

INSPECTION REPORT

SELBY COMMUNITY PRIMARY SCHOOL

Selby

LEA area: North Yorkshire

Unique reference number: 121414

Headteacher: Mr Stewart Collins

Reporting inspector: Mrs Lesley P A Clark
25431

Dates of inspection: 6 -7 & 15 - 16 November 2000*

Inspection number: 225403

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

*The inspection took place over a two-week period as the school was closed due to extensive flooding in the area.

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Flaxley Road
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North Yorkshire

Postcode: YO8 4DL

Telephone number: 01757 702464

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Appropriate authority: Governing Body

Name of chair of governors: Ms Pauline Vernon (acting chair)

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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|--|--------------------|---|--|
| Mrs Lesley Clark Registered inspector | 25431 | Science Music | What sort of school is it? How high are the standards? – The school's results and the pupils' achievements. |
| Mr Stuart Vincent Lay inspector | 9327 | | How well does the school care for its pupils? How well does the school work in partnership with parents? |
| Mrs Susan Walker Team inspector | 21045 | Geography History Religious Education Equal opportunities | How good are the curricular and other opportunities offered to pupils? |
| Mrs Lynn Alvy Team inspector | 25376 | Art and design Information and communication technology Areas of learning in the Foundation stage | How high are standards? – Pupils' attitudes, values and personal development. |
| Mrs Debbie Kerr Team inspector | 19916 | Mathematics Design and technology Special educational needs | How well are pupils taught? |
| Mr David Earley Team inspector | 18344 | English Physical education English as an additional language | How well is the school led and managed? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large primary school for boys and girls aged 3 – 11 years. There are 346 pupils who attend full time and 47 who attend part time in the nursery. Between 60 and 70 per cent of pupils have had pre-school education. Most pupils come from the large neighbouring housing estate where the level of unemployment is relatively high locally, as is the extent of social disadvantage. The proportion of pupils eligible for free school meals is 35 per cent which is above average. Four per cent of pupils come from travelling families; none were present during the inspection. Approximately 40 per cent of pupils have special educational needs, which is well above the national average, and roughly ten per cent of pupils have behavioural difficulties associated with problems outside school. Four per cent of pupils have statements of special educational need, which is well above average. Nearly 20 per cent of pupils join or leave the school during any one year. A tiny percentage of pupils have English as an additional language and there are very few pupils from ethnic minorities. Attainment on entry is well below average. The school runs a pupil inclusion project, funded by the DfEE, and these pupils are integrated into classes. The school works in partnership with the local college to provide courses for parents during the day and evenings and also provides opportunities for families to be involved in family literacy projects. A community worker based in school supports this work. The inspection took place over a two-week period because the school had to be closed due to extensive flooding in the local area and many pupils and staff had to be evacuated from their homes.

HOW GOOD THE SCHOOL IS

This is an effective school which has improved considerably in the last two years. It no longer has serious weaknesses. Standards in literacy and numeracy are rising and compare favourably with similar schools. Pupils are well taught and from a well below average starting point, many pupils throughout the school attain standards expected of their age. The forty per cent of pupils with special educational needs make very good progress. The school is exceptionally well led and gives good value for money.

What the school does well

- Excellent leadership and management by the headteacher supported by key staff.
- Good teaching, particularly of literacy and numeracy throughout the school.
- Excellent procedures for maintaining discipline and promoting good behaviour based on complete inclusion of all pupils.
- Very good provision for pupils with special educational needs and for pupils learning English as an additional language.
- Very good monitoring and support of pupils' personal development.
- Excellent financial planning to support the school's educational priorities, making excellent use of all available grants.

What could be improved

- Further improvement in the standards of literacy, including handwriting and more extensive use of the library.
- Raise standards throughout the school in science and information technology.
- Providing practical activities to build up skills and raise standards in history, geography and religious education.
- Improve the quality of provision in the nursery.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998. The following HMI monitoring visit in February 1999 found the school had made significant improvement and the school has continued to make good improvement since then. Pupils achieve well. The results of the most recent national tests for eleven-year-olds show improvement in standards in English, mathematics and science at a rate above the national trend. Pupils generally behave much better and their attitudes towards learning have improved; older pupils now provide good role models for younger ones. The quality of teaching has improved considerably since the last inspection though there is a very small proportion of unsatisfactory teaching. A considerable change in staffing and movement of teachers to different classes has strengthened the overall quality of teaching. The teaching of literacy, numeracy and special educational needs is particularly good. Whilst the curriculum is much better than that provided two years ago and does now offer an appropriate range of opportunities to learn, it does not provide sufficiently varied, practical and enriching experiences for all pupils, including those in the nursery. The resources for learning are very much improved, particularly for juniors and this has had a positive impact on standards. This overall good improvement is due to the now excellent leadership and management.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1998 | 1999 | 2000 | 2000 | |
| English | E* | E | E | C | well above average A above average B average C below average D well below average E |
| Mathematics | E* | E | E | D | |
| Science | E* | E | E | C | |

This table shows that pupils attain standards that are well below average in English, mathematics and science nationally and that they are close to those achieved in similar schools in English and science and below in mathematics. Inspection evidence finds pupils achieve well and that overall standards are better than this. Pupils enter school with well below average attainment. Approximately one-third of each year group has special educational needs and this tends to depress the overall standard. The present Year 6 attains standards that are below those attained nationally in English, mathematics and science, though standards in numeracy are now close to those expected nationally. Younger juniors are attaining more highly as a result of the consistently good teaching they receive based on the national strategies for literacy and numeracy. Standards are below average in all other subjects apart from design and technology and music where no judgement was made. In art and design and physical education they are in line with expected standards. The school sets itself appropriate targets which it exceeds each year. Pupils with special educational needs and those with English as an additional language make very good progress and achieve very well. The results show steady improvement over time.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------------------|---|
| Attitudes to the school | Good. Most pupils want to learn and come willingly to school. They particularly enjoy interesting resources and the opportunity to discover for themselves. |
| Behaviour, in and out of classrooms | Satisfactory. The behaviour of the vast majority is good and they treat with maturity and tolerance the disruptive behaviour of the ten per cent of pupils with behavioural problems. Pupils clearly care for each other and try to behave responsibly. |

| | |
|--|--|
| Personal development and relationships | Good. Pupils develop self-respect and respect for other people. They form very good relationships with adults and with each other. They volunteer to help at lunchtimes and playtimes and take their responsibilities seriously. |
| Attendance | Satisfactory. The attendance rate is broadly average. |

TEACHING AND LEARNING

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

The quality of teaching is good with many very good features, enabling pupils to achieve well. In 68 per cent of the 80 lessons seen, the teaching was never less than good and in 27 per cent of lessons it was very good or excellent. There were unsatisfactory elements in only a very small proportion of lessons. Pupils are well taught and achieve well in all subjects except physical education where teaching and learning is satisfactory. There was not enough evidence to make overall judgements in design and technology or music. Very good teaching is a feature of lessons in Year 2 and Year 6, and in literacy and numeracy throughout the school. This reflects the school's priorities. The teaching of the children in the foundation stage is satisfactory overall. Very good teaching was seen in one of the reception classes and teaching in the nursery and the other reception class was satisfactory. A significant feature of the very good teaching was the expertise shown by the teacher in telling the children very clearly the objectives of tasks at the beginning of the lesson and re-capping on their achievements at the end. In the satisfactory lessons planning lacked detail so that the content, quality and presentation of tasks were limited and so children made insufficient progress. **The school meets the needs of all pupils very well.**

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Satisfactory. The curriculum is appropriate and places a heavy emphasis on developing the skills of literacy and numeracy. Whilst other subjects are not neglected, they are not always taught in a way that is relevant to the pupils so as to enrich their education. |
| Provision for pupils with special educational needs | Very good. The co-ordinator liaises very effectively with specialist teachers, support assistants and outside agencies as well as developing a very effective programme of support within the classroom. |
| Provision for pupils with English as an additional language | Very good. The very small number of pupils receives very good support, which enables them to learn the language sufficiently well to attain comparable standards. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. Particular strengths lie in the provision for pupils' personal, moral and social education, which lies at the heart of the school's aims. Provision for spiritual and cultural development is satisfactory but not particularly well developed in subjects such as religious education. |
| How well the school cares for its pupils | Good. Excellent practice in managing discipline and behaviour. There is a thorough network of care so that pupils know exactly what is expected of them, disruption in the classroom is kept to a minimum and those with behavioural problems make progress. Good procedures for monitoring academic progress. Although these are used very well in literacy and numeracy they are used less well in other subjects to determine what should be taught based on what pupils need to learn. |

The school tries very hard through its strategies of community development to encourage parents to be involved in school. As a consequence, the level of conflict between parents and school has reduced dramatically and initiatives such as Family Literacy groups form a valuable link between home and school. The school provides very good information for parents and parents feel welcomed.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Excellent. The leadership and management by the headteacher is very well supported by an able deputy and management team. The headteacher has an extremely clear view of how to enable the school to do the best for its pupils. His belief in training and support and placing trust in people is helping to develop a very highly committed team. |
| How well the governors fulfil their responsibilities | Good. The well-led governing body operates effectively through its newly developed structures and has a very good understanding of the strengths and weaknesses of the school. It effectively meets its statutory requirements and plays an appropriate part in shaping the direction of the school. |
| The school's evaluation of its performance | Very good. The school's systems for monitoring pupils' achievements and the quality of teaching are very good and contribute to raising standards. |
| The strategic use of resources | Good. The school makes very good use of its resources and applies efficient financial control. The school makes satisfactory use of technology to support the day-to-day running of the school. |

The school is very well staffed. Very efficient and conscientious teachers are very well assisted by support and administrative staff. The school makes very good use of its accommodation to help pupils to learn. Good levels of learning resources are used well in literacy and numeracy. The learning resources in other subjects such as science and information and communication technology are less plentiful and so limit the amount of practical experience for pupils. The school is very efficient at working out the best value both educationally and financially - and appropriately compares its work with that taking place in other schools. It takes account of a range of views in coming to decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Teachers expect children to achieve highly. • Their children make good progress at school. • Their children like coming to school. • Teaching is good. • Parents are happy to come into school to discuss any problems or concerns. • School helps their children to grow up and to be more responsible. | <ul style="list-style-type: none"> • The standards of behaviour. • The amount of homework. • The range of activities outside lessons. |

Only a very small number of questionnaires were returned. The comments above were gleaned from these and discussions with the very small number of parents who attended the parents' meeting and conversations with parents during the time of inspection. The parents spoken to have positive views of the school and appreciate the good level of support it offers to families. Many of the school's initiatives are directed at involving parents and as a consequence the school is truly a community school and parents respect what is being done for their children. The inspection team

agrees with parents' positive views. During the inspection the behaviour of the majority of pupils was good, in spite of the very trying circumstances of flooding and domestic disruption experienced by many families. There are a number of pupils in most classes whose behaviour is very challenging, but this is managed consistently well and the school has very effective strategies to minimise disruption of lessons. The amount of homework is generally satisfactory. The range of activities outside of lessons is satisfactory. There is also an appropriate programme of visits to places of interest which link with the topics pupils study.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils achieve well and the large proportion of pupils with special educational needs make very good progress; the majority achieves the targets that are set for them. In the year 2000 national tests, eleven-year-olds attained standards that were well below average in English, mathematics and science. Inspection judgement is that standards are better than this and although they are below average overall the large proportion of pupils with special educational needs affects the overall standard. The school's emphasis on developing basic skills in literacy and numeracy is very effective and standards are steadily rising because of the very well organised additional support pupils receive.

2. Children enter school with well below average attainment. In particular, their speaking and listening skills are poor and their vocabulary is very limited. Many children's number skills are very limited and their personal and social development indicates their immaturity. By the time they are ready to leave the reception classes many pupils have difficulty in finding appropriate language to formulate and express their ideas clearly and in extended sentences. In the nursery and reception classes many pupils are not given enough opportunities to learn through speaking and activities do not always excite them to ask questions. This affects their attainment overall by the ages of seven and eleven.

3. By the end of Year 2, pupils' attainment is below average in reading, writing and science and at least in line with standards expected nationally in mathematics. The results of the national standardised tests for the past three years indicate steady improvement and reflect the good teaching pupils receive, particularly in literacy and numeracy. Compared to similar schools, pupils attain highly. By the end of Year 6, pupils' attainment this year is on course to be below average overall in English, mathematics and science though standards in numeracy are close to those expected nationally. Standards are not as high as they should be because there are some important gaps missing in older pupils' knowledge of mathematics and science, in particular. Younger juniors are attaining more highly for their ages as a result of the consistent teaching they receive based on the national strategies for literacy and numeracy and the science curriculum based on national guidance. Pupils are well taught and consequently achieve well. Pupils attain comparable standards to those in similar schools.

4. This is a different pattern of results and achievement compared to the time when the school was last inspected and found to have serious weaknesses partly because of its low results and achievements. There are several reasons for this improvement. The school uses the national strategies for literacy and numeracy very well to boost standards and to raise teacher expectation throughout the school of what pupils are expected to achieve each year. The quality of teaching has improved considerably, particularly in the junior classes and there is now very little unsatisfactory teaching in the school. Behaviour has greatly improved and so there is less disruption. Teachers are better informed about how to teach basic skills. Lessons are well planned and interesting and pupils want to learn.

5. Standards are below average in information and communication technology, religious education, geography and history. They are similar to expected standards in art and design and physical education. No judgement was made on standards in design and technology and music. Curricular time is heavily weighted to literacy and numeracy, which is where the school has quite rightly placed its priorities. As a result, though, standards in other subjects have tended to suffer. There is a tendency to use the successful formula for teaching, demonstrated in the literacy and numeracy lessons, for all other subjects and so pupils do not always undertake activities relevant to the particular subject and too much time is spent listening, answering questions and then writing. This can limit the achievement of some pupils, particularly those who struggle with reading and writing. Pupils have too few opportunities to practise their information and communication

technology skills because of limited resources. Teachers are also awaiting training before they can teach some aspects of the subject. Pupils undertake the full range of physical education and this, together with good teaching, ensures they achieve well. Art is well led and the co-ordinator provides effective guidance; this has helped to raise standards. Resources in art have improved and the work often complements other subjects.

Pupils' attitudes, values and personal development

6. Pupils have good attitudes to school. They enjoy coming to school and find their lessons interesting. Most pupils arrive on time and any lateness is dealt with effectively. Routines are carefully established in both the nursery and the reception classes and children understand what is expected of them.

7. Pupils' behaviour is satisfactory overall with many examples of good behaviour seen during the inspection. Most pupils are keen to participate fully in lessons. They work hard and many are eager to discuss and ask questions. They often volunteer to help and regularly ask adults if they require assistance. Children in the nursery and reception classes behave well and try to do their best even when some of the experiences provided are not as rich and interesting as they might be. They learn to work alongside each other sensibly and older pupils learn to co-operate in groups. Pupils behave well as they move around the school and generally play well together in the playground. Older pupils act as good role models for the younger pupils in assembly by being sensible and listening attentively to the headteacher. Pupils' understanding of the impact of their actions on others and their respect for others feelings, values and beliefs is effectively encouraged. The majority of the pupils treat resources and the school with care.

8. At the last inspection a significant minority of pupils were reported as not behaving well. In the parents' questionnaire, 31 per cent felt behaviour was an issue, though this in fact represents a very small number of parents as only seven per cent of questionnaires were returned. There have been good improvements in pupils' behaviour overall though a significant minority still has problems. Five pupils were excluded for short periods last year. Parents at the meeting prior to the inspection felt that the teachers dealt very effectively with pupils with behavioural problems. They acknowledged that behaviour had improved and classroom disruption had been reduced. This improvement has had a positive impact resulting in the good rate of learning seen in most lessons. The school sets high standards and by expecting that all pupils want to behave well often achieves this aim. When problems arise they are swiftly and effectively dealt with. The policy of pupil inclusion, which is fundamental to the school's beliefs, provides very well for these pupils. Pupils are reassured by the systems set up to support behaviour and know, often through personal experience, that the rules and sanctions work and are there to help them. The special classroom, as part of the pupil inclusion project, set up to support pupils whose behaviour is inappropriate has a positive impact on behaviour overall and pupils see it and use it as a support. No incidents of racism, bullying or social exclusion were observed during the inspection.

9. Personal development and relationships within the school are good. Most pupils readily accept and enjoy taking responsibility. The personal development of pupils is a high priority of the school and pupils keep track of their own personal development through setting targets shared with parents and teachers. The school has high levels of success in promoting personal development often set against a background of difficult home circumstances and disaffection. Pupils' relationships with the adults in the school and with other pupils are very good. Within lessons pupils generally show respect for the views of others.

10. The overall attendance for last year was broadly average. This is a good improvement on the previous year reflecting the great and continuing efforts by the school to encourage pupils to attend. However, the repeated absence of children from a small proportion of families is causing attendance figures to fluctuate despite the very stringent procedures undertaken by the school to rectify this. The school works effectively with the appropriate authority to combat non-attendance.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching is consistently good with many very good features, enabling pupils to achieve well. In 68 per cent of the 80 lessons seen, the teaching was judged to be good or better and in 27 per cent of lessons it was very good or excellent. There were unsatisfactory elements in only a very small proportion of lessons and this represents considerable improvement since the last inspection, particularly in the juniors where a third of the teaching had been unsatisfactory.

12. The quality of teaching and learning is judged to be good in all subjects except physical education where it is sound. There was not enough evidence to make overall judgements in design and technology or music. Very good teaching is a feature of lessons in Year 2 and Year 6, and in literacy and numeracy, reflecting the time and resources that the school has invested in raising standards in these subjects.

13. The teaching of the children in the foundation stage is satisfactory overall. Very good teaching was seen in one of the reception classes and teaching in the nursery and the other reception class was satisfactory overall. Very good teaching frequently took place in literacy and numeracy where children were constantly engaged in purposeful and stimulating tasks. A significant feature of the very good teaching was the expertise shown by the teacher in telling the children very clearly the objectives of tasks at the beginning of the lesson and re-capping on their achievements at the end. In the satisfactory lessons there were some unsatisfactory elements: planning lacked detail so that the content, quality and presentation of tasks were limited and children tended to lose interest.

14. Teachers' subject knowledge is good, demonstrated most clearly in literacy and numeracy lessons. They explain new work very clearly, taking pupils step by step through the learning process, and ask challenging questions, which encourage pupils to think for themselves. In these subjects work is planned carefully to take account of the full range of ability within the class and lessons move at a good pace. This enables pupils to work at their own level on related tasks and achieve well. Basic skills of reading, writing and number are well taught. Teachers are now very good at teaching mental and oral mathematics. They have worked hard to improve their expertise in this area with evident success. They make excellent use of a good range of resources so that pupils are actively engaged in the session and able to contribute to it. For example, in a Year 1 class pupils were learning numbers to 20 by taking it in turns to jump on numbered cards, which had been shuffled and laid out on the floor and so gained a clearer idea of how to order numbers.

15. In other lessons, where there are opportunities for practical activity based on good quality resources, pupils learn at a good rate. This is particularly evident in science. For example, teachers in the infants develop independent thinking well by preparing resources in advance so that pupils can find out for themselves. Older pupils working collaboratively on experiments to find out how much sugar will dissolve in water worked diligently at their experiments with high levels of interest. In a Year 3 art lesson, enthusiastic teaching based on carefully planned practical tasks kept pupils engrossed in their work on Viking long boats and pictures in pointillist style. There are too few opportunities in subjects such as history, geography and religious education for pupils to work practically or learn from direct experience. Achievement is lower than it should be in these subjects. This was an area for development at the time of the last inspection that still requires to be addressed.

16. The school has invested much time and effort into behaviour management and teachers work hard to ensure that pupils who exhibit difficult behaviour do not affect the learning of others. They manage pupils firmly but fairly and use a good range of strategies for encouraging good behaviour and dealing with pupils who are easily distracted. Nevertheless, approximately ten per cent of pupils continue to display behaviour problems and in the very small number of lessons where some weaknesses occur, it is usually because these difficult pupils are not being managed firmly enough, or because they do not find the lesson interesting.

17. In literacy and numeracy, teachers are developing effective ways of measuring pupils' progress. Marking is helpful so pupils begin to have a good knowledge of their own learning. Targets are set for them and they know what to aim for. Teachers' use of assessment is less well developed in other subjects and pupils are less clear about how they could improve their work.

18. The teaching of pupils with special educational needs and those for whom English is an additional language is very good. Teachers plan tasks which take account of pupils' prior learning in literacy and numeracy, and give additional support in other lessons, often by making good use of the skilled classroom assistants. Specialist teachers work with individuals and small groups, enabling pupils to make very good progress towards the targets identified in their individual education plans. The quality of teaching in the withdrawal groups is also very good. Lessons are lively and stimulating, and teachers make very good use of games and practical activities to engage pupils' interest and maintain their concentration. They keep good records of progress to ensure that work builds successfully on what pupils have already learnt. The specialist teaching of pupils with behavioural difficulties is very effective and has a positive impact on classroom behaviour.

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

19. The school meets statutory requirements in providing a satisfactory range of learning opportunities, including religious education, for all pupils. There are particular strengths in the very good provision for pupils with special educational needs and the good provision for the development of pupils' personal, social and health education. The National Literacy Strategy has been introduced very well and its impact is seen in improving levels of achievement. The implementation of the national strategy for numeracy has also been effective.

20. The school has rightly placed a strong emphasis on the implementation and development of the literacy and numeracy strategies over the past two years and this has affected the overall breadth and balance of the curriculum. The impact of effective staff training and detailed planning that follows national guidelines can be clearly seen in the improving standards in literacy and numeracy. Not all subjects are sufficiently well represented in the curriculum; for example, religious education lessons for juniors alternate with personal, social and health education, thus reducing significantly the amount of time spent on religious education and limiting the progress of the pupils in this subject. In subjects such as history, geography and design and technology pupils do not learn a wider range of skills that become increasingly harder as they get older. As a result the development of skills falls short in complementing their the acquisition of factual knowledge. In science and history, for example, not all pupils have regular opportunities to develop investigative skills.

21. The quality of the curriculum has improved since the last inspection. The school has adopted the recently produced national guidance to provide a basis for curricular planning but for subjects such as history, geography and design and technology there is not enough detail to ensure that pupils build systematically on their knowledge, skills and understanding. Teachers plan their work collaboratively and this has the benefit of ensuring that pupils in parallel classes receive a similar curriculum, although planning does not always capitalise on links between subjects in a way that could make the curriculum more coherent and relevant to the pupils.

22. The school is careful to ensure that activities are open to all pupils. Pupils with learning difficulties benefit from the arrangements that ensure that they receive very good support from skilled learning support assistants. The content and organisation of the curriculum provides equal opportunities for all pupils. When pupils with special educational needs are withdrawn from lessons to work in smaller groups, staff ensure that they pursue tasks that are similar to those undertaken by the rest of the class. Similarly, pupils with English as an additional language receive the same access to the curriculum as others.

23. The curriculum for children in the nursery and reception classes is satisfactory in addressing all the required areas of learning as specified in national guidance, but it lacks a richness and variety that would make it more relevant to the needs of the children, especially those who start school with under developed skills in speaking and listening. There is not enough emphasis on the development of language. For example opportunities for role-play are mundane and lack exciting settings to promote imaginative play and language. There are too few activities to promote children's knowledge and understanding of the world in which they live.

24. The school's provision for personal, social and health education is good, particularly enhanced by the excellent systems to encourage good behaviour. Sex education is taught appropriately as part of the science curriculum in Year 6, with support from the area health authority. The school nurse visits weekly and provides additional support. There is currently no formal programme in place to teach pupils of the dangers of drugs and staff are still undergoing training in the teaching of this important area. Good opportunities are provided for pupils to reflect, to share their personal thoughts and ideas and to develop their understanding of human behaviour and they respond with maturity.

25. The range of extra-curricular activities available for pupils is sound. There is a variety of sporting activities that includes football, netball, rounders, athletics and cross-country but the provision for pupils whose interests are more creative and cultural is limited. The school welcomes visitors who enhance the curricular provision in several ways. For example, players from the local football and rugby clubs led training sessions with children from the local community and a poet recently supported both literacy and road safety in a cross-curricular project about the speed limit on the road outside the school. Pupils make visits to local places of interest such as Selby Abbey and Temple Newsam, although the range of visits is not extensive for a school of this size.

26. Links with the local community are developing satisfactorily. Pupils sing for the residents of the neighbouring residential home for the elderly and a few of the residents help out in the school. The local Residents' Association meets on the school premises, as does the After School club run by a parent. This gives the school an insight into the issues and problems that exist among local families. There is good co-operation with the local comprehensive schools to which most of the pupils transfer at eleven, providing opportunities for youngsters to meet staff members before they leave at the end of Year 6.

27. The provision for pupils' personal development is satisfactory overall. Spiritual development is fostered mainly in assemblies, which are of good quality being both thought-provoking and entertaining. These occasions provide opportunities for pupils to think about values and moral matters that are relevant to their lives in a quiet and respectful atmosphere that reinforces well the community feeling of the school. In both key stages the importance of saying 'Thank you' was effectively explored in assemblies in which events in the pupils' own lives were carefully linked to stories from the Bible. Some opportunities to reflect are built into lessons, for example, when pupils in Year 2 showed sensitivity and respect when discussing people who died in both World Wars as part of their work about Remembrance Day. In general though, there are few planned opportunities for spirituality in the curriculum. Pupils have visited the local churches to gain a better understanding of the role of religion in their own community and representatives from local churches visit the school to lead assemblies.

28. Provision for moral education is good and reflects the school's aims and values. The school rules are prominently displayed in all classes and pupils in the main abide by them. Pupils are aware of the difference between right and wrong and guidance from adults in school consistently reinforces this. Assemblies are used successfully to celebrate pupils' achievements and good behaviour. Pupils strive to win awards and stickers, the highest accolade being the coveted 'star award'. There is a clear hierarchy of sanctions for those who find it difficult to conform to the rules of the school. As a result of the introduction of these measures behaviour has improved since the last inspection.

29. Provision for social development is good and has improved since the last inspection when it was judged to be sound. In classes pupils quickly learn class protocols of listening to one another and respecting other people's views. They readily engage in informal conversation with each other and with their teachers. Pupils are frequently encouraged to contribute their ideas to discussions, though some pupils have fewer opportunities than others to take part in group work and to learn the social skills of co-operation and negotiation. Many pupils are keen to do jobs that contribute to the smooth running of the school, such as watering plants and tidying classrooms. Lunch times are orderly social occasions when pupils are encouraged to have good table manners. Pupils with special educational needs integrate well into both their classes and withdrawal groups. The annual residential visit made by pupils in Year 6 to Carlton Lodge is a very effective opportunity for them to engage in outdoor activities as well as extending their social skills in an informal atmosphere away from school.

30. There is satisfactory provision for pupils' cultural development. Pupils are encouraged to appreciate the language and rhythms in poetry and literature and to write imaginative work of their own. Pupils in Year 4 acquire some understanding of life in an Indian village in their geography lessons, although there are missed opportunities to explore the music and art of other cultures as well. In art the pupils explore the work of famous artists and emulate their style effectively in their own work. Pupils' gain an awareness of their own cultural heritage when they make visits to local churches. There is not enough emphasis placed on extending pupils' understanding of the richness and diversity of cultures other than their own. As at the last inspection, the provision for spiritual, moral, social and cultural development is satisfactory overall.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school cares well for its pupils. Health and safety matters are dealt with very effectively. The procedures relating to the safety of the building, first aid and welfare are all very well organised. Those issues raised in the last inspection report have mostly been dealt with, but some relating to the improvement of toilet facilities remain outstanding. These are planned for completion within a programme of building improvements by the local education authority. Procedures for child protection are properly established, with particularly effective links to outside agencies, which give extra help and support. Within the school, all staff are properly informed and aware of the need for vigilance in these matters and work closely to provide a network of care. This is extended beyond the school's normal working hours by an out of school club.

32. The systems for the improvement and management of behaviour are exemplary and are an integral part of the school's drive to improve the standards achieved by all pupils. The school has a significant number of pupils who have difficult problems to overcome and these frequently exhibit themselves in challenging behaviour. The school has successfully used funds, brought together from diverse sources, to provide specialist teachers to manage this and, as a result, disruption of learning in lessons is minimal. In addition, those pupils with behaviour problems also benefit from the individual attention provided by the support team and make appropriate progress. The school has fully embraced its policy of pupil inclusion, supported by the pupil inclusion project, and does its very best to involve the parents in working with their children. This is a further bridge linking the school with parents and the community. More generally, there is a clear set of rules to set the standard of behaviour expected and all staff, the teachers, support staff and mid-day supervisors, play their part in promoting good behaviour, with great consistency. Pupils know what standards are expected of them and they enjoy the rewards of merits and certificates. This aspect of pupil care is a very considerable strength of the school.

33. Regular attendance and punctuality is well promoted in the school's published brochures and more particularly by the education social worker resident in the school. The monitoring of absences and the promotion of punctuality and regular attendance, the good contacts established with parents, have raised attendance from previously unsatisfactory levels. This is a further facet of the school's very effective care policy.

34. When children begin school early assessments are completed in the first few weeks of attendance at the nursery, shared with parents and used to guide planning for future work. These form part of the children's records when they start school and provide useful information for the reception teachers. Further assessments are then undertaken seven weeks after entry into the two reception classes and alongside other assessments of the children's work are used to plan tasks matched to the children's level of achievement.

35. Assessment of pupils' attainment and progress is done very effectively in literacy and numeracy. The school makes good use of data from assessments in order to establish priorities and set targets for improving standards. For example the English co-ordinator uses clear assessment data and criteria to monitor progress in the subject. Assessment is less well developed in other subjects but, nevertheless, gives a sound picture of each pupil's overall position. Teachers are in a good position to make sure pupils are given the right help at the right time to improve what they can achieve. Pupils with special educational needs are known well by their class teachers and by the support teachers and the older pupils share in the setting of their targets. At the end of the year all parents receive a detailed report, which clearly shows what their child has achieved, what they enjoy and how they can improve.

36. Procedures for recording pupils' personal development, including attendance and behaviour are very good and pupils receive appropriate support in these areas. Class teachers, as well as the support team, know the pupils very well and help from a variety of sources can be channelled effectively as a consequence. Individual development targets are agreed for all pupils and shared with parents. Pupils with special educational needs have appropriate work linking to their individual education plans as do pupils for whom English is an additional language. Extremely thorough records are built up so that detail of their progress is available for review meetings with parents and further setting of targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents and carers hold generally positive views about what the school achieves for their children. However, the number of questionnaires returned was small and only a few parents attended the pre-inspection meeting. From this limited evidence parents appear to be satisfied with academic standards, the high expectation and values which the school promotes, the quality of teaching and the approachability of the school.

38. Effective procedures for induction are in place as children start the nursery and also as they transfer to one of the two reception classes in school.

39. Parents are given a very good range of information about the school and their children's progress. As they join the nursery and the reception classes, parents are welcomed with a good range of information, which explains the organisation of the school and the curriculum. Parents receive regular newsletters. These are wide-ranging and give a considerable amount of information about forthcoming topics and studies, so that parents are informed and able to help. There are opportunities for parents to attend class assemblies and there are additional meetings to explain important issues, such as the literacy and numeracy strategies within the curriculum. The pupils' annual reports have been redesigned and provide a clear picture of pupils' attainment and progress. Progress is discussed with parents at the termly consultations and parents of children with special educational needs are well informed about progress and contribute to periodic reviews. The Headteacher and class teachers make themselves available for informal contact at the start and end of the day.

40. The school has determined to make itself a focal point of the local community and is making very good progress in this aim. Youth clubs, adult education groups, the out of school club and social organisations such as the National Society for the Protection of Cruelty to Children (NSPCC) who run a 'drop-in' centre use the school. The school also runs a Family Literacy and 'Better Reading' programme where parents can work directly with their own and other children to

improve standards. Parents give good support to the social life of the school. They help teachers to manage trips and visits. They attend school social functions in increasing numbers and there is fund-raising by a dedicated handful of parents through the 'Friends of the School'. Their efforts are greatly appreciated and have directly helped to support swimming and a variety of educational visits.

41. However, so far, many parents are reluctant to involve themselves to the same extent in the more formal aspects of the work of the school. A few parents make a valued contribution in the classroom where they help with reading and information and communication technology, but the school would welcome more. The meetings to explain or involve parents in the curriculum and educational standards are not well attended. Homework is not yet regarded, by some parents, with as much importance as the school would wish. A significant number do not attend the regular consultation evenings. Nevertheless, the school will continue to strive to encourage all parents to feel they can make a significant contribution beyond just the social and that they can also have a partnership in their children's academic future. The strategy of opening up the school to wider use is the key to this and is already encouraging more parents to become involved in the life of the school. This long-term strategy is beginning to have a positive effect.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher provides excellent leadership and management. Aply supported by the deputy headteacher and key staff, particularly the co-ordinators for literacy, numeracy and special educational needs. Highly effective measures which have been put in place have improved the quality of teaching and learning throughout the school. The headteacher is fully aware of the school's strengths and weaknesses. The strategic measures he has instigated have helped to form and now strengthen the school's shared determination to improve. The school's aims are clearly reflected in its life and work, seen for example in the very good relationships between staff and pupils. The commitment to include all pupils has resulted in much improved behaviour, better provision for pupils with special educational needs and so enhanced the equality of access and opportunity for all pupils. This in turn contributes to the steady improvement of standards.

43. The school now has a very good system for monitoring and evaluating teaching and learning, largely through improving the roles of co-ordinators. They are now fully responsible for their subjects and have developed suitable schemes of work. They give a strong and clear lead to other staff and this improved management, particularly in literacy and numeracy, is a key factor in raising attainment. In conjunction with this, the headteacher has successfully raised teachers' self-esteem. Provision for staff development is very good, enhanced by the school's preparations for meeting the Investors in People standards and by its close links with the local Educational Business Partnership. The school has in place efficient methods for the induction of staff new to the school and is introducing effective systems for managing teachers' performance. It makes good provision for the training of new teachers and has forged strong, mutually beneficial links with training providers. This provides valuable staff development for the teachers who act as mentors as well as for the students. The school is now an important focus within the local community and in its family literacy project it encourages pupils and parents to learn together.

44. The school has produced a very detailed and comprehensive development plan, which identifies appropriate priorities and targets and details action to be taken in order to achieve them. It has clear plans for the introduction of curriculum 2000 and the national grid for learning along with the staff development that is to promote these. The headteacher is resourceful in acquiring funding and in liaising with a range of agencies in order to support developments in school. This all contributes to making the school part of a much wider community, which in turn broadens the outlook of staff, parents and pupils. Use of funding has helped in enhancing the schools approach to behaviour management and the school has made initiatives in the community such as links with the NSPCC.

45. Governors fulfil their statutory duties well. They have a well-developed committee structure, which underpins their work in helping to shape the direction of the school. They understand the strengths and weaknesses of the school very clearly, particularly the need to raise standards and to develop the school as an extended community. The headteacher and governing body work very well together to develop the school as a real learning community for pupils, parents, governors and staff.

46. The school's excellent financial planning is based on accurate and up to date information and relates clearly to the priorities identified in the school development plan. In its acquisition of resources the school is very efficient at working out the best value both educationally and financially. It makes very good use of resources to support its priorities in literacy and numeracy. The school makes excellent use of grants, such as those to support pupils with special educational needs and the school inclusion project, in order to help in its efforts to improve standards. The school bursar, well supported by a finance officer of the local education authority, ensures that the very efficient day-to-day administration of the school enables the headteacher and staff to concentrate on their work. Minor issues arising from the most recent auditor's report have been successfully addressed. The school's use of new technology enhances efficiency.

47. The provision for pupils with special educational needs is a strength of the school. The co-ordinator for special needs manages it very well indeed, implemented providing valuable support to teachers to ensure that the recommendations of the Code of Practice are fully met. The liaison with specialist teachers, support assistants and outside agencies is very effective. The provision for pupils for whom English is an additional language is also very good and underlies the very good progress made by these pupils.

48. The school is well staffed by a developing team of conscientious, committed and hard working teachers and support staff. This is a significant factor in the improving standards of attainment and behaviour. The school makes very good use of its overall satisfactory accommodation. For example, former cloakrooms and small rooms are used very effectively for staff to work with pupils with special educational needs and for the family literacy project. However, although accommodation in the nursery is satisfactory overall, there are significant weaknesses in a number of areas. The toilets are inadequate because they are the incorrect size for very young children. There is no room to hang outdoor clothes in the very small cloakroom that has no hot water and consequently there are no facilities for hygiene purposes private or otherwise. Whilst the room itself is a reasonable size it would benefit from a more efficient and imaginative use of the available space to enable children to play, for example, in a role-play area unencumbered by the hanging rail for outdoor coats.

49. Levels of resources are good overall and reflect the school's well-chosen priorities for raising attainment. The school has made good progress in addressing the causes of serious weaknesses since the last inspection. The excellent leadership and management of the headteacher and commitment of the staff and governors place it in a good position to continue to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to improve standards further the headteacher, staff and governors should:
- (i) build on the improvements already made in order to raise attainment in literacy and improve the quality of handwriting and library skills; (paragraphs 61, 62, 63)
 - (ii) raise standards in science and information and communication technology by improving resources to give all pupils more practical experiences; improving teachers' subject knowledge through training; and tracking pupils' progress to determine what they know and what they need to learn next; (paragraphs 5, 20, 76, 80, 82, 84, 85, 86)
 - (iii) raise standards in history, geography and religious education by delivering the curriculum through more planned, practical and relevant activities so pupils learn a wide and progressive range of skills relevant to each subject; (paragraphs 5, 20, 21, 87, 90, 98, 99, 100, 101, 102, 103, 104, 105, 108, 109, 110)
 - (iv) improve the quality of provision in the nursery by planning and implementing a rich, varied and stimulating curriculum. (paragraphs 2, 23, 48, 52, 54, 56)

The following minor weaknesses should also be considered for inclusion in the action plan:

- lesson planning is not equally detailed in all classes; (paragraphs 21, 90)
- the marking of pupils' work is inconsistent throughout the school. (paragraphs 17, 81)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 80 |
| Number of discussions with staff, governors, other adults and pupils | 35 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1 | 26 | 41 | 31 | 1 | 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) | 47 | 346 |
| Number of full-time pupils eligible for free school meals | 0 | 120 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 1 | 14 |
| Number of pupils on the school's special educational needs register | 2 | 135 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 2 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 16 |
| Pupils who left the school other than at the usual time of leaving | 54 |

Attendance

Authorised absence

| | % |
|---------------------------|------|
| School data | 92.6 |
| National comparative data | 94.1 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 2.0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 27 | 28 | 55 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 19 | 26 |
| | Girls | 23 | 25 | 27 |
| | Total | 38 | 44 | 53 |
| Percentage of pupils at NC level 2 or above | School | 68 (76) | 82 (84) | 94 (87) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 20 | 23 | 25 |
| | Girls | 29 | 29 | 29 |
| | Total | 49 | 52 | 54 |
| Percentage of pupils at NC level 2 or above | School | 89 (84) | 94 (88) | 98 (94) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Attainment at the end of Key Stage 2

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 28 | 30 | 58 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 12 | 13 | 18 |
| | Girls | 21 | 16 | 22 |
| | Total | 33 | 29 | 40 |
| Percentage of pupils at NC level 4 or above | School | 59 (51) | 52 (41) | 71 (51) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 19 | 12 | 18 |
| | Girls | 21 | 18 | 20 |
| | Total | 40 | 30 | 38 |
| Percentage of pupils at NC level 4 or above | School | 63 (49) | 54 (44) | 68 (56) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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 | 3 |
| White | 343 |
| 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 | | |
| Black – African heritage | | |
| Black – other | | |
| Indian | | |
| Pakistani | | |
| Bangladeshi | | |
| Chinese | | |
| White | 16 | 0 |
| Other minority ethnic groups | | |

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) | 20 |
| Number of pupils per qualified teacher | 16 |
| Average class size | 23 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 9 |
| Total aggregate hours worked per week | 222 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 25 |

| | |
|---|------|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 35.5 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 13 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 1999-2000 |
| | £ |
| Total income | 873,157 |
| Total expenditure | 847,571 |
| Expenditure per pupil | 2,125 |
| Balance brought forward from previous year | 42,456 |
| Balance carried forward to next year | 68,042 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 393 |
| Number of questionnaires returned | 30 |

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 73 | 13 | 1 | 10 | 0 |
| My child is making good progress in school. | 53 | 40 | 7 | 0 | 0 |
| Behaviour in the school is good. | 28 | 41 | 31 | 0 | 0 |
| My child gets the right amount of work to do at home. | 21 | 48 | 17 | 7 | 7 |
| The teaching is good. | 50 | 37 | 7 | 7 | 0 |
| I am kept well informed about how my child is getting on. | 50 | 33 | 17 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 70 | 13 | 7 | 10 | 0 |
| The school expects my child to work hard and achieve his or her best. | 57 | 37 | 0 | 7 | 0 |
| The school works closely with parents. | 43 | 27 | 23 | 7 | 0 |
| The school is well led and managed. | 37 | 33 | 10 | 17 | 3 |
| The school is helping my child become mature and responsible. | 43 | 40 | 10 | 7 | 0 |
| The school provides an interesting range of activities outside lessons. | 23 | 30 | 20 | 17 | 10 |

Summary of parents' and carers' responses

Only seven per cent of questionnaires were returned. Results from such small a group must be treated with some caution, as the 30 returns represent only seven per cent of the parent population. During the inspection the behaviour of the majority of pupils was good, in spite of the very trying circumstances of flooding and domestic disruption experienced by many families. There are a number of pupils in most classes whose behaviour is very challenging, but this is managed consistently well and the school has very effective strategies to minimise disruption of lessons. The amount of homework is generally satisfactory. The range of activities outside of lessons is satisfactory. There is also an appropriate programme of visits to places of interest, which link with the topics pupils study.

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

51. On entry to the nursery, children's attainment is well below average. Children make satisfactory progress in the three terms they spend in nursery before transferring to the reception classes. About two-thirds of the reception children have attended the nursery; others have had little or no pre-school education. Their overall attainment, therefore, on entry to the reception classes is still well below average. Children are taught in two mixed-age reception and Year 1 classes. Most achieve satisfactorily and by the end of the reception year standards are closer to below, rather than well below average, in personal, social and emotional development, language, communication and literacy, mathematics, knowledge and understanding of the world, physical and creative development. Children who have special educational needs are identified early and receive very good additional support. At the time of the inspection, many children were very unsettled because of the flooding.

52. Provision for the children in the foundation stage is satisfactory overall. Whilst children achieve well overall and some of the teaching they receive is very good, there are weaknesses, however, in the educational provision for children at this stage. The nursery accommodation is drab and it is not well organised to encourage children to learn. The role-play area is singularly uninviting and the positioning of children's coat pegs alongside adds an unnecessary degree of clutter, which inhibits a more imaginative use of the space. The water tray situated in the cloakroom area by the main entrance is hard to supervise given the children's level of maturity. The quality of resources, whilst adequate, is insufficiently stimulating and varied. Provision in the reception classes is better, and it is very good in one class where the displays are filled with numbers, patterns and words for children to decipher. In all three classes, assessments are made frequently and used to plan work matched to the children's level of achievement. Children with special educational needs are identified early, and receive very good support. In two out of the three classes, planning does not always identify in enough detail the role of the adult in developing vocabulary, for example, to help children to make the best possible progress. Opportunities for adults to support and develop the children's learning particularly when they choose activities are therefore missed. In the best lessons in the reception class activities and resources are presented in an imaginative, well organised and exciting way so that the children are motivated to give of their best at all times and learning is very good as a result.

53. In personal, social and emotional development children achieve satisfactorily overall. In the nursery a few children give out snacks sensibly and most sit quietly in a circle whilst they are handed out because the staff manage the children well. Clear well-established routines are taught consistently so that the children quickly learn the importance of co-operating with adults and with each other. This means that when they transfer to the reception classes most children attempt to tidy away resources carefully and manage to put on their outdoor clothes with little assistance. In a very good reception lesson, a real social occasion was created, as children were encouraged to talk about something they liked and others had to ask them questions. Quite an interesting discussion evolved when one child misunderstood what a 'play station' was and asked 'does it go round on a track?' Because of the teacher and support teacher's sensitive responses children began to develop confidence to explain at length, saying, for example, 'You need a TV and remote control pad with triangles, squares and arrows'.

54. Standards by the end of the foundation stage overall are below those typically expected in language and literacy. Teaching and learning is satisfactory overall. Some very good teaching was seen in one reception class. Most children have poor communication skills and, whilst planning in the nursery follows the recommended area of learning, activities do not excite, invite or challenge children to extend their vocabulary sufficiently. Few children ask and answer questions or sit for any length of time to look at a book. A higher attaining child knew a book was read from front to back and remembered the first line of the story. In contrast a lower attaining child quickly

lost interest in sharing a book with an adult. During story time the children were interested and responsive because the nursery nurse told the story expressively, demonstrating the correct way to hold the book, turn pages and follow text from left to right. About a quarter answered enthusiastically and in full sentences but the rest remained passive. One or two children begin to form recognisable letters before they enter the reception class but the majority are only producing emerging letter shapes. In the reception classes, overall satisfactory teaching helps children become more confident in reading together or practising their writing skills. A few children know most of their initial sounds and one or two are beginning to write simple sentences. Where teaching is very good, the rate of learning is more rapid. For example, the teacher made it very clear to the children how to tell the story from the words and pictures and made explicit the purpose of reading so that the children knew what they were doing and how to do it. The teacher used excellent methods to encourage the children to interpret the pictures so that a higher attaining child said; 'Chip is pushing' and another 'Look how the rope is breaking'. This resulted in challenging other children to have a go and so there was excellent involvement of all the children trying to read the words. Most children are very slow to notice the smaller details in the picture however.

55. In mathematical development, overall standards are below those typically expected by the end of the reception year. Most children enter nursery with impoverished numeracy skills and very little mathematical vocabulary. They begin to learn these skills, through story, songs and rhymes and continuous assessment provides the staff with information on the children's progress in counting and number recognition. They are taught satisfactorily. Many lower attaining children have difficulty in counting to five independently and make no recognisable representations of numbers whilst one or two higher attaining children begin to count objects accurately to five and recite number rhymes. The children behave well and try to respond to the adults but poor concentration and limited communication skills slow their progress. In the reception classes, activities to increase mathematical understanding are more exciting and capture the children's imagination so that learning is fun and achievement for some children is more rapid. In a very good lesson, the teacher used colourful and interesting resources to teach basic counting skills. In a lively number game where the children had to roll a dice, count the numbers and then move a frog along a track, the teacher carefully explained 'You are going to count carefully' so that a lower attaining child began to correct his mistakes as he moved the frog along the track and higher attaining children had the confidence to count on three or four places with little support. Imaginative role-play is used effectively in both reception classes to teach the vocabulary associated with mathematical development, though it is better planned for in one class and this enables and the classroom assistant to give much more effective support. In both classes the children collect and count items in the home corner and use them to solve simple mathematical problems. Even with support some children cannot count reliably beyond three and have little understanding of adding on two more to make five. A few higher children match numbers of objects in a set with some accuracy and write numbers correctly although they sometimes needed the support of an adult to complete this.

56. Standards in knowledge and understanding of the world are below those typically expected by the end of the foundation stage. The quality of teaching in the nursery is satisfactory overall although there are insufficient activities planned to attract children's interest and curiosity. Most children on entry to the nursery do not talk confidently about their environment because their communication skills are impoverished. They need continual adult support and encouragement to ask questions about how things work or what they are for. Most children do not know the names of many animals or colours. By the time the children start school they are beginning to have more confidence in exploring and discussing their experiences. For example, helped by the support assistant, a small group of children began to discuss and act out their recent experience of moving the furniture upstairs to escape the floods. With very good teaching most pupils produce a drawing using a computer software program. A few higher attaining children printed their work with very little help from their teacher.

57. Pupils attain standards generally below those expected of their age in their physical development. In the nursery, children make satisfactory progress as they have access to a range

of appropriately planned outdoor activities and opportunities to practise their cutting, drawing and writing skills. Teaching in the nursery in this area of learning is satisfactory and planning is sufficiently effective in providing relevant activities both indoors and outdoors. By the time they start school most children have improved their control and balance and move around school and the classroom sensibly although they still require support and guidance to refine their skills in controlling pencil, scissors and paintbrush for example. In the best lessons in the reception classes children made more rapid progress. For example, children listened and watched carefully as their teacher demonstrated and then tried hard to roll and catch the ball accurately with a partner. The very good planning clearly identified what was to be learnt. As a result some children could bounce and catch accurately by the end of the lesson and others completed the tasks with a degree of accuracy and confidence.

58. Children attain below average standards in creative development at the end of the reception year. Teaching in the nursery is satisfactory. Children use a range of materials simply, though they needed much adult guidance to develop their ideas. In a music lesson, for example the children were eager to play the interesting musical instruments the teacher had provided but they needed a great deal of assistance to produce a controlled sound, and most had little sense of rhythm. Only half of the children present could join in the singing although they watched the adults carefully and tried to model the words. In one reception class a few higher attaining children painted pictures with great care and tried hard to cut and stick material accurately. Features of faces in most of the self-portraits are very immature and although two pupils painted a more mature face the colours used are layered randomly. Colours were dull because the water used to wash the brushes was not changed frequently enough. In the best lessons children painted self-portraits with developing detail because the teachers' own demonstration and very good preparation of resources and teaching of skills motivated the children to concentrate and try their very best. Despite this very good quality of teaching the majority attained below the level expected overall.

ENGLISH

59. Standards are below average in speaking and listening, reading and writing by the age of eleven and in line with those expected of seven-year-olds. The results of the year 2000 national standardised tests indicate that by the age of eleven attainment is well below average; they confirm average levels of attainment in reading by seven-year-olds but indicate below average attainment in writing. Although standards are similar to those reported in the last inspection, the comparison is misleading. There is evidence of continuing improvement since then, particularly by older pupils. The high proportion of pupils with special educational needs in any one year group partially accounts for quite low attainment in tests. The work of pupils in the present Year 6 continues the steady upward trend noted in the past four years though they still have gaps in their knowledge of some basic skills. Pupils achieve well and the standards eleven-year-olds attain are comparable with those attained in similar schools whilst those attained by seven-year-olds are better, particularly in reading.

60. There are several reasons for the steady improvement in standards. The national literacy strategy is raising teachers' expectations of what children should learn. Teachers implement the literacy strategy fully to give variety to their teaching methods and as a result, the quality of teaching has improved since the last inspection. The subject is very well led and the co-ordinator has a very clear idea of how to effect higher achievement in speaking and listening, reading and writing throughout the school by monitoring planning, teaching and pupils' work. Assessment is now used very well to set individual and group targets for improvement. The level of resources for literacy has also been improved. Standards are below average for eleven-year-olds because they have not received the benefit of this systematic teaching and assessment for much of their schooling. Pupils achieve well for many begin school with very limited skills. The high proportion of pupils with special educational needs often depresses overall standards within the class. Much of this improvement is quite recent and so older pupils' attainment in particular does not always match the high quality of teaching they receive. Teachers spend much time developing pupils' use

and understanding of different words so as to enliven their writing and develop their understanding of what they read. The quality of teaching is now good overall and some very good teaching was observed in many classes.

61. Pupils achieve well in speaking and listening in relation to their low attainment on entry. This is because all staff listen carefully, speak clearly to each child and to the whole class, and question pupils skilfully. The quality of listening is good because teachers have very good strategies for managing pupils and expect them to behave well. Younger pupils confidently offer suggestions and participate fully in discussions as when trying to explain how to describe bonfire night imaginatively in a poem. This is because relationships are very good and they know their efforts will be valued. Older pupils are clearly used to offering suggestions to enliven a piece of writing. Pupils in Year 5 came up with some inventive alternatives to the word 'went', offering 'stormed', 'scurried' and 'fumed', for example. Teachers invite pupils to respond and they try very hard to 'use more interesting words' as one pupil suggested helpfully, after reading the teacher's deliberately bland text. Pupils want to learn and concentrate well, clearly fascinated by new words. Through continued progress in listening to and in using new vocabulary pupils follow and understand teachers' explanations of new work. Their attainment is much higher in response to questions than it is when they speak on their own when average and lower attaining pupils often have difficulties explaining clearly what they mean.

62. Pupils' attain broadly average standards in reading by the age of seven and below expected standards by the age of eleven. They achieve well. Pupils with special educational needs are given very good support, which helps them to make very good progress. Younger pupils learn well from the systematic teaching they receive on letter patterns in words, for instance, and different strategies for reading. In Year 1, teachers explain very clearly the strategies for reading unfamiliar words so that pupils begin to read more confidently and fluently. In Year 2, pupils enjoy sharing books, often helping each other or mimicking their teacher's technique as they use a 'pointer' to help them to read difficult words. Teachers keep careful, up-to-date reading records. Higher attaining pupils understand the main points of a story and describe characters and events clearly. By Year 6, average and higher attaining pupils describe their response to texts clearly. Although higher attainers read quite fluently and accurately, others are more hesitant and their reading lacks expression. The quality of teaching is often very good, however. In one class, pupils gained insight into how the characters and the plot develop in 'The Iron Man' and in another they read out loud extracts from 'The Secret Garden' with some expression. Even with support, though, some pupils stumble over words such as 'rough' whereas higher attaining pupils read with real pleasure and convey the sense very well. Although most pupils are able to find information from books using contents and index pages, they have difficulties locating particular reference books in the library because they do not as yet have the necessary skills. This is further exacerbated by the poor quality and range of reference books available.

63. Pupils' writing is close to the standard expected of seven-year-olds and below that expected of eleven-year-olds. Pupils achieve well in response to the good teaching they receive. Teachers plan their work carefully and thoroughly prepare work well suited to the different attainment levels within the class. Seven-year-old pupils begin to spell accurately and higher attaining pupils write clear accounts, beginning to join their letters. Most pupils do not, however, write at length. Teachers have high expectations of older pupils. For example, in Year 6, pupils were given tasks with differing degrees of difficulty. In their imaginative writing, lower attaining pupils were asked to use adjectives carefully; average attaining pupils were expected to use similes and higher attaining pupils to incorporate paragraphs and metaphors and to describe feelings and senses. Pupils are expected to write accurately punctuated and cogently argued persuasive writing as in their work on rainforests. This raises the standard generally although many pupils find it difficult to achieve. Expectations of handwriting are inconsistent throughout the school and as a result many pupils' handwriting is quite untidy with letters badly formed. Despite the good progress made as pupils move through the school, standards remain below average.

64. Teachers make much of pupils' learning fun and interesting. The very good relationships between teachers and pupils often allow lessons to proceed at a fast pace with a shared feeling of

excitement. Lessons are usually well structured, following the nationally recommended framework, and this element of predictability gives pupils a sense of security as they strive to master the basic elements of literacy. The firm but friendly approach also ensures good behaviour management and helps pupils to concentrate and work hard. The best lessons are lively and challenging and extend pupils' reading skills and understanding of the use of words. A strength throughout the school is the care teachers devote to providing supportive and useful advice in the comments they use when marking pupils' work. These clearly identify strengths and weaknesses and indicate what pupils need to do in order to improve. This enhances their attainment. Homework is used satisfactorily in order to support pupils' work in class. For example, pupils read and learn spellings at home and work on stories and reports and extend their skills in using different tenses in their writing.

65. Teachers make very good provision for pupils with special educational needs. Where individual educational plans are necessary these give pupils additional support to help them overcome their difficulties. For example, in Year 2 pupils are given clear targets to help them to improve their understanding of letter sounds, blending of consonants and response to questions in reading. Work for pupils with special educational needs is carefully prepared and well supported by pupil support assistants. For example, in Year 5 lower achieving pupils' skills in understanding text are increased when they work with adult support. The family literacy project makes a good contribution to pupils' learning. It provides a very good vehicle for parents and staff to work alongside pupils and contribute to their progress both in school and at home.

66. In conjunction with the local education authority the school makes very good provision for pupils for whom English is an additional language. These pupils make very good progress from the time they enter school with limited confidence in English, to achieve for example, the standards expected nationally for pupils aged seven and sometimes beyond. Teachers plan work for these pupils very carefully and work closely with parents. There is very good liaison between all staff concerned to ensure that pupils build on work that has gone before. These pupils are very well adjusted into the life and work of the school.

67. Pupils use their literacy skills well in other subjects of the curriculum. For example, in science pupils use research skills in finding out about the properties of materials and in geography they design and write post cards about the places they have studied. Pupils use computers to draft and redraft stories. In history pupils write about Greek legends and in mathematics learn the language of shapes. This helps to improve attainment both in English and the other subjects.

MATHEMATICS

68. Standards in mathematics are improving rapidly across the school and are now broadly average. In Year 2, standards are now at least in line with those expected nationally, whilst in Year 6 they are close to, although still below, those expected for pupils of the same age. This reflects the results of last summer's national tests, which showed that the school did well when compared to similar schools, particularly for seven-year-olds. Standards are not yet as high as they should be at the end of Year 6 because there are still some important gaps in the oldest pupils' knowledge and understanding in some areas of mathematics. Nevertheless, pupils in all classes achieve well because lessons are well planned and interesting. There are no significant differences in the performance of boys and girls. Pupils with special educational needs are well supported in mathematics lessons and make good progress.

69. Pupils in Year 2 work accurately with numbers to 20. Most can sequence numbers to 100 and understand the place value of two digit numbers. The higher attaining pupils can work with numbers greater than 100, for example when counting forward and backwards in tens. They can solve simple money problems and identify several two-dimensional shapes. Year 6 pupils can all work reasonably confidently with larger whole numbers. They are developing an understanding of decimals with the higher attainers working to two decimal places. They are familiar with different ways of representing data with charts and graphs and are beginning to work in four quadrants.

Weaknesses in Year 6 are linked to pupils' understanding of place value, particularly in their understanding of decimals and using their mathematical skills to solve real life problems or carry out systematic mathematical investigations. Pupils are good at mental and oral mathematics and the younger pupils particularly are developing a good range of different strategies for finding answers.

70. The quality of teaching is good with many very good features. The school has worked hard to put the National Numeracy Strategy in place and is seeing the fruit of its efforts. Teachers start their sessions with lively oral and mental arithmetic sessions. They use a wide variety of resources including games. Pupils really enjoy these sessions, readily offering to take part or attempt answers. The quality of relationships in the classroom is generally very good so pupils feel confident to 'have a go' in front of their classmates or explain how they have reached their answers.

71. In the best lessons, teachers challenge and inspire their pupils. In oral sessions, they ask questions which enable pupils of all abilities to take part, with harder or open ended questions to extend the higher attainers. The main section of the lesson is carefully planned to cater for the full range of ability within the class. In a very good Year 2 lesson on number, the lower attaining pupils worked with the classroom assistant to order numbers to 20. She encouraged them to think for themselves by questioning them and kept the lesson moving by altering the activity to maintain interest. Other pupils used apparatus to show numbers with tens and units whilst higher attaining pupils sequenced numbers to 100. Because the work set was challenging and tasks were interesting, pupils worked with interest and sustained concentration throughout the lesson. Teachers are generally good at explaining mathematical processes, demonstrating a sound knowledge of the subject, and taking pupils step by step through new work. Minor weaknesses in lessons in Years 3 and 4, were the lack of clarity in teachers' explanations so some pupils were unsure about what they were doing and why they were doing it. In almost all lessons the end of the lesson is used effectively to recap on what has been learnt and in the better lessons, to assess what pupils need to learn next. The use of information and communication technology to support work in mathematics is not a strong feature of lessons and there is room to develop more opportunities for pupils to use their mathematical skills in other subjects.

72. The school is trying out a new system for assessing and recording pupils' progress, and for involving pupils in their own learning. Teachers' marking and the comments in pupils' books show that where this system is being applied conscientiously, standards are rising as a result. Not all teachers follow the system with the same degree of care.

73. The National Numeracy Strategy is providing a sound framework for teachers' planning and teachers now use a good range of teaching strategies to stimulate pupils' interest in their work. In the past, however, work has been less demanding and less practically based and at the top of the school some pupils have large gaps in their understanding. For some of these pupils, present work is too difficult and the school needs to consider the best way of enabling these pupils to catch up.

74. The school has made very good improvement since the last inspection. The quality of teaching has improved, there is a new curriculum in place and standards are rising. The new subject co-ordinator gives a very strong and clear lead to staff and her effective management of the subject has been a key factor in raising pupils' achievement throughout the school.

SCIENCE

75. Standards are below those expected nationally of eleven-year-olds. Results of the year 2000 national standardised tests show that pupils' attainment was well below average nationally and close to the average attained in similar schools, indicating continued improvement in line with the national trend. Standards in the present Year 6 reflect this improvement and pupils achieve well. Forty per cent of pupils have special educational needs and although the school expects

many to attain the average level for eleven-year-olds and some to exceed this level, standards are unlikely to be average overall. This is an improvement on standards reported in the last inspection when attainment for this age group was well below average, pupils made unsatisfactory progress and weaknesses were found in teachers' subject knowledge and the curriculum. Teacher assessment of pupils' standards at the age of seven in 2000 indicated that almost all pupils attained the level expected for this age. Inspection judgements find the present Year 2 to be performing below the level expected of this year group because of the high incidence of special educational needs. Pupils achieve well.

76. There are several reasons why overall standards in science have improved. The subject is well led. Pupils in many classes undertake a comprehensive range of investigative and practical work and are encouraged to learn through discussion. The resources for learning are much improved and the most recent provide good links with literacy and information and communication technology. Teachers have a much better understanding of what needs to be taught and a detailed curriculum, based on national guidelines, ensures that pupils learn scientific skills and the required specialist vocabulary expected of their age group. As a result of these measures teachers' expectations are higher. Additional classes are used well in Year 6 to boost pupils' attainment; the majority attend. An analysis of strengths and weaknesses in pupils' answers to test papers indicates the areas of teaching and learning which need to be concentrated on in these classes. Standards have not improved more rapidly because the school has concentrated on raising standards in literacy and numeracy.

77. Infant pupils are well taught and they learn much to interest them. There is quite a wide range of attainment and lower attaining pupils are hampered by their lack of vocabulary and immature writing skills. Higher attaining pupils can identify different materials and suggest criteria for sorting such as 'smooth', 'bendy' and 'shiny'. Younger pupils in Year 1 suggest ingenious ways of categorising different materials such as 'transparent and not transparent' or 'something to clean with or something not'. Teachers develop this independent thinking by preparing resources well so that pupils can find out for themselves. For example, younger pupils consult a chart with labelled objects such as a spoon and marble fixed to it so they can write up their investigation without support. Pupils are given many opportunities to learn through investigation. This stimulates them to learn through using their senses and to acquire the necessary vocabulary to explain what happens.

78. The quality of teaching is good for juniors and teachers expect pupils to explain scientific processes using appropriate vocabulary. Year 6 pupils work together well to find out how much sugar will dissolve in water. They devise a series of fair tests to give them a sliding scale of results which they suggest should be recorded in two graphs to show how prediction differs from outcome. They are really keen to find out the result and boys and girls contribute really well to the discussion. There is often a real sense of discovery in science lessons as pupils ask questions and make observations. Higher attaining pupils in Year 5 try to work out for themselves how shadows are made and very quickly work out that the length of a shadow changes in relation to the angle of the source of light. Lower attaining pupils find it difficult to systematically apply the light in different directions so as to reach a conclusion and they need assistance in order to explain what they have found.

79. Pupils achieve well. Higher attaining pupils in Year 3 produce lively if unsophisticated drawings to illustrate the link between exercise, muscles and heart beat. The work is appropriately more detailed in Year 4 and pupils show a good understanding of the skeletal frame saying that 'Without bones you would be squashy'. Higher attaining pupils understand how tendons work with muscles and can explain why, for example, cramp occurs. Pupils record facts accurately and often in their own words following class discussions. Lower attaining pupils find this more difficult because their control of language is less assured. By Year 6, pupils write up investigations using a formal model. Many pupils find it difficult to explain their conclusions and do not answer questions as fully as they should using appropriate terminology. For example, many find it difficult to explain clearly that when the liquid in a solution evaporates the solid is left behind.

80. There are clearly gaps in pupils' basic knowledge which contribute to their overall below average attainment at this time and make some aspects of the work hard for them to understand. With the now consistently good teaching they receive and an improved curriculum to develop scientific skills standards in lessons are often higher. Some of the teaching of lower juniors is less practical and there is a tendency for teachers to demonstrate and for pupils to watch.

81. The standard of teachers' marking varies from class to class. There is some very good analytical marking of Year 2 pupils' work which clearly assesses what pupils have learnt and what they need to know. This contrasts with encouraging but ultimately unhelpful comments such as 'Great!' in some lower juniors' books. A very high standard of marking, dated and showing a balance between praise and correction to encourage pupils and help them to learn was seen in several junior classes. Marking which requires pupils to think encourages pupils to extend their work as in one example where a pupil having described an electrical circuit responded to the teacher's comment 'and made it work by . . .' with a much more detailed and scientific explanation.

ART and DESIGN

91. During the inspection one lesson only was seen in the six to seven age range. It was not possible therefore to make a judgement on the quality of teaching overall. More lessons were seen in the eight to eleven age range and the quality of teaching was good overall. Evidence from the small number of lessons seen, scrutiny of pupils' work, teachers' planning and from discussions with teachers and pupils indicates that attainment is broadly in line with what would be expected for pupils aged seven and eleven. Standards and teaching have improved for older pupils since the last inspection where they were judged to be unsatisfactory.

92. Art is linked well to some other subjects. Good use is made of information technology in art. For example younger children produced interesting and colourful designs using a paint program, pupils in Year 3 extended these skills and used repeated patterns to produce effectively designed wrapping paper. In a Year 1 lesson on experimenting with textures the teacher began by recalling work from a science lesson on the senses in order that pupils understood more clearly the objectives of the lesson. As a result the higher attaining pupils thought carefully about their choices of colourful textured materials for their collages or which tools to use to make textured patterns in dough. A plenary session was used successfully to encourage the pupils to talk about the skills learned and to share and develop their ideas about the standards of their work.

93. By Year 3 lower attaining pupils made satisfactory attempts at blending and shading colours to produce pastel pictures of fruit. Higher attaining pupils were engrossed in painting fruit in the style of Seurat and because the resources were well organised and thoughtfully presented by the teacher they made good attempts. They explained the technique they were using politely and sensibly but could not name the style as 'pointillism', or the artist whose work they had considered. Pupils with special educational needs were supported very well by the teacher in this lesson and concentrated carefully on their work.

94. In the best lessons the teacher immediately captured pupils' interest and imagination by skilful discussion and demonstration drawing out their contributions effectively. For example, the pupils listened quietly whilst one teacher explained how the Vikings prepared clay because some pupils were going to write their name using 'runes'. She introduced key vocabulary such as 'blend and 'tone' to instruct pupils in the use of pastels. Pupils followed instructions carefully in their group work and most made good progress as a result of good planning and skilled intervention.

95. Most pupils have a very positive attitude to their work and particularly enjoy the practical activities using resources with care and respect. Most can say whether they like their work but few are able to say how they might change or improve it. By the time they reach Year 5 the pupils work very intently and some more able pupils have a good eye for observational detail. For example, different groups of pupils chose materials thoughtfully to produce some very effective

pineapple leaves for a collage. The teachers' choice of resources inspired sensitive use of colour and some good teaching of skills enabled the pupils to attain at least average standards and some above this. The teacher encouraged the pupils to explain what they were trying to do and appropriate support for less able pupils and those with special educational needs meant that they had the confidence to contribute their ideas.

96. Standards are above average in aspects of work in Year 3 and Year 6 because of the teachers' adventurous and interesting choice of subject and media. In Year 3, using Albert Giacometti's 'Walking Man' as inspiration the pupils made maquettes from pipe cleaners and used other three dimensional materials to produce models that were lively and full of movement. In Year 6 pupils produced carefully crafted pictures in the style of Charles Macintosh with very effective use of glass paint to produce bold patterns and colours. The quality of teaching varies across the school and where teachers do not give such careful thought to planning the development of skills and the presentation of resources standards and progress are more limited.

97. Standards have clearly improved for older pupils since the last inspection and the co-ordinator provides effective support for the teachers and support staff. The weakness in the development of skills progressively through the school has largely been addressed by the introduction of a national scheme. However, some teachers' planning is more detailed than others' particularly in the use of vocabulary to develop knowledge and skills and in their presentation of resources to interest, stimulate and challenge pupils to produce higher standards. Resources have also been satisfactorily improved and the quality of teaching is satisfactory overall with some good teaching evident in the lessons and the work seen.

DESIGN AND TECHNOLOGY

98. It was only possible to observe one design and technology lesson during the inspection because of the disruption caused by the flooding. Consequently it is not possible to make overall judgements on standards of attainment or the quality of teaching. Evidence obtained from teachers' planning and from talking to pupils and teachers confirms that the subject has been low priority since the last inspection as teachers' efforts have been focused on raising standards in English and mathematics. As a result there has been little development since then, although a new scheme of work has been put into place and money has been spent on resources such as materials and glue guns.

99. In the one lesson observed in Year 6, the teaching was of a good standard. The teaching took account of the lack of systematic teaching in the past and used the opportunity to teach some basic measuring and cutting skills so that pupils would be equipped to undertake the project she had planned for the half term. A very clear demonstration of the techniques to be learnt was given, with good reminders of health and safety issues. As a result of this clear direction and good support from the classroom assistants and the teacher as they set about their work, pupils made good progress in the lesson. They were engrossed in their work, measured the wood for their picture frames carefully and took pride in their designs for the pictures. Because they were fully absorbed in purposeful, practical activity, pupils' behaviour was exemplary and their attitudes very positive. Even so, standards of measuring, cutting and sticking were well below those expected for pupils of the same age and reflected the lack of systematic opportunity pupils had had in previous years for designing and making items. These pupils reported that they had made toys with moving parts in their previous class but had little recollection of other work and had a poor understanding of the design process.

100. The school has adopted a published scheme of work for the subject to ensure that skills are developed systematically in the future. However, teachers' termly planning currently lacks detail and does not do enough to ensure that lessons take account of the gaps in pupils' knowledge. The subject knowledge of staff has not been recently updated and resources for learning are unsatisfactory in quality and quantity. The subject co-ordinators are aware of the weaknesses in the subject and are committed to its improvement.

GEOGRAPHY

101. At the time of the last inspection standards were judged to be in line with national expectations for infants, but below this for older pupils. The current inspection judgement is that standards in both key stages are lower than is typically found in primary schools. The standard of work in Year 6 is close to the national expectation but younger pupils in the school do not make enough progress in developing increasingly more competence in geographical skills. There is generally not enough emphasis on the development of enquiry skills and fieldwork and so progress in these aspects of the curriculum is under developed.

102. In the infants pupils learn to differentiate between different types of houses and record their observations. They write simple sentences to record seasonal changes in the weather and write postcards describing places they have visited. The quality and range of the work is limited and practical skills are insufficiently well developed through fieldwork. Pupils in the juniors gain some knowledge of life in an Indian village when they compare home and school life in Chembakolli with their own. They recognise simple map symbols and some can use a key to interpret the symbols. The oldest pupils in the school use atlases to locate continents, rivers and cities. In Year 6 when pupils undertake practical investigative work they make good progress and attain the expected level for their age. There are some good examples of links with literacy, for example, in pupils' imaginative writing about their local area in which they show sensitivity and insight into the needs of the elderly as they describe the places in Selby where they would take an elderly visitor. 'I would take her to the town park for a rest and a bit of fresh air.'

103. No lessons in geography were observed in the infants so it is not possible to make a judgement about the quality of teaching. In the juniors teaching is satisfactory overall, with some good teaching in Year 6. In a good lesson pupils, including those with special educational needs, were engaged in lively debate about the proposed building of a Selby by-pass. They were required to draw upon their past knowledge of the local area, contribute their ideas, use their mapping skills to help them to make decisions and then incorporate numeracy skills as they calculated the approximate cost of the road. The lesson was successful because it was varied, challenging and relevant to the pupils' interests. Consequently pupils were well motivated and developed their social skills in the group work. Teaching is less successful when it relies too heavily on a published text and tasks require pupils to do little more than copy from it. Such activities do little to promote enjoyment or the practical nature of the subject.

104. The subject has not been well represented in the curriculum in the past two years as this school, in common with most others, has concentrated on numeracy and literacy. As a result of this the development of geography has not been a priority and little emphasis has been placed on developing the curriculum or improving teaching and learning in the subject. The curriculum is based on recently introduced national documents though their impact is not yet evident. The co-ordinators have insufficient knowledge of the strengths and weaknesses in the subject throughout the school to be effective. Monitoring is minimal and consequently provides insufficient direction for the future development of the subject.

HISTORY

105. Standards in both key stages are lower than those seen in schools nationally. In relation to their prior attainment the pupils achieve appropriately and make satisfactory gains in knowledge but they do not make enough progress in the acquisition of historical skills. In this respect standards in the infants remain about the same as they were at the time of the previous inspection. In the juniors standards are a little better because the teaching has improved. Throughout the school there is still insufficient emphasis on the development of historical skills in practical tasks and this remains a weakness since the last inspection.

106. In a lesson in Year 2 most pupils were knowledgeable about the meaning of Remembrance Day and a few understood the significance of the poppies. As they looked at old photographs

higher attainers were able to draw comparisons with their own lives and gain some insight into the passing of time. When asked how they could tell the photographs were old a few pupils were able to suggest perceptive reasons, one pupils suggesting that, for example, 'The photos are brown not coloured'. When looking at old household implements pupils in Year 1 were able to make comparisons between the past and present and draw inferences about the purpose of each item, for example to observe that clothes came out of a mangle dry 'because all the water had been squeezed out'.

107. By the age of eleven pupils have learned about an appropriate range of topics such as the Ancient Greeks, Vikings and the Victorians and they recall facts about the areas they have studied with reasonable accuracy. Pupils in Year 5 use their knowledge well to compile a questionnaire about the Olympics. In Year 6 pupils confidently ask their own questions about life in Victorian times and are aware of some of the social differences between now and then, although their observations tend to be of a superficial nature.

108. The quality of teaching varies throughout the school but it is satisfactory overall. In good lessons the teachers have enthusiasm for the subject and secure knowledge that enables them to lead thoughtful discussion. When teaching is good the pupils are encouraged to share their own thoughts and ideas, speculate about the past and draw comparisons with their own lives and they make good gains in learning. A good example of this was seen in a lesson in Year 5 where pupils were learning about the ancient Greeks. Through challenging and relevant questioning that drew upon their past knowledge, they were able to explore ideas and give thoughtful, informed responses. In good lessons pupils, including those with special educational needs, are attentive and keen to learn, responding maturely and resisting silliness when confronted with items such as a chamber pot or pictures of Greek wrestlers. By contrast, where teaching is satisfactory rather than good there is too little practical work to develop historical skills and missed opportunities to bring the past alive through imaginative tasks, the handling of artefacts or through drama and role-play. This results in restless behaviour by some of the pupils who are not sufficiently engaged in the tasks and makes learning difficult for pupils with special educational needs. Appropriate links are made with literacy and other subjects such as art, but often the pupils' recorded work focuses on the reinforcement of factual information rather than the development historical skills.

109. The subject has not had a high profile within the curriculum in recent years as the school has rightly concentrated on raising attainment in literacy and numeracy. As a result, there has been little staff development to help teachers to broaden their skills. The newly appointed co-ordinator is enthusiastic and has a good understanding of the strengths and weaknesses within the subject. A helpful and stimulating pack of materials and ideas to support teachers has already been produced to help them to plan more imaginatively. There is still no means of assessing pupils' levels of attainment and the progress they have made. A significant weakness at the time of the last inspection was the lack of resources for history. This is something the school has still not addressed and there remains a shortage of stimulating resources and artefacts to enable teachers to present history in a lively way.

INFORMATION and COMMUNICATION TECHNOLOGY

82. Standards in information technology have improved satisfactorily since the last inspection. Although standards still remain below those typically expected overall by the age of seven and eleven many pupils' are now achieving well and standards continue to improve throughout the school. In some aspects of the curriculum, for example in communicating and handling information standards are close to those expected and in Year 6 most pupils have produced multi-media presentations and used the digital camera to support their work in other subjects. A well-planned curriculum, training and support for teachers and the increase of software have been responsible for the sound progress now taking place. However control and monitoring and modelling still remain a weakness due to the lack of software and teachers' expertise to support these aspects.

83. Where teachers have more confidence and clearly have an interest and expertise in the subject themselves the teaching is good. For example, good teaching was seen in Year 1 where the teachers' secure knowledge enabled her to ask pertinent questions and assess pupils' understanding about the functions of the computer. Most pupils know that choices can be made through controlling the 'mouse' and that the icons represent these choices. They are keen to see the programs in operation and they pay attention well. The teacher captures their interest effectively by using individual pupils to demonstrate skills and behaviour is good as a result because the pupils are eager to take a turn themselves. In Year 2 the teacher demonstrated confidently the use of a CD-ROM to research information and a good display of work already completed showed clearly that with help most pupils could extract and print information to support their topic on transport. Higher attaining pupils in Year 2 have above average skills in using the mouse to open and close programs, save, edit and restore their work.

84. In most classes the teachers use short but useful sessions that contribute fully to the pupils' developing skills in the use of information technology. However the low level of computers in relation to the number of pupils limits progress as pupils have too few opportunities to practise their skills. In a good lesson seen in Year 4 most pupils listened carefully as the teacher taught them how to use an art program to make repeating patterns for gift-wrapping. Effective questioning was used to assess the pupils' level of understanding. A number of higher attaining pupils recalled quickly how to flood a shape with colour and how to double click on icons to change background colours and repeat shapes. The pupils were very interested and eager to demonstrate their understanding practically but had to wait their turn over a number of days. More rapid learning would have taken place if the pupils could have practised their skills as the teacher taught them. By Years 5 and 6 most pupils can enter data into a spreadsheet and produce a pie chart to show the frequency distributions of the main types of animals seen in a wood, for example. In Year 6 the teacher pairs pupils with complementary skills so, for example a more computer literate pupil who is less able at literacy can word process an imaginative story dictated by a pupil less able in keyboard skills. In other classes a similar practice takes place although this is not consistent across the school. Rapid and effective learning takes place where pupils work together sensibly and co-operatively. Pupils have yet to develop skills in the use of the Internet including e-mail as this facility is not available to the school until the spring term 2001.

85. Planning now follows a national scheme and pupils learn skills in a progressive way year by year. In some classes information technology supports other subjects, particularly literacy and numeracy, more effectively than others. For example, in Year 2 pupils write stories and use their word processing skills to edit the text. In Year 4 they use an art program to produce an 'African Scene' and in Year 5 the pupils produce a newspaper report enter data from a questionnaire and use this to extract information. However, not all teachers plan its use as efficiently as others and there were some computers not in use as regularly as others. Some teachers keep a checklist to ensure that all pupils practise new skills and consolidate others. This is not yet consistent across the school, however.

86. Leadership and management of the subject are good. Every class now has a computer including additional resources for pupils with special educational needs. Planning is carefully structured to ensure the effective progression of skills through the school. Whilst learning has been sound and pupils' achievements have improved the co-ordinator recognises that to improve levels of competency more rapidly and to cover the gaps in the pupils' learning the action plan to upgrade equipment and offer more training for staff needs to be swiftly implemented.

MUSIC

110. It is not possible to make an overall judgement on standards or on the quality of teaching since very few lessons were seen during the inspection. This was largely because of the disruption to the inspection schedule caused by the flooding but also because music is timetabled at the end of lessons for very short periods. The new co-ordinator is very enthusiastic and well organised. The curriculum is based on national guidelines and the co-ordinator has put together a

range of resources and practical activities to address the different elements of singing, listening, appraising, composing and performance.

111. The teaching of singing observed in the infant and junior practices was very good and pupils clearly enjoy music. Teachers' management of pupils was very good and all sang with enthusiasm. The junior singing was quite arresting for it was tuneful and vigorous, with attention to the words. They sang very well without accompaniment, rhythmically and varying tone and volume as required. The teachers of these sessions have very good subject knowledge and through ingenious techniques such as warming up the facial muscles by pretending to chew gum, set the pace for a lively delivery which imbues the lesson with a sense of dynamism and fun.

PHYSICAL EDUCATION

112. Pupils' attainment at the end of both key stages is in line with what would be expected nationally for pupils aged seven and eleven. This is in line with the findings of the previous inspection. The quality of teaching is good overall and some very good teaching was seen. This helps pupils to achieve well. This is an improvement on the findings of the previous inspection.

113. Most teachers have good subject knowledge. This is seen in their understanding of the need for pupils to warm up muscles before exercise and to relax them afterwards and to work safely. Significantly teachers' good understanding of the subject enhances their well-developed skills in observing and analysing pupils' performance. For example, after warming pupils up thoroughly and reminding them of safety features in working on apparatus, a teacher in Year 5 carefully observed and identified those aspects of pupils' paired movement sequences where pupils needed to reflect and evaluate their performance. She carefully and encouragingly explained these aspects to pupils so that their application of floor activities were increasingly successfully applied to work on apparatus. In Year 6 pupils made very good progress in their understanding and use of team tactics and skills because the teacher assessed their levels of skill and provided them with opportunities to evaluate their performance.

114. Teachers generally make good use of resources. For example, in Year 1 the teacher used a recorded tape lesson in sensitive conjunction with her own teaching strategies so that pupils' response to music was enhanced. Demonstrations by pupils were used well to encourage them to evaluate and improve their own performance. Pupils improved their use of different levels and increased their control. Teachers make good use of support staff during lessons, for example in Years 2 and 6, to help the concentration and skill of pupils with special educational needs.

115. Teachers have high expectations and challenge pupils to improve their skills. For example, in Year 3 pupils were expected to make use of several variations in speed and direction when developing fluent sequences of movement. The teaching is planned carefully so that pupils build on skills previously encountered. For example, in a hockey lesson Year 6 pupils improved their stick control and passing and receiving skills because their work was carefully related to what had gone before.

116. Pupils generally behave well and take very good care of apparatus because teachers generally have high expectations of pupils' abilities to work in groups or independently and to set out large and small apparatus efficiently. Relationships are very good and teachers control pupils well. This ensures that pupils play fairly and exercise rigorously and safely. The school ensures that all programmes of study are covered, including swimming, which is taught in the fifth year. Results from the previous year indicate that all pupils learned to swim and some performed to a high standard. The school provides an interesting range of extra curricular sporting activities and competitive sporting events.

RELIGIOUS EDUCATION

87. In both key stages standards are lower than those seen in most primary schools. Pupils make appropriate progress in their knowledge of Bible stories but a deeper understanding of religious concepts is more limited. At the time of the last inspection attainment was judged to be in line with the requirements of the locally Agreed Syllabus and progress was judged to be satisfactory. Religious education is under represented in the curriculum for juniors, when religious education lessons alternate with personal and social education. Whilst this practice is effective in promoting personal and social education it serves to dilute the quantity and quality of religious education and as a result pupils do not make enough progress overall in the subject.

88. By the age of seven pupils know the importance of the Bible in the life of Christians and are familiar with some of its stories and the teachings of Jesus. They know that a church is a special place to Christians and are able to express their personal thoughts and feelings following their visit to Selby Abbey. They are less familiar with the beliefs and practices of Christianity and other religions and with religious concepts such as symbolism. Pupils in Year 5 are able to draw parallels between the significance of the Bible to Christians and the Qu'ran to Muslims. By the age of eleven pupils are able to recall the events in the Christmas story but remember little of the topics they have studied beyond their current work about the Nativity.

89. The quality of teaching is satisfactory overall but variable, depending on the confidence and subject knowledge of individual teachers. When teaching is good, as in a lesson in Year 2, well-chosen stories are told expressively in a manner that holds the interest of the pupils and a spiritual dimension is introduced to the lesson through effective lowering of the teacher's voice. In such a quiet and respectful atmosphere pupils thought about the topical story of Noah's Ark and effectively linked it to events in their own lives. Good teaching is characterised by the sensitive way in which pupils' contributions are valued and listened to, as was seen in a good lesson in Year 5. This has the effect of maintaining high levels of interest and encouraging pupils, including those with special educational needs, to think hard about what it is they are learning. Teaching is sometimes weakened by the inappropriate choice of story or task, which leads to pupils' lack of interest and subsequent deterioration in behaviour. This minimises the learning that takes place.

90. In common with many other schools the curriculum is currently being reviewed to take account of the new national documents. This transition is not yet complete and so its benefits have yet to be felt. There are shortcomings in some of the planning for the subject in some year groups. Objectives are not always sufficiently precise to translate into efficient lessons that focus on the development of conceptual understanding as well as factual recall. The school has no system of monitoring the progress made by pupils in the subject though a potentially simple and effective assessment sheet has been introduced and piloted in Year 5. Monitoring of the teaching and learning has been minimal and as a consequence the co-ordinators do not have a clear picture of the relative strengths and weaknesses within the subject. Religious education makes a satisfactory contribution to the spiritual, moral and cultural provision in the school.