

INSPECTION REPORT

BRIERLEY CE SCHOOL

Barnsley

LEA area: Barnsley

Unique reference number: 106629

Headteacher: Mr M A Reed

Reporting inspector: Mr R F Spinks
2783

Dates of inspection: 06 - 10 November 2000

Inspection number: 225203

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and junior |
| School category: | Voluntary controlled |
| Age range of pupils: | 4 to 11 |
| Gender of pupils: | Mixed |
| School address: | Beech Close Brierley Barnsley South Yorkshire |
| Postcode: | S72 9EJ |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr A Vodden |
| Date of previous inspection: | January 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|----------------------------|----------------------|---|---|
| Rod Spinks (2783) | Registered inspector | Science Information technology Design and technology Special educational needs | What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further? |
| Bernard Morgan (15522) | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| Josephine Moxon (23584) | Team inspector | Under fives English Geography History Religious education | How well are pupils taught? |
| Pam Edwards (24006) | Team inspector | Equal opportunities Mathematics Art Music Physical education | How good are the curricular and other opportunities offered to pupils? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brierley CE voluntary controlled Primary School is a school for pupils aged four to eleven years. It is smaller than the average primary school with 169 pupils on roll including 12 part-time pupils in the Reception/Year 1 class. Pupils enter the Reception class part-time in the two terms before their fifth birthday. There are 96 boys and 73 girls organised into six mixed-age classes. The proportion of boys and girls is most unbalanced in the Reception age group (16 boys and 10 girls) and in Year 5 (15 boys and 9 girls). 27 per cent of pupils are eligible for free school meals, which is above the average nationally. There are four pupils for whom statements of special educational needs are held which is below the average but there are 37 pupils on the school's register of special educational needs which is above the average.

Data indicates that pupils' attainment on entry is only just below average, however, their spoken language is significantly under-developed. Pupils come from the full spectrum of backgrounds but the proportion from disadvantaged areas is greater than normally found.

The school is situated in the village of Brierley to the north of Barnsley. It was a mining village and is in a designated re-development area. The school has its own grounds with football pitch and substantial grass areas. There is sufficient well laid out hard playground area which includes quiet areas with seats for the pupils.

HOW GOOD THE SCHOOL IS

This is a good school where pupils attain satisfactory standards overall at Key Stage 1 and standards which are well above average in the core subjects at Key Stage 2. In comparison with similar schools attainment by the end of Key Stage 2 is well above average. The overall quality of teaching observed during the inspection was very good. Teachers work hard to present challenging and interesting work for pupils. The school is well managed and makes effective use of the resources available to it, although the limited accommodation presents some organisational difficulties. The school provides good value for money.

What the school does well

- Very high standards in information and communication technology.
- Good quality teaching with a significant proportion of very good teaching.
- Very good relationships.
- The enhancement of the curriculum through a wide range of extra-curricular activities and visits.
- The spiritual, social, moral, cultural and personal development of pupils.
- The good relationships with parents and the information they receive.
- The effective management of pupils which promotes their good behaviour.
- The very good strategic management by governors.

What could be improved

- The provision for Foundation Stage pupils.
- The attainment in speaking in both key stages and reading and writing in Key Stage 1.
- The further development of the use of assessment information to guide more closely day-to-day target setting for pupils, the monitoring of the progress of pupils, and teachers' lesson planning.
- The development and the use of the school buildings to support teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last published inspection report in January 1998. Standards have improved. The quality of teaching particularly has improved significantly in both key stages and is now at least good with a significant proportion of very good teaching. Teachers have worked very hard to ensure that their planning follows the National Curriculum and lessons challenge pupils. All of the Key Issues identified in the previous inspection have been addressed and current development planning shows a desire to continue to improve.

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 |
| | 1997 | 1998 | 1999 | 1999 |
| English | C | C | B | A |
| mathematics | C | A* | A | A* |
| science | A | B | B | A |

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

By the age of five, pupils have made sound progress and are attaining standards which are generally close to average although pupils' speaking skills are less well developed. By the age of seven, pupils continue to make progress to attain standards close to those found nationally. In the 1999 tests and assessments for seven-year-olds, pupils attained standards in reading which were close to the national average; in writing, standards were below average with fewer pupils attaining the highest standard than found nationally. In mathematics standards were well above average. Standards in science were above average. When compared with schools having a similar proportion of pupils eligible for free school meals, standards in reading were above average, in writing close to the average and in mathematics were well above average. Results in 2000 were similar.

By the age of eleven, pupils attain standards which are above those typical for their age. In the 1999 national tests and assessments for eleven-year-olds, pupils attained standards in English and

science which were well above the national average. Standards in mathematics were well above the national average. In comparison with similar schools, standards in English and science were well above the average and in mathematics were very high. Results in 2000 were similar to 1999. Standards have been improving over the last four years at a rate above the national trend.

From a detailed scrutiny of pupils' work over the last year, direct observations of their work in lessons, hearing pupils read and discussing their work with them, inspectors judge that pupils are attaining standards similar to those shown by the 1999 tests and assessments. Higher attaining pupils in particular are attaining the higher levels of which they are capable in the national assessments. Pupils have made good progress to achieve these standards. Pupils enter the school with below average attainment in speaking and by the age of six, pupils are attaining standards closer to the average. Standards at Key Stage 1 over the last three years show some variation. The school has set appropriate targets for improving pupils' attainment based upon a range of assessment information. The standards of work seen in information and communication technology are very high in comparison with those normally found in primary schools. Standards in religious education and music are good and in all other subjects standards are more typical of those expected.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very positive. Pupils attend regularly, work hard and enjoy their lessons. |
| Behaviour, in and out of classrooms | Good. Effective management by teachers and other adults ensures that pupils' behaviour is good. |
| Personal development and relationships | Very good. Pupils are polite and considerate. They relate very well to one another and their teachers |
| Attendance | Satisfactory. Levels of authorised absence are affected by a number of parents who take holidays during term time. The school has effective systems to deal with any problems as they arise. |

The positive attitudes of pupils, the way they are supported and the positive approach adopted by the school in developing good behaviour contribute to the good standards pupils attain. This aspect is a strength of the school. Many aspects of pupils' personal development are very effectively promoted. Whilst there are many instances of pupils being supported to develop their independence such opportunities are more limited in their learning.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Satisfactory | Very good | Very good |

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.

In all, 38 full or part lessons were observed by inspectors during the inspection. 95 per cent of lessons were judged to be satisfactory or better. 74 per cent of teaching was good and better with 37 per cent very good. Teachers have good subject knowledge and plan their lessons effectively to challenge pupils and so enable them to make good progress. Where teaching is very good teachers provide stimulating activities to extend pupils' learning and lessons are delivered at a very brisk pace. Teaching is less secure with pupils under five where the presence of three age groups in the class makes effective teaching for all pupils more problematic. The teaching of English and mathematics is good. The National Literacy and Numeracy Strategies are being effectively delivered. The teaching of science is very good and pupils are consistently encouraged to develop their investigative skills. The teaching of literacy and numeracy is effective across the school although there is insufficient emphasis on developing pupils' speaking skills across the curriculum. The teaching of information and communication technology is very good and the effective use of the good resources has resulted in very good progress and very high standards. Teachers regularly use these well-developed skills to support learning in the other subjects of the curriculum.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Broad curriculum meets statutory requirements. The implementation of the Foundation Stage curriculum is in the early stages of development and is not yet securely established. The curriculum is enhanced by a wide range of extra-curricular activities and educational visits. |
| Provision for pupils with special educational needs | Very good. The school fully meets the code of practice and pupils with special educational needs are well supported by teachers and classroom support assistants. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Pupils develop very good relationships and show very good levels of independence when given the opportunity to do so. Their spiritual development is good, social and moral development is very good and cultural development is good. |
| How well the school cares for its pupils | The school cares effectively for its pupils. Academic and personal progress are monitored appropriately. |

The school works very well with parents to encourage and support learning. Homework is

provided across the school and is used well. Whilst the school has introduced Home School Agreements some parents have yet to fully endorse them. The school is working hard to further develop the strong links it has and to continue the improvement since the last inspection. This area is a strength of the school.

The curriculum is broad and delivers all aspects of the National Curriculum. Teachers' planning is sufficiently detailed to ensure that pupils' learning builds upon what they have already learnt, however, teachers could make more use of their in-class assessments to make their planning even more effective. The wide range of extra-curricular clubs ranging from a science and technology club to sports teams and the many visits, for example, to Whitby enhance pupils' learning experiences as well as providing opportunities for personal development.

The school monitors pupils' progress both academic and personal, providing regular termly reports to parents which are particularly helpful.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides clear leadership and direction for the school. The work of the school is monitored and subject co-ordinators have begun to monitor the work in their subjects. |
| How well the governors fulfil their responsibilities | Governors carry out their roles very effectively. They have established very good procedures for the strategic management of the school. They are fully involved in management and decision making. They actively monitor the work of the school. |
| The school's evaluation of its performance | The school uses a range of data to evaluate its performance. This ensures that the school compares its performance with national average data as well as that of similar schools. This evaluation is being further developed to include the accurate monitoring of individual pupil progress. |
| The strategic use of resources | The school makes effective use of the resources available to it, however, the accommodation is limited and in need of development. It is not always used effectively to support teaching and learning. |

The headteacher works closely with the governors to ensure the effective management of the school. The way the school has improved since the last inspection and the plans for future development reflect this good management. They have introduced effective measures to monitor the work of the school although this is in its early stages for subject co-ordinators. The school has introduced a clear and effective best value policy, which ensures that all four principles are followed by both managers and governors.

There are sufficient teachers to meet the needs of the school curriculum. Teaching and non-teaching

staff are generally well deployed, however, the school does not always make the most effective use of staff in the Foundation Stage. The accommodation is adequate for the total number of pupils but the number of pupils in each age group makes for complex mixed age class organisation to fit into the six classrooms. As a result pupils under five are less effectively supported than the other year groups. Resources for information and communication technology are good, having been enhanced by Education Action Zone (EAZ) support, however, library resources and resources for religious education are more limited.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Pupils are happy, they enjoy school and are well cared for. • Teaching is good. • Behaviour is good. • Pupils are being helped to learn, make progress and become mature. They are expected to work hard. • The school is well led and works closely with parents. • The school provides an appropriate range of homework and extra-curricular activities for pupils. • The school's use of learning opportunities outside the classroom including visits to promote learning. | <ul style="list-style-type: none"> • Pupils not having access to the building until 9.00 a.m.. • Arrangements for parking at the beginning and end of the school day. • A few parents showed concern over links with high schools other than the local high school. • Some parents are concerned about the school's mixed age classes. |

Inspectors agree with parents that pupils are happy and respond positively to school. They work hard and learn well in response to the good teaching they receive. Behaviour is well managed by teachers who are enthusiastic to provide a wide range of activities to enhance learning. The arrangements for access to the school by parents at the start and end of the school day are similar to those experienced by most schools and although parking is difficult inspectors judged that pupils' safety was not being compromised. The school has very good links with its main high school including link projects begun in Year 6 and completed in Year 7 at the high school. The school manages the mixed age classes very effectively except for pupils in the Foundation Stage where provision is more limited.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The inspection was carried out in November 2000 before the test and assessment results for this year were published. As a result, the data used for comparative purposes refers to the 1999 results. Inspectors based their judgements on an analysis of test and assessment results, direct observations of pupils in lessons and a detailed scrutiny of pupils' present and past work. Discussions were held with pupils where other evidence was limited, to establish what pupils knew and could do.
2. The early assessment of pupils on entry to the Reception class indicates that pupils' language skills on entry are below those typical for their age. They have limited access to language. The school admits these pupils in September, April and January each year.
3. Overall, pupils are attaining good standards, although attainment is best in Key Stage 2. By the end of their Reception Year pupils are attaining standards which are more typical of those expected except that language development is still below average. The pupils observed had been in the school a matter of weeks and were beginning to show sound social development and their language use was improving. This particular group is likely to continue to have below average language skills by the end of the year.
4. Overall, standards in Key Stage 1 are satisfactory. Current pupils are on course to attain standards which are in line with the end of key stage standards attained in 1999 and 2000. In the 1999 tests and assessments for seven-year-olds, overall standards in reading were close to the average, standards in writing were below average and standards in mathematics were well above average. The proportion of pupils attaining the expected Level 2 was well above the national average in reading but the proportion attaining the higher Level 3 was well below average. In writing, the proportion attaining the expected Level 2 was close to the average and the proportion attaining the higher Level 3 was below the average. In mathematics the proportion attaining the expected Level 2 was close to the average but the proportion attaining Level 3 was well above average. In science the proportion attaining the expected Level 2 was in line with national averages, whilst the proportion attaining the higher Level 3 was above average. Results in 2000 show similar standards were attained.
5. The variation in the attainment of boys and girls reflects the picture found nationally. Pupils with special educational needs make good progress through well-targeted support from teachers and classroom support assistants. Additional support funded through the Education Action Zone for specifically identified pupils is aiding the progress they make.
6. Overall, standards in Key Stage 2 are good. Inspectors judge that current pupils are on course to attain standards which are above the national average. In the 1999 national tests and assessments for eleven-year-olds, pupils attained standards in English which were

close to the national average for the proportion of pupils attaining the expected Level 4 and above for the higher Level 5. In mathematics and science standards were well above the national average for Level 4 and well above for the proportion attaining Level 5. In comparison with similar schools standards in English were above average, standards in mathematics were very high and standards in science were well above the average. Standards in all three-core subjects showed similar proportions attaining the various levels in 2000.

7. Over the last four years the performance of boys and girls has been similar to the national picture. Generally girls attain higher standards than boys do nationally. Pupils with special educational needs make very good progress through very effective in-class support.
8. The school sets realistic and challenging targets for pupil attainment based upon a wide range of assessment information. The school does not always achieve the targets set but effectively evaluates the progress pupils make. The managers of the school do track the performance of individual pupils as they move through the school but do not yet fully use this information to measure the effectiveness of teaching and learning.
9. Pupils are attaining very high standards in information and communication technology in both key stages. For example, pupils in Year 2 are able to word process work in other subjects, enhancing their presentation with pictures. Pupils in Years 4 and 5 regularly access the Internet to gather information in support of their learning in the other subjects of the curriculum, for example, information about the planets in a science lesson on space.
10. Standards in religious education are good in both key stages. Pupils are attaining the standards identified within the locally agreed syllabus, which are appropriate to their age group.
11. Standards in the other subjects of the curriculum are generally typical of those expected by the end of each key stage. For example, pupils in Year 6, including those with special educational needs, are able to demonstrate their knowledge of nutritional information as part of their work on food in design and technology.
12. Standards in literacy and numeracy are above average by the end of Key Stage 2. Pupils have many opportunities to use and extend their skills across the curriculum. Significant attention is paid to literacy and numeracy in the additional support provided for pupils with special educational needs where staff use every opportunity to reinforce pupils' number and vocabulary learning.
13. Overall pupils are achieving well. They enter the school with just below average levels of attainment in Reception and by the end of Key Stage 2 are attaining standards above the national average. Standards are improving in English, mathematics and science.

Pupils' attitudes, values and personal development

14. The youngest pupils are developing positive attitudes to school and to learning, they enjoy their experiences and try hard.

15. Pupils in both key stages display good attitudes to school and learning, they enjoy the opportunities provided for them and work hard. Their behaviour in lessons is good; this high level is maintained by the very positive and supportive management of behaviour by staff to be seen consistently across the school. Many examples were seen of this in all year groups.
16. In and around the school pupils behave well. They are polite, courteous, open and good humoured, they speak freely to visitors about their work. No evidence of bullying or harassment was seen during the inspection. The school has sound procedures in place to deal with any such incidents which may occur, parents express confidence in the school dealing with any incident speedily and fairly. During the last school year two pupils were excluded for a fixed period, the school takes such situations seriously and seeks to work closely with others to bring about the necessary improvements.
17. The school makes use of personal, social and health education (PSHE) to promote pupils' personal development both through the curriculum and other aspects of its work such as assemblies. It has recently reviewed its arrangements and is working towards further development of the PSHE programme. It makes good use of visiting specialists, such as the school nurse and a theatre group who worked with pupils on drugs education, to promote personal development. Similarly visitors support pupils' moral and social development by contributing to a well structured and planned programme of assemblies. The school also, as necessary, makes use of these to deal with any issue which may arise and to reinforce its codes and standards.
18. During the inspection, examples of very good practice were seen where teachers took trouble to reinforce school policies by ensuring that pupils were reminded of expectations whilst at the same time providing a stimulating working environment through the use of purposeful display as, for example, in Year 3/4.
19. Relationships throughout the school are very good, pupils show respect and appreciation for others both in their work and feelings, examples of this were seen in a Year 2/3 literacy lesson and in a mathematics session for a group of pupils from Years 5/6. The school also encourages pupils to consider the needs of others and has a record of support to charities as, for example, to the RNIB.
20. Levels of attendance are satisfactory with the overall figure being slightly below national levels. Levels of unauthorised absence are slightly better than those seen elsewhere. The school has a level of authorised absence above that found in similar schools nationally, its procedures for monitoring attendance are secure. Careful attention is paid to this matter and any cases requiring attention are dealt with quickly. The school benefits from the work of the education welfare officer with whom good working relationships have been established.
21. The school takes the promotion of high levels of attendance seriously; parents say that they are aware of the rules. Pupils are punctual and, as a result, sessions begin promptly, registration procedures are quickly and efficiently dealt with and lessons begin on time.

22. Parents clearly indicate they feel that the school provides pupils with good support in their personal development, staff care for them and know them well, evidence from inspection shows that this confidence is well placed.
23. The personal development of pupils is a strength of the school.

HOW WELL ARE PUPILS TAUGHT?

24. Pupils are taught in six classes, all containing more than one year group. There is one mixed key stage class. Five classes have full time teachers and one class is taught by two members of staff working part time. The Reception class contains seven Year 1 pupils, seven full time Reception pupils and 12 pupils who are rising fives and attend school in the mornings only. All classes contain less than 30 pupils. At the time of the inspection class teachers teach all subjects apart from music in Key Stage 1, which is taught by a peripatetic music specialist. The headteacher takes the Year 6 pupils for numeracy lessons each morning.
25. In all, 38 lessons were observed in full or in part covering all teachers and classes. The full literacy and numeracy hour were observed in all classes. Science was observed in most classes and other subjects observed whenever possible. 95 per cent of lessons were judged to be satisfactory or better. 74 per cent of teaching was good and better with 37 per cent very good. A very small percentage, 5 per cent in all, was judged to be unsatisfactory. Teaching is very good overall.
26. The teaching for pupils under five is satisfactory overall. The organisation by managers of pupils, and the restrictions posed by a small teaching area, have a direct effect on the quality of teaching and learning in the Foundation Stage. Pupils are well managed and teaching is very well organised. Learning is promoted through a range of activities which are intended to deliver the Foundation curriculum. Relationships with pupils are very good and pupils are very secure in their knowledge of routines. Where there are areas for improvement, they are related to the different demands of teaching for the youngest pupils and the need to allow them more freedom to explore their own ideas, learn through purposeful play and talk about their experiences.
27. Teaching in Key Stage 1 is very good. Pupils are very well managed and work very quietly, staying on task for long periods. Lessons are well organised and contain interesting activities, which demand the most from pupils. Plenary sessions give opportunities for praise and sharing the learning. Lessons keep a good pace and the teachers' knowledge of the subject is good. Where there are areas for improvement, pupils need to have tasks which are better matched to their abilities and the pace needs to be kept going in order to prevent any misbehaviour.
28. Teaching in Key Stage 2 is very good overall. In the best lessons learning objectives were shared with the pupils and were clear in teachers' planning. Pupils knew exactly what their teacher expected of them, how long they had to do it and how well they had done at the

end. Information and communication technology is well used in many subjects. Teachers relate very well to pupils and manage their behaviour according to the school's policy. Lessons are enhanced by the use of good quality resources, good pace and well matched activities. Support for pupils with special educational needs in Years 5 and 6 is a particular strength.

29. Teaching in English is good, with some very good teaching. The school has successfully implemented the National Literacy Strategy. The best lessons contain clear objectives and use exciting texts to interest pupils and help them learn. Pupils are encouraged to discuss ideas and model their writing on texts they have studied. The use of role play was very effective. The teaching of reading is less secure in Key Stage 1 where phonics and decoding skills are under-developed. The teaching of writing in Key Stage 2 is helped by the work of the Education Action Zone teacher who works successfully with more able pupils in Years 2 and 6.
30. Teaching in mathematics is good. Teachers have a secure understanding of the National Numeracy Strategy and deliver it with confidence. In the best lessons teachers keep up the pace of quick-fire questions, teach to clear objectives and plan differentiated work for groups and individuals. Relationships and the management of behaviour are good. Where teaching is less secure it is due to the mismatch of task to ability and the behaviour of a small number of pupils who fail to make sufficient progress. Praise is well used to boost the confidence of all pupils and they are asked to talk about the ways in which they learn, check their own answers and comment on the answers of others. A variety of methods to solve problems are discussed and encouraged. Teachers use mathematics well in other curriculum areas such as geography.
31. Teaching in science is very good. Teachers use their good subject knowledge to promote good science learning. Teachers manage their practical lessons well and enable pupils to develop their science understanding through an investigative approach. Science teaching is further enhanced by involvement in the Zeneca project organised through the Education Action Zone.
32. No teaching of information and communication technology was seen in Key Stage 1, but in Key Stage 2 teaching is very good. Pupils are taught to highlight and change text, design and use branching databases and interrogate them using appropriate questions. The best teaching was well planned and challenging for pupils. Teachers' own confidence and knowledge of the subject results in high quality learning experiences and very good progress.
33. Teaching in physical education is good overall. Five lessons were seen during the week. There is a good balance of activity and discussion, there are clear learning objectives for the lessons and pupils are well managed. Pupils are challenged to achieve their best and comment on the performance of others. Dance is well taught to Year 6 with imaginative use of sequences linked to music. Pupils are encouraged to overcome their sensitivities and take part with confidence.
34. In religious education teaching is good. Two lessons were seen during the inspection. Teachers have a solid understanding of the subject and link the factual teaching about

religion with reflection on concepts associated with religion such as commitment. Very good relationships with pupils enable discussion, lessons are well planned and prepared, and pupils make good progress.

35. In history and geography teaching is good. Two history lessons were seen during the inspection. Teachers have a good knowledge of both subjects and make good links between them through appropriate topics and school visits. A good range of artefacts is used to support learning and interest pupils. Teachers use investigation from a range of evidence as a tool for teaching in history. Lessons which are interesting and well planned result in good behaviour and high levels of interest on the part of pupils.
36. Teaching in music is good. Teachers show good knowledge of the subject, plan lessons well and use a range of activities to teach about beat, symbols, rhythm and pace. Good teaching results in pupils being confident to listen, evaluate their own performance and the performance of others.
37. Teaching in art is satisfactory overall. The most successful teaching combines teacher knowledge with clear ideas to develop skills in using a range of media.
38. Teachers are well supported by thorough schemes of work, which they develop into medium term plans. Lesson planning is generally thorough, but does not always contain clear learning objectives and opportunities to assess the outcomes of the lesson. Homework is well used to support a range of subjects. Where there is additional classroom support it is usually put to good use. Classroom Support Assistants (CSAs) are most effective when the teacher plans for them and they support pupils in all aspects of learning. For example, in the literacy hour, less able pupils were very well supported in shared text work by the CSA whispering to individuals to check their understanding and signalling to the teacher when they had something to say. CSAs are less well used when they are asked to prepare materials for lessons during whole class teaching sessions.
39. The school's newly established marking policy contributes well to learning. Pupils are praised for their efforts and told how well they have achieved. Marking sometimes contains a 'next step'. The most effective marking is that which is linked directly to the learning objective for the lesson. The National Literacy and Numeracy Strategies are having a positive effect on teaching and learning in most cases. There is still some insecurity on the part of teachers about the use of the literacy hour, particularly in Key Stage 1 where more support and staff development are needed. High quality relationships play an important part in the success of teaching. Pupils like and respect their teachers and are valued and well supported in lessons. Teachers manage behaviour well according to the positive discipline policy, evident throughout the school. Some teaching methods, although effective, do not allow sufficient opportunities for discussion and group work. Where pupils were encouraged to discuss their work and share ideas, they developed confidence in speaking aloud and had developed a good range of vocabulary.
40. Teaching for pupils with special educational needs is good. Teachers use individual education plans to inform their teaching. More able pupils are generally well challenged and their attainment is better than at the time of the last inspection.

41. The use of assessment to inform planning is generally underdeveloped. The wealth of data collected by the school is beginning to be used to secure targeted work to meet pupils' needs. The best teaching showed an awareness of the different needs of pupils across a wide range of ability and teachers could talk about pupils' own targets for learning. The school still needs to consistently demonstrate the use of assessment information in day-to-day teaching and learning.
42. The monitoring of teaching is at an early stage. Co-ordinators are beginning to observe teaching, keep records and give feedback, but there has been no training to establish common criteria against which judgements will be made. This is an area for development.
43. The quality of teaching is greatly improved since the last inspection and is now a strength of the school.

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

44. The school provides a broad and balanced curriculum which includes all subjects of the National Curriculum and religious education. Within religious education, the school meets the requirements of the locally agreed syllabus. The curriculum is relevant to pupils' developing needs at both key stages and gives them a firm foundation for the next stage of their education. It fulfils statutory requirements and provides well for pupils' intellectual, physical and personal development. However, although the Foundation Stage curriculum is being addressed, the presence of three age groups in the class is limiting its impact.
45. The school has in place relevant policies and schemes of work in all areas. Medium term planning is good across all curriculum subjects. Short term planning is inconsistent throughout school. Current assessment procedures are inconsistent and assessment information does not always inform teachers' planning.
46. The school places an appropriate emphasis on literacy and numeracy and has effectively introduced the national strategies. The planning and staff training for literacy and numeracy have ensured the effective implementation of these strategies.
47. Teachers take great care to ensure that all pupils have equal access to the curriculum. The school has good provision for pupils with special educational needs. It fully meets the requirements of the code of practice in providing a relevant curriculum for its pupils. A register of special educational needs is in place and is reviewed regularly in compliance with the recommendations of the local education authority. The school invites support from outside agencies if this is deemed necessary. This assistance is used effectively to make sure that what is provided is appropriate. Pupils receive good levels of classroom support to make sure that suitable resources and practical equipment are available to aid learning.
48. The school has a sound policy for promoting health education across the curriculum and sex education is taught as part of the science curriculum for Year 6 pupils. The governing body has agreed the school's approach, which involves the school nurse.

49. There is a good range of extra-curricular activities that enhances pupils' attainment. There is singing/dancing, information and communication technology, science and a range of sporting activities. The school makes effective use of a good range of field trips and educational visits.
50. The provision that the school makes for pupils' spiritual development is good. The pupils in the school experience a range of activities that gives them opportunities to reflect and wonder. They contemplate in a quiet place in Whitby. They marvel at the past. They consider how poetry expresses some thoughts and reflections about the beauty of nature. The school provides opportunities for reflection in the daily act of collective worship. This is successful in promoting an atmosphere of thoughtful contemplation. The school incorporates spiritual opportunities naturally into many aspects of its life. An example of this was seen in a religious education lesson when pupils wondered at the earth from space and other natural phenomena. There is a good spiritual ethos in assemblies and many lessons
51. The provision for the moral development of pupils is very good. The school is effective in teaching pupils how to distinguish right from wrong. This begins in Reception and develops well as pupils progress through the school. All members of the teaching and support staff provide very good role models. They ensure that in all their dealings with issues that arise they are firm and fair. Pupils are honest and trustworthy and well aware of what constitutes acceptable and unacceptable behaviour. Teachers make effective use of lessons to reinforce messages of care and concern for each other. Pupils tidy away equipment and learn to look after it carefully. This enables them to appreciate and respect other people's property. Pupils discuss the effects of their actions on other people. They quickly develop and understand that they are responsible for their own actions and the consequences that they may have. Pupils respect their teachers and adults. Members of staff maintain a calm, reflective and orderly community that promotes purpose to all school activities.
52. Pupils' social development is very good. Relationships are very good and pupils work well together in pairs and small groups. Teachers provide many opportunities for co-operative working in lessons and encourage all pupils to take part. Pupils' social development is also enhanced through the many extra-curricular activities and visits out of school.
53. The school makes good provision for pupils' cultural development. Pupils have many opportunities to develop awareness of their own culture. They visit places of interest as part of their work in history and geography. For example, the school makes effective use of the locality. The school teaches pupils to value and respect all faiths and beliefs. It gives pupils a good preparation for life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

54. The school provides a safe, secure and caring environment for its pupils. Good arrangements are in place to consider and deal with matters relating to its responsibilities in

relation to health and safety requirements. Arrangements to ensure safety during the working day are in place; pupils know the rules and follow them. All staff reinforce these consistently.

55. First aid arrangements have received appropriate attention and named staff have received training. Practical arrangements for dealing with pupils who are unwell are handled competently. Child protection procedures are in place, staff know them, the deputy headteacher acts as the named person.
56. The school rightly places emphasis on the need for good behaviour and adopts a positive behaviour strategy. This is, as shown by inspection evidence, having a beneficial effect on pupils' learning and development. The effective use of the school policy by teachers in their management of behaviour is a strength of the school. The result is an orderly and purposeful learning environment.
57. A range of policies has been used to support pupils' personal development; these have recently been reviewed in the light of Curriculum 2000 and the school's drive towards a National Healthy School Award. The current arrangements are proving supportive and beneficial in pupil development and the school is now very well placed to make further improvements. The school has procedures in place for dealing with any bullying or harassment which may occur; during the inspection, no such incidents were seen. Parents express confidence in the school's handling of these matters.
58. Administrative systems for monitoring and promoting attendance are in place and are well used, the school works well with the education welfare officer to follow up quickly any cases which occur. An example of teachers actively encouraging the promotion of attendance was to be seen in Year R/1 where pupils were encouraged to record their attendance daily on a chart in the classroom.
59. The school has a detailed policy for the assessment of pupils' attainment and progress both on entry to school to establish a baseline and ongoing through the school. A considerable amount of data is, as a result, collected for each pupil in each year group. The school meets its statutory requirements in these matters.
60. The school analyses the data from statutory tests to assist in establishing its own targets for development and improvement. Whilst the school has used the information obtained through assessment generally to support its overall improvement, inspection evidence shows that in some cases teachers do not use sufficiently well the information held about pupils to target closely the work they need to do to make further progress on a day-to-day basis. The school also collects information about pupils' personal development, this together with the close personal knowledge that staff have of pupils is used well to promote their development. Arrangements for the assessment of the needs of pupils with special educational needs are well handled and meet requirements.
61. Parents say clearly that pupils enjoy school life, staff have their best interests at heart and that the school is successful in promoting their development. The last inspection in reporting on "support guidance and pupil welfare" noted some good features. Evidence from this inspection shows improvement being made, particularly in the use of positive

behaviour strategies and aspects of the collection and use of assessment data.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. The school provides prospective parents of the youngest pupils with a good deal of useful information about how it is organised and its arrangements for admission. It also provides them with information about how to prepare children for school and information about how they can support learning.
63. The school prospectus provides parents with useful information about the school's aims and expectations in a clear manner, it meets statutory requirements. Induction arrangements receive appropriate attention so as to assist pupils to settle quickly into school life. The school keeps parents well informed about its activities, routine administrative matters are also dealt with in an efficient yet unobtrusive manner.
64. The school provides parents with detailed reports about progress, these meet requirements. These, in addition to providing information about the work completed, also give opportunity for targets to be identified by pupils. Parents are also asked to contribute their comments about these. Parents also have opportunity, on a termly basis, to discuss these matters with teachers, they indicate that these are valuable and appreciated. The arrangements for parents of pupils with special educational needs are also carefully handled and meet requirements.
65. The school, using resources from the Education Action Zone, is seeking to further develop opportunities for parents to support learning by developing learning packs linked closely to pupils' learning targets which they can access through the Internet and, for those without such facilities, by hard copy. The evidence indicates that these are beginning to be used to support pupil learning. Homework is used systematically across the school and is being used well to reinforce and extend learning. Parents are active in their support for homework.
66. A Home School agreement has been developed, evidence shows that many parents support it and have responded well to it. Unfortunately, a number have yet to do so and have yet to see the value and importance that it can have in promoting improvements in pupils' personal and academic development.
67. The school takes care to consult parents on aspects of its work through an annual questionnaire which it considers through the governors' meetings and by senior staff. In addition it provides a regular opportunity for parents to raise issues with governors who organise a rota of members for the purpose.
68. The school encourages parents to work in school to assist with work in classes and when educational visits are undertaken. Care is taken to provide those volunteers who come forward with clear information about school policies and practices. During the inspection where parents were seen working in school it was clear that their contribution was valuable and contributed well to school life. The school is currently seeking to encourage more

parental support and has worked closely with a local college to develop this area. It is to be encouraged in this work.

69. The last inspection found this aspect of school life largely well handled, evidence from this inspection shows that the school has further improved and developed it. It now represents a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

70. Overall, leadership of the school is good. The headteacher, who is the lead professional, provides the school with clear educational direction. He has worked hard to establish common approaches throughout the school. This has resulted in the school fully meeting its declared aims.
71. There is a good ethos in the school with a drive towards improving standards and an atmosphere that enables all pupils to learn in a positive and caring school society. A consultative approach to school development helps to promote good relationships amongst the staff and they work very effectively as a team. Teachers share the roles as subject co-ordinators and whilst managing co-operatively they use their individual subject expertise well. A programme of monitoring by subject co-ordinators has been established monitoring teachers' planning and pupils' work which is beginning to ensure high quality learning experiences for pupils in all subjects.
72. The school has a detailed development plan, based upon a detailed analysis of the impact of earlier plans and an analysis of the performance of the school, which identifies appropriate areas for the future development of the school. There are clear costs identified. The planned programme meets the aim of continuing to raise standards through improving the quality of teaching and learning. The plan is linked closely with the aims of the school and will enable the school to continue to meet its published aims.
73. The school is committed to continued development and improvement. Those with management responsibility have demonstrated that they have the knowledge and understanding to sustain the recent improvements in the school.
74. The governing body fully supports the school, carries out its responsibilities very effectively and ensures that statutory requirements are fully met. They share a common purpose with the staff. They have established a strategy committee to review and set out longer-term targets for the future development of the school. This committee takes into account such issues as housing development in the catchment area and its likely impact on future developments. Governors regularly visit the school and have begun to spend time with their link subject co-ordinator and in lessons.
75. The school managers evaluate the performance of the school. They evaluate national test and assessment performance as well as monitoring the progress of individual pupils as they move through the school. The performance information is used to evaluate the effectiveness of the school development plan and to inform its further development.

Managers have a clear understanding of the strengths and weaknesses of the school. As a result of this approach, all the Key Issues identified in the previous inspection report have been fully addressed. For example, significant improvements in the quality of teaching, especially in Key Stage 2, are noted in this report.

76. The school has effective systems established for the induction of new staff and all teachers have their own personal development plans. They have access to training to meet their personal plans as well as areas identified within the school development plan. This procedure extends to the non-teaching staff in the school.
77. The governors have established policy and procedures for the pay and performance management of staff and are at an early stage of setting performance targets for the headteacher.
78. The school makes effective use of the resources available to it. Governors set the budget against the clear school development plan and then monitor spending to ensure targets are met.
79. The school has efficient systems for financial control and administration. The most recent auditors' report found overall financial management to be effective. The small number of areas identified for improvement have been addressed by the school.
80. The school effectively uses information technology to support its financial administration and to enable detailed financial information to be provided to managers and governors.
81. The school is effectively applying the principles of best value. There is a good best value policy in place. It compares its performance with those of other schools; targets spending to meet identified priorities in the development plan and identifies a wide range of additional educational activities which enhance pupils' learning. The school follows the appropriate regulations when making purchases and consults staff.
82. There are adequate well qualified staff both teaching and non-teaching who are well deployed to meet the demands of teaching the curriculum and supporting pupils. Teachers are committed to improving the quality of teaching and raising standards. Support staff make a significant contribution to the learning of pupils with special educational needs whether in the special education centre or in mainstream classes. Additional support staff funded from the Education Action Zone also make a significant contribution to the learning of identified groups of pupils.
83. The school is housed in modern well-maintained buildings. The six classrooms are small and this forces the school to be organised into mixed age classes to meet the needs of the eight age groups within the pupil population. There is a small hall used for whole school activities and physical education. The corridor areas are used as a library area and for some general access to computers. However, these spaces have to be used for small group work where pupils are withdrawn from main lessons and for some Year 5 mathematics teaching. This reduces the positive impact of these activities on pupils'

learning and progress. There is very limited space available for Foundation Stage pupils who need opportunities to work with large equipment to develop a range of skills and knowledge. The school has access to good playing field areas, enhanced by good leisure areas for pupils to use at playtime and lunchtime.

84. Overall, resources for learning are satisfactory. There are sufficient computers to give access to pupils in all classrooms. There is an interactive white board (provided from EAZ funding) in one classroom which is used very effectively to enhance the learning in that class as well as other classes having access when teachers identify its effective use. There are just sufficient books to support pupils' learning across the curriculum but resources for religious education and Foundation Stage pupils are more limited. The limited library resources reduce the opportunities for pupils to work independently although they do have access to information technology resources to enhance learning. In most subjects the well looked after resources enhance pupils' learning experiences.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

85. In order to continue the development of the school and to raise standards still further governors and managers should:

Improve the provision for Foundation Stage pupils by:

- Reviewing the accommodation and use of resources for these pupils.
[26, 82, 100]
- Organising the classes to produce a dedicated Foundation Stage class.
[26, 43, 100]
- Improving the quality and range of learning experiences for these pupils.
[43, 97, 102]

Improve attainment in speaking in Key Stages 1 and 2 and reading and writing in Key Stage 1 by:

- Providing more opportunities for the development of speaking skills in both key stages and in all subjects.
[38, 88, 110]
- Establishing a more rigorous approach to the teaching of phonics and reading skills in Key Stage 1.
[29, 107, 115]
- Developing more systematic approaches to the development of writing in Key Stage 1.
[106, 107]

Further develop the use of assessment information to enhance teaching and learning by:

- Developing procedures to moderate teachers' assessments of pupils' progress. [37]
- Developing effective systems for recording teachers' assessments. [44]
- Using assessment information to set targets for individual pupil achievement. [37, 59, 119]
- Using assessment information to focus teachers' lesson planning. [40, 44]

Increase the effectiveness of the use of the school building by:

- Reviewing current use. [82]
- Seeking ways to develop the accommodation to provide more effective teaching spaces especially for pupils in the Foundation Stage. [26]
- Developing the playground space to include a secure area for pupils under five to use large equipment. [97]

The numbers in brackets refer to the main paragraph(s) in the full report where these issues are mentioned.

86. **PART C: SCHOOL DATA AND INDICATORS**

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 38 |
| Number of discussions with staff, governors, other adults and pupils | 25 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 37% | 37% | 18% | 5% | 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) | n/a | 169 |
| Number of full-time pupils eligible for free school meals | n/a | 48 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | n/a | 4 |
| Number of pupils on the school's special educational needs register | n/a | 37 |

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 | 14 |
| Pupils who left the school other than at the usual time of leaving | 12 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 5.9 |
| National comparative data | 5.4 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 0.5 |
| 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 2

| | | Year | Boys | Girls | Total |
|--|----------|---------|-------------|---------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | | 1999 | 10 | 15 | 25 |
| National Curriculum Test/Task Results | | English | Mathematics | Science | |
| Numbers of pupils at NC level 4 and above | Boys | 6 | 9 | 10 | |
| | Girls | 12 | 13 | 13 | |
| | Total | 18 | 22 | 23 | |
| Percentage of pupils at NC level 4 or above | School | 72 (70) | 88 (96) | 92 (79) | |
| | National | 70 (65) | 69 (59) | 78 (69) | |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 6 | 6 | 9 |
| | Girls | 13 | 13 | 13 |
| | Total | 19 | 19 | 22 |
| Percentage of pupils at NC level 4 or above | School | 76 (79) | 76 (91) | 88 (96) |
| | National | 67 (68) | 69 (65) | 75 (71) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 169 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

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 | 2 | 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.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|----|
| Total number of qualified teachers (FTE) | 7 |
| Number of pupils per qualified teacher | 28 |
| Average class size | 28 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 117 |

Financial information

| | |
|----------------|---------|
| Financial year | 1999/00 |
|----------------|---------|

| | £ |
|--|--------|
| Total income | 277862 |
| Total expenditure | 280680 |
| Expenditure per pupil | 1671 |
| Balance brought forward from previous year | 30267 |
| Balance carried forward to next year | 27449 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 169 |
| Number of questionnaires returned | 38 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 71.0 | 29.0 | 0 | 0 | 0 |
| My child is making good progress in school. | 66.0 | 32.0 | 0 | 0 | 3.0 |
| Behaviour in the school is good. | 47.0 | 45.0 | 3.0 | 0 | 5.0 |
| My child gets the right amount of work to do at home. | 55.0 | 45.0 | 0 | 0 | 0 |
| The teaching is good. | 84.0 | 13.0 | 0 | 0 | 3.0 |
| I am kept well informed about how my child is getting on. | 61.0 | 37.0 | 3.0 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 89.0 | 11.0 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 82.0 | 16.0 | 0 | 0 | 3.0 |
| The school works closely with parents. | 58.0 | 39.0 | 3.0 | 0 | 0 |
| The school is well led and managed. | 76.0 | 18.0 | 3.0 | 0 | 3.0 |
| The school is helping my child become mature and responsible. | 79.0 | 21.0 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 50.0 | 42.0 | 3.0 | 0 | 5.0 |

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

87. During the course of the inspection three lessons were observed with a focus on the Foundation Stage. Further lessons were observed in the classroom with a focus on the Year 1 pupils. Work was seen from the present and previous Reception Year groups. Planning and policies were seen and some discussion took place with the Early Years teacher and the headteacher.
88. The school admits pupils in September, April and January into a class with a small number of Year 1 pupils. From September, those who will be admitted later in the year join the class in the mornings. The age and ability range, and the fact that the Year 1 pupils are entitled to be taught from the National Curriculum whilst the Reception pupils need to be taught in line with the curriculum and guidance for the Foundation Stage, presents a very challenging situation. The small, inadequate classroom, with no facility for outdoor play, compounds the difficulties. A non-teaching assistant with a nursery nurse qualification supports the teacher.
89. In spite of these restrictions, the standards achieved by the end of Reception are generally satisfactory. The majority of pupils are on line to achieve the early learning goals in many of the areas of learning. The majority of pupils entering the Reception class are of average ability with some very able pupils and some whose skills are in need of support. Although the school's baseline assessment tests show that the majority are of average ability, spoken language is noticeably under-developed for a significant number of pupils.

Personal, social and emotional development

90. Pupils in the Reception Year show that they can concentrate well when they are interested. They can sit for extended periods on the carpet and enjoy stories and songs. Some are confident in answering questions. Most pupils are secure in the routines of the classroom and can find equipment and tidy it away when required. They show independence when given opportunities to do so. Some pupils show confidence in expressing ideas but a significant number lack confidence in talking to unfamiliar adults in the classroom and discussing their activities. Relationships with the teacher and non-teaching assistant are good and pupils generally relate well to each other when they play in pairs or small groups. Pupils playing in the home corner could take on different roles and play together. They could explain why it was important to play without falling out. When given the choice, most pupils could select an area to go to and work there without support from the teacher.

Communication, language and literacy

91. When engaged in tasks that encouraged talk, pupils showed that they could negotiate roles and take turns. Pupils working on the computer could tell each other what to do and take turns using the mouse. Listening skills are very good. Pupils sit still and listen, often for

long periods when they are taught as a whole class, and sometimes in a group. Songs and stories are enjoyed by the majority of pupils. They are interested in learning initial letter sounds, particularly when the teacher uses attractive visual aids such as a puppet to help with the teaching of phonics. Spontaneous use of language is less well developed. Pupils are not eager to ask questions, explore ideas and develop thinking when they are involved in directed tasks. Their work is often solitary and offers too few opportunities to develop language.

92. Pupils' early reading skills are generally satisfactory. They can talk about stories and name characters, following print from left to right and making up their own stories. Some more able pupils can read a small number of key words. The awareness of phonics is developing, but some pupils lack confidence in linking sounds to letters. Pupils learn how to form their letters and join them together from the earliest stage, which many find very demanding until they have mastered the art of joining script. Most can hold a pencil correctly and produce emergent writing.

Mathematical development

93. Pupils enjoy counting and are confident in using number names. Most can count up to 10 and some beyond. Number recognition is developing. Pupils can continue simple patterns and some can perform simple addition tasks and begin to recognise shapes. Mathematical vocabulary is used relating to worksheets, but the reading level is beyond the majority of pupils. When they work with the teacher, pupils can use numbers as labels for counting and use simple mathematical vocabulary, but there are generally too few opportunities for pupils to solve practical problems and develop mathematical ideas which are not related to worksheet tasks. Attainment by the end of Reception is generally satisfactory.

Knowledge and understanding of the world

94. By the end of the Foundation Stage pupils' knowledge and understanding of the world is satisfactory. The non-core subjects of the National Curriculum form the basis for teaching in this area of learning, but it is also supported by permanent play areas set up in the classroom to accommodate small numbers of pupils. Pupils are given opportunities to explore the world of work through a very well resourced post office where pupils can take on the roles of the worker and the customer, send letters and parcels and buy envelopes and stamps.
95. Skills in designing and making are satisfactory. When playing with construction kits, pupils can build and talk about their designs for buildings and how different areas will be used. Through more directed activities pupils learn to handle scissors and glue with a variety of materials. When required to stick fabric squares onto a pre-drawn outline, the majority could do it well.
96. Skills in information technology are good. Pupils can use the computer and listening centre with very little support. They are learning to use the Roamer under the very close direction of an adult.

97. Pupils develop a sense of time and place through the curriculum areas of geography and history. They learn about location through taking Barney Bear to different places in the classroom and talking about his likes and dislikes, and learn about famous people in history such as Queen Victoria. Religious education helps to develop pupils' knowledge of different cultures and beliefs.

Physical development

98. Physical development is barely satisfactory due to the restricted opportunities there are for active play. Pupils have 2 sessions in the hall with large equipment, but sessions are directed to the extent that pupils have too few opportunities to use the equipment imaginatively and find out how they can move in a variety of ways. Through a variety of activities in the classroom, pupils show that they can use small equipment safely and with control. Awareness of health is taught through discussions about the senses. Pupils complete worksheets showing the parts of the eye and areas of the tongue used for tasting different things.

Creative development

99. Pupils show that they can use a variety of materials to learn about colour and texture. They can use paint to create patterns and pictures using a variety of tools in different ways. For example, pupils could explain how they had used a toothbrush to flick paint onto paper to resemble fireworks. The use and organisation of space restricts the opportunities for creative development. The very cramped area given over to water, sand, and paint means that only a very small number of children can use one of the activities at a time. The home corner and the storytelling chair offer opportunities for pupils to use imagination and role play. Pupils in the home corner can take on the roles of a family and people working in a café. Songs are used in a variety of subjects. Pupils sing their number rhymes to a tape and have opportunities to sing with the rest of the pupils in the key stage during music sessions. Overall attainment in creative development is satisfactory, but this area of learning is most affected by the lack of space, which has a direct impact on the quality and range of learning opportunities.
100. The quality of teaching for Reception pupils is satisfactory overall. The teacher works extremely hard to prepare resources of high quality and has made the small classroom into a very colourful and attractive environment. Planning takes account of the different age groups in the class and has clear objectives, but the methods used for teaching some areas of learning are too dependent upon worksheets and do not take sufficient account of the way in which young children learn. Pupils are well cared for and valued. The best teaching is that which captures the imagination of pupils and enables them to make choices. The use of a puppet, Monty, to teach the initial sound H involved pupils in taking Monty to find objects beginning with that letter. Where methods are less secure it is due to the over-direction of activities which are sometimes too difficult for the youngest pupils to understand. Pupils are often well supported to complete worksheets and tasks, but the relevance of the tasks and their levels of understanding are limited. There are too few opportunities for pupils to learn through practical first hand experiences, for example,

teaching about floating and sinking lacked opportunities for pupils to experiment with different objects on their own before discussing which objects floated and sank.

101. Planning and teaching are made difficult by the lack of appropriate accommodation and the organisation of classes to include three age groups with very differing needs. Attempting to meet the needs of one group sometimes results in inappropriate provision for the others. For example, in literacy hour, Reception and rising five pupils receive teaching which fulfils the entitlement of Year 1 pupils to a structured lesson in line with the National Literacy Strategy, but this is inappropriate for the majority of the younger pupils. In numeracy, the reverse happens.
102. The expectations of pupils' behaviour are high. Pupils understand what is expected of them when they are working in the classroom and even the youngest are aware of what they are allowed to do and what they will move onto later in the day. They play together negotiating roles and taking turns, working quietly for quite long periods and remaining on task.
103. The use of time and resources works against progress and the provision of high quality learning experiences for the under fives. The fact that part-time pupils are present in the mornings compromises the use of time for creative activities because of the needs of the Year 1 pupils. Resources in the classroom are prepared to a very high standard, but are not always used to best effect because the play areas are so small. Play is sometimes directed by work cards which pupils struggle to read, for example, in the sand and wet area. Adults are used well to support pupils in completing directed tasks, but not frequently enough to draw out the learning and language through play and first hand experiences. The non-teaching assistant is not always used to best effect.
104. Useful assessments take place on entry to the Reception class and baseline assessment during the first term of full-time education. The results are used to identify pupils with learning difficulties, but not always well-used to match work to need for the more able. Marking is used to praise and encourage pupils to try hard and make progress. Partnership with parents is good. Parents are well informed about how they can support their children in the early stages of learning. They receive regular reports of progress and frequent homework requiring their co-operation. All the pupils, when asked about their home reading, saw parents as someone who taught them to read and helped them with their work. Most of the homework given is helpful, for example, key words, handwriting and books to share. Some of it is too challenging, for example, the 1 and 2 times table.
105. Since the last inspection, a policy for Early Years has been produced, planning has improved, and some changes to the teaching provision have taken place. However, the co-ordinator has had insufficient training and support to bring about the necessary improvements and some of the decisions taken by senior management have compounded the difficulties she faces. Progress in this area since the last inspection is unsatisfactory.

ENGLISH

106. During the inspection six lessons were observed, work was seen from all year groups, and pupils in all year groups were heard reading. Discussions took place with the co-ordinator and the teachers in Years 2 and 6. Resources were seen and discussed.
107. In Key Stage 1 standards in 1999 were close to the national average in reading and below the national average in writing. The number of pupils achieving Level 3 for reading and writing was below national averages. Reading was above average compared with similar schools and writing was in line with similar schools. In 2000 there was an increase in the number of pupils attaining Level 3 in reading and writing, but 74 per cent of pupils attained Level 2 in reading and writing which is below the national average.
108. Standards in reading and writing at the end of Key Stage 1 are judged to be below the expected level at the time of the inspection. Pupils in Key Stage 1 make satisfactory progress in their knowledge and understanding of stories and more able pupils progress well in their reading and pupils of all abilities can talk about their favourite books. However, reading skills for pupils of average and below average ability are insecure. By Year 2 a significant number of pupils lack the skills they need to decode new words with confidence, and to use picture and context clues to increase their fluency. Too few pupils can recognise initial sounds and phonic blends and use them to break words down and build them up again. In writing, progress is inconsistent. Year 2 pupils in two different classes show a marked difference in progress in writing. Too few pupils can write independently for a range of purposes using full stops and capital letters. Spelling skills are insecure and pupils lack confidence in having a go at spelling words without help from the teacher.
109. In 1999, standards in Key Stage 2 were above the national average and well above the average for similar schools. 24 per cent of pupils attained Level 5, which was above the national average and very high compared to similar schools. In 2000, the results in English were above the national average overall, but attainment in writing was significantly different from reading and below the national average. 47 per cent of pupils attained Level 4 in writing. Results in reading were much higher with 91 per cent of pupils attaining Level 4, of which 39 per cent attained Level 5. At the time of the inspection standards in reading and writing in Year 6 are judged to be at least satisfactory.
110. Pupils in Key Stage 2 make satisfactory progress overall in reading and writing. In Year 3 pupils make good progress in developing writing for a range of purposes and use a range of vocabulary with growing confidence. By Year 6 the majority of pupils can use grammar with increasing accuracy and write in the style of famous authors using poetic language to good effect. Following a visit from a Shakespeare theatre company, pupils wrote imaginative accounts of a scene from *Macbeth* using Shakespearean language. Their work was well planned, edited and of a high standard. Handwriting is legibly formed and joined. Pupils of lower ability make good progress with the help of a very able Classroom Support Assistant. Progress in reading for the most able, and those with special educational needs, is good. Progress for pupils of average ability is satisfactory, but there is a lack of structure in the reading materials they choose from once becoming a 'free reader'. Some

pupils would benefit from a more restricted choice of a wider range of reading material matched to their ability and interest.

111. Standards in listening are good in both key stages, but standards in speaking are below national expectations. By the end of Key Stage 1, pupils listen very attentively but lack confidence in speaking aloud using more formal vocabulary and presenting ideas to others and their range of vocabulary is very narrow. By Year 6 a significant number of pupils still struggle to find appropriate vocabulary to express their ideas and are not confident in questioning ideas in discussion. The heavy use of local dialect by pupils and some staff presents a challenge in developing the use of Standard English in contexts where it is needed.
112. Standards have improved since the last inspection, particularly for more able pupils. The effectiveness of the EAZ in targeting more able pupils for extra support is shown in the increase in the number of Level 3s and 5s in reading and writing.
113. The role of parents in teaching reading through the use of the reading scheme for home reading is also effective. Many pupils in Key Stage 1 saw their parents as people who helped them with their reading.
114. The quality of teaching in English is good overall and some is very good. Teaching is most effective when planning contains clear learning objectives, which are shared with pupils, and activities are well matched to ability. In the best lessons, pace was lively and the teacher had a very good knowledge and understanding of the subject. The quality and effectiveness of planning varies. Pupils progressed less well when there were unclear learning objectives and assessment had not informed what pupils needed to do next. Time was sometimes wasted on worksheets, which required too much time colouring in, and other group activities did not promote learning sufficiently. This is particularly relevant in Key Stage 1.
115. Where progress is very good, pupils work in mixed gender pairs, discuss their work and share ideas. Year 3 pupils could use a wide range of vocabulary to compose their own version of a poem *Sir Winter*. They could talk about how they went about their learning and say what was good about the work of another group of pupils, describing techniques used in reading such as 'keeping your eyes on the words and reading ahead'. The majority of teaching of the literacy hour indicated that teachers are confident in the use of the National Literacy Strategy. The teaching of shared text work is a strength in both key stages. Teachers use a wide range of high quality resources to promote knowledge and understanding of texts. In Key Stage 2 the teaching of word and sentence level work is successful, and the teaching of writing is good, particularly when it links with shared text work.
116. In Key Stage 1, the teaching of phonics lacks rigour, and the approach to the teaching of writing is inconsistent. Where pupils are given opportunities to write regularly for a range of purposes, their standards of writing are higher than those whose writing is too frequently restricted to 'news'. Expectations in writing differ between classes, even though pupils are of similar age and ability.

117. Attitudes and behaviour in English are good overall and sometimes very good. The majority of pupils listen well and are keen to respond to their teacher. Pupils show that they can work quietly and remain on tasks for sustained periods of time. They show respect for the feelings of others and can work in mixed gender pairs. Pupils are keen to praise each other during the plenary session and take pride in the presentation of their work. They take part enthusiastically in role play when given the opportunity to do so.
118. English contributes well to spiritual, moral, social and cultural development. Through a range of texts, pupils have the chance to consider the thoughts and feelings of characters in the stories and express sympathy for them. They learn about life in other times and cultures, for example, the lives of children in the times of Charles Dickens and discuss their feelings when hearing poetry.
119. Management of the subject is satisfactory. The co-ordinator has received training which she has shared with staff. She ensures that appropriate resources support the literacy hour in both key stages. The English policy is sound. Monitoring of standards and the quality of teaching is at a very early stage. No criteria have been agreed, or training received, to help the co-ordinator to judge the effectiveness of teaching and learning.
120. The school has yet to establish a common approach to planning. Teachers design their own medium term plans, which vary in quality and effectiveness. Short term planning also varies in quality. Lesson planning which contains clear objectives and differentiation results in the best progress. There is no common approach to assessment from short term planning which informs the next step. A wealth of data is collected and analysed, but has yet to be used effectively in setting learning targets for groups and individuals. The key stage plans go some way towards individual target setting, but teachers have insufficient awareness of how far pupils need to progress in a given time period, and exactly what they need to do to get them to the required level.
121. Resources for the teaching of literacy during the hour are good. The school has a wealth of large texts and sets of group reading books of high quality. There are multiple copies of home reading books in Key Stage 1 and lower Key Stage 2. The choice of books in upper Key Stage 2, however, is very limited and offers little support for progression once pupils become 'free readers'. The decision of the school to support reading at home through a structured scheme and teach reading in school using group readers benefits the more able pupils. However, the majority of Key Stage 1 pupils make insufficient progress using this method, and would benefit from a more structured approach in school in the early stages of learning to read.
122. Progress since the last inspection has been good in that the quality of teaching has improved, as have standards, particularly for more able pupils.

MATHEMATICS

123. Overall, standards in mathematics are very good. Pupils are attaining standards above those typical for their age.
124. In the 1999 Key Stage 1 national tests and assessments, results were close to the national average for pupils attaining the expected standard of Level 2 or above, however, the proportion of pupils attaining the higher Level 3 was well above the national average. In comparison with similar schools the results were well above average. Over the last three years performance has been above the national average and above the average for similar schools.
125. Inspectors' judgements on the work seen in lessons in Key Stage 1 and from a scrutiny of pupils' current and past work supports the picture of generally above average attainment. For example, pupils in Year 1 can add and subtract numbers up to ten and use this information to solve simple problems. Most understand the value of each digit in hundreds, tens and units. From a careful review of the work of pupils in Year 3 inspectors judge that the results in 2000 reflect the attainment of the pupils accurately and show above average attainment.
126. In the 1999 Key Stage 2 national tests and assessments, results were well above the national average for the percentage of pupils attaining the expected Level 4 and the higher Level 5. The results were also high in comparison with similar schools. Over the last three years standards have been rising and have been well above national and similar school levels.
127. Inspectors' judgements on the work seen in lessons in Key Stage 2, and a scrutiny of pupils' past and current work, support this picture of high standards. For example, pupils can solve whole number problems using multiplication and division. Pupils use a range of mental methods of computation with the four operations including mental recall of multiplication facts up to 10×10 and quick derivation of corresponding division facts. They have a secure understanding of place values up to a thousand.
128. Standards in numeracy are good in both key stages. Pupils use number in a variety of ways in their work in science and design and technology. They present information graphically; for example, pupils in Years 5 and 6 used bar charts to present information they collected on the cakes pupils like.
129. In both key stages pupils make good progress through consistently good and frequently very good teaching. They develop a secure understanding of all aspects of mathematics. They are able to solve problems with increasing facility and use a wide range of mathematical vocabulary correctly. Pupils with special educational needs make good progress.
130. Teachers are confident in teaching mathematics and their understanding of how to teach basic skills is evident in the interesting activities that make up the mental mathematics

sessions. Teachers follow the guidelines of the National Numeracy Strategy and ensure that sufficient time is given to teaching mathematics each week. As a result, pupils' attitudes to their work are good throughout the school. They enjoy mathematics and rise enthusiastically to the challenge of mental arithmetic. All pupils show real pleasure when they answer correctly and are not afraid to get an answer wrong.

131. The quality of teaching is good and sometimes very good. The planning is of a good quality based on the National Numeracy Strategy. Plans show clearly what teachers want pupils to learn. In most lessons this is shared with the pupils. For example, in a Key Stage 2 class the lesson objectives are clearly displayed on the board. This enables pupils to see what they are learning and how they are making progress. Most teachers make good use of the mental mathematics sessions giving work that challenges the pupils and develops their mathematical skill. These sessions are usually brisk and keep pupils' interest. Teachers use resources well to develop learning. In almost all lessons questioning is used very effectively to establish what pupils already know and to improve their learning. All teachers ask pupils to explain their answers. In an upper Key Stage 2 lesson the teacher developed this by asking pupils if they could think of other ways to work out the answer. This develops pupils' knowledge of mathematical strategies. The day-to-day marking is sound although most marking is for content only and does not enable pupils to move forward in their learning.
132. A weakness to the teaching in both key stages is the lack of different and more challenging tasks for the high attaining pupils. In contrast, pupils with special educational needs are well supported. Teachers ensure that they have additional support in many lessons or extra help to complete their work. Because of this they learn at a steady rate.
133. There is good monitoring of the subject by the headteacher who is also the mathematics co-ordinator. Plans are monitored and teachers are observed working in their classrooms. Pupils' work is scrutinised by the co-ordinator. These measures have had a positive effect on improving the quality of teaching.

SCIENCE

134. During this inspection five science lessons were observed covering both Key Stage 1 and 2. The current and past work of pupils in all year groups was scrutinised in detail. A discussion was held with the science co-ordinators and the science resources were reviewed.
135. Overall, standards in science are above average.
136. By the end of Key Stage 1 pupils are attaining standards which are above those typical for seven-year-olds. In the 1999 national tests and assessments standards were close to national averages for the percentage of pupils attaining the expected Level 2 and above average for those attaining the higher Level 3. Standards were well above those of similar schools. The results for 2000 show similar proportions of pupils gaining the expected Level 2 and the higher Level 3.

137. From the scrutiny of pupils' work inspectors judge that standards are rising and that current attainment is above the nationally expected level. Pupils in Year 1, for example, identified the sounds from a range of untuned percussion instruments and then identified the sounds made in various household situations. Their accuracy and descriptions showed good understanding of different sounds and how they were made.
138. Overall, pupils are making good progress in all aspects of science. Pupils with special educational needs make good progress through the very effective targeting of work and the support that they receive.
139. By the end of Key Stage 2, pupils are attaining standards which are above those found nationally. In the 1999 national assessments for eleven-year-olds, 92 per cent of pupils attained the expected Level 4, which was well above the national average and the proportion of 32 per cent attaining the higher Level 5 was above the national average. The results for 2000 show lower attainment but in line with the school's targets and still at least in line with the national averages. When compared with similar schools, standards were well above national averages in 1999.
140. In lessons and from a scrutiny of pupils' past and present work inspectors judge that pupils are currently on course to attain standards similar to those of 2000 and generally above those expected. Pupils are attaining similar standards in all four aspects of the science curriculum. For example, pupils who have just moved into Year 6 were able to develop their own keys to identify mini-beasts. In another lesson in Year 4 and 5, pupils were developing their understanding of the solar system and could use simple apparatus to show the relative sizes of the sun, earth and moon.
141. Overall, pupils are making good progress as they move through the key stage. Pupils with special educational needs, especially those for whom a statement is held in Key Stage 2, make very good progress, achieving average standards in some aspects of science, through the well targeted and very effective support they receive.
142. Overall the quality of science teaching is very good. It is never less than satisfactory. Teachers have secure subject knowledge and use a variety of teaching methods, which promote good science learning and so pupils make good progress. In the best lessons teachers encourage pupils to investigate thoroughly and to be confident in identifying conclusions from their practical work. For example, in a Year 2/3 lesson the teacher encouraged pupils to develop their ideas about teeth and pupils were able to identify their teeth maps working efficiently in pairs using mirrors. No teaching of science was observed during the last inspection but in comparison with the general judgements the quality of teaching has improved since the last inspection and this is contributing to the improving standards.
143. Pupils respond well to their science lessons. They work hard and concentrate well. They are able to work co-operatively in pairs and groups to complete practical activities. They are able to research information using books, CD-ROMs and the Internet.
144. The subject is well led and managed. The well-organised science resources enable

teachers to plan and deliver practical science for their pupils, which makes a positive contribution to pupils' learning and progress. The monitoring of teachers' planning and the standards of pupils' work has begun. There is a need for teachers' assessments to be moderated to ensure accuracy.

ART

145. During the inspection only one lesson was observed. Evidence was gathered from samples of work, displays, co-ordinator interviews and documentation. Standards of attainment in art are in line with national expectations in both key stages. Most pupils achieve well throughout the school and make satisfactory progress.
146. In Key Stage 1 pupils develop techniques, for example, shading in drawings. They use the skills they have learnt to produce recognisable observational drawings. Pupils are skilful in mixing different colours and use this technique to create vibrant colours for a printing project. Printing skills are developed effectively using leaf, string and block prints. Younger pupils produce good examples of charcoal observational drawings using Paul Cézanne's still life works of art to create in a similar style. In Key Stage 2 pupils further develop the skills they have acquired earlier. They pay more attention to detail, for example, pastel observational drawings of bottles. Drawings of African Masks and the making of three dimensional figures give pupils an insight in to art from other cultures and enhances pupils' cultural knowledge.
147. Lessons are well planned. The quality of teaching is good. This has a positive effect on the standards in art. Techniques are well demonstrated, for example, how to print onto paper. There are good relationships with the pupils. Pupils are encouraged and praised when they try hard and achieve good results. Questioning is used well to ensure pupils understand what they are doing. Vocabulary is well developed by using key words.
148. Pupils have good attitudes to art. This has a positive effect on their achievements. They concentrate well in lessons. Pupils are very proud of the work they produce.
149. The subject is well co-ordinated. Both co-ordinators have not had the opportunity to monitor learning. Portfolios of work showing progress are being developed.

DESIGN AND TECHNOLOGY

150. Only one lesson of design and technology was observed in Key Stage 2 during the inspection and no overall judgement on the quality of teaching can be made. A wide range of evidence of pupils' work was scrutinised and discussions held with many pupils.
151. By the end of Key Stage 1, pupils attain standards which are at least typical for their age in a wide range of work. Pupils are able to work with a range of materials and show appropriate making skills, for example, in Year 1/2 when pupils designed and made a picnic box. The majority of pupils show sound design skills, with even the youngest pupils presenting several design ideas. They are then able to evaluate their product and suggest

improvements to their designs in discussions.

152. By the end of Key Stage 2, pupils have developed more sophisticated design skills and are able to produce trial designs and evaluate them in order to develop them further and identify the making skills they need to develop. For example, Year 5/6 pupils designed an electrically driven vehicle, with a range of drawings and made the vehicle in wood showing good skill levels and using a variety of joining techniques.
153. Pupils are making sound progress in both key stages. They work with interest and often enthusiasm. Pupils with special educational needs make good progress, being effectively supported by in-class assistants. Pupils respond well to their design and technology lessons. They enjoy working individually but regularly help one another with suggestions and ideas. They concentrate well and persevere with their work to produce some good quality finished articles.
154. Only one lesson of design and technology was observed during the inspection. Teaching in this lesson was judged to be good. Lessons are well planned with a range of activity. Teachers have high expectations and use particularly effective interventions with pupils to sustain both the challenge and the pace of the lesson. Teachers' planning records show that the full range of the National Curriculum programme for the subject will be covered and effectively ensure progressive skill development and learning throughout each key stage.
155. The subject is effectively managed and the well-organised pupils' resources ensure that pupils have access to tools and materials, as they require them. There are good resources for food technology.
156. Standards have improved in Key Stage 2 since the last inspection and pupils now make satisfactory progress throughout both key stages. Teachers' planning shows evidence of progressive skill development and the co-ordinator has monitored teachers' planning and pupils' work to ensure consistent delivery of the subject.

GEOGRAPHY

157. During the inspection no lessons in geography were observed. The subject alternates with history and much of the teaching in geography had taken place in the first half term. Pupils' work from Reception to Year 6 was seen and there was an interview with the geography co-ordinator.
158. The work seen indicates that standards in both key stages are in line with national expectations. By the age of seven, pupils can talk about what makes a safe environment. They carry out simple surveys and draw conclusions from the results about the need to build another car park and employ a 'lollypop' lady. They use maps and simple keys to identify how land is used around the school. By the age of 11, pupils have built on their knowledge and skills to be able to compare land use in Whitby and Brierley and give reasons for the differences. They can identify physical features of the landscape and discuss the differences in industry between the two places, in the past and in the present.

Map work is well used to identify routes using grid references. Progress in both key stages is satisfactory.

159. The subject has improved since the previous inspection. The provision of a policy and scheme of work has improved progression and provided a wide range of interesting activities.
160. Although no lessons were seen, the planning and samples of pupils' work indicate that the teaching of geography is at least satisfactory. Teachers plan interesting activities, particularly visits, to enrich learning. The subject is well planned at the medium term stage. Teachers prepare high quality materials to enrich lessons, not least the use of photographs and maps on CD-ROM to prepare pupils for the visit to Whitby. There is little differentiation by task in the work seen, but the less able pupils are well supported, particularly in Year 6.
161. Geography contributes well to other curriculum areas and to spiritual, moral, social and cultural development. Pupils are encouraged to reflect on the environment and enjoyed writing their feelings whilst watching the sea in Whitby. They are encouraged to debate the need to care for the environment and what they can do to preserve the landscape. Photographic art is used to compare industry and landscape in the past and present and pupils learn about local traditions linked to places they have visited.
162. The co-ordinator has a good knowledge and understanding of the subject. He has produced high quality schemes of work and teaching materials. Monitoring is at an early stage and assessment is in need of development, but resources are generally satisfactory.

HISTORY

163. During the period of the inspection two history lessons were observed. The co-ordinator was interviewed and samples of work were seen mainly from Key Stage 2.
164. Standards in history are in line with national expectations in both key stages. By the age of seven, pupils can talk about people in history and begin to compare life in the past with the present day using a range of evidence including artefacts and pictures. By the age of 11 pupils can use a wider range of evidence to investigate aspects of life in the past and give reasons why people acted as they did. They can compare the industries in Whitby in the past with those of the present. Pupils can investigate the way of life in Roman times using a range of evidence including interactive CDs prepared by their teacher. Progress is satisfactory in both key stages.
165. The quality of teaching in history is good. Teachers have a secure knowledge of the subject and use a good range of resources to bring the learning to life. In Years 2 and 3, pupils were fascinated by a range of Victorian toys and were eager to find out how they were used. They were keen to learn about schools in Victorian times and how their school was different. Lessons are well prepared with clear objectives. Less able pupils are well supported to access the same knowledge as pupils of higher ability. There are good links

with other areas of the curriculum; namely geography, English and information and communication technology.

166. History makes a good contribution to spiritual, moral, social and cultural education. Pupils are encouraged to wonder at the past, consider the rights and wrongs of the way people were treated. They grow in understanding of the importance of different roles and professions, and learn from first hand experience of culture from the past by visiting museums and historical sites. Members of the local community also enrich the curriculum for history by visiting the school to share their experiences of the past.
167. Progress has been good since the last inspection. An effective policy and scheme of work are now in place.
168. Management of the subject is good. The co-ordinator has a good knowledge of the subject and has produced schemes of work which take the needs of the school into account. She undertakes training and visits sites and organises visits. Monitoring of the subject is at an early stage, but she has assessed work and monitored planning. Lesson observations are not yet in place. Assessment has yet to be developed to support the new schemes of work.
169. The curriculum is supported by a satisfactory range of artefacts and books. CDs made by the Year 6 teacher are very valuable in offering high quality second hand experience of historical evidence.

INFORMATION TECHNOLOGY

170. Only two lessons of information and communication technology were observed during the inspection in Key Stage 2. The use of information technology to support learning in other subjects was observed in many lessons. In addition a wide range of evidence of pupils' work was scrutinised.
171. Overall, pupils are attaining standards well above those typical by the end of both key stages. Pupils in Year 2 are able to use their word processing skills to produce work in other subjects such as English using different fonts and sizes of type. They are also able to enhance their work using pictures. Pupils in Years 3 and 4 demonstrated a good understanding of databases. They were able to use a structured information form and to collect the data about dinosaurs in preparation for using database software. Pupils in Year 4 used the Internet as part of a science lesson to gather information on the planets. Pupils in Year 6 presented information using three-dimensional charts as part of a design and technology project. Pupils in both key stages are able to use word processing software to present their work in English.
172. In the two lessons observed inspectors judged the teaching to be very good. Teachers have very good subject knowledge and are familiar with both the software and the hardware they use. Teachers plan lessons effectively to build on pupils' previous learning. Pupils respond well to their information technology lessons and confidently use the skills and knowledge learned to support their learning in the other subjects of the curriculum.

173. There are sufficient resources for all classes to have access to at least one computer and there are additional lap top computers for pupils to use as well as three computers in the library area.
174. There has been significant improvement in the standards and the progress pupils make in information and communication technology since the last inspection. Resources have improved particularly the additional resource of an inter-active white board as has teachers' planning to make more effective use of them. Teachers also use the inter-active white board in order to enhance learning in the other subjects of the curriculum, for example, a teacher used images from the Internet shown on this system as the introduction to a physical education lesson on dance.

MUSIC

175. Standards of attainment reached by both Key Stage 1 and 2 pupils are good.
176. Overall, the teaching of music is good. Most teachers have the expertise and confidence to teach music well. They give appropriate emphasis to all aspects of the subject, which ensures that pupils have reasonable skills in appraising, composing and performing music. Because they get regular opportunities to sing, pupils in Key Stage 1 perform a range of songs and hymns from memory. Their repertoire is extended as they get older and by the end of Key Stage 2 many pupils have clear diction and understand how to vary the pitch and dynamics of their singing. Pupils sing with enthusiasm.
177. Teachers make good use of the school's resources to encourage pupils to listen and think about music and the feelings it evokes. During worship and assemblies pupils listen to music while enjoying a quiet time for reflection. Through listening to the music of orchestras and famous composers, pupils gain some familiarity with the musical instruments they hear being played. In Key Stage 2 teachers are good at linking music to other subjects, for example, using dance.
178. The subject co-ordinator's knowledge is good and offers appropriate support for staff.
179. Pupils' musical talents are developed through choir.

PHYSICAL EDUCATION

180. Standards attained by pupils at the end of Key Stage 1 and 2 are in line with national expectations. In Key Stage 1 pupils know what the word balance means, explore ways to create their own balances and hold a balance with control. They learn well from the performance of others and pay due regard to safety. In Key Stage 2 pupils can explore, improvise and combine movement ideas fluently and effectively. They can vary the dynamics of movement to express an idea. They are able to select and refine work as an individual and in small groups. They are able to develop a rhythmic response to music.
181. Pupils' learning progresses well. They are enthusiastic and behave responsibly and well in

class lessons. They are attentive to teachers and in Key Stage 2 show that they can co-operate effectively when working in small groups. Standards of behaviour are consistently good.

182. Teaching in both key stages is good and sometimes very good. Teachers plan lesson well and choose activities which will support pupils' learning. They give due regard to safety and warm-up activities at the start of sessions. Lessons are usually well paced and teachers use praise appropriately

RELIGIOUS EDUCATION

183. During the period of the inspection two lessons were observed in religious education. An interview took place with the co-ordinator and pupils' work was seen from all year groups. The Barnsley Agreed Syllabus for religious education has been adopted, and it is used in a way that promotes the Christian ethos of the school.
184. Standards in religious education are good. By the end of Key Stage 1 pupils have a growing knowledge of aspects of Christianity and are beginning to learn about belief in other world religions. They know about stories in the Old Testament including the story of creation, and can express their own thoughts about what they think is special in the world including the special qualities of people closest to them. By the end of Key Stage 2 pupils know about a variety of creation stories including myths from other cultures such as the Aboriginal dreamtime. They can compare the features of a variety of creation stories and write their own ideas about darkness and light in creation. Knowledge of Christian texts is well developed. Pupils understand the Christian teaching within the story of the good Samaritan and can relate this to commitment in their own lives and the lives of believers.
185. Pupils in both key stages make good progress in their learning about religions and in making a personal response. They learn about religion and from it. Standards have improved since the last inspection.
186. The quality of teaching in religious education is good. Teachers encourage pupils to discuss and consider their own thoughts, feelings and beliefs. In a lesson about commitment pupils learned about the Sikh leader Guru Nanak and then gave thought to people they considered to be committed to a particular way of life for the good of others. Teachers use examples of their own experience to encourage pupils to share their thoughts. Very good relationships enable pupils to be open and honest and share their thoughts about beliefs and feelings. Attitudes to religious education are good throughout the school. Pupils behave well in lessons and produce good quality work.
187. Religious education makes a valuable contribution to spiritual, moral, social and cultural education. Pupils are given opportunities to consider right and wrong actions, describe their feelings of awe and amazement when viewing the earth from space, visit places of worship and develop an awareness of figures in society who work for the benefit of others. The collective act of worship enhances the values considered in and makes a significant contribution to religious education.
188. The management of the subject is good. The co-ordinator attends training and meetings.

He has produced an effective scheme of work and religious education policy. He is beginning to monitor standards through planning and the work of pupils, but has yet to observe lessons and revise the schemes of work in line with the new Barnsley Agreed Syllabus.

189. Resources in religious education are limited. The library contains a narrow range of books to support teaching and learning. More artefacts and visual aids are needed to support the schemes of work. Visits are used occasionally to develop understanding of the world religions, but this is an area for improvement, which is acknowledged by the co-ordinator.