leaders as curriculum managers.
43. The members of the Governing Body are mostly new to the school, and are made up entirely of parents. There are no representatives nominated by the local education authority (LEA), which means that the Governing Body does not have an impartial view when discussing matters, and the membership does not meet the recommendations laid down by the Department for Education and Employment. However, this Governing Body is very dedicated, and enthusiastically supports the school in its efforts to improve. They fulfil their responsibilities very well, are aware of the school's strengths and weaknesses and want to improve its facilities, but have found the shortness of funds available to carry out plans frustrating. For example, they are aware of the need to develop library facilities, especially as there are no library facilities within the community. They also feel there is a need to develop information and communication technology to a higher level but do not have the funds available within the budget.
44. Since the last inspection, the monitoring of teaching in the core subjects, and the standards achieved has improved considerably and has resulted in good teaching, and higher standards. The school has been given the support of the LEA in carrying this out, and in verifying the schools' observations. However, due to the small number of staff in the school it has not yet started to monitor the teaching of the foundation subjects across the school so that good practice and areas for development can be identified. The school is aware of this, has the skills needed, and is very committed to making improvements.

45. The school has a good level of teaching staff who are appropriately qualified and experienced to meet the requirements of the National Curriculum. There is also a good number of well-briefed support staff, who make an effective contribution to the learning of all pupils and particularly those with special educational needs. Teachers have clear job descriptions, with curriculum and budgetary responsibilities, and work as an effective team with the support staff. The weaknesses seen at the last inspection in arrangements for staff professional development regarding procedures for appraisal and limited induction arrangements for new staff have been fully addressed. New members of staff are well supported in their induction into the methods, standards and values of the school, and the school has the potential to provide effective teacher training.
46. At the last inspection budget difficulties were found to have created uncertainty about the headteacher's flexibility in staffing and resources. For example, new staff had insufficient time to benefit from in-house induction programmes. The current inspection finds the school finances are in good order. There are secure financial systems, effectively controlled by the headteacher and the finance committee. The impact of this financial planning is very well honed, but there are still insufficient monies left over to develop areas other than those of educational priority. However, the school is aware of these financial constraints with careful tracking of the budget and planning for the future. The governors receive regular updates on the school's finances and the finance committee maintains good control. The governors have the good support of the school secretary who keeps careful records of curriculum spending and other funds.
47. A visiting bursar assists the financial administration, and the day-to-day routines are effective and securely established. The most recent audit report had few recommendations, and those were dealt with efficiently. There is no additional funding for special educational needs and all budget allocations for subjects are used effectively. Funds for specific projects are used well, for example, the range and quality of books has been extended through library funding. Good use is made of funds raised by parents to provide equipment and the school is involved in several initiatives to obtain computer equipment for the school. The school makes satisfactory use of new technology in its day-to-day administration, and is able to use it effectively to produce information used in monitoring, such as for attendance and setting targets. However, as the equipment is not yet linked to the Internet, the staff are not able to use it for finding resources for teaching specific areas of the curriculum.
48. The school gives careful and satisfactory consideration to the principles of best value through the work of the headteacher and the finance committee. Comparisons are made effectively whilst due regard is given to competition in order to ensure that best prices are obtained for resources. The school's strategy for appraisal and performance management is good, with all teaching staff attending courses on the implementation and implications of performance management. The large number of support staff provides a good adult to pupil ratio, and this is used effectively to assist in teaching and learning.
49. The school's accommodation is good overall and is enhanced with attractive displays, including many examples of pupils' work. Buildings and play areas are tidy, clean and satisfactorily maintained, although interior décor appears tired in some of the rooms in the school. Classrooms are spacious, many having large withdrawal areas attached. The library area, which is in a spacious classroom, also acts as a resource storage area, and consequently lacks the atmosphere or suitable furnishings to encourage

pupils' personal research or stimulate the joy of reading. The large hall is appropriate for teaching physical education, and for assemblies, although it is used for classroom access, which causes a degree of disruption to any lessons in progress at the time. The separate dining hall is spacious and provides a comfortable venue for midday meals, and is used well for the after school club. The setting and size of the playground and playing field, with benches and shady trees make outdoor activities, such as netball, pleasurable and secure. However, there is no large climbing equipment, or a securely fenced separate area for the under fives and younger members of the school to develop their imaginative play or social skills.

50. The number and quality of resources, including books, computers and other equipment is satisfactory overall. The provision of resources to teach the National Literacy and Numeracy Strategies is good and well deployed to support teaching and learning. However, the resources for music are in need of additional instruments, and many of the books in the library are well used. The parent teacher association has identified this as an area that they can support and have provided additional resources for the purchase of new books, many of which are seen in individual classroom library areas. The storage areas for physical education equipment and other learning resources are cluttered and contain old equipment which has not been used for a long time. The school is aware of this and has begun sorting and reassessing the resources throughout the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to continue the good improvement since the last inspection the headteacher, governors and staff need to:

- 1) improve further the quality of the provision for the foundation subjects by:
- planning work that ensures pupils' knowledge and skills are built on prior learning, including multi-cultural experiences;
 - regularly assessing pupils' work and keeping examples as evidence of achievements and experiences;
 - organising the resources so that they support teaching and learning;
 - developing the role of the curriculum co-ordinators so that they become curriculum managers.

(Paragraphs:6,16,18,25,32,36,42,44,50,87,88,89,92,93,95,96,97,100,109)

- 2) improve the facilities in the school's library so that:

- it can be used by whole classes of pupils to improve their library skills;
- it provides an area for pupils to read books for interest and pleasure;
- it provides resources, including information and communication technology, for pupils to use for research.

(Paragraphs: 42,49,67)

The additional minor issue should be considered by the Governing Body in school development planning:

The provision of outdoor play facilities for children in the Foundation Stage.

(Paragraph: 49).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	38	28	28	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		142
Number of full-time pupils eligible for free school meals		14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		32

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.2

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	11
	Girls	14	14	14
	Total	26	27	25
Percentage of pupils at NC level 2 or above	School	93 (95)	96 (95)	89 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	1127	11	13
	Girls	14	14	15
	Total	26	25	28
Percentage of pupils at NC level 2 or above	School	93 (95)	89 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	11	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	21
	Girls	9	8	9
	Total	26	24	30
Percentage of pupils at NC level 4 or above	School	76 (70)	71 (78)	88 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	20
	Girls	9	9	10
	Total	23	23	30
Percentage of pupils at NC level 4 or above	School	68 (63)	67 (78)	88 (96)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	121
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	23.6
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	93

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1999/00
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	£
Total income	279509
Total expenditure	272181
Expenditure per pupil	1681
Balance brought forward from previous year	9201
Balance carried forward to next year	16529

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	142
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	0	3	0
My child is making good progress in school.	49	44	0	7	0
Behaviour in the school is good.	42	58	0	0	0
My child gets the right amount of work to do at home.	43	46	4	7	0
The teaching is good.	54	42	4	0	0
I am kept well informed about how my child is getting on.	35	58	4	3	0
I would feel comfortable about approaching the school with questions or a problem.	53	40	0	7	0
The school expects my child to work hard and achieve his or her best.	53	45	0	2	0
The school works closely with parents.	35	58	0	7	0
The school is well led and managed.	42	46	5	7	0
The school is helping my child become mature and responsible.	46	49	2	3	0
The school provides an interesting range of activities outside lessons.	9	61	11	19	0

Other issues raised by parents

Four parents who attended the pre-inspection meeting felt that the school did not help the higher achievers to reach the higher levels of attainment.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

52. The previous inspection findings show that the school makes good provision for children in the foundation stage of learning. The school is continuing to maintain its good level of provision for these young children. This has a positive impact on their learning, progress and achievements. The school has plans to improve the provision further by developing an outdoor play area to increase children's physical development.
53. Children enter the school's reception class at the beginning of the academic year in which they are five. This year there are the six youngest Year 1 pupils in the reception class. The class teacher is very skilful in providing work that effectively suits both year groups and all abilities. This gives all the children equal access to the curriculum that best meets their needs. The baseline assessment results show a wide range of attainment on entry to the reception class. Many children begin school with below average skills in speaking, listening and mathematics. Most children already meet the expectations of the early learning goals in language and mathematics. This represents above average achievement. It is a direct result of the patient, careful and high quality teaching. The teaching is very good in literacy, mathematical and creative development. Most children are likely to exceed the goals in these areas by the time they are ready to begin work in Year 1. This is an improvement since the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

54. The school is continuing to maintain very good provision for this area of the children's development. This reflects the findings of the previous inspection. The class teacher provides children with a good role model. She is calm, patient and is sensitive to the youngsters' needs. The classroom is stimulating and welcoming. This provides these young children with a secure area in which they develop an increasing awareness of their own worth. All the children respond very well to the teacher, each other and adults in the classroom. They work happily together, share and discuss with good humour and clear understanding. This is particularly noticeable in a mathematics lesson when children use the 'Roamer' to make rectangles. The teacher encourages children to choose their own materials and activities. They use them carefully and tidy away sensibly. A direct result of the high quality teaching shows in the way children work with a clear sense of enjoyment and purpose.

COMMUNICATION, LANGUAGE AND LITERACY

55. The teaching in this area of learning is very good. Many children enter the reception class with below average standards in their communication skills. At the time of the inspection most children are already working at standards expected for their age. This is very good progress in learning and is a direct result of the skilful teaching. The teacher ensures that children have opportunities to see the value of reading and writing in most activities. For example, children learn comparative mathematical language from a height chart. This is one of the strengths of the teaching. It makes children eager to read and write. They often choose to make booklets of their own and talk happily about them. All children have regular opportunities to re-tell and act out stories in the role-play areas. They retreat into the bear's 'cave' as they embark on a 'bear hunt'. There is an effective and sensitive level of adult interaction to help develop children's speaking skills. Children of all abilities develop positive attitudes to

reading and enjoy looking at books and listening to stories. The more able children are already beginning to write independently and most children form letters correctly. Children in the Foundation Stage of learning follow the National Literacy Strategy for children of reception age. This contributes to the maintenance and development of high standards in children's literacy skills. These standards reflect the findings of the previous inspection.

MATHEMATICAL DEVELOPMENT

56. The teaching of mathematics is very good. This has a positive impact on the progress children make in their learning and the standards they achieve. At the time of the inspection most children achieve standards expected for their age. This represents very good progress from their entry to school. The teacher makes number activities interesting and takes every opportunity to develop children's awareness of shapes around them. They quickly develop a secure knowledge of mathematical language. For example, they discuss how to make a rectangle and use 'long' and 'short' accurately to describe the sides. They achieve the levels of accuracy expected for their age as they match and count numbers. All children count confidently and recognise numbers to ten. The more able children count to 20 and are beginning to understand the concept of subtraction in their practical work. Most children are likely to exceed the requirements of the early learning goals by the time they enter Year 1. This reflects the findings of the previous inspection.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

57. The teacher links work in this area of learning very effectively with other areas of the curriculum. For example, children work at making a three dimensional map of 'The Bear Hunt'. They explain how to make trees, how many they are making and show the route to the bear's cave. This makes effective links with communication and mathematical skills. The skilful teaching ensures children look closely at natural and manufactured objects and enables them to draw and paint leaves well. They use the computer and programmable toys confidently and accurately. An example of this is in a mathematics lesson where children programme the 'Roamer' to make a rectangle. Children use the computer as a matter of course and quickly learn to use the mouse to control movement on the screen. They all have opportunities to use headphones to listen to and follow stories. These opportunities and the high quality of teaching ensure that children have a well-developed understanding of the world around them. This reflects the findings of the previous inspection.

PHYSICAL DEVELOPMENT

58. The provision for the development of children's physical skills is good. They have ample opportunities to develop their ability to control pencils, scissors and brushes. Many children have skills in this area that exceed expectations. They experience a variety of activities, such as cutting and using clay, that help them practise and refine their manipulative skills. The teacher promotes children's physical skills well. Most children develop their awareness of moving in a large space well during physical education lessons. They do not, however, have access to an outdoor area where they can use wheeled toys and balancing apparatus on a regular basis. This restricts their physical development in this area of learning. The school is aware of this and has plans to deal with it when funds are available. This reflects the findings of the previous inspection.

CREATIVE DEVELOPMENT

59. The teacher has high expectations of children's attainment in the area of creative development. As a result, children mix and use paint confidently and show above average development in their ability to observe objects closely. They have very good access to areas for imaginative role-play. This helps them develop and express their own ideas very well. The children have ample opportunities to express themselves through singing and moving to music. They learn new words quickly and enjoy putting actions to songs. Their singing skills already meet the expectations for their age. This is direct result of the effective and skilful teaching. Most children are likely to exceed the early learning goals by the time they begin work at Key Stage 1 of the National Curriculum. This reflects the findings of the previous inspection.

SUMMARY

60. The provision for the Foundation Stage is good. It has many strengths. The most significant strength is the quality of teaching for these young children. The teacher plans adult-led activities very carefully to ensure children have opportunities to express themselves as well as experience direct teaching. There are very good procedures in place to review and identify developing and changing needs. The school analyses results of the baseline assessment and uses these to plan work for groups and individuals. It tracks progress very carefully in all areas of learning. This represents a good level of improvement since the previous inspection. The recently appointed co-ordinator for provision in the Foundation Stage has a clear understanding of how young children learn and develop. This will continue the current developments that are enhancing children's learning.

ENGLISH

61. There is a very significant improvement in standards and in all aspects of English since the previous inspection. This is the direct result of the high quality of teaching and the school's very effective implementation of the National Literacy Strategy. The key issue in the last inspection concerning the standards of attainment at the end of Key Stage 2 no longer applies, as over the last two years the percentage of pupils attaining the nationally expected level or above have increased so that the school's results are well the above national average. These results are also well above the average achieved by similar schools.
62. Standards in English at both key stages are, at this early stage in the academic year, already above average, and pupils achieve well in all aspects of English, and particularly in writing. All pupils, including those with special educational needs and the higher attaining pupils achieve well, and this is reflected in the increasing number of pupils who achieve the higher levels in the end of key stage tests, and the decreasing numbers who are below the nationally expected levels. This change in the trend in the school is due to the accurate assessment of pupils, which allows teachers to plan the work at the correct level, and either support them or challenge them.
63. Pupils' progress in speaking and listening is good at both key stages. Some of the younger pupils have entered the school with weak language skills and have improved. By the end of Key Stage 1, pupils listen well and carry out the teachers' instructions. They talk confidently in their class groups about what they have seen or the work they have learnt. Most are confident enough to answer questions in whole school assemblies. By the end of Key Stage 2, pupils are very confident. They discuss their

work clearly with visitors, read out aloud in class, enter into discussions, offer opinions and listen to others. This good progress is achieved because there is careful attention given by staff to pupils speaking clearly and so everyone can hear. Teachers expect every pupil to give others time to answer and to listen. Teachers provide good role models in this area as they start all lessons with a clear introduction and expect all pupils to listen. For example, they listen attentively to the teacher reading from 'A Midsummer Night's Dream', and become so engrossed in the plot that they do not want it to finish. In this key stage, the introduction of drama into the curriculum supports the progress pupils make in speaking and listening, and develops their confidence.

64. The progress pupils make in reading is good at both key stages and most pupils state that they enjoy reading. However, in discussion, the majority do not get the opportunity to use a library outside the one in the school, and only a few can describe how to locate a book in the library using the Dewey classification. The National Literacy Strategy is fully in place in the school and all pupils have their own literacy targets. By the end of Key Stage 1, the majority of pupils confidently read aloud and with expression, and the majority are already attaining the nationally expected level. Higher attaining pupils know the names of punctuation marks, such as, exclamation marks and speech marks, and why they are used in a piece of writing. Lower attaining pupils in this key stage have established an understanding of phonics and are using them to them when attempting to read new words. By the end of Key Stage 2, the majority of have become independent readers. They have access to a suitable range of texts, including poetry and well-known literature. The school has appropriately re-grouped the pupils into smaller year groups in Years 4, 5 and 6. Within these, the higher attaining pupils are well catered so that they attain the higher levels. The older pupils read play scripts confidently in front of the class and are able to follow stage directions. They can predict what might happen in their stories and discuss how a specific book compares with others by the same author. All confidently talk about their likes and dislikes in fiction and non-fiction.
65. Progress that pupils make in writing is good and is combined effectively with reading through the literacy hour for all pupils. The development of writing skills, including handwriting, is well supported by the setting of activities and work at different levels for pupils of differing abilities. This ensures that all pupils make progress and achieve. By the end of Key Stage 1, the writing of higher attaining pupils is small, neat and contains well-formed letters. The style is not yet joined up, but sentences are well put together and contain capital letters, full stops and speech marks. They write short stories, such as, 'One Noisy Night', and 'My Holiday', in which there is a beginning, middle and an end. Lower attaining pupils, also write neatly and this can be easily read. Pupils complete shorter pieces of writing and are able to complete sentences and find rhyming words. By the end of Key Stage 2, the majority of pupils' writing is neat, well formed, joined up and many are developing their own individual style. After studying a picture of the 'Hunters in the Snow', they write creatively predicting what might happen. They compose different types of writing, such as, instructions for visiting a treasure island, autobiographies and reports. Pupils independently use a dictionary or a thesaurus to check the meaning of words, and when studying Shakespeare are able to translate some of the language used into modern day words.
66. The overall quality of teaching and learning is good, and during the inspection, there was some very good and excellent teaching at the end of Key Stage 2. Teachers' planning is very detailed and identifies the different work for groups of pupils to ensure that all pupils are working at the appropriate level and achieve well. The successful implementation of the National Literacy Strategy has resulted in teachers having very

good subject knowledge. This, when combined with the effective assessment procedures, and the fact that the teachers know the pupils very well, leads to pupils achieving well. Teachers make their expectations clear at the beginning of lessons, both for the work which will be covered and the behaviour. The activities are well timed so that pupils have to work quickly and do not become bored. In the best lessons, the teachers add humour to the lessons, which pupils enjoy and which makes the focus of the lesson interesting. The relationships between teachers and pupils are very good, and as a result, there are no difficulties in the management of behaviour. The majority of pupils in the best lessons did not want to finish the activities but wanted to continue with them, and also had good opportunities to use information and communication technology to support learning. Pupils who have special educational needs are very well supported, through the setting of individual targets and the support from learning support assistants in lessons.

67. The curriculum is very well planned and well led by the co-ordinator. As well as implementing the National Literacy Strategy, the school has also given sufficient emphasis to writing, and to drama. This is having a beneficial effect on the standards, as has the extensive monitoring of the standards achieved, and the teaching across the school. The targets set in the action plan following the last inspection have been achieved. This is the result of the clear intention the school had for improving standards. The resources are well organised and the school has benefited from additional money that has been directed to the school through the National Literacy Strategy and from the parent teacher association. All classrooms have a library area, but the main library area of the school shares a space with a teachers' resource area and a withdrawal area for pupils. It does not have the full range of books in it as many are kept in the classrooms. Consequently, pupils do not spend time in there selecting books for pleasure or reference, and do not use it to develop library skills.

MATHEMATICS

68. There is a very significant improvement in standards, and in all aspects of mathematics since the previous inspection. This very good level of improvement is a direct result of the high quality of teaching and the very effective implementation of the National Numeracy Strategy. The very thorough and careful procedures and use of assessment to plan future work and set challenging targets make a positive contribution to improvement in the subject. The key issue from the previous inspection about ensuring the systematic development of skills to improve pupils' attainment and progress no longer applies.
69. Standards in mathematics are, at this early stage in the academic year, already above average. All pupils, including those with special educational need, achieve well. Most make very good progress in learning, understanding and using mathematical skills and concepts. This reflects the teaching quality; 60 per cent of teaching in mathematics is at least very good, and is a very marked improvement since the previous inspection. There is a considerable improvement in the pupils' recognition of mathematical patterns, and in their ability to use mathematics to investigate and solve problems. Most pupils have a good understanding of mathematical language and facts. They use these skills well to solve a suitable range of numerical problems in quick mental recall and in writing. Some pupils at the beginning of Key Stage 2 are less confident in their ability to identify when two simple fractions have the same value. For example, a majority of pupils do not recognise that three parts of four has the same value as six parts of eight.

70. Levels of attainment are already above average at the end of the Key Stage 1, and this improvement results from the careful analysis and use of assessment information to plan work for this year. The pupils' performance is above average in comparison with those from school in similar contexts. The impact of the National Numeracy Strategy is having a positive impact on pupils' achievements. Its clear structure assists teaching and promotes very effective learning by pupils. They bring positive attitudes to their work and, as a result, make very good progress. In Year 6, pupils' above average attainment in mathematics is an improvement from the 2000 national tasks and tests. It reflects the significant improvement in the number of pupils achieving the higher level 5. The upward rate of improvement is higher than the national trend. This is because the school is using the expertise of the headteacher to teach mathematics to Year 5 pupils. This is having a very positive impact on developing an interest in mathematics and on the quality of learning. The impact of the numeracy strategy is having a direct effect on raising standards in pupils' ability to investigate numbers and solve problems. These initiatives make a very good contribution to the improvement in pupils' achievements and progress. The upward trend in attainment over time at both key stages shows a very significant level of improvement since the previous inspection.
71. Pupils enter the school with a range of skills in number. They develop and increase these very well in the reception class. By the time they begin work at Key Stage 1, most pupils are working at levels expected for their age. They build well on their early work. They develop the use of accurate mathematical language very effectively and work practically to solve problems. The majority of pupils are confident in explaining the reasons for their answers. By Year 2, most pupils add and subtract sums involving numbers up to 100 accurately. They sequence numbers accurately, understand the language of positional number and work out number patterns correctly. Most pupils understand the principle of multiplication. They have above average skills in translating addition to work out times' tables. Pupils use their mathematical skills effectively in other subjects. For example, they present collected data accurately in the form of block graphs. They name common two and three-dimensional shapes and use a correct mathematical vocabulary such as edge and corner. This is an improvement since the previous inspection.
72. By Year 6, the preceding high quality of teaching ensures that most pupils have above average skills in their ability to use and apply mathematics. They use a suitable mathematical vocabulary for example; when describing fractions they understand what numerators and denominators are. All pupils are confident in deciding how to solve problems independently. They discuss their ideas and findings and explain their thinking logically. Pupils are very confident and competent in dealing with numbers mentally and in writing. Most pupils have above average standards in their number skills. The more able pupils reach well above average standards in their ability to convert improper fractions into whole numbers. The analysis of work shows that many pupils understand the concept of working with decimals. They plot coordinates accurately in all four quadrants. Most pupils have a good level of understanding in using metric weights and measures. The higher attaining pupils make accurate use of frequency diagrams to interpret collected data. There is evidence of pupils using computers to record their findings. Work in Year 6 builds very effectively on pupils' previous work.
73. The very effective implementation of the National Numeracy Strategy provides a clear structure for the teaching of mathematics. All lessons begin with a short mental arithmetic session and end with a structured plenary. This enables pupils to understand and know what they have learnt. It means that teachers have a good knowledge of what pupils understand. They use this knowledge very effectively to

reinforce their teaching and improve pupils' standards. The school is constantly seeking ways further to increase pupils' confidence and ability in decision making, mathematical investigation and problem solving. This awareness of the importance of these areas is an improvement since the previous inspection.

74. The quality of learning in mathematics reflects the quality of teaching. It is very good at Key Stage 1 and in the upper half of Key Stage 2. The structure and use of the daily numeracy session contributes very effectively to the pupils' learning and progress throughout both key stages. These activities make a positive contribution to the effective development of essential mathematical skills and concepts throughout the mathematics curriculum. A direct result of the teaching shows in the speed with which pupils acquire new skills and their ability to consolidate previous skills. They relate these skills to their current tasks and to other areas of the curriculum. All pupils make great strides in their ability to give logical reasons for the problem solving strategies they use. This development is particularly noticeable as they progress through Year 5 into Year 6. Pupils respect each other's contributions. This is in direct response to the value that all the teachers place on pupils' efforts. Pupils of below and above average ability, and those with special educational needs, receive an effective level of support from teachers and support assistants. This level of help enables them to make good progress towards the targets set for them.
75. Pupils' attitudes to their work in mathematics are good. Most pupils show a very good level of sustained concentration and perseverance at both key stages. Pupils of all abilities enjoy the challenge in their lessons. They participate enthusiastically and with a high degree of interest. This is very clear in a Year 5 class where the pupils and teacher have a race against the clock to solve number problems. The majority of pupils have an above average level of motivation to learn and demonstrate a high level of determination to succeed with their work. Pupils have confidence to ask for help when they need it and show positive attitudes towards their work. They enjoy their involvement in discussion and develop an above average level of maturity when discussing mathematical issues. This is particularly evident in the Year 5 and 6 classes. Pupils work independently when exploring ideas, behave sensibly and act on their own initiative. They handle resources sensibly and, where necessary, work happily together in pairs and small groups. All pupils persevere to complete work within set time limits, work purposefully and pay attention to accuracy. This reflects the findings of the previous inspection.
76. The quality of teaching is never less than satisfactory. Sixty per cent of teaching is very good. Teaching in one lesson is excellent. All teachers have a secure knowledge and understanding of the subject. They plan work carefully, use a variety of methods and strategies and use questions effectively to challenge pupils' thinking. The teachers make very effective use of formal and informal opportunities for pupils to practise their number skills, for example, using action rhymes and songs. They teach the basic skills of computation very well. This makes a positive contribution to pupils' learning and achievements. Teachers throughout the school have high expectations of pupils' achievements and behaviour. Lessons have a clear and effective structure and teachers plan work on the basis of prior attainment. This enables pupils to learn and achieve well and most make very good progress. The lessons move briskly and the high quality of class management and control ensures that pupils work hard. In these lessons the skilful use of questioning provides a relevant level of challenge for all pupils. There is a very effective level of support from teachers, classroom assistants and their classmates for pupils with special educational needs. All teachers use their assessments of pupils' previous work to plan and organise new work and activities. They take into account the different abilities within their class and are well aware of the different levels of maturity. The teachers ensure that pupils

clearly understand what they are to learn. They make mathematics relevant to the pupils' needs and interests. This is a significant level of improvement since the previous inspection.

77. The mathematics curriculum is broadly based, well balanced and relevant to the needs of the pupils. It covers all the required strands of Curriculum 2000. The school places, correctly, a very strong emphasis on the development of investigative skills. All teachers seek opportunities for pupils to consolidate and use their number skills in other subjects. An example of this is when pupils collect data and measure weather trends accurately in geography lessons. Teachers ensure that all pupils investigate, explore and solve mathematical problems. This is a strong area of the curriculum throughout the school. The very effective implementation of the National Numeracy Strategy is giving a sharper focus on number and on quick mental recall of facts. There is a significant improvement in standards throughout the school. The significant amount of very good teaching is having a positive impact on pupils' performance. This reflects the quality of learning and progress in lessons.
78. The subject leader has a very clear sense of direction for the future of mathematics and is fully committed to raising standards even further. There is very careful monitoring and evaluation of teaching, learning and trends in attainment. This ensures that pupils have work that meets their identified needs and abilities. It is a very marked improvement since the previous inspection.

SCIENCE

79. Standards in science are above national levels by the end of both key stages. This is a significant improvement since the last inspection, especially at the end of Key Stage 2, where standards were well below national levels. Results of the most recent teacher assessments at the end of Key Stage 1 and national tests at the end of Key Stage 2 confirm this improvement. They indicate that all pupils reach national levels by the end of Key Stage 1, and that over one third of pupils exceed this. They provide evidence that most pupils attain the expected level by the end of Key Stage 2, of which over half reach the higher Level 5. National test results in 2000 have continued to rise since 1998. There are a number of reasons for this. Test results have been analysed in detail, weaknesses identified and targets set to overcome them. The specialist knowledge and commitment of the co-ordinator helps to ensure that the subject is well led, and there are clear plans for its further development. Lessons are monitored to ensure that skills, knowledge and understanding are being successfully promoted. Planning is monitored to ensure that all areas of the curriculum are being taught. There are a variety of systems for assessing attainment to indicate what pupils can do and what they understand. Assessment is increasingly used to inform future planning to help build on previous learning. Library resources to support work in science have been improved. The wildlife area provides a valuable resource for the study of habitats, and a pond area is planned. Marking is used increasingly effectively to help pupils develop their understanding.
80. Progress is good for most pupils as they move through the school in all areas of the subject. This includes investigative science, which is now given appropriate emphasis in the school's science curriculum, an improvement since the last inspection in 1998. Pupils obtain, consider and record evidence to help them develop the skills of scientific enquiry. For example, Year 2 pupils, as part of work on 'electricity', make a circuit. They use a battery, wires and a bulb, and record their findings using simple diagrams. They look inside a black box, using a variety of different torches to discover the plastic frog inside, which some pupils initially believe

to be real! They make comparisons about different sources of light and draw simple conclusions. By the end of Key Stage 2, investigations are more structured, with pupils increasingly understanding that scientific ideas are based on evidence. Pupils discover, through investigation, the effects of light, water, air and temperature on the growth of plants. They discover, through investigation, whether their classroom heater is operating at night, and represent collected information on computers to help analyse results. They make predictions, consider whether tests are fair, and draw, record and analyse conclusions.

81. In work on life processes and living things, Year 2 pupils learn that different mini-beasts are found in different habitats. They discover that exercise and eating the correct types of food help to keep us healthy. Pupils in Years 4 and 5 learn that pushes and pulls are forces, and that forces make things move, stop, change speed, direction and shape. By Year 6, pupils identify organs, such as, petal, stamen and sepal, and learn about the life cycle of flowering plants. They discover how seeds are made and dispersed, learning that they can be dispersed by wind, water, animals, and even by explosion! Pupils demonstrate knowledge of physical phenomena, such as, gravity, at levels broadly typical of pupils nationally.
82. No teaching was seen during the inspection. However, the evidence from a scrutiny of pupils' work indicates that it is good. Pupils record outcomes of scientific investigations carefully, and in their own words, using an agreed framework. Teachers emphasise the importance of neat presentation. They confidently link work with information technology when possible, for example, they provide opportunities for pupils to gather or present information using computers. They provide a varied learning programme, which enables pupils to acquire information through different approaches and to communicate their learning in different ways.
83. Pupils' comments indicate that they like science because it is interesting, showing that they have positive attitudes to the subject. Visits, such as to Barlow Common and Arbore Power Station, help to enrich the science curriculum. While literacy and numeracy links are clearly evident in science, there is scope for further planned development. There are good links with the science department of the high school to which most pupils transfer. There are a few displays in science, which help to generate interest and involvement. Resources enable the curriculum to be taught effectively, though not all are in ideal locations to enable ease of access.

ART AND DESIGN

84. The standard of work produced by pupils at the end of key stages is in line with expectations for their age. These standards have been maintained from the last inspection. However, due to a change of co-ordinator and the emphasis on raising standards in the core subjects, there has been no improvement to the subject overall.
85. The progress pupils make as they move through the school is satisfactory, although the range of artistic experiences for them is narrow. For example, there is only a small amount of evidence that pupils use clay, make prints, and produce work in the style of other artists. There is no evidence of three-dimensional work. There is some good work in the class for reception and Year 1 pupils, where they have used leaves as models for their clay work, and show how the colours differ and how the edges of

the leaves twist and curl. By the end of Key Stage 1, pupils have produced self-portraits that show good observation of details, such as, eyebrows and lashes. They use pencils, crayons and paint. Pupils use coloured and textured paper creatively to produce collages of fireworks, rainbows and traffic lights.

86. At Key Stage 2, there was little evidence available, but from the displays around the school, it can be seen that pupils draw detailed sketches using their imagination, for example, different weather conditions. However, there are no examples of observational still life drawings. Pupils are beginning to use sketchbooks, but there is not enough evidence in them to show the breadth of work the pupils have covered. Pupils in Year 3, during the week of the inspection, were producing their own drawings of a street scene in Victorian time, and were attempting to imitate the style of Victorian etchings, by using different pencil strokes and widths. Pupils in Years 4 and 5 have studied repeating patterns using the patterns produced by William Morris. They have created their own patterns by using information and communication technology. Pupils in these year groups have also produced scenes of the countryside by first sketching, and then putting in the colour and detail with the use of watercolour and ink. By the end of Key Stage 2, pupils make sketches of Selby Abbey, observing the patterns of the stonework and the perspective of the arches. They produce patterns using repeated colours that tessellate, and prints of leaves, which show tone and colour. During the week of the inspection, the oldest pupils were using their observational skills and imagination to draw the space ship associated with the story of 'The War of the Worlds'. Around the school, there are examples of work from older pupils including the decoration on the covers of their 'Secret Books' they have produced in English, and sketches of the layout of the school and the field that they have studied as part of geography.
87. Overall, teaching is satisfactory, although there were no art and design lessons seen during the week of the inspection in classes at Key Stage 1. Teachers have a satisfactory knowledge of the subject and the requirements of the National Curriculum, but they do not cover the whole range of the curriculum. Due to the emphasis on developing the core subjects, teachers' expectations of the work pupils could produce have not been promoted through in-service training and sharing of good practice. As a result, pupils' work lacks creativity and multi-cultural experiences, and there is too much emphasis on sketching and painting. All teachers introduce the lessons well, with clear instructions on what is expected. They use artistic vocabulary well, using such words, as 'observe' and 'perspective', and as the lessons proceeds, they give good support and encouragement. In the best lesson, there were very good links with other subjects, and the lessons ended with a very good review of what pupils have achieved and what they thought of their efforts. This helps pupils to analyse, assess and improve their work.
88. Although pupils' work shows that the curriculum is narrow, it is overall satisfactory. The school has recently adopted the Qualifications and Curriculum Authority (QCA) schemes of work, and has produced guidelines for assessment. However, there are at present no pieces of assessed work to show evidence of progress, and no art portfolios to show what areas of the curriculum have been covered. The previous co-ordinator has just left the school and a new teacher is in post. There are clear plans to develop the subject, along with an audit of the resources that are around the school. However, there has been no emphasis within the school development plan on areas for development, the cost, timescales or how the success of these developments might be measured. Resources are adequate to support the range of work, but are kept in different areas around the school.

DESIGN AND TECHNOLOGY

89. Standards in design and technology are broadly typical of standards nationally, but through a limited range of activities. Progress in the development of design and technology capability is erratic as pupils move through the school. This is because planning is insufficiently structured to ensure that pupils develop skills systematically as they move through the school. However, this has been identified as requiring attention. Although the subject is secure within the school's curriculum, with tasks often linked effectively with other subjects, the design component is less well represented than the making component. Evidence for these judgements was obtained from two lessons, a scrutiny of limited amounts of pupils' work, and from discussions with staff and pupils.
90. Younger Key Stage 1 pupils, with assistance, use tools and materials to make moving pictures, in a good link with work on levers in science. Pupils in Years 1 and 2 use pictures and words to explain how to pack a lunch box, listing their chosen items and drawing simple labelled diagrams to explain their intentions. Pupils in Years 3 and 4 design borders to match wallpaper patterns. They investigate the design of boxes by looking at their nets. They design and make a colourful, detailed and attractive collage of their school, which is prominently displayed. By the end of Key Stage 2, pupils design and make a variety of musical instruments, demonstrating an awareness of constraints, such as, materials available to them. They show an ability to produce more detailed and clearly labelled design sketches. They make three-dimensional Mother's Day cards, working with greater care using appropriate materials, and paying attention to the quality of finish.
91. Teaching was at least satisfactory in lessons seen, and in one lesson it was very good. Good and better features of teaching observed include a significant emphasis on the development of skills, such as when working with clay, secure knowledge of curriculum requirements, effective resource provision, good support of pupils, and good questioning to increase understanding. These features help ensure that pupils are well motivated and develop positive attitudes to the subject.
92. The subject is well led, and there are clear plans for its further development. This represents a considerable improvement since the last inspection, when leadership was unsatisfactory. However, recently introduced assessment arrangements have as yet had little impact on improving the quality of teaching and learning. Some resources are not easily accessed, and require re-location. There is a clear policy, which is identified for review next year. This is needed, as some aspects of the policy are not being fully implemented, such as the requirement that evidence of work done is kept or recorded to assist teachers to arrive at judgements about attainment and progress.

GEOGRAPHY

93. There is insufficient evidence to make judgements about standards in geography at the end of both key stages or about the rate at which pupils learn as they move through the school. This is because there was too little work available to analyse and no lessons were observed during the inspection. However, from the work displayed around the school and from conversations with pupils, it is possible to judge that standards are broadly typical of national expectations. Standards have been maintained but not improved since the last inspection. The progress that some pupils with special educational needs make is not as good as their peers due to all the work being the same and not adjusted to meet their individual needs. This means that some pupils do not complete the work set, as it is too difficult.

94. Work shows that pupils across both key stages make satisfactory progress. They increase their knowledge and understanding of different environments, for example, their own village environment compared with towns, such as Selby. Older pupils in Key Stage 2 make comparisons with other countries such as Kenya. From displays of work around the school, it can be seen that there has been an emphasis at both key stages on weather, but pupils at Key Stage 1 have studied it at a much simpler level than those in Key Stage 2. For example, younger pupils can describe the different types of weather and use words, such as tornado and hurricane. From when they come into school, they make progress in their understanding of how to use and draw simple maps. By the end of Key Stage 1, they can draw a sketch of the school in its location and describe routes around the school. By the end of Key Stage 2, pupils have taken these skills to a higher level, for example, by using a key when drawing maps. These pupils also compare and contrast the climates of two different countries by imagining that they are in a chosen country and writing a postcard that describes the weather and climate.
95. There was no teaching seen on the week of the inspection. The evidence in the pupils' files shows that subject does not have a high profile in the school and has not been developed in the two years since the last inspection. The curriculum, however, is now beginning to develop satisfactorily. The new QCA schemes of work have been adopted and assessment is now taking place, although there are no pieces of work kept to show evidence of coverage or progress. Work in files and on display is not consistently marked, so pupils have no way of knowing how well they have done. Geography at Key Stage 2, over the last few years, has been well supported by residential visits to Lindisfarne and the Yorkshire Dales where pupils have been able to compare and contrast different locations.
96. The subject is led satisfactorily, but the ideas for further development are not documented, and there are no time scales for their implementation, or criteria to help assess the success of measures introduced. This lack of rigour is preventing its ongoing development within the school's broad curriculum. The monitoring by the co-ordinator of teaching in other classes does not take place and therefore good practice is not identified and shared. Resources are sufficient to teach the requirements of the curriculum, but some are not easily accessed, and their storage requires further consideration.

HISTORY

97. There is insufficient evidence to make judgements about standards in history at the end of both key stages or about the rate at which pupils learn as they move through the school. This is because there was little work to analyse and only one lesson was planned and observed during the inspection. However, where it was possible to judge standards of work, as in Year 3, they were broadly typical of national expectations. Evidence from planning indicates that history is included within the school's curriculum, although it is not high profile. In the limited work seen, there was no matching of work to pupils of different abilities. This led to examples of unfinished work for some pupils with special educational needs.
98. However, work viewed provides evidence of increasing knowledge and understanding of events, people and changes in the past. For example, pupils in Years 1 and 2 show their developing knowledge of the Great Fire of London, mainly through pictures. Year 3 pupils learn about the dangerous conditions and long working hours of Victorian children, who worked as chimney sweeps, in coal mines and factories. They find out what life was like in Victorian towns, making comparisons with those of today. In a good link with English, they write about poor, homeless children from the

viewpoint of Dr. Barnardo, showing developing factual knowledge of his life. They contrast life for children in a Victorian classroom, where punishments could be severe, with present working conditions.

99. There are good links with art. For example, pupils in Key Stage 1 paint large houses as part of a frieze depicting the burning of London in 1666. Pupils in Year 3 carefully paint Victorian portraits. Pupils in Years 5 and 6 contribute to a large collage of Henry the Eighth. Links with information technology are evident, but are under-represented. Pupils learn history from a range of sources, including books, photographs, videos and artefacts. Visits, such as to Selby Abbey, Whitley Church and York, help to enrich the history curriculum.
100. Teaching in the only lesson seen was good. Good features of teaching include secure subject knowledge, purposeful questioning, good support of pupils, and sound relationships to help keep pupils attentive and fully motivated. The subject is soundly led. There are ideas for its further development, but these are not documented, and there are no time scales for their implementation, or criteria to help assess the success of measures introduced. This lack of rigour is preventing needed development to keep history secure within the school's broad curriculum. There are no consistent approaches to assessing pupils' progress in history, although this has been identified for development. Resources are sufficient to teach the requirements of the curriculum, but some are not easily accessed, and their storage requires further consideration.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. There has been good improvement in this subject since the last inspection, mainly because of the new and improved resources in the school, the training teachers are receiving and the development of the curriculum by the co-ordinator. Standards of attainment, and the skills pupils demonstrate are broadly in line with those expected for pupils of similar ages. They make satisfactory progress as they move through the school, so that by the end of Key Stage 1, they use the keyboard well and can control the 'mouse'. They point and select with it, and understand that clicking on 'icons' can bring about an effect. They use word processing applications for writing and editing pieces of work and poems, know that art applications contain icons for pencils, paint and brushes, and that pieces of work can be printed and saved.
102. By the end of Key Stage 2, pupils have built on these skills and made further progress. Their learning includes the use of programs which allow them to input data and analyse it so that they can display and print in a graph form. For example, in the class for oldest pupils, they use Excel to record their results from a science investigation concerning forces. As a result of the very good teaching the pupils can use the 'Wizard' and describe why changes take place. Work around the school shows that pupils continue to use information and communication technology for word processing, control and for art. The school is not yet linked to the Internet and therefore pupils cannot use it for research. In addition, although the school has programs for desktop publishing and some multi-media CD Roms for research there is little evidence that these are used across the curriculum, for example, in history or design and technology. This is mainly because some of the multi-media computers had only been in school for two weeks at the time of the inspection. Pupils' learning in this area, as a result is not as good as in other aspects.
103. The quality of teaching and learning across the school is good overall, and, in the two lessons seen during the inspection, it was very good. All teachers have very good information and communication technology skills and planning for their use is evident

in lessons, especially in mathematics, English and science. Teachers are able explain clearly the steps needed to complete a piece of work, for example, when using a spreadsheet, or using an art program. They emphasis well the words that pupils need to know, such as, 'cell' or 'icon', and this is well supported by displays in the classrooms. This helps the lower attaining pupils with word recognition so that they can then use the computer independently. Questioning of pupils' understanding of the important teaching points in the lesson is very good and by the end of the lessons, teachers have an overview of which pupils have made the most progress and which ones need to go over them again. This results in pupils being very attentive and motivated. While teachers teach the skills very well, they need to encourage pupils to use these skills in other lessons.

104. The school's policy and curriculum has developed well from the last inspection. A national scheme of work has been adopted and teachers are now keeping records of pupils' achievements against the learning objectives. The responsibility for the subject has appropriately been divided. The headteacher oversees the purchase of, and technical support of the computers and the programs, and the co-ordinator is responsible for subject development and in-service training. As a result of national funding a complete audit of resources and teachers' skills has taken place, and as result these areas have improved. However not all the work is complete, as the Internet link is not yet installed. The school has used its small amount of funding well, but is still in need of additional resources, such as a computer in the library area for pupils to use for research. The school is making good use of the National Opportunities Funding and teachers are part of locally held training which is enhancing their skills in the use of the subject across the curriculum.

MUSIC

105. During the inspection, it was only possible to see the teaching of singing and recorders at Key Stage 1. Most pupils achieve above average standards in these lessons. These above average standards are a direct result of the good quality teaching. This reflects the findings of the previous inspection. The basis for other judgements is discussions with the subject co-ordinator, with pupils, and scrutiny of planning documents and the policy for music.
106. The subject co-ordinator monitors all planning to ensure pupils have access to all areas of the music curriculum. The school follows a commercial scheme of work that provides clear and progressive steps for the teaching of musical skills and knowledge. This is an improvement since the previous inspection. Teachers monitor the progress of any pupils who show above or below average ability in music. This ensures that the teaching meets individual needs. Discussion with pupils from Year 6 shows that they enjoy singing, performing in concerts and listening to music.
107. The policy for music emphasises the need to give pupils a wide and varied experience of music to listen to, enjoy and play. Inspection findings show that pupils have limited opportunities to experience music from cultures other than western. There is a suitable range of good quality percussion instruments that effectively meets the needs of all age groups. However, the supply of non-western instruments is under-developed. Only one classteacher has written evidence of pupils' composing skills. It is, therefore, not possible to make a secure judgement about their ability in this area. The school has a program that enables pupils to use the computer for composing. This is a developing area within the school and is an improvement since the previous inspection.

108. Pupils enjoy singing in the choir and speak confidently about their school concerts and performances. They listen carefully to each other when they sing and play recorders, and are very well behaved in music lessons. This is a direct result of the teacher's enthusiasm and subject knowledge. The pupils speak with affection of visits from a local high school's band. Their ambition is to have a school band of their own!
109. The school is continuing to maintain standards similar to those at the previous inspection. There is a need further to develop pupils' awareness of the wide range of music available. This will give them a deeper understanding of the multicultural society in which they live.

PHYSICAL EDUCATION

110. Standards in physical education are broadly typical of expectations nationally at the end of both key stages. Evidence for these judgements came from two lessons, one at the end of each key stage. There is insufficient evidence to make judgements about progress across both key stages, as too few lessons were observed. However, gains in learning were good in lessons seen. Planning indicates that all components of the National Curriculum for physical education are represented, and that the subject is secure within the school's curriculum.
111. Teachers place good emphasis on the development of important skills in lessons. This ensures that all pupils make good progress. For example, younger Key Stage 1 pupils move with increasing confidence and safety through a range of carefully planned activities involving travelling with bean bags and small balls, developing their control, imagination and co-ordination. By the end of Key Stage 1, pupils work in pairs to produce a dance with three elements, improving their performance and ability to collaborate to good effect. By the end of Key Stage 2, pupils connect skills, techniques and ideas appropriately, applying them with accuracy when they use a variety of large and small hall apparatus.
112. Teaching is good, with significant emphasis given to the development of important skills. Other good features of teaching include clear instructions, secure subject knowledge, effective organisation and good use of praise and evaluation to help raise self-esteem and improve performance. Pupils are enthusiastic in lessons, ensuring that attitudes to learning are consistently positive, which contributes to the rate at which pupils learn.
113. There are good arrangements for swimming through the use of a local pool. This ensures that all pupils in Key Stage 2 learn to swim, and most can complete 25 metres by the end of year 6. Resources have improved since the last inspection, such as through the purchase of additional mats for gymnastics. The school uses outside expertise to help support and extend the curriculum. For example, Leeds City Football Club provides coaching skills, which benefit both boys and girls. A good range of outdoor games, such as, football, hockey, rounders and net ball, are taught, and competitions with neighbouring schools are supported. Personal development is given good emphasis. For example, from an early age pupils are involved in obtaining and returning equipment, under strict supervision, developing responsibility and initiative. However, there are no consistent approaches to assessing pupils' progress in physical education, which prevents teachers from ensuring that work carefully builds on previous learning.

RELIGIOUS EDUCATION

114. By the ages of seven and 11 pupils achieve standards that meet the requirements of the locally agreed syllabus. The school is continuing to maintain standards that are similar to those from the previous inspection.
115. Pupils in the infant classes know that Christmas is a special time for Christians. One boy said: 'My birthday's on December 21st. That's nearly Jesus' birthday'. The seven-year-old pupils link their knowledge of science effectively with work in religious education. They identify different kinds of light and light sources. The pupils have a sound understanding of the festival of Divali. They know Divali is the Hindu festival of light and that people have lamps called 'divas'. All the pupils make 'divas' from clay and decorate them. This makes suitable links between religious education and art. The teacher ensures that pupils have carefully planned opportunities to reflect on their feelings during religious education lessons. An example of this is when pupils sit in absolute silence and watch a candle flame burn. The teacher successfully establishes a sense of reflective awe, and pupils show amazement as the candlelight flickers and grows. Pupils have an above average ability to describe their thoughts and feelings. This is a direct result of the high quality teaching.
116. By the age of 11, pupils have a sound knowledge of Christianity and other world religions. This is evident in discussions with pupils from Year 6. They talk confidently about their work on Christianity, Judaism and Hinduism, and know the significance of God to Christians and Jews. These pupils know that Jesus was a Jew and that the Old Testament of the Bible contains the history of the Jewish people. The pupils move on to explain that the New Testament is the basis for Christianity, and is about the teachings of Jesus. This work begins as pupils move from the infant to the junior classes. They begin to develop a satisfactory awareness of some important symbols of Judaism. Most pupils are able to relate these to their knowledge of Christianity. There is a satisfactory development of understanding that believers live by a set of rules. Pupils apply this knowledge effectively as they adhere to the school's code of conduct.
117. Pupils throughout the school enjoy their work in religious education. They take pride in talking about their learning and make suitable connections between religious education and everyday life. For example, in one assembly pupils explore the reasons why Joseph put precious artefacts in the bottom of Benjamin's sack. The teachers use questions very skilfully to find out what pupils know and understand. This helps pupils become aware of moral issues within their religious education work. All pupils listen attentively during lessons. They co-operate happily with each other and adults, and work hard in lessons. Careful teaching ensures that pupils respect each other's views and ideas. Teachers make their expectations of behaviour clear and manage their classes skilfully. This ensures there is a sense of purpose to all activities and that everyone uses time to best effect.
118. The quality of teaching is never less than satisfactory. There are some very strong elements in the teaching at Key Stage 1. This has a positive impact on learning and standards. It ensures that pupils' understanding of the effect religion can have on people's lives increases as they progress through the school. All teachers base their lessons on the locally agreed syllabus, and take into account a national scheme of work. They ensure that pupils' own knowledge and experience forms the basis for all lessons. This provides pupils with work that is relevant and meaningful to their needs and interests. A direct result of this is the knowledge and understanding pupils have of Christianity, Judaism and Hinduism by the time they are 11. In the best teaching there is very effective use of teaching strategies to enthuse pupils. For example, in an infant class the pupils learn about the importance of symbolism and quiet reflection as they watch a lighted candle. All teachers provide good role models as they respect

and show sensitivity for pupils' contributions to discussion. They give all pupils a suitable level of challenge. This ensures that all pupils, including those with special educational needs, make good progress in their learning.

119. The school has plans to increase teachers' awareness of the significance of artefacts in religion. This will improve teachers' confidence and develop pupils' knowledge further. All teachers make very effective links with other subjects. The links with work in literacy are very strong. This is apparent in the way teachers encourage pupils to read stories and labels, write independently and use their handwriting skills carefully.
120. The subject leader monitors all planning for religious education. This is an improvement since the previous inspection. She ensures that teachers develop all areas of the Locally Agreed Syllabus and has satisfactory assessment arrangements in place. This is an improvement since the previous inspection. Teachers make effective use of local resources, such as the church and a visiting rabbi, to increase pupils' knowledge and understanding of religion. There are insufficient artefacts for pupils to develop fully their understanding of world religions. The school is aware of this. Indeed, during the week of the inspection there was a delivery of the first box of artefacts that the school ordered last term. This is an improvement since the previous inspection. The school is well placed to move forward in developing knowledge and understanding in religious education.