

INSPECTION REPORT

COPMANTHORPE PRIMARY SCHOOL

Copmanthorpe, York

LEA area: York

Unique reference number: 132047

Head teacher: Ms J Rigg

Reporting inspector: Mrs Julia Bell
2456

Dates of inspection: 27th February – 2nd March 2001

Inspection number: 230267
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Low Green Copmanthorpe York
Postcode:	YO23 3SB
Telephone number:	01904 705400
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Appropriate authority:	The governing body
Name of chair of governors:	Ms Sally Joynson
Date of previous inspection:	Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

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2456	Mrs J Bell	Registered inspector	Information and communication technology	What sort of school is it?
			Music	The schools results and achievements.
			Physical education	How well is the school led and managed?
			Children in the foundation stage	What should the school do to improve further?
			Special educational needs	
31718	Mrs D Shields	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
12631	Mrs M McLean	Team inspector	English	
			Religious education	
27477	Mrs J Mitchell	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
			Art and design	
			Geography	
19120	Mr D Pattinson	Team inspector	Science	
			Design and technology	
			History	
			Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves a village about four miles from the city of York. The village is now a commuter village with a substantial amount of new development over the past 20 years. Most pupils come from the village or other small villages close by. Many children start school with above average attainment, particularly in their language, literacy and personal and social development. The school opened on January 1st 2000 as a result of the amalgamation of the previous infant and junior schools. The head teacher of the infant school was appointed head of the new primary. This means that there have been major changes in organisation, staffing structures and day-to-day policies. The school is bigger than most primaries with 360 pupils on roll organised in 12 classes. The school has an all white population with three pupils for whom English is an additional language although none of these need extra support. There are six pupils eligible for a free school meal, two per cent of the school population, which is well below the national average. The school has 63 pupils on the register of special educational needs; two of these are supported through statements. These figures are below the national average for similar sized schools. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

The head teacher, staff and governors have worked hard to establish a new primary school following the amalgamation of the infant and junior schools. Disruption to pupils has been minimised and standards have been maintained; they are well above average in English and above average in mathematics and science by the age of 11. Teaching is satisfactory in the reception classes and Key Stage 1, with good teaching in a few lessons. It is mainly good and often very good in lessons at Key Stage 2. However, the school is not as effective as it could be. The overall management of the school is broadly satisfactory but there are significant weaknesses in the leadership and direction given by the head teacher and senior staff. Many systems have been put in place; some are beginning to have an impact. Although clearly documented, they have not sufficiently involved all staff in their implementation and have not yet had enough impact on the work of the school. There is no overview of the whole curriculum since the roles of subject and key stage co-ordinators have not been clarified and supported sufficiently. Insufficient monitoring of the work of the school by the head teacher and governors means that the failure to meet statutory requirements for teaching religious education has not been identified. The curriculum lacks balance because subjects such as art and design, drama, geography, history and music are under represented. The provision for children in the reception classes is broadly satisfactory but the experiences and activities often lack stimulus and do not sufficiently challenge the children. Staff do not build sufficiently on the good skills the children have when they start school in order to raise standards further. Teachers do not all use consistently the newly established procedures for assessment to adapt their planning to meet the needs of all pupils, particularly the more able. In view of the above average attainment on entry and the good standards pupils achieve by the age of 11, the school gives satisfactory value for money.

What the school does well

- There is some good teaching in both key stages with very good teaching in over half the lessons in Key Stage 2.
- Pupils have very good attitudes to their learning and enjoy coming to school. Behaviour is good.
- Pupils' personal development is good and is supported by the good relationships in the school.
- By the age of 11, pupils achieve very good standards in English, and good standards in mathematics and science.
- The provision for pupils' social and cultural development is good.
- Staff provide good day-to-day care and support for pupils throughout the school.

What could be improved

- The leadership of the school.
- The curriculum and standards in religious education in order to meet statutory requirements.
- The quality and range of the curriculum opportunities.
- The curriculum provision for children in the foundation stage.
- The use of the information gained from assessing pupils' progress to plan work in order to build on what they already know and provides sufficient challenge, particularly for the more able.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This section is not applicable; the school is newly established following the amalgamation of separate infant and junior schools in January 2000. The inspections of these schools do not apply to the new primary school.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	n/a	n/a	A*	A
mathematics	n/a	n/a	A	A
science	n/a	n/a	A	B

Key	
Top 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils make satisfactory progress in the foundations stage and in Key Stage 1 and mainly good progress at Key Stage 2. The school's performance in the most recent national tests was very high in English and in the top 5 per cent nationally. Attainment was well above the national average in mathematics and science. The school's performance in English and mathematics was also well above that of schools with a similar intake of pupils and was above the average in these schools in science. The attainment of children entering the reception classes is often above the expected levels for their age, particularly in language, literacy and personal and social skills. By the age of seven pupils' attainment in the national tests in reading were well above the national average and that of similar schools. Standards in writing were above the national levels and matched the average in similar schools. Pupils attained very high standards in mathematics and were in the top five per cent when compared with the national average and that attained in similar schools.

In current work, standards at the end of Key Stage 2 are well above average in English, mathematics and science. Standards in information and communication technology (ICT) are rising due to improved facilities and resources. Pupils are making good progress and standards match the levels expected for their age at seven and 11. By the end of both key stages, pupils' standards in religious education are below those identified for their age in the locally Agreed Syllabus. This is because the school is not teaching to these statutory requirements. There was insufficient work seen in history on which to judge attainment. Standards in other subjects meet expectations for 11 year olds and are above average in physical education. Standards in art and design, geography, history and music could be higher but these subjects are not given sufficient emphasis within the whole curriculum. Work is not always planned to meet the needs of all pupils, whatever their ability. The school analyses test results and the information is used to set, and meet, realistic targets for improvement. Pupils with special educational needs make sound progress overall but progress is more rapid when they are withdrawn to work with support staff.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to work are good; they enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is good in lessons and around the school. Pupils are well managed. There were no instances of bullying or oppressive behaviour.
Personal development and relationships	Pupils' personal development is good and there are good relationships between pupils and between pupils and staff.
Attendance	Very good. Pupils are punctual.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory and sometimes good	Good and sometimes very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is satisfactory overall. It was at least satisfactory in 97 per cent of the 69 lessons seen. In 17 per cent of these lessons it was very good or excellent and was good in a further 35 per cent of lessons. Teaching was satisfactory in 45 per cent of lessons. There was unsatisfactory teaching in only 3 per cent of lessons. The quality of teaching in the reception classes (the foundation stage) was satisfactory and occasionally good. Staff in the early years unit provide good care and support for the children and this ensures that they are confident and settled well into routines. However, although the teaching is broadly satisfactory, adults often focus on work with a small group and other children wander from task to task and are unclear about what to do in activities set out for them. These activities do not stimulate the children or provide sufficient challenge to promote their learning. This means that children do not always build as well as they might on their good attainment when they start school.

Planning does not sufficiently focus on providing tasks to meet the different needs of all the children, particularly for the higher attaining children. The quality of teaching in the lower school (Key Stage 1) was broadly satisfactory with good and occasionally very good teaching in under half the lessons. In the upper school (Key Stage 2), teaching is mainly good; it was good and often very good and occasionally excellent in well over half the lessons seen. In the very good lessons, teachers used effective questioning and there was a good balance between direct teaching and opportunities for pupils to practise their skills. Where teaching was unsatisfactory pupils were not always well managed with approaches suited to their age or work was not well matched to the needs of all the pupils.

Where teaching is good or very good, lessons are well planned and resourced and teachers provide a good range of challenging and interesting activities. They have high expectations of their pupils; they encourage them to think critically about their work and provide opportunities for discussion. Expectation of the more able pupils is not high enough at both key stages. The information gained from the ongoing assessment of pupils' progress is not used well enough to plan work that meets the needs of all pupils, whatever their ability. Pupils in the mixed age classes in Key Stage 2 are often given the same work. The joint planning for topic work in Key Stage 1 means that pupils often do the same work and skills are not always developed well enough over the two years. The teaching of literacy and numeracy is often good throughout the school. Teachers are implementing successfully the national strategies for these subjects and this has a positive impact on standards. There is sound teaching of basic skills but teachers do not sufficiently develop these within other subjects so that pupils can practise and improve their skills, particularly in reading, writing, the use of the library and in the use of computers in the classroom. The teaching of pupils with special educational needs is satisfactory in most lessons and good when they are withdrawn to work with support staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements with the exception of religious education, which does not meet the requirements of the locally Agreed Syllabus. Work in art and design, history, music and drama is not sufficiently used to enrich pupils' experiences. The curriculum for children in the reception classes does not provide sufficient challenge or stimulation within many areas of learning.
Provision for pupils with special educational needs	Satisfactory. Pupils receive sound support in lessons. They are well supported and make good progress when withdrawn for extra help by classroom support assistants.
Provision for pupils with English as an additional language	These pupils require no extra support; they are provided for within class lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' personal development is good. The provision for social and cultural development is good. Provision for spiritual development is not planned for and art and design, and music are not used sufficiently to enhance spiritual development. Provision for moral development is satisfactory.
How well the school cares for its pupils	Teachers provide good care and support for pupils through the good relationships they develop in class.

The school enhances the curriculum through a sound range of extra curricular opportunities and visits out of school. However, there is a limited overview of the whole curriculum; it lacks balance and does not include sufficiently stimulating experiences in subjects such as art and design, drama, history and music to enhance pupils' interest in learning. Procedures for assessment are newly established and do not yet ensure that work is matched well to the needs of all pupils. Too frequently the same work is presented to all pupils in a class, even where there are mixed ages. The school works hard to develop its partnership with parents and parents are very supportive and enhance their children's learning at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership and management of the school are varied in quality and in some important aspects are unsatisfactory. Some new initiatives are beginning to have an impact but others have been hurried and need to be evaluated and their success checked. The management role of the heads of upper and lower school has not been clarified and that of subject co-ordinators is not supported and developed sufficiently for them to gain an overview of development in their subjects. Many policies have been put in place but their implementation has not been checked.
How well the governors fulfil their responsibilities	Statutory requirements are not met for religious education. In the past year governors have not been sufficiently involved in the evaluation of developments. Much of their knowledge of recent initiatives has come through the head teacher's statements and they do not have enough first-hand knowledge to be fully aware of the success or otherwise of the developments in school. However, they are committed to the school's further development.
The school's evaluation of its performance	Monitoring of the work of the school by the head and senior staff is unsatisfactory; it has not identified the fact that the school does not meet statutory requirements for religious education. There has been insufficient monitoring of provision for the foundation stage. The school has analysed test results but there is too little evaluation of the work of the school to identify and build on what it does well and where it could improve.
The strategic use of	All resources are used satisfactorily to support pupils' learning and

resources	achievement. The school provides satisfactory value for money.
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The governors seek to get the best value for the pupils when buying in resources and services. Finances are carefully managed. However, the school has a very large amount of money in its contingency fund and this is not part of planned expenditure for pupils currently in the school. The school has sufficient, suitably qualified staff. Accommodation is good. Resources for learning are broadly satisfactory but the school has limited equipment for outdoor play for children in the reception classes. In history, there are few artefacts, and insufficient resources to support work in some topics. There are shortages of software to use information and communication technology to promote learning in subjects, such as science and history.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour is good. • Teaching is good. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework. • The way the school works closely with parents. • The information about their children's progress. • The provision of activities outside of lessons.

Inspectors agree with the positive views of parents. The amount of homework given to pupils is similar to that of other primary schools and supports learning, particularly in English and mathematics. The number of out of school activities is broadly satisfactory and the school provides a residential visit for Year 6 pupils. The head teacher encourages parents, if they have any concerns, to see her, during weekly 'drop in' sessions. However, a significant minority of parents feel that their views have not been responded to. Inspection findings support this view; questionnaires have been sent out seeking parents' views but no action has been taken and parents rightly feel that their views have not been taken into account. Much of the information to parents is good but could be improved. The annual reports on pupils' progress provide parents with a clear view about what their children can do. However, they only occasionally include comments on pupils' attitude to work or topics covered.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 The school admits children from across the full range of attainment and previous experience. However, the intake is above average and sometimes well above, particularly in personal and social development and in their language, literacy and communication skills. The children make satisfactory progress in their skills and understanding across all the areas of learning that underpin the subjects of the curriculum. Their achievement is satisfactory but could be higher given their good attainment when starting school but the curriculum provision for these children in the foundation stage lacks breadth. Where children work with an adult this enables them to make steady progress. However, when children choose freely from the activities in the room they do not always choose those most suited to develop their skills. Many make satisfactory progress but do not make the best progress that they could since activities often lack challenge and do not keep the children fully occupied and they wander between tasks until noticed by an adult and persuaded to join a group. By the time they enter Year 1, children's attainment is similar to that on entry and most children exceed the learning goals identified for their age.

2 Many pupils make sound, and sometimes good progress in their learning over time. In the most recent national tests pupils' attainment in reading was well above the average for seven year olds and standards in writing were above average. Pupils did well in their mathematics tests and attainment was very high and in the top five per cent nationally. The standards in reading and mathematics were also well above average when compared with similar schools but the standards in writing matched the levels attained in these schools. Pupils in the upper school (Key Stage 2) make good progress and by the age of 11 their attainment in the 2000 national tests in English was very high and in the top five per cent nationally. Standards in the mathematics and science tests were well above the national average expected for this age group. Standards in English and mathematics were also well above the average attained in schools with a similar intake of pupils and were above these levels in science.

3 Standards in current work matches the 2000 test results and are above what is expected of seven year olds, and well above the expectations for 11 year olds. Children enter school with good speaking skills and good listening skills. Standards in speaking are high throughout the school. Many pupils are articulate and have a wide vocabulary; they express their ideas well in discussion with teachers and each other. By Year 6, pupils develop their ideas logically and speak clearly, and confidently; for example, when presenting class assemblies to an audience of parents and other pupils. Throughout the school pupils listen carefully to teachers. They are eager to answer questions, and most listen to instructions so that they know what they have to do.

4 Standards in reading are high. Pupils are well supported at home; they enjoy reading and talk about their favourite books and authors. By the age of seven, pupils in Year 2 read fluently, and often very expressively. They know the difference between fiction and information books. Many pupils can use the contents and index pages and know that they have to use alphabetic order to find information in simple dictionaries. By the age of 11 pupils are competent readers; they know how to use the non-fiction library to find information and how to skim and scan texts. Dictionaries and thesauruses are used well. They are able to discuss characters and plot and use the texts well to justify their views when they write as one of the characters in a story.

5 Standards in writing are above what is expected of pupils aged seven. Although they make steady progress in most aspects of English improvement in handwriting is slower. Pupils in the lower school do not write using lined paper and so position letters, such as 'g', 'p' and 'y' incorrectly. They can write in a sequence of sentences but do not consistently use capital letters and full stops correctly. By the age of 11 pupils' standards in writing are well above those expected for their age. They make good progress in using punctuation and in organising their writing. Their vocabulary is very good and this enables them to write

effectively for a range of different purposes; for example when writing poetry, stories or accounts in science. Pupils have a good grasp of punctuation and know how to use it to improve their writing. Although most pupils' handwriting is joined, fluent and clear, a few pupils do not use joined writing and work in all subjects is often carelessly presented.

6 Pupils achieve well in mathematics and make good progress as they move through the school; by the ages of seven and 11 their attainment is above that expected for their age. The National Numeracy Strategy has been introduced successfully into the school and has increased pupils' enthusiasm for the subject, which has a positive impact on their learning. By the age of seven, pupils have a good knowledge and understanding of number; they add and subtract to 10, count accurately in 10s to reach 100 and are beginning to carry out simple multiplication and division. Most pupils recognise and name three-dimensional shapes such as sphere, cone and cuboid. By the age of 11 pupils use and apply their mathematical skills to solve problems. They have good computation skills and use these accurately. Pupils have a satisfactory understanding of their work with shape, space and measures. Many handle data well and accurately construct and interpret graphs. However, the information from teacher's assessment of what pupils know and can do is not used sufficiently to influence planning so that the tasks presented to pupils contain enough challenge, especially for the higher attainers. The setting of pupils in Years 5 and 6 is not organised well enough to ensure consistency of teaching approaches since pupils do not always have the same teacher and work is not always matched to the full range of attainment in the groups; too often all pupils in a group will have the same work.

7 Standards in science are above national levels. These findings provide confirmation of the results from the most recent teacher assessments and national tests at seven and 11, which indicate that pupils attain well above the levels expected nationally. This is because more pupils attain the higher levels. Progress is sound for most pupils as they move through the school. However, despite the good standards when compared to the national picture, both lower and higher attaining pupils could achieve more, especially in investigative science. This is because work in experimental science is not sufficiently matched to pupils' needs, with all pupils often required to complete the same recording framework for their investigations and so the needs of both higher and lower attaining pupils are not fully met. Large class sizes in the upper school also affect progress and limit some pupils' achievement in practical work because they do not receive support quickly enough. Year 2, pupils describe similarities and differences between materials; they know that materials are worn and used for different purposes. Pupils in Year 6 are beginning to identify accurately when changes in materials can occur, such as, water into ice or steam. They can describe differences in the properties of solids, liquids and gases, suggest ways of changing the brightness of a bulb in an electric circuit, draw circuit diagrams and construct circuits from diagrams. They understand the need for a fair test and use this when carrying out investigations. There is limited use of numeracy skills such as producing bar charts and graphs to record their findings, which are mostly written.

8 There are few differences in the attainment of boys and girls in their work but in the 2000 national tests at the end of Key Stage 1 the performance of both boys and girls in reading was well above the national figures and was very high in mathematics. Unusually, boys did slightly better than girls in writing but standards overall were above average. In the tests at the end of Key Stage 2, boys' performance was better than the girls in English, mathematics and science. This reflects the much higher numbers of boys in the Year 6 class last year.

9 Standards of attainment match the levels that can be expected at the age of seven and 11 in information and communication technology (ICT). This could be higher but there are gaps in pupils' knowledge, skills and understanding as a result of previous unsatisfactory provision due to limited resources. The new information and communication technology suite means that pupils have more opportunities to develop their skills and they make rapid progress and standards are rising. The pupils' learning has improved due to the recent investment in new computers and software, the adoption of useful national guidance for the curriculum and the increased knowledge and confidence of teachers. Pupils are competent in word processing; they set out text, edit and save their work. By the age of 11 they are secure in more complex routines such as changing the font size when editing text. Many pupils use personal computers at home and apply the skills they have

learned to work in school. Pupils are beginning to use computers more widely to support their work across the curriculum but this is not yet well established or identified in teachers' planning. Pupils know how to use CD-ROM or the Internet to find information to support their studies in history and science but currently, many older pupils lack sufficient experience in control, monitoring and modelling.

10 Standards in religious education are low and do not meet the requirements of the syllabus agreed by the local education authority for use in its schools. Staff have followed national guidance for religious education, which should only be used as a support to teachers planning from the Agreed Syllabus. There is insufficient time allocated to the subject in most classes, and occasionally lessons are split either by break-time and assemblies or part of a lesson takes place later in the week. This limits pupils' achievement in this subject. The school does not meet statutory requirements for this subject.

11 In Year 2, pupils know about the Christian festivals of harvest, Christmas and Easter and achievement is often supported by the good knowledge about Christianity brought from home. Pupils' use good speaking skills in lessons to show their knowledge and understanding, but progress is unsatisfactory because they do not use their writing skills well enough to record what they know. By the age of 11, pupils know about the lifestyles of Buddhists and Hindus, they are confused about the beliefs and worship rituals of these faiths and do not understand that the major faiths are worldwide. Standards of written work are low and work is often drawing and colouring pictures and writing a few sentences.

12 Pupils consolidate their earlier work in most subjects as they move up through the school. They make sound progress in their learning in art and design and attain the standards that can be expected at the ages of seven and 11. However, art and design makes little contribution to the work in other subjects, as these are not planned for sufficiently within the curriculum. There is little use of art and the work of famous artists to enrich pupils' experiences beyond their art and design lessons. Standards in design and technology are at the levels expected for pupils at the end of Year 2 and Year 6. Pupils make sound progress and steadily improve their skills of making, evaluating and refining the things that they make. Pupils attain the levels expected for their age in geography. Pupils have a good understanding of the area in which they live and have sound map-work skills by the age of 11. Little work was seen in history. Insufficient time is given to the subject and progress is mostly unsatisfactory as pupils move through the school. Although standards are often at the levels expected due to pupils' good general knowledge, reading and writing skills. Work does not build carefully on previous learning. This prevents pupils from developing historical skills, knowledge and understanding in a logical order. Standards are often above those expected in physical education, particularly in dance. This subject is well taught and managed and this ensures that pupils achieve well over time. Standards in music are often above expectations for pupils at the end of both key stages. Many pupils have private lessons to learn to play a musical instrument and use these skills in lessons. Singing is taught well in choir and this raises standards in performance. However, the school does little to enable pupils to demonstrate and practise their skills in assemblies.

13 Pupils with special educational needs make mainly satisfactory progress throughout the school. They are supported well when withdrawn for group and individual activities with support staff. Most staff give due regard to the targets identified in pupils' individual education plans and this ensures that the pupils make steady gains in their learning. The support to these pupils in lessons is mainly satisfactory but varies from class to class depending on whether there is extra adult help. The school's procedures for assessment are newly developed and are not used consistently in all lessons so work is sometimes presented to all pupils in a class, whatever their ability. Pupils with English as an additional language do not require extra support and make good progress over time.

Pupils' attitudes, values and personal development

14 Pupils enjoy attending school and their attitudes and behaviour are good, relationships between pupils and teachers and pupils themselves are also good. These strengths make a positive contribution to pupils' rate of progress and helps to create an environment where in the main pupils enjoy learning, work hard and try their

best.

15 Pupils' attitudes to work are usually good. Pupils generally listen well to their teacher's instructions and as a result are clear about the activities and tasks that they are to do next. Most pupils work well and cooperate in small groups and pairs, for example, during science investigations. They are keen to answer questions and take part in discussions. For example, during a Year 6 religious education lesson pupils actively contributed their own ideas and views during a discussion on the sacred texts. Pupils usually concentrate well and try hard with their work. However, in a few lessons at both key stages, when lessons and activities do not gain the full interest of some pupils they become easily distracted and drift off task.

16 Pupils are polite and courteous towards visitors and keen to discuss their work with them. Their behaviour in class and around the school is mainly good. There are occasions when teachers do not plan lessons and activities that gain the full interest of all pupils. Because of this some pupils lose interest in their work and this results in inappropriate behaviour. Some older pupils occasionally show a lack of respect when not with their own class teacher. Outside in the playground behaviour is generally good. Most pupils understand the impact of their actions on others.

17 Relationships between teachers and pupils and among pupils themselves are good. Pupils show respect for others' feelings, values and beliefs. This is most notable during sessions where pupils were encouraged to talk about their concerns and feelings. They respond to questions without fear that they will be criticised or laughed at. This gives them the confidence to try new experiences without fear of failure. No instances of bullying were observed during the inspection week. Pupils are confident that if any incidents do occur they are dealt with promptly. No pupils were excluded in the year prior to the inspection.

18 When given the opportunity, pupils carry out responsibilities, sensibly and maturely. For example Year 6 pupils sell fresh fruit at break time. Occasionally teachers will ask pupils to help with tidying up or to undertake some small task for them, but most responsibilities lie with the Year 6 pupils. For these pupils, membership of the school council and opportunities to take part in the residential visit has a positive impact on developing their self-confidence and self-esteem. Throughout the school, planned sessions for pupils to share problems and concerns with the rest of the class make a good contribution to their personal development. However, there are only very limited opportunities for pupils to take responsibility for their own learning.

19 Pupils say they enjoy attending school. Attendance is well above the national average. Most absence is due to illness, although a number of families take holiday during term time. Despite the school's best efforts, last year, several pupils missed the tests for 7 and 11 year olds because they were on holiday. Pupils usually arrive on time in a morning.

HOW WELL ARE PUPILS TAUGHT?

20 The overall quality of teaching is satisfactory. It was at least satisfactory in 97 per cent of the lessons seen. Teaching was very good and occasionally excellent in 17 per cent and good in a further 35 per cent. The teaching was satisfactory in 45 per cent of lessons and only 3 per cent of lessons were unsatisfactory. There were examples of very good teaching in a few lessons in the lower school and a higher proportion of good and very good teaching in the upper school. The teaching in the foundation stage was satisfactory. The good proportion of effective teaching throughout the school promotes pupils' achievement and behaviour. The best teaching ensures that pupils make good progress in their learning and this is having a positive effect on standards by the time pupils reach the age of 11.

21 The quality of teaching in the reception classes was satisfactory and occasionally good. Staff in the early years unit provide good care and support for the children and this ensures that they are confident and settled well into routines. However, although the planned curriculum is broadly satisfactory, adults often focus on work with a small group and other children wander from task to task and are unclear about what to do in activities set out for them. Children are able to choose freely from a range of activities set out around the

room. Whilst this develops their independence and children work and play together well, their learning often lacks focus because there are no specific tasks to do. In addition, because the choice is theirs, individual children do not always choose activities most suited to develop their weakest skills. Again, this means that children do not always make the rapid progress that they could during these sessions. Staff take account of the school's assessment of the children when they start school to group them for some language and mathematical activities. However, planning does not sufficiently focus on providing tasks to meet the different needs of all the children. This slows progress, particularly for the higher attaining or more mature children. Emphasis is given to the provision of a range of experiences to underpin future learning in reading, writing and number work. There is sometimes an imbalance in the time given by adults to support the children's experiences across the other areas of learning. This means that for some there are insufficient, well planned and resourced opportunities for the range of useful experiences to underpin subjects such as early science and technology.

22 The quality of teaching in the lower school (Key Stage 1) was broadly satisfactory with good and occasionally very good teaching in under half the lessons. Where teaching is good the pupils achieve well and make good gains in the core subjects of English, mathematics and science. In these lessons work is well planned and in a very good numeracy lesson Year 2 pupils responded well to the high expectations of the teacher. The well taught mental arithmetic session at the start of the lesson enabled the pupils to talk about the different ways they had reached their answers as they practised counting in tens and twos. The work motivated the pupils well since oral work was reinforced through the use of a counting stick. They achieved a high degree of accuracy and quickly decided that numbers ending in 0 or 5 were divisible by five and formed the 5 times multiplication table. The teacher challenged pupils well to find different ways of counting and to justify their methods as they multiplied numbers by 10. The effective teaching meant that they could work out 4×10 , 7×10 and 24×10 and describe how they arrived at their answers.

23 In the upper school (Key Stage 2), teaching is mainly good; it was good and often very good and occasionally excellent in well over half the lessons seen. In these lessons, teachers used effective questioning and there was a good balance between direct teaching and opportunities for pupils to practise their skills. This was evident in a very well taught science lesson with Year 3 pupils where the teacher celebrated the hard work done by pupils for homework and used this very effectively to introduce new work and to make very clear to pupils what they would learn in the lesson. This enabled them to make very good progress in their scientific enquiry into what plants need for healthy growth. The teacher's good subject knowledge, very good presentation and well-chosen resources emphasised scientific principles such as a fair test. The teacher rarely gave answers but posed probing and challenging questions to gain relevant and accurate information from the pupils. By the end of the lesson, pupils had achieved well and most could confidently apply their knowledge of growth to describe conditions that ensure plants survive. Higher attainers evaluated their investigations into cress grown under different test conditions and could describe what they would change if they repeated them.

24 Where teaching is good or very good, lessons are well planned and resourced and teachers provide a good range of challenging and interesting activities. They have high expectations of their pupils; they encourage them to think critically about their work and provide opportunities for discussion. In the best lessons, teachers encourage pupils to take responsibility for their learning and to make choices of materials and to plan their own work. For example, in an effective art and design lesson on creative craft weaving, Year 6 pupils were encouraged by their teacher to make decisions about how to create their loom. They were excited by the work and eagerly volunteered suggestions about colour and texture and whether the design should be a landscape or creative pattern. In their enthusiasm some pupils created complicated designs that would be too difficult to make. The teacher intervened very effectively to demonstrate the importance of a simple design using a range of textures. As a result the pupils modified their designs and produced imaginative designs for their weaving.

25 Teachers manage pupils well and use praise effectively to raise pupils' self esteem. There are good relationships between staff and pupils and teachers value pupils' responses and encourage them to have a go. This works well with many pupils and they persevere and make an effort. Most teachers make clear their aims for the lessons and in the most effective lessons the teachers talk about these aims with the pupils, and question pupils carefully to find out what they already know. Marking varies; in some classes work is marked carefully

and gives pupils guidance on what they need to do to improve their work. This is not consistent throughout the school and in some classes work is merely ticked or crossed and is not used to modify the next units of work if it is clear that some pupils have not grasped a concept.

26 Teachers' subject expertise is mainly sound and sometimes good in most subjects although a few lack expertise and confidence in teaching science. Recent training in information and communication technology has improved teachers' confidence and competence and this is supporting the good progress made by many pupils. Teachers are successfully implementing the National Literacy and Numeracy Strategies and this provides a sound framework for these lessons. Basic skills are taught satisfactorily, although the lack of a clear, school overview of the whole curriculum means that there are too few planned opportunities for literacy and numeracy skills to be developed or reinforced in other subjects. Teaching is mainly satisfactory or better in all subjects and there are examples of good teaching in most areas of the curriculum. The teaching of literacy is at least satisfactory and often good at Key Stage 2. This has a positive impact on pupils' work in English. Numeracy is mainly taught well and this is beginning to have a positive effect on pupils' progress. The school is beginning to set pupils by attainment for some work in both mathematics and English, this has the potential to improve pupils' standards. However, the organisation does not promote continuity since the part-time teacher takes different groups on some days and the planning does not always identify what pupils of different abilities will learn. In some of these sessions the work is not well matched to either the lower or higher attainers.

27 The teaching of pupils with special educational needs is broadly satisfactory. It is often good when pupils are withdrawn to work in small groups with classroom assistants. The pupils are well supported in these sessions and make good gains in their learning in relation to the targets set for them. The quality of individual education plans for pupils with special educational needs is sound. The targets identified for these pupils are met in most lessons and are identified in the teachers' weekly plans. In a few class lessons the work is not always as closely matched to what these pupils already know as it could be. Although some teachers plan for the three broad ability groups in their class, day-to-day assessment information is not used consistently in all lessons to plan work for all pupils. For example in an unsatisfactory mathematics lesson with a lower attaining set, the pupils were not taught by the class teacher and the teacher taking the class did not know that pupils with special needs were to be in the class.

28 The procedures for the assessment of pupils' progress are very newly developed and have not been established long enough to have an impact. A uniform system has been introduced for pupils' attainment to be assessed in English, mathematics, and science twice a year, which will enable the school to track pupils' progress over time and give an overview of pupils' progress. The school also analyses the results of the national tests for pupils of seven and 11 years old and staff identify any general strengths and weakness and use this to modify future curriculum planning. The school has also started optional standardised tests in Years 3, 4 and 5 in order to begin to track the progress of individual pupils over time. However, the results of ongoing assessments are not used consistently to plan future work and in some classes the same tasks are presented to all pupils whatever their ability. This is unsatisfactory. There is little assessment of pupils' progress in subjects other than English and mathematics and the joint planning in Years 1 and 2 means that in many topics the same work is provided for pupils in both year groups, with no increase in challenge to build on skills as pupils move through the key stage. The children are assessed on entry to the reception classes and teachers use the information to group children and plan future work, mainly in the language and mathematical areas of learning. These assessments have not been included in the newly produced whole school policy for assessment and the co-ordinator for assessment has no clear picture how these are used and built upon throughout the foundation stage and into Key Stage 1.

29 Throughout the school, teachers set homework that has a positive impact upon pupils' reading, spelling and learning of number facts. In Key Stage 2, pupils' skills in finding information supports topic work in areas such as history, geography and science. This homework is marked and used well in lessons to support and develop learning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO

PUPILS?

30 The school offers a curriculum to all its pupils, which covers all subjects of the National Curriculum. The curriculum meets statutory requirements with the exception of religious education. This subject does not meet the requirements of the syllabus chosen by the local education authority for use in its schools and this is unsatisfactory. The National Literacy and Numeracy Strategies have been introduced satisfactorily into the school and are having a positive effect on pupils' learning. The school's involvement in a mathematics research project has also had a positive impact on pupils' achievement in Key Stage 1.

31 The school has adopted national guidance for the teaching of other subjects and is working on adapting these to meet the needs of the school. The curriculum does not fully meet the needs of pupils in mixed aged classes and those of different abilities since the information from the assessment of pupils' progress and attainment is not used sufficiently well to plan work that builds on what pupils already know.

32 The overall planning for the curriculum is based on subject content rather than progressive development of pupils' skills, knowledge and understanding. At present there is no overview of the whole curriculum; opportunities are lost to develop and enrich it through links between subjects. There are too few planned experiences that challenge the most able from the time they enter the school. Although the curriculum covers all subjects there is an imbalance because too little emphasis is placed on the development of subjects such as art and design, dance, drama and music in order to provide pupils the opportunity to excel in more than academic areas. Work in history is under represented and there are lost opportunities for pupils to use their good literacy and numeracy skills in this and other subjects.

33 The provision for extra-curriculum activities is satisfactory. Pupils in Key Stage 2 develop their physical and social skills in the football and netball teams. There are opportunities to develop musical skills in the recorder groups and the school choir. However there is no orchestra so opportunities are lost to build on the talents of a sizeable number of pupils who play musical instruments. These pupils rarely have the opportunity to play them in assembly and the choir does not lead singing so that other pupils can experience and enjoy their skills. Academic skills are suitably promoted through the homework club.

34 The school uses educational visits and visitors satisfactorily to support the teaching of the subjects of the curriculum and this enhances pupils' learning and progress. The historical buildings and sites in York are used well to develop both historical and geographical skills. A visit to the National Railway Museum enhanced Key Stage 1 pupils' work on transport. Residential visits for pupils in Year 6 aid their social development as well as developing their geographical and orienteering skills.

35 The school makes good provision for pupils' personal, social and health education. From an early age pupils consider such topics as healthy eating and exercise. Older pupils consider roles and responsibilities in society. For example role-play was used effectively in the first of a series of sessions, where pupils were randomly given characters who were involved in an emergency landing on an uninhabited island. Through discussions pupils began to establish roles and responsibilities in the new society and in future lessons they would have to deal with a number of unexpected situations. The school has a policy for sex education, which is supported by the school nurse. The school has yet to update a drugs policy that was in operation in the previous infant school. Links with the community are satisfactory and pupils have the opportunity to visit the local secondary school.

36 Provision for pupils' spiritual development is satisfactory. In collective worship pupils sit quietly and listen to a short prayer, or are invited to think about the theme. However, there is little opportunity for pupils to share their thoughts and ideas. Teachers take opportunities in 'circle time' activities for pupils to volunteer to share their feelings with each other. In religious education teachers are good role models, and pupils are taught to respect the views of others. In a Year 1 lesson, pupils acted out Jesus entry into Jerusalem, then they were asked to sit quietly and think about how they might have felt if they had been in the crowd watching. In a lesson in Year 5/6, some pupils thought about how the Israelites might have felt when they were freed from

slavery. Some of these pupils shared their ideas with classmates well. In one classroom, the teacher has sensitively prepared a small 'quiet area', where two pupils at a time can go if they want to think about their work. However, there is no whole school understanding of how spiritual development should be promoted. There are few opportunities for art and design, and music to influence pupils' spiritual development.

37 Provision for pupils' moral development is satisfactory. Pupils know the school rules, which are based on respect for each other. Pupils are involved in making their own class-based rules, which helps them understand the difference between right and wrong. Older pupils are developing an understanding that rules are important in all communities. For example, in a lesson in Year 5/6, some pupils thought that when the Israelites fled from Egypt, although they were free from slavery, they still needed to have some rules to live by. The school's programme of personal, social and health education, which includes teaching about citizenship, although only recently started, supports teaching pupils about the importance of moral values in society.

38 Provision for pupils' social development is good. Pupils have minor roles of responsibility throughout the school, such as library monitors and are responsible for the taped music used in assemblies. Some pupils in Year 6 are elected by other pupils to be on the School Council. This meets regularly each term, and is led by the head teacher. Pupils have made some suggestions for improvements in the playground. However, there is little opportunity for pupils to take additional responsibility for chairing these meetings, or recording the Minutes. Pupils have taken responsibility for organising a school 'fayre' to raise funds for charities. Pupils planned activities, organised games, and decided which charities the money collected would go to. Older pupils go on a residential visit, and take part in a range of activities, which promote teamwork and reliance on each other. In lessons, teachers provide good opportunities for pupils to work together in small groups. For example, pupils have worked in pairs to write poetry. However, opportunities for pupils to work independently and take responsibility for their own learning are not so well developed.

39 Provision for pupils' cultural development is good. Staff recognise that pupils seldom come into contact with people from different cultures or ethnic backgrounds since few live in the locality. Assemblies teach about not only Christian festivals, but also the major festivals of the world faiths. During the week of the inspection the theme for assemblies was South Africa, in preparation for a 'Ghana' week in school the following week. Displays reflect multi-ethnic diversity, with an African art display and books showing children from a variety of ethnic backgrounds. However, pupils' knowledge and understanding of the beliefs of different faiths is not so well developed due in part to gaps in the school's curriculum for religious education. Pupils learn about their cultural heritage through visits to York and the surrounding locality. Educational visits, and visitors to the school, promote pupils' cultural awareness well.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40 Overall, this aspect of the school's provision is satisfactory. There is a well-organised induction programme for pupils entering the reception class and this ensures they settle quickly into the routine of the school. Satisfactory liaison with secondary schools ensures the smooth transition of pupils to their next stage of education. An appropriate number of staff have received emergency first aid training and there are good arrangements to inform parents about illness or accidents at school. The medical needs of pupils, where these are known, are well catered for. Emergency contact telephone numbers and medical information are stored on the schools computerised system. However, the school is heavily reliant on parents to inform them if any circumstances have changed so that records can be changed. There is no effective procedure to ensure that information held is regularly updated. Supervision arrangements at breaks and lunchtimes are effective and midday supervisors have received informal training for their role. Relationships are friendly and pupils are encouraged to take part in worthwhile activities.

41 The arrangements for child protection are satisfactory. There is a concise child protection policy, approved by the governing body. The head teacher, who is the designated staff member, has received suitable child protection training. Insufficient numbers of teachers have undertaken training to ensure they are aware of the possible signs of child abuse and the procedures to follow if they have any concerns about pupils in their

care. Although fire drills are regularly carried out, records show the timings of these have not been varied to ensure pupils can safely exit the school building at any time of day; this practice could be more rigorous. There is a detailed health and safety policy that is understood by all staff and ensures that these areas are carefully checked. A comprehensive annual risk assessment of the school building and site is carried out and this ensures that any concerns are promptly dealt with. However, although actions are noted, the governors do not monitor progress to ensure that these are all carried out and completed.

42 Attendance is promoted and monitored well. The school is aware of those pupils whose attendance is not regular and involves the Education Welfare Officer in these cases. Opportunities are taken to remind parents of the need for their children to attend school regularly and on time.

43 All teachers have a consistent approach to dealing with pupils' unacceptable behaviour and this limits the frequency of any incidents. Inappropriate behaviour or very occasional incidents of bullying are recorded and monitored well by class teachers and the head teacher and the problems resolved. Parents are involved, at an early stage, if their children's behaviour gives cause for concern. The celebration of pupils' success lacks an appropriately high profile throughout the school. Whilst a 'special mention' assembly is held every two weeks, there are many missed opportunities to celebrate and reinforce pupils' good behaviour, efforts and achievements both in and outside school.

44 The anti bullying policy, approved by the governing body, is clear and detailed and provides good guidance for all staff. Procedures to eliminate bullying and harassment are good. Pupils are confident that any incidents brought to the school's attention are dealt with promptly. Assemblies and circle time are used well to raise pupils' awareness of these issues. For example, a circle time session was used effectively to discuss right and wrong. The teacher sensitively asked pupils whether they felt good or bad if they did something wrong. Because of the secure relationships between teacher and pupil they were confident to express their views; this had a positive impact on their understanding of this issue.

45 The arrangements to assess and monitor pupils' academic progress have been developed recently and are not yet used consistently throughout the school. A whole-school system has been introduced for pupils' attainment to be assessed in English, mathematics, and science twice a year. Although this will enable the school to track pupils' progress over time, the assessment of English and mathematics and science is not linked to any clear learning targets in planning. Therefore short and medium term targets for groups of pupils of similar ability and achievement cannot be set. The school has no monitoring system to ensure that the needs of all pupils are met. Although teachers evaluate their lessons informally there is little indication that they use this information to guide future lessons, to ensure that that work for groups of pupils is set at an appropriate level.

46 The school analyses the results of the national tests for pupils of seven and 11 years old and uses optional standardised tests in Years 3, 4 and 5. This enables staff to identify any areas of general strengths and weakness, but the information gained is not yet used sufficiently well on a day-to-day basis to adapt planned work to more closely build on what pupils already know.

47 Subjects other than English, mathematics and science are not assessed. All pupils work on the same tasks including pupils in mixed aged classes. This means that the same work is offered to all the pupils whatever their age and ability. In Years 1 and 2 where teachers plan together a similar situation arises so that work cannot be set at a level that is appropriate for all pupils. Those pupils who have been identified as needing additional support have sound individual education plans with clear targets. These are regularly reviewed and this ensures that the pupils make steady gains in their learning.

48 Children are assessed on entry to the reception classes and the results of these assessments give comparisons of attainment within the education authority. This gives teachers a more secure base on which to plan future work, mainly in language and mathematical work. However, there is no link of these assessments to the newly developed whole school assessment policy and the co-ordinator has little awareness of how the assessment at the start of the foundation stage is used.

49 The school analyses the results of the national tests for pupils of seven and 11 years old. Staff are therefore able to identify any areas of general strengths and weakness, which is used to inform future curriculum planning. The school also makes use of optional standardised tests in Years 3, 4 and 5. The results of these tests will contribute to the new assessment grid, which has just been introduced.

50 Teacher's mark pupils work regularly but the quality of the marking is variable. In some classes, mainly at Key Stage 2, effective marking ensures that pupils know what to do to improve their work. In other classes this is not the case and pupils have little guidance. The new marking policy gives satisfactory guidance to promote consistency throughout the school but is not followed by all staff and there is no monitoring of teaching to check the effectiveness of marking.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51 The schools links with parents are satisfactory. The recent amalgamation of the two schools means that the head teacher and staff are still establishing a fully effective partnership with all parents. In the main, parents express a positive and supportive view of the school.

52 Parents are involved in setting their children's termly targets and these are reviewed regularly at each parents evening. A recent initiative involves a small group of Year 4 parents in a weekly review of their children's learning. Both of these activities effectively involve parents in their children's work and how they might help them to improve. Parents give good support to the work their children have to do at home. There is very good parental support for events where their children are directly involved, such as in a class assembly or school concert. A small number of parents help in classrooms and with educational visits. These links have a positive impact of pupils' standards of achievement.

53 The school regularly seeks parent's views by sending questionnaires covering a range of topics. However, it does not always act quickly enough to address any concerns raised. For example, one survey showed that parents of Key Stage 2 pupils wanted more information about homework. Although a working party was established, no progress has been made and the issue remains unresolved. On other occasions, the school acts quickly to help parents. Such as when children were initially to attend the reception class, part time, and some parents found difficulty in obtaining childcare. The school's practice was reviewed and full time places offered to these children. Following the amalgamation of the two schools, a small, but active, 'friends of the school' was formed from the two previous organisations; they continue to organise fund raising events to benefit the school financially. Events organised receive good support from all parents. Significant sums of money have been raised both prior to amalgamation and also more recently. Some money has been well used to purchase information and communication technology resources; this has had a positive impact on improving pupils' standards of achievement. However, despite the efforts of the committee, the head teacher has not responded when asked to make decisions on how to spend the available funds. Parents' considerable efforts to raise money are not therefore, having an immediate impact on the work of the school. The parents are justified in their concerns that the money was raised for the children currently in the school but is not being spent to support their learning.

54 The head teacher encourages parents, if they have any concerns, to see her, during weekly 'drop in' sessions. However, a significant minority of parents feel that their views are not responded to. For example, the head teacher has sent out questionnaires seeking parents' views but has not used the responses. The reception teachers also offer a similar 'drop in' opportunity. Informal meetings take place at the end of the school day with class teachers. These opportunities ensure that parents have ready access to the teachers. There is a good flow of written information about the day-to-day life of the school, including a diary of key dates. Class newsletters are informative and give parents an overview about what their children are to learn. The regular school newsletters give general information but do not celebrate the achievements of the school and its pupils. The annual reports on pupils' progress are of a good quality. They provide parents with a clear view about what their children can do. However, only occasionally do comments focus on pupils' attitude to

work or topics covered. In addition the length of comments is restricted by the small amount of space that is available. The prospectus and governors' annual report meet statutory requirements, are very informative and are well presented. Overall, the quality and range of information provided for parents is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55 The leadership and management of the school are satisfactory overall but with a number of significant weaknesses in important areas. The school was established a year ago following the amalgamation of adjacent infant and junior schools. The head teacher was originally the head of the infants' school. The head teacher and governors responded satisfactorily to the initial problems in setting up a new school and since the amalgamation many systems have been put in place to support the development of the newly formed primary school. Some are beginning to have an impact and the school is managed and administered satisfactorily on a day-to-day basis. Some initiatives need to be evaluated and their success checked. As a result they have not had enough impact and have not sufficiently involved all staff in their implementation. The role of subject co-ordinators in managing the curriculum is not developed sufficiently and they have too few opportunities to gain an overview of development in their subjects and this has resulted in a curriculum that lacks sufficient breadth and balance. The roles and responsibilities of the co-ordinators of lower and upper schools (Foundation Stage, Key Stage 1 and Key Stage 2) have not been sufficiently developed. They do not have a clear overview of the curriculum from the reception class through to Year 6 and have only a limited role in checking on teaching, learning and developments within and across the key stages. Both teachers were deputy heads in the infant and junior schools and are very experienced but the school does not use their experience well enough in order to develop their management role.

56 The head teacher does not yet have a clear view of the strengths and weaknesses of the school. She has an accurate awareness of the expertise and experience of staff in the lower school, with whom she worked closely as head teacher in the previous infants' school but has not identified or built upon the many strengths in the upper school in order to develop teaching, learning and curriculum development throughout the new school. There is a limited overview of the whole curriculum; the monitoring of the work of the school by the head teacher and senior staff has not identified the fact that the school does not meet the requirements of the syllabus adopted by the local education authority for teaching religious education. The children enter school with good skills in language, literacy and number and by the age of 11 attain high standards in national tests, due in part to a significant amount of good teaching, particularly in the upper school and to the good support at home from parents or carers. However, much time has been given to focusing on literacy and numeracy, although these were already well established in the previous schools. This has been at the expense of other areas of the curriculum. For example, art and design, geography, history and music are under represented. Despite the fact that many pupils learn to play a range of instruments and are in the choir, there are few opportunities for them to contribute in assemblies or in enhancing the curriculum for other pupils. Parents are rightly concerned about this. There has been insufficient guidance to staff in the reception classes on planning the curriculum to take account of recent national guidance and the curriculum provision does not ensure sufficient challenge for all the children.

57 The school has no system to check on teaching and learning to ensure that the needs of individual pupils are met. Teachers evaluate their lessons informally but do not always use this information to ensure that work for groups of pupils is set at an appropriate level. Some teachers modify their weekly and daily planning to take account of what pupils already know and where there are gaps in their learning; this provides a useful model for development in the school since it promotes pupils' progress. The school's systems for assessment are broadly satisfactory and have been recently developed. The staff make twice yearly assessments of pupils' attainment in English, mathematics, and science, and analyse the results of national tests. The school is beginning to set useful targets for pupils and has recently identified individual targets for pupils. Teachers also set targets for the whole class in English, mathematics and science. These are informative and help teachers plan for each half term. However, they are not sufficiently specific to be really effective in matching work to the needs of all pupils. The information gained from these assessments is not used consistently throughout the school to plan work to meet the needs of all pupils, particularly the higher attainers. The school has yet to fully

establish a useful system to check and analyse the progress of pupils as they move through the school.

59 Steps have been taken to set clear priorities and targets in the operational plan to provide a framework for taking forward the school and to monitor the outcomes and the impact on teaching and learning. The head teacher drew up the initial draft plan and it was shared with staff. Governors are then involved in agreeing the priorities for improvement. There was limited consultation with staff and governors. Governors were greatly involved during the amalgamation and have given staff 'breathing space' during the past year in order to give them time to work together and consolidate agreements for the whole school. As a result, governors have not been sufficiently involved in the evaluation of developments. Much of their knowledge of recent initiatives has come through the head teacher's statements and they do not have enough first-hand knowledge to be fully aware of the success or otherwise of the developments in school. However, they are committed to supporting and providing clear direction for the school's further development. A first priority must be to ensure that statutory requirements for religious education are met and that there is a policy for teaching drugs awareness throughout the school, since the current policy only covers the infants.

60 The head teacher has begun to put in place systems to monitor the effectiveness of teaching and learning throughout the school and their impact on standards. However, although the subject co-ordinators are beginning to develop their role in managing aspects of the curriculum they have limited opportunities to monitor development in their subjects. Only the co-ordinators for numeracy and literacy have had opportunities to observe and evaluate lessons in other parts of the school. This has mainly been to check on the implementation of the national strategies in these subjects and has not included sufficient analysis of the effectiveness of teaching and learning. The co-ordinators of other subjects have little opportunity to identify strengths and weaknesses in their subjects or to influence practice. Many policies have been put in place but their implementation has not been checked. For example, teachers mark pupils work regularly but the quality of the marking is variable. Although the new marking policy gives satisfactory guidance to promote consistency throughout the school, all staff do not follow it and there is no monitoring of marking to check its usefulness.

61 Curriculum planning is improving due to the adoption of national guidance for all subjects but the plans are not checked and, with the exception of English and mathematics, all pupils work on the same tasks including those in mixed aged classes. Joint planning of topic work in the infants' department is unsatisfactory and means that in Years 1 and 2 the work in subjects such as history and geography is the same for both age groups and does not take account of the abilities of all the pupils.

62 The school has a satisfactory policy for special educational needs and has fully implemented the Code of Practice. The special educational needs register is regularly reviewed, and individual education plans kept up to date. Support assistants are familiar with individual education plans and targets. They work effectively to support pupils with special educational needs either in class or when they are withdrawn to work in small groups. The school has also identified 'booster' groups for English and mathematics but these arrangements are not well organised. The role of the part-time teacher is not sufficiently planned for and she does not always have the same groups in order to ensure consistent support. In one mathematics lesson, the class was not taught by the class teacher and the teacher taking the class did not know it contained a group of pupils with special educational needs.

63 Overall the school is staffed with well-qualified and dedicated teachers. New staff are satisfactorily supported, both by mentoring and the support of joint planning. Job descriptions are in place but many of these are generic and some do not clearly identify specific responsibilities. Staff development is suitably linked to the needs of the curriculum. The school has qualified support staff working in the reception classes and a numeracy assistant working in Year 2. Pupils with special education needs are well supported by other support staff. The administrative staff are experienced and efficient and make an important contribution to the smooth running of the school.

64 The school's budget is managed by the head teacher, with support from the finance committee of the governors and spending is linked to educational targets in the school improvement plan. However, the school

has a very large contingency fund and expects to carry forward over £123,000 to the next financial year. This figure is too high and does not reflect planned saving for a specific purpose. This funding is devolved annually for the pupils currently in school and the current amount unspent is too high.

65 The accommodation is good and generally adequate to teach the National Curriculum effectively. Most classrooms are large enough, but some of those for the older pupils are crowded and this limits the space available for practical work. However, teachers use the space well to ensure that subjects such as science still have sufficient opportunities for investigative work. The two halls and Key Stage 2 dining hall are large enough for games, meetings and lunches. Following the amalgamation of the two schools the junior school office accommodation has been successfully converted to establish a computer suite. In many classrooms there are good quality displays of pupils' work that enhance the learning environment. However, this is not the case in the public areas of the school. For example, the main hall is bare and has little to excite or interest the pupils; there is no celebration of the work of pupils and the environment is dispiriting. Outside the school grounds are extensive, there is adequate playground space and outside playground equipment. The school also benefits from an indoor swimming pool and this enables the youngest pupils to learn to swim. The school is well cared for both internally and externally by the conscientious caretaker and cleaning staff.

66 Resources throughout the school are satisfactory for the curriculum provided and the age range of pupils, including those who have special educational needs. There is a good range and quantity of resources to help promote the cultural development of pupils, to support National Literacy and Numeracy lessons. However, there are shortages of resources in some subjects. In history, there are few artefacts, and insufficient resources to support work in some topics, such as, Britain since the Second World War. There are shortages of software to use information and communication technology to promote learning in subjects, such as science and history. Most resources are accessible, tidily stored, regularly audited and well managed. The children in the reception classes have no large toys for outdoor play. Resources beyond the school, such as the school library service, and places of interest, are used well to support and enrich the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67 In order to continue to improve standards and the quality of education provided, the head teacher, senior staff and governors should:

1. Improve the leadership and management of the school and in particular:
 - ensure a clear direction for developing the work of the school;
 - monitor the implementation of all policies, procedures and the quality of teaching and learning;
 - clarify and develop the management role of the heads of lower and upper school in order to ensure the continuity of the curriculum from reception to Year 6;
 - ensure that all curriculum co-ordinators have a clearly defined role on checking on the quality of teaching, learning and development in their subjects;
 - ensure that governors have sufficient first hand evidence of the strengths and area for improvement in the school and fulfil their statutory requirements for religious education.(Paragraphs 6, 50, 55, 56, 57, 59, 60, 71, 90, 97, 103, 114, 137, 143, 147 and 149)
2. Raise standards in religious education by:
 - meeting the legal requirement to teach the locally Agreed Syllabus;
 - allocating sufficient curriculum time to teach these requirements;
 - providing training for teachers to improve their subject knowledge and their understanding of the Agreed Syllabus.(Paragraphs 10, 30, 31, 59, 144, 146 and 149)
3. Evaluate and improve the balance of the curriculum to ensure that pupils are taught through a broad and stimulating range of experiences and activities that promote their enjoyment and enhance their learning. (Paragraphs 12, 56, 61, 104, 108, 110, 119 and 136)
4. Improve the curriculum provision for children in the reception classes (foundation stage) to ensure that learning is organised to provide sufficiently challenging and stimulating experiences and activities to meet their needs and to underpin their learning in Year 1. (Paragraphs 1, 21, 31, 32, 56, 70, 71, 73 and 76)
5. Improve assessment procedures to ensure that work is more precisely planned to meet the needs of different groups within classes by:
 - involving curriculum co-ordinators with senior staff in analysing assessment information, including test results to set more precise targets for individuals and groups and monitoring their progress toward achieving them;
 - ensuring that all teachers link assessments to national curriculum levels;
 - ensuring that all teachers use the information from assessment to plan work;
 - ensuring that all teachers use assessment to predict more accurately what individuals can achieve.(Paragraphs 28, 45, 46, 47, 57, 96, 98, 103, 114 and 125)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

- Review the use of the high level of contingency funding.
 - Improve learning resources for outdoor play for the youngest children and those in history, and in information and communication technology to promote learning in subjects, such as science and history.
 - Ensure that all staff receive training in child protection procedures.
 - Ensure that teachers have sufficiently high expectations for the presentation of pupils' work.
- (Paragraphs 5, 41, 64, 66, 95, 103, 104)

The school has already identified priorities to review the curriculum, provision for the foundation stage and the policy for assessment.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

69

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%	16%	35%	45%	3%		

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

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	360
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	63

English as an additional language

No of pupils

Number of pupils with English as an additional language	3
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	28	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	13
	Girls	28	25	28
	Total	40	36	41
Percentage of pupils at NC level 2 or above	School	98% (n/a)	88% (n/a)	100% (n/a)
	National	84% (82%)	85% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	28	27	28
	Total	41	40	41
Percentage of pupils at NC level 2 or above	School	100% (n/a)	98% (n/a)	100% (n/a)
	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	33	15	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	29	32
	Girls	13	12	13
	Total	44	41	45
Percentage of pupils at NC level 4 or above	School	92% (n/a)	85% (n/a)	94% (n/a)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	31	32
	Girls	14	13	14
	Total	45	44	46
Percentage of pupils at NC level 4 or above	School	94% (n/a)	92% (n/a)	96% (n/a)
	National	70% (68%)	72% (69%)	80% (75%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	360
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.8
Number of pupils per qualified teacher	23.9
Average class size	25.7

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	122

Financial information

Financial year	1999 - 2000
	£
Total income	601,104
Total expenditure	578,231
Expenditure per pupil	1,742
Balance brought forward from previous year	100,155
Balance carried forward to next year	123,028

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	360
Number of questionnaires returned	170

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	46	5	1	0
My child is making good progress in school.	32	60	5	2	1
Behaviour in the school is good.	25	70	2	1	2
My child gets the right amount of work to do at home.	18	64	11	4	3
The teaching is good.	36	56	4	1	3
I am kept well informed about how my child is getting on.	31	52	14	2	1
I would feel comfortable about approaching the school with questions or a problem.	42	51	5	2	0
The school expects my child to work hard and achieve his or her best.	46	47	5	1	2
The school works closely with parents.	32	49	15	1	2
The school is well led and managed.	29	58	5	5	4
The school is helping my child become mature and responsible.	26	65	4	1	4
The school provides an interesting range of activities outside lessons.	12	41	21	12	14

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

68 The school's provision for children in the reception classes is broadly satisfactory. The children are now taught in an early years unit with two teachers and nursery nurse. The current organisation of these classes enables the children to be taught in different small groups by each of the adults. The children benefit from more sessions taught by the adults but the deployment of all adults to work with small groups means that other children wander aimlessly and some spend very little time on tasks. The programme has not been evaluated sufficiently to ensure that the activities and experiences are explained to the children and provide well-planned, worthwhile activities to reinforce their achievement within all the areas of learning. The staff plan together using recent national guidance but planning is too complex and time consuming and fails to provide a useful framework that identifies the main 'stepping stones' in learning for children in the foundation stage.

69 The children enter school with very well developed skills in language, literature and number. Many have a good background of general knowledge and their personal and social skills are often above those expected for children of this age. They have a wide vocabulary and speak clearly and confidently. Many of the children achieve satisfactorily but their progress is not as rapid as it could be. However, by the time they transfer to Year 1 at the end of the reception year, their attainment is still above and sometimes well above the levels expected for their age due to the good starting base of most children.

70 The teachers plan work adapted from the National Literacy and Numeracy Strategies used in the main school. In these sessions the adults work well with small groups but are not rigorous enough in checking that other children are working. Many areas of learning set up to encourage the children to work independently do not always provide sufficient breadth or challenge. The children choose freely from a range of activities set out around the room. Whilst this develops their independence and children work and play together well, their learning sometimes lacks focus because there are no specific tasks to do. In addition, because the choice is theirs, individual children do not always choose activities most suited to develop their weakest skills. For example, sand and water areas are available but have little to stimulate or encourage exploration. There are few pictures of uses of water to promote discussion or pictures of builders using sand, pictures of sandcastles or other ideas to promote imaginative play. Role-play areas have little to excite children's imagination and there are too few opportunities for a range of useful practical experiences to underpin subjects such as early science and technology.

71 Teaching was satisfactory and occasionally good in all the lessons seen. Staff plan together and support staff take a full part in all aspects of teaching and complement the teachers' roles. The induction of children into the reception classes ensures that they have useful opportunities to visit before they start school. Staff liaise with the pre-school groups the children have attended in order to ensure a smooth transition. The parents were concerned about the twice-yearly intake into the reception classes and felt that the extra children coming into school in January disrupted the ongoing learning as group sizes increased making more children per teacher. There are sufficient adults to cope with this influx but the head teacher and senior staff have not monitored sufficiently the newly organised early years provision to ensure that it enables new entrants to be settled quickly and easily into routines and are clear about what they are to do. The co-ordinator works hard but does not have a clear direction with regard to the organisation and development of learning in the foundation stage.

Personal, social and emotional development

72 The children start school with good, and sometimes very good personal, social and emotional development. Many have had a good range of experiences to support their learning and are well supported at home. They make sound progress in their personal and social development; they enjoy coming to school and are eager to learn. The children are settled well into class routines and move confidently about the large class

base. Children play and work together co-operatively; they speak confidently to visitors and concentrate well. They become absorbed in their activities when, for example, making pancakes with the nursery nurse and confidently choose the toppings they will have. The children have good relationships with the adults and talk confidently with them about what they are doing. They explained excitedly, for example, how they used the mouse on the computer to add numbers to five. In literacy sessions they respond well to stories and particularly enjoy work on letter sounds using the 'Jolly Phonics' programme. The adults work well together and provide good role models on which the children can base their relationships with each other. They promote children's personal development effectively by ensuring that the equipment is readily available and insisting that children clear away at the end of sessions.

Communications, language and literature

73 By the time the children reach the end of the reception year they are nearly all achieving above, and sometimes well above, the levels in the early learning goals identified for their age in this area of learning, they are particularly confident speakers and listeners. This reflects their good level of attainment on entry to the school. They explain clearly what they are doing and listen attentively to explanations and instructions. There are too few opportunities for developing communication skills in the role-play areas and creative activities. The role-play areas have little to stimulate the children and to encourage them to assume different roles and act out a range of events. Many children enjoy books at home and are interested in stories; many recognise a range of words on sight. Teachers read stories well and this motivates the children to join in. The children know many rhymes and action songs by heart and join in enthusiastically. Children know letter sounds and blend letters together to help them read and spell words. Most children write independently and many write their own names. Their free writing contains recognisable letters and words and some write in sentences. Teachers encourage children to write from an early age. However, not enough is done to deal with incorrect letter formation and some letters that children were writing incorrectly at the beginning of September are still incorrect. There are too few opportunities for children to use a variety of writing tools and mark-making activities in their independent play.

Mathematical development

74 Most children are working above the expectations for their age in the mathematical area of learning. Teaching is sound and the staff plan suitable activities for work in groups. However, the learning is not sufficiently well managed to ensure that children persevere with their tasks when they are working independently. Children learn to count to 10 and many count to 20 and beyond. They understand and use correctly terms such as 'more than' or 'less than' as they compare the differences between two numbers. In the oral session at the start of a lesson the children responded well when their teacher used a puppet to pull numbers from a bag and eagerly added the numbers to make five. They then confidently subtracted numbers from five. The children worked well with the teacher and made good progress in their learning as they found ways of making ten by changing the position of spots on their 'ladybird'. The teacher's effective questioning was matched well to the different abilities of the children and reinforced their understanding of simple addition and subtraction. The children worked accurately and with a good understanding of the match of numbers to objects. They know many number rhymes and songs. They gain some knowledge of capacity through practical experiences but there are too few opportunities to extend and challenge the children to experiment with sand and water. Children learn the properties of simple shapes through building models, making pictures with paper shapes and using jigsaws. They can name simple two-dimensional shapes such as square, triangle and circle. Most children form recognisable written numbers and can relate numbers to real objects.

Knowledge and understanding of the world

75 The children enter the reception class with good knowledge and understanding of the world about them and most have a good range of experiences from out of school to support their learning. Children learn that some things change over time for example as they grow flowers and know the changes associated with the seasons. They have a good understanding of the life cycle of plants and after listening to the teacher read

'Everything Starts Again' and observing flowers and twigs brought in by the teacher, one child stated 'the buds on the twig may grow into blossom'. Most children knew daffodils grow from bulbs and that birds hatch from eggs. There were lost opportunities in the lessons since the teacher's planning did not identify any challenge and the lesson time was too short to enable the children to ask questions. The activities were not matched well to the teacher's aims for the lesson. Children learn about their world through stories, activities and games. They learn that materials can be changed as they made pancakes. They looked carefully and described the changes as they mixed flour, eggs and milk to make batter. The children knew that heat would change the liquid into a solid form and volunteered ideas about safety when cooking. The children were managed well and responded eagerly but sensibly waited for a turn. Some questioning did not encourage the children to extend their replies; questions, such as 'Is that good?' only elicited one-word answers. Many children have a good range of vocabulary and could have shared their ideas in sentences had the questions been open ended. The children's computer skills are satisfactory. They use the keys and the mouse to operate cursors in simple programs that enable them to practise counting and matching skills. However, although computers are switched on they are not always used because children lack adult direction on what the programs are about and what they have to do. They quickly tire of the activity and move on. Teachers' planning does not build sufficiently on the good general knowledge that many children have on entry to school and therefore the range of activities does not extend the experiences of the children and so underpin their knowledge of early science and technology.

Creative development

76 Standards of attainment in creative development are at the level for children of this age by the time they transfer to Year 1. Children are enthusiastic and keen to take part, although there are opportunities for them to regularly paint, they often work independently and there is too little adult intervention to teach skills and develop learning. Some activities enable the children to explore colour and they draw and colour their own lively pictures. All have worked well to produce self-portraits for display. They use a range of materials to learn about texture and create pictures, collages, prints and patterns. In the free choice activities staff work with small groups and other children move between activities. They concentrate well when making models with small construction equipment and are often well supported by the nursery nurse who intervenes well to promote learning with questions such as 'What can you do to improve that brick model?'.

77 Children regularly experience singing activities; they memorise counting and action songs and learn to sing them tunefully. The staff demonstrate well the actions and movements and this encourages the children to join in. They listen well to music played in the assemblies held in their class base. Musical activities are available in outdoor play and the teacher's well-planned activity and good questioning enabled three boys to describe how they had played percussion instruments and matched the sound to pictures. They recorded their findings carefully with a tick against the correct picture.

Physical development

78 The children's physical development is good and they exceed the learning goals identified for their age. The children have regular opportunities to explore a range of activities in outdoor play. These help them to make good progress in gaining co-ordination and to develop social skills as they play games. Learning is limited because they have few wheeled toys or outside equipment with which to create their own imaginative games. The children responded very well when using balls, hoops and other small apparatus outside. The resources were used well by the teacher to enable the children to work in pairs and small groups and they handled equipment sensibly and safely. The reception classes develop confidence in the large space of the hall through opportunities in physical education lessons. Physical activities reinforce some aspects of the children's personal and social development and they learn to work in pairs with the teacher to practise bouncing, rolling and catching a ball. Their co-ordination is good and many throw and catch accurately. They listen well to directions and respond quickly to signals to stop or change direction as they jog, run or skip around the hall. Their co-ordination is good for children of this age. The children use their manipulative skills in practical situations to make models using construction kits or play dough. They show sound dexterity as they make

pictures and collages.

ENGLISH

79 Standards in English are above what is expected of seven year olds, and well above the expectations for 11 year olds. These judgements match the results of the national tests for seven year olds in 2000, where standards were well above expectations in reading, and above in writing. Standards for 11 year olds were very high in the tests. This is largely due to the careful preparation for these tests. Pupils in Year 6 are taught the type and style of questions to expect.

80 Standards in English reflect the very good speaking skills of the majority of pupils. They use a wide vocabulary, and organise well what they want to say. These skills support their understanding of what they read. Pupils' use their good vocabulary skills in their writing, and they organise their writing well.

81 Pupils with special educational needs make satisfactory progress. They are supported well in lessons by non-teaching assistants and make more rapid progress when withdrawn in small groupings. In these sessions, pupils practise their reading and writing skills and read with increasing accuracy and confidence. The pupils make at least satisfactory progress in writing, with due regard for the accuracy of spelling and punctuation. They achieve well in relation to the previous learning and the targets set for them.

82 Standards in speaking are high throughout the school. Many pupils are articulate, and they express their ideas and understanding clearly to teachers, each other, and to inspectors when they ask them about their work. In a lesson in Year 2, when pupils were using letter sounds to make words, one pupil suggested the word 'pare', and explained the meaning well by saying 'My mummy sometimes pares an apple for me'. In Year 6, pupils develop their ideas logically when describing the characters and events in a Norse gods myth. A group of Year 5/6 spoke clearly, and confidently, when presenting their class assembly to an audience of invited parents and other pupils in the key stage. Throughout the school pupils listen carefully to teachers. They are eager to answer questions, and the majority of pupils know what they have to do. When working together in small groups, pupils listen well and respect what classmates have to say.

83 Standards in reading are high. Pupils make steady progress although the progress of pupils in upper Key Stage 2 is not well monitored. In Year 2, pupils read fluently, and often very expressively. Pupils know the difference between books that tell a story, and information books. Many pupils know the purpose of contents and index pages, and how to use alphabetic order to find information in simple dictionaries. Pupils confidently tackle new words and use their good general knowledge well to self-correct. For example, one pupil mispronounced the 'g' in 'giraffe' but quickly corrected what she said. Pupils talk about their favourite books and authors.

84 Pupils in Year 6 are all competent readers. Many pupils bring books from home to read, and one pupil was reading a book recommended by her parents. Pupils use the context of their reading well to explain their understanding of unfamiliar words, such as 'convalescence'. They know how to use the non-fiction library to find information and how to skim and scan texts. Dictionaries and thesauruses are used well. For example, some pupils used their knowledge of alphabetic order to three and four places, when finding words such as 'squirted'. Pupils identify important features about characters and events in the Norse myth they are reading in classes. They use the text well to justify their views and interpret the text in a variety of ways, such as writing as though they are one of the characters, or reporting an event from the story.

85 Standards in writing are above what is expected of pupils aged seven. Pupils make steady progress overall, although progress in handwriting is slower. For example, pupils in Year 2 do not write using lined paper. Consequently, many pupils position letters, such as 'g', 'p' and 'y' incorrectly. Pupils organise their writing in a sequence of sentences. Although capital letters and full stops are not always used correctly, many pupils are starting to use more varied punctuation such as commas and exclamation marks.

86 By the age of 11 pupils' standards in writing are well above what is expected for their age. They make good progress in using punctuation and in organising their writing. They use their very good vocabulary

skills to choose words for effect. For example when writing poetry about the 'Bay of Dreams' and the 'Bay of Nightmares', pupils chose words such as 'mournful' to carefully create the right mood. Some pupils in Year 5/6 composed their own music, which interpreted the mood of their poems very well. Punctuation, including apostrophes, inverted commas and other punctuation, is not only accurate, but is used with a good understanding of its impact on making writing lively and interesting for the reader. The majority of pupils' handwriting is joined, fluent and clear but a few pupils have not yet acquired a joined script. Too often pupils' work is carelessly presented, and older pupils use pens or pencils inconsistently for their written work.

87 Teaching in English is good, particularly in Key Stage 2, where some very good teaching was seen. Pupils make good progress in lessons, particularly during whole class discussions. This is because teachers use their good subject knowledge and effective questioning skills, which challenge pupils well. Teachers plan collaboratively in two different year groups. This sharing of expertise is reflected in the variety of teaching strategies used to interest pupils in lessons. For example, in Year 1, the teacher used her own experiences of television programmes to generate pupils' interest and involvement. In a Year 5/6 lesson, the teacher thought about riddles to encourage pupils to identify words that sound the same but are spelt differently and have different meanings. Pupils were excited and eager to suggest the answers. Resources are often chosen well. For example, in one lesson the teacher matched the difficulty of work for different abilities of pupils by selecting graded dictionaries.

88 Teaching is not so well planned for individual and small group writing activities. Too often a list of activities does not pay sufficient attention to what pupils should know, understand or be able to do at the end of the lesson. This results in a lack of challenge, particularly for higher attaining pupils. For example, in a Year 2 lesson, higher attaining pupils were using musical instructions to beat out the rhythm of poetry they were reading, whilst lower attaining pupils were struggling to write a line of poetry to complete a verse in the style of Little Miss Muffet. In a Year 5/6 lesson, pupils showed they fully understood the difference between writing speech and writing to report what had been said. However, the activities required them to merely practise these skills and to finish the work for homework. The teaching of pupils with special educational needs is sound in lessons and often good when they are taught by support assistants.

89 Pupils are generally interested in lessons, and the majority of pupils are eager to offer answers to teachers' questions, and to take part in discussions. They work collaboratively in small groups, and respect each other's ideas.

90 English has continued to be managed by two co-ordinators since amalgamation, and there is no one with responsibility for liaising across the key stages. This means that teachers are still divided depending on the age range that they teach. However, both co-ordinators have recently worked together to identify areas for improvement, such as writing, including handwriting, and the provision for drama. Co-ordinator roles are not clearly defined. For example, monitoring of teaching and learning has taken place in Key Stage 1, but not in Key Stage 2. There is no monitoring of the impact of the employment of a part-time teacher in Years 5 and 6, on pupils' progress. Assessment procedures are new and not yet used consistently in all classes to guide teachers' planning, or to ensure that all pupils build progressively on previous learning. Although pupils have individual targets to improve their writing, these are often very general.

91 A lot of money has been spent on books to support the teaching of reading. Books are attractive and displayed well. The non-fiction library is well organised. However, because most of the fiction books in Key Stage 2 are not organised by the author's surname, pupils have difficulty finding books by the same author. There is insufficient attractive and up to date fiction to meet the requirements of pupils in Years 5 and 6.

92 Information and communications technology is used effectively to support pupils' literacy work. Displays of pupils' writing are attractively, and accurately word-processed. However, pupils do not use their writing skills enough, to support their work in other subjects of the curriculum.

MATHEMATICS

93 Pupils enjoy their mathematics lessons because of the enthusiastic teaching in many classes. They make good progress as they move through the school so that by the time they reach the ages of seven and 11 their attainment is above that expected nationally. The results of the national tests in 2000 confirmed inspection findings and showed that all pupils achieved at least the national standard at seven. This fact together with a higher than average number who attained the higher level made the school's results very high in comparison to other similar schools as well as national results. The results at the age of 11 again showed that achievement was well above that expected both nationally and in comparison with similar schools. Pupils with special educational needs are well supported and make good progress in relation to the targets set for them. They make good gains in mental arithmetic and show confidence in volunteering answers and describing how they worked them out. Their skills in basic calculations are developing well and they increasingly apply their learning to working out problems.

94 The Numeracy Strategy has been introduced successfully into the school and this has resulted in pupils' enthusiasm for the subject. The inclusion of Key Stage 1 in a research project is having a further positive effect on the learning of mathematical skills by providing extra trained support and extra resources. Due to the enthusiasm generated pupils work hard and make good progress. Teachers are confident in following the strategy and their lessons are well planned following the guidance in the numeracy strategy. However, short-term assessment does not sufficiently influence planning so that the tasks that pupils are set are sometimes not challenging enough, especially for the higher attaining pupils. For example in a Year 1 class pupils were playing games in an afternoon lesson to reinforce addition strategies that had been learnt during the earlier part of the week. Although the games were interesting, the numbers that they were working with provided little challenge to practise the strategies that they had learnt. In a Year 5/6 lesson all pupils had the same task in drawing angles with a protractor, which provided little challenge to the higher attaining pupils within the group. The setting of pupils in Years 5 and 6 is not well organised and arrangements vary on a daily basis. Pupils do not always have the same teacher and work is not always matched to the full range of attainment in the groups; too often all pupils in a group are given the same work.

95 The quality of teaching is good throughout the school; teachers use well the beginning of each lesson for pupils to practise mental arithmetic. These sessions are used effectively as a 'warm-up' session and most successfully generate a brisk pace, which stimulates pupils' interest and continually encourages quick recall of facts. Teachers' expectations are high and pupils respond enthusiastically. In Year 2 'Counting Sticks' were effectively used and built up excitement to give pupils practise in recalling basic number facts at speed. After pupils counted in twos and tens they were suitably challenged to identify the rule for numbers when counting in fives. In a Year 4 lesson digit cards were equally effectively used when pupils were practising halving and doubling. Teachers use a variety of methods including games in this session to motivate pupils to remember basic number facts quickly. Pupils therefore have a good basic knowledge of number and are enthusiastic about mental arithmetic. However, when working in their exercise books the presentation is often sloppy and they do not take pride in the formal recording of their work.

96 Teaching throughout the school is often good or very good because teachers focus clearly on what they want their pupils to learn. However teachers do not always review what has been learnt at the end of the lesson so that learning can be reinforced and celebrated and uncertainties clarified. Teachers' expectations of behaviour are high and pupils are expected to work hard but teachers also genuinely care for their pupils so that relationships are good. Pupils want to succeed and work hard thus contributing to their own progress. During whole class sessions pupils are often challenged to give reasons and explanations for their answers, which means that their understanding is reinforced and their mathematical thinking developed. Although teachers are skilled in asking searching questions to individual pupils the tasks that groups of pupils are set often do not sufficiently challenge either the average or higher attaining pupils. These pupils often have to work through a number of easy examples before being given additional work, which may not be much more demanding. For example, pupils who already had a secure understanding of place value had to spend considerable time drawing out symbols to represent large two digit numbers in sets of tens and ones. However in a Year 3 class where

pupils were investigating number patterns of multiples of numbers all groups of pupils were fully challenged, as they were required to identify patterns and explain them. The group of higher attaining pupils were required to choose pairs of multiples and explain why these patterns changed when they were put on to different shaped grids and predict what would happen if the grid was extended. The teacher extended pupils thinking to the limit while still leaving them with the feeling of success and with enthusiasm to continue to look for number patterns at home. This good practice is a model for developing teachers' match of work to the needs of all pupils, whatever their abilities.

97 The subject is well led and managed. The co-ordinator has good subject expertise and uses this well to support her colleagues. Although she has had some opportunities to look at the way in which the numeracy hour is taught in other classes her opportunities to get an overview of the development of the subject and to influence teaching and learning, particularly in Years 5 and 6 are limited. The co-ordinator has recently moved from the lower school into the upper school and now shares the management of the subject with a colleague in the lower school.

SCIENCE

98 Evidence from the inspection indicates that standards in science are above national levels. Inspection findings provide confirmation of the results from the most recent teacher assessments and national tests at seven and 11, which indicate that more pupils than nationally are reaching nationally required standards. In the most recent teacher assessments at the end of Year 2, all pupils reach national levels. Teacher assessments at seven also indicate that more pupils than nationally attain the higher level 3. This pattern is repeated at the end of Year 6 when more pupils than nationally reach the higher level 5 in the national tests.

99 Progress is sound for most pupils as they move through the school, including those who have special educational needs. However, despite the good standards when compared to the national picture, both lower and higher attaining pupils could achieve more, especially in investigative science. There are many reasons for this. Work in experimental science is not sufficiently matched to pupils' needs, with all pupils often required to complete the same recording framework for their investigations. This affects the progress of some lower attaining pupils who sometimes do not complete all the required work, which restricts their levels of understanding. For some higher attaining pupils, work is not sufficiently challenging to enable them to make the best possible gains in learning. The size of some classes has implications for the organisation of practical work. This means that some pupils are unable to make the best possible gains in learning because they do not always receive the support they need quickly enough. Some teachers show that they are not fully confident teaching the investigative component of the subject.

100 Pupils in Year 1 recognise a range of sources of light and describe changes in light such as, caused by switching the light off in their bedroom at night. By the end of Year 2, pupils describe similarities and differences between materials. They know that materials are worn and used for different purposes. For example, they know that school kitchen staff use heat resistant materials to protect them from burns and scalds. Year 3 pupils learn which materials are good thermal insulators by investigating who has the warmest coat, discovering that some materials are suited to specific purposes. They discover the effect of adding dye to a flowering plant when it is given water. In Year 4 pupils build on their understanding of plant growth by diagnosing why a variety of plants are not healthy, enabling them to make full recoveries! By the end of Year 6 pupils are starting to identify when changes in materials can occur, such as, water into ice or steam. They describe differences in the properties of solids, liquids and gases, demonstrating an increasing understanding of aspects of materials and their properties. In work on electricity, pupils suggest ways of changing the brightness of a bulb in a circuit, draw circuit diagrams and construct circuits from diagrams. They carry out investigations placing appropriate emphasis on ensuring that tests are fair, although bar charts and graphs are rarely used to record their findings, which are mostly written.

101 Teaching and learning are satisfactory. Most teachers place appropriate emphasis on developing the skills of scientific enquiry. Very good teaching was observed in Year 3. Features of good and better teaching

include good questioning of pupils to extend knowledge and understanding, good use of resources to support learning, secure subject knowledge and high levels of enthusiasm by teachers, which helps to motivate pupils. In the better lessons there are very good relationships and control, and much encouragement and praise of pupils' efforts. These features enable most pupils to make good gains in learning. Where teaching is less successful, teachers lack confidence, organisation does not enable all pupils to make the best possible progress, control strategies are not fully effective, and work is not closely matched to pupils' different abilities. This hinders the development of scientific knowledge and understanding, and slows progress for some pupils.

102 Pupils' attitudes to science are mostly good. Most pupils show high levels of involvement in practical work, especially when they are challenged. Pupils mostly listen well, and try hard to complete the required tasks. A small number of pupils lack confidence when carrying out practical work, and require, help, support and reassurance.

103 The two subject co-ordinators are keen to work together to make necessary improvements. They lead the subject soundly, but have had little opportunity as yet to complete an audit. For example, the co-ordinators have had no opportunity to monitor teaching and learning to assess strengths and weaknesses. Information and communication technology is insufficiently used in science. The subject policy requires reviewing. The presentation of work is too variable. Marking does not always celebrate success and help pupils to move forward. Assessment is not consistently used to inform future planning. However, there are satisfactory systems for assessing standards in the subject, and a portfolio of levelled work is helpful for this purpose. Visits such as, to Coldstones quarry, help to enrich and extend the science curriculum.

ART AND DESIGN

104 Only two art and design lessons, one at each key stage, were seen during the inspection but further evidence is taken from the limited amount of work on display. Pupils enjoy working with a variety of media as they progress through the school and their attainment is in line with that expected of pupils of a similar age at the end of both key stages. Pupils with special educational needs are well supported and make good progress; they attain similar results to those of other pupils in all aspects of their artwork.

105 Work in Key Stage 1 is suitably based on the development of skills. Pupils practise observational skills by drawing pencil sketches of trainers that show good detail and are beginning to use shading to identify different areas. They experiment with both powder and water colour paint to produce different effects. Good teaching in a Year 2 class resulted in pupils having a very good understanding of how to produce different patterns using tie-dye. An attractive display and the teachers' own samples had stimulated interest in the technique as part of a study of African art. Pupils clearly explained the different tying and dying processes required as they confidently designed patterns. In a successful plenary session the teacher used pupils work well to reinforce techniques learnt to the rest of the class who would have their turn later.

106 Pupils in Key Stage 2 study a range of famous artists investigating the techniques they used to achieve different effects. Through studying the work of the abstract artist Kandinsky pupils successfully developed patterns of concentric circles using both powder paint and the computer. Computers were also used effectively to create repeating patterns in the style of William Morris. Knowledge about the reflection and rotation of pattern appropriately linked this work to mathematics.

107 The quality of teaching is good. In a very good lesson in Year 5/6 the teacher stimulated pupils interest in weaving by leading a discussion about the purposes of weaving and how hand-weaving has been replaced by machines for mass production of material and carpets. The teacher followed this lesson by building on pupils' previous knowledge of weaving and introducing the technical vocabulary involved. Pupils were then given criteria for the design of a decorative piece of craft weaving before they enthusiastically started their design stage. Through very good organisation the teacher was able to give both individual and class support to the designing stage as well as giving pupils practical support in the setting up and making the cardboard frames they were going to use.

108 The school has recently adopted a scheme of work that ensures the development of skills throughout the school but this is not fully established so as to have an impact on the wider curriculum within the school. Art and design is making a limited contribution to the work in other subjects, as there are no strong cross-curricular links within curriculum planning. Art and design plays an insufficient part in enriching pupils' experiences beyond their art and design lessons. Opportunities to celebrate pupils' achievements are lost since good work is not displayed widely throughout the school so enabling pupils to see themselves as artists.

DESIGN AND TECHNOLOGY

109 By the end of Year 2 and Year 6 pupils' standards are broadly in line with those expected nationally. The quality of pupils' learning is sound in projects that enable them to apply and improve their skills of making, evaluating and changing the things that they make. For example, pupils in Years 1 and 2 look in books to find out how cars move. They use construction kits to make vehicles. They start to make frames using wood. Pupils in Year 3 make a photograph frame for someone special. They examine a variety of different frames before making and decorating their frames attractively using different materials. Following a visit to a local supermarket to observe how bread is made and to see the store's range of sandwiches, Year 4 pupils select their own ingredients to make their own sandwiches. Pupils in Years 5 and 6 investigate and evaluate a range of different biscuits according to their taste, appearance, texture, packaging and smell, with the view to helping them to form their own ideas for biscuits. They make toys with moving cam mechanisms, which are finished to a satisfactory standard.

110 The development of design skills, although satisfactory, is less secure, and progress is more variable as pupils move through the school. This is because it is given less time and attention than the "making" component. However, lower school pupils produce simple designs of aeroplanes when finding out how they move. Year 2 pupils use pictures and simple labels to show how a train moves. By Year 3, pupils employ pictures and words to explain how they intend to make their ideal sandwich. By Year 6, pupils use labelled and more detailed sketches to communicate design details such as, to explain their intentions when making a moving toy.

111 Pupils develop suitable skills in making by working with a range of materials, methods and tools. The range of materials used includes wood, from an early age, enabling pupils to use specific tools such as saws and drills, to produce rigid end products.

112 Pupils' evaluations of their end products are not always given sufficient emphasis, preventing a discussion about improvements in the quality of their work. However, where it is given suitable emphasis, most work reflects back to what the plans said the results would be like. For example when upper school pupils design, make and evaluate photograph frames.

113 The quality of teaching was mostly good in lessons seen. Good features include secure subject knowledge, well chosen resources, which help pupils to improve their design and making skills, appropriate emphasis on health, safety and hygiene requirements and good questioning to help develop understanding. Other strengths are good relationships, good use of praise to enhance self-esteem, and high levels of enthusiasm from the teacher, which helps to motivate pupils. This helps to ensure that most pupils have positive attitudes to learning and take a pride in their work.

114 The leadership of the subject is good, and there are plans for its continued development. However, the subject is not yet given sufficient importance within the planning of the curriculum, which prevents some needed improvements from taking place. There is little opportunity for the co-ordinator to monitor what is happening in classrooms to ensure that work carefully builds on previous learning and to check on pupils' progress. Links with information and communication technology are only just starting to develop. There are no agreed methods for assessing pupils' attainment. As a result, teachers have insufficient knowledge of what pupils can and cannot do in order to plan future learning. However, a good range of resources is stored tidily in

agreed locations, and all teachers know what is available.

GEOGRAPHY

115 Few lessons were seen during the inspection especially in Key Stage 1. Additional evidence is therefore taken from work seen and discussions with pupils. Much of the work in developing skills is based on the study of the local environment therefore pupils are developing a good understanding of the development of the area in which they live. The levels of attainment that they reach at seven and 11 are in line with those expected for pupils of similar age. Pupils with special educational needs receive suitable support and make satisfactory progress and do similar work to their classmates but are given graded recording sheets or have access to adult help. The school has very recently adopted national guidance for the curriculum, which builds skills progressively as pupils move through the school. However this is too new to have had an impact on teachers' planning, particularly at Key Stage 1 where teachers in Years 1 and 2 present the same work to pupils in both age groups irrespective of their ability.

116 The quality of teaching is at least satisfactory and pupils are well managed. Teachers make good use of the local environment and provide well-chosen resources. Pupils in Year 2 develop their knowledge and understanding of their local environment through carrying out a survey of the school grounds identifying the features that make it safe and attractive. They then used this knowledge well to design and build a play area from Lego. In a short lesson the teacher successfully linked the work pupils had completed on finding safety features outside with a comparison of the security of the school building. By taking pupils to the front entrance hall the teacher enabled the pupils to identify accurately all the security measures in place. They understand why many buildings have coded locks, how security cameras work and can be used in the wider community.

117 Pupils in Year 4 make an effective start to analysing recorded weather forecasts by looking for information in newspapers. In a good lesson the use of recorded weather forecasts was an interesting starting point for pupils to identify symbols, measurements, language and style of presentation in both local and national forecasts. The teacher's good organisation enabled each pupil to sit at a table and look for a different feature while watching the recorded programme. This meant that pupils were then able to work collaboratively and with enthusiasm in writing their own weather forecast, including all the elements needed to make the forecast meaningful.

118 By the time pupils reach Year 6 they have a good understanding of the use of different types of maps. They can use a world map to locate countries and larger scale maps to identify features such as different types of roads, railways, footpaths, churches and camping sites. They understand that contours lines indicate differences in height. Through a residential course they gain experience in orienteering. By studying old maps of their own area they appreciate that changes occur in the environment and that very old maps can be a source of historical information. A local study of York successfully combines both historical and geographical skills together with research skills in accessing information both generally from the Internet and from a local web page on Copmanthorpe. In a well-taught lesson, photographs of the local environment were used effectively together with a large-scale map so that pupils located the position of the feature on the map and recorded the name of the road. Pupils are interested in their work and a good range of visits, including a residential field trip in Year 6, enhances their experience.

HISTORY

119 Progress is mostly unsatisfactory as pupils move through the school since work does not build carefully on previous learning. This prevents pupils from developing historical skills, knowledge and understanding in a logical order. Insufficient time is given to the subject. This leads to historical studies lacking depth and substance, preventing pupils from achieving as well as they can. Little work was available but standards are broadly at the levels expected by the ages of seven and 11 due to the pupils' good background knowledge, reading and writing skills rather than the impact of the planned curriculum.

120 Pupils' understanding of the passing of time is given insufficient attention. However, Year 3 pupils learn 'decade' and 'century' and place important events of the 1960's on a time line. Upper school pupils draw

a pictorial timeline of York from the Romans to the present day. They complete a timeline showing some of the important events in the years 1970 to 1979.

121 Pupils' knowledge of events, people and changes in the past is given insufficient emphasis. However, this is represented, and shows some development as pupils move through the school, although not at the rate required. Lower school pupils tell the story of the Gunpowder Plot using words and pictures, showing that they can relate simple stories of past events. Pupils in Years 3 and 4 discover how the Romans sent messages as a means of communicating. By Year 6, pupils discover how the Romans in Eboracum (York) lived, learning that bread and porridge were part of their staple diet.

122 Pupils learn about events, people and changes, using a range of information sources. Learning about history through enquiry is the strongest area of the subject at present. For example, lower school pupils are able to compare their school uniform with that of their parents from questionnaires completed by them. Year 3 pupils learn that museums, objects, photographs, books, diaries, and letters all provide valuable evidence about the past. They use some of these sources to find out that the lives of children in 1900 were often very different from their own lives today. They act as detectives to find clues from copies of old newspapers about what life was like at the beginning of the twentieth century. By Year 6 pupils use record sleeves and old tapes to find out about Buddy Holly and James Dean. They find out about the history of York using a range of different sources.

123 Pupils reinforce and communicate their limited understanding of history in different ways, such as, through writing, pictures, maps and discussion. There are some links between history and other subjects, such as, English, art and design, and geography. For example, in geography, Year 6 pupils study a map to learn about Roman York. These links give added meaning to pupils' work in history and add to the quality of their learning. Links with information and communication technology are at an early stage of development. For example older pupils use information and communication technology to reproduce important landmarks in York.

124 Evidence from teachers' planning and discussions with staff indicate that teaching is sound. Only one lesson was seen and this lessons with Year 3 pupils was very well taught. This was because significant emphasis was given to the study of source material to bring the subject to life for pupils, good questions helped to extend historical understanding, relationships were secure and work was appropriately challenging. Pupils are interested in history and are eager to find information.

125 The leadership of the subject is sound, and there are plans for its needed development. The local area is used well to develop historical understanding. However, resources are insufficient to support the teaching of some chosen historical topics. For example, there are too few objects from the past to help bring the subject to life. The policy, which helps to guide teachers is unsatisfactory and new national guidance has not yet made sufficient impact on developing the subject. Assessment is not used consistently to provide information about what pupils know and understand, and to inform teachers' future plans.

INFORMATION AND COMMUNICATION TECHNOLOGY

126 The recent significant improvements in the provision for information and communication technology; with a well-resourced computer suite, investment in new computers and software, the development of a structured curriculum and increased teacher knowledge and confidence are enabling pupils at both key stages to make good progress. Pupils' standards of attainment at the end of both key stages match the national expectations for their age and a few pupils achieve more highly. However, there are gaps in their knowledge, skills and understanding as a result of the previous unsatisfactory provision. These gaps are mainly in using the computer to frame instructions to draw specific and precise shapes using control programs, the use of sensing equipment to monitor experiments in science and in the opportunities to use modelling programs to make an alarm or create a sensor, for example. Pupils with special educational needs make sound progress through the extra help given by staff and by their classmates. They attain standards similar to those of the other pupils.

127 The new computer suite has given pupils greater opportunities to develop skills through structured teaching of ICT. By the age of seven, pupils have a sound knowledge of different forms of information storage and ways in which computers are used in everyday activities. They log on and locate the class folders. They are developing an awareness of where letters are situated on the keyboard and use the enter/return key, but a few are not yet sufficiently familiar with the keyboard and therefore locating letters is sometimes slow. In a well-planned lesson the teacher grouped the pupils carefully to enable those with more advanced computer skills to work with those less confident. This worked well and pupils learned quickly as they worked together. There was a good balance between direct teaching and opportunities for pupils to develop and practise new skills as they learned to highlight words, change font sizes and colours to produce words that were printed to reflect their meaning. For example pupils typed the word 'rainbow' using the correct colours or the word 'grow' with each letter increasing in size. The pupils showed a good understanding of the teacher's instructions and successfully printed out their work. The teacher effectively pointed out the implications for their next lessons when they could write poems in this way. The recent national guidance is used well to link work to literacy and pupils are gaining an understanding of the application of information and communication technology to presenting writing for different purposes. The Year 1 pupils do not have time allocated to use the computer suite and this limits opportunities for them to have enough time on computers to practise skills.

128 Where pupils have had the benefit of being taught specific skills, they build effectively on their previous attainment. In the Year 3/4 class, for example, pupils achieved well as they used previously stored images made using the Clipart or Paint programs to create repeating patterns for wrapping paper. The very good teaching enabled pupils to demonstrate the different screen icons to be used and this enabled all pupils to recall their previous work. The teacher's very good subject expertise was used well as he ensured that his questioning and clear demonstrations enabled all pupils to use the different functions. His aims for the lesson were made very clear and pupils knew exactly what they had to do. Many pupils prepared imaginative patterns to create wrapping paper for a specific purpose such as a wedding anniversary or the birthday of a football fan. They were quick to appreciate the relevance of this work to real life experiences. By the end of the session many pupils could set up columns, minimise or maximise their Clipart images and print out their wrapping paper.

129 By the end of Key Stage 2, pupils display satisfactory skills in many aspects of word processing. For example, they confidently change the font size, style and colour, and they know how to carry out a spell check. They select and add pictures to their work from an encyclopaedia on CD-ROM and search Clipart files and import images to their writing. Pupils' knowledge and understanding of data handling and spreadsheet packages is sound. Many pupils are developing their understanding of how information and communication technology can be used to control devices. For example, they control the movements of an on screen character by giving a sequence of instructions, and they know that computers can be programmed in real life to control machinery and services such as traffic lights. Most pupils are familiar with the procedures for opening and closing programs, saving and printing work. Pupils use CD-ROM to support their learning in other subjects of the curriculum such as history and geography and also use the Internet for similar purposes.

130 By Year 6 pupils handle computers confidently and in a well-taught lesson were beginning to understand the limitations of using a graphics package for modelling as they selected and rotated geometric shapes to create pictures in the style of Matisse. They built well upon previous learning and showed a good working knowledge of the basic uses of Microsoft Word. They confidently used the full range of icons to amend, adapt and use images to create their abstract pictures. All pupils made good progress in either creating their pictures by following the teacher's instruction sheet or by designing using their own imaginative ideas. The good relationships and effective management of the pupils ensured that a lot of work was covered.

131 In the lessons seen, the quality of teaching was good and often very good in the junior classes. Most lessons are carefully planned with teachers identifying what new knowledge, skills and understanding pupils are expected to acquire during the lesson. This gives a clear focus to lessons and this has a positive impact on pupils' learning. In Key Stage 2, ongoing assessment is used well as teachers use information about pupils' performance to guide their teaching. The new computer suite gives good opportunities for pupils to learn new skills within a group and all the class can have direct, hands-on experience. The recent training for staff has

had a very positive impact on the confidence and competence in using ICT. In Key Stage 2, pupils have opportunities for a second session in the computer suite where work is linked to literacy. This is a positive initiative, enabling pupils to use their computer skills to develop their work in English. This is planned for other subjects and teachers already make good links with art and design. Computers in classrooms are not used as effectively as they might be in the foundation stage and infant classes where computers are switched on but the work is not always clearly linked to the lessons being taught in order to support learning.

132 Pupils have positive attitudes towards ICT. They are keen to talk about their work with computers and they are enthusiastic in their discussions about what they have done. Many pupils use their experience of computers at home to support work in school. Behaviour is good and pupils work well together and help each other. This is particularly useful for pupils with special needs.

133 The subject is well led and managed. Under the leadership of the co-ordinator, there has been significant development in curriculum planning for information and communication technology with carefully thought out purchases of computers and software and an increase in teachers' knowledge. This has had a positive impact on pupils' attainment and progress. There is still some way to go with regard to staff training but arrangements are already in hand to resolve this issue. The co-ordinator has little opportunity to check on, or influence, the quality of teaching and learning throughout the school.

MUSIC

134 By the ages of seven and 11 pupils attain the standards expected for their age and achieve well in performing. This is true of all pupils, including those with special educational needs. Only two lessons were seen during the inspection, one at each key stage. No singing lessons were seen but pupils sang hymns satisfactorily in assemblies. By the end of Year 2 pupils demonstrate good sense of pulse and can maintain a beat in simple clapping and tapping patterns using percussion instruments. In a well-taught lesson, Year 2 pupils achieved well as they played the ocarina. They have been learning for six months and most can read notation to play simple tunes. They followed the notation to clap out rhythms and knew the names of notes such as semi-breve and could tap the number of beats to be held. The teacher's high expectations ensured that pupils achieved well in the lesson and were able to play as a group. The good opportunities for small groups of pupils to play to each other reinforced their self-esteem and enhanced the learning for the class. By the end of the lesson pupils could successfully play 'Old MacDonald' Farm' as a part song.

135 There is exchange of teachers in some lessons in Key Stage 2 and the only lesson seen with the Year 3/4 class. They responded well to playing percussion instruments and singing songs such as 'Little Liza Jane' and attained sound standards for their age. They could come in when signalled and keep the rhythm of the song either when playing an instrument or clapping. Pupils could 'read' notation, recognise the written notation for each song and keep a four-note rhythm. However, they only responded well when making music and at other times called out some very silly remarks and quickly became noisy in between songs.

136 Many pupils have private tuition to learn to play a musical instrument; many peripatetic musicians work in the school. The skills learned by these pupils enhance their work in class. However, since the school opened a year ago there have been few opportunities for pupils who can play an instrument to perform for the rest of the school in assemblies or concerts. There is no orchestra so opportunities are lost to build on the talents of a sizeable number of pupils who play musical instruments. Although many pupils attend the after school choir practices the choir is not used to lead singing in assemblies in order to enhance the singing in school. These lost opportunities impact on the ethos of the school and limit pupils' spiritual, social and cultural opportunities.

137 The quality of teaching in the lessons seen was good at Key Stage 1 and satisfactory at Key Stage 2. Teachers give priority to pupils' enjoyment of musical experiences and encourage pupils to take part either as listeners or performers. All pupils have the opportunity to learn recorders. Provision is enhanced by the work of peripatetic musicians who work with pupils who wish to learn to play woodwind, brass or strings. The co-

ordination of the subject is shared but the very evident skills of the co-ordinator in the upper school are not used as well as they could be. Her work with the choir, for example, is not used to support singing in the school.

PHYSICAL EDUCATION

138 Most pupils attain standards that meet the levels expected for their age by the end of Year 6, with many who attain more highly. All pupils work at their own level and those with special educational needs attain similar standards to their peers. The school provides a satisfactory range of extra-curricular sporting activities and pupils enhance their skills in netball and football clubs, with rounders and other sports according to the season. These are well attended and the skills learned in these clubs enhance pupils' achievements in lessons. A residential field trip is organised for Year 6 pupils and this provides good opportunities for adventurous outdoor activities.

139 By the end of Year 2 pupils achieve well for their age. Pupils in Year 1 use space sensibly and put out and return apparatus safely. They show good co-ordination as they practise throwing and catching with a partner. They learn quickly from watching each other's performance and refine their own work accordingly. Pupils make steady progress and by the end of Year 2 they have good dance skills. In a well-taught lesson, Year 2 pupils achieved well as they worked individually and in pairs to move into a shape and then to hold it with muscles held taut. The effective teaching ensured that the pupils worked enthusiastically and they responded well in the good opportunities provided for them to plan together to create a group shape. The teacher enabled pupils to refine their performance by appraising others and ensured that this was done well by asking pupils 'What did you like about this group's shape'. Pupils appraised others sensibly and one child indicated that they should give 'constructive criticism'.

140 In Key Stage 2, pupils in the Year 3/4 class are very well taught and the teacher's good subject knowledge enabled him to develop pupils' football skills in a well-paced lesson. His very good relationships with the pupils ensured that they thoroughly enjoyed the session and worked hard to master complex moves. The pupils showed agility and stamina as they ran, dribbling the ball and protecting it from other players. Behaviour was good; pupils were fully involved and effectively managed. Resources were well chosen and managed and the ball skills were well matched to the age and experience of the pupils. This ensured that they made good gains in the lessons and could trap the ball correctly with different parts of the foot and their skills of trapping and controlling the ball while evading a partner were good for this age group.

141 By Year 6, pupils have sound gymnastics skills. And demonstrated these well as they travelled in different ways around the hall and held a balance on a signal. The teacher's good subject expertise was used well to enable pupils to aim for quality and control in their movements. Pupils set out apparatus safely and sensibly. They transferred their balances to work on the apparatus and many planned and performed imaginative balances, with good control and body tension. The teacher used pupils' examples well to reinforce the need for graceful hand and foot movement. The return from swimming of a large group of Year 5 pupils who joined the class was managed well and the disruption kept to the minimum. However, this weekly disruption reflects unsatisfactory organisation of the return from swimming.

142 The youngest pupils learn to swim in the school's own on site pool that can be used in the summer. Older pupils attend a local swimming pool. By the age of 11 almost all pupils meet National Curriculum requirements and can swim a recognised stroke for at least 25 metres, many swim beyond this. Most pupils have a sound understanding of the effect of strenuous activity on their bodies and understand the need to warm up and cool down after exercise.

143 The two co-ordinators manage the subject well and work well together to support colleagues. The adoption of recent national guidance provides a good framework for teachers' planning. However, they have no opportunities to work alongside colleagues in order to support them or gain a view of what is needed to further develop the subject.

RELIGIOUS EDUCATION

144 Standards in religious education are unsatisfactory. They do not meet the requirements of the locally Agreed Syllabus for pupils aged seven and 11. This is because teaching follows the national guidance for religious education, which should only be used to support teachers planning from the Agreed Syllabus. As a result, the school is not meeting the legal requirement to teach the Agreed Syllabus. There is insufficient time allocated to the subject in most classes, and occasionally lessons are split either by break-time and assemblies or part of a lesson takes place later in the week. This is unsatisfactory.

145 In Year 2, pupils know about the Christian festivals of harvest, Christmas and Easter. However, many pupils bring good knowledge about Christianity from home. In a Year 2 lesson, one pupil had been told about Ash Wednesday before coming to school that morning. Pupils' use good speaking skills in lessons to show their knowledge and understanding, but progress overall is unsatisfactory because pupils do not use their literacy skills well enough to write about what they have learnt.

146 In Year 6, pupils' understanding of religious belief is below what is expected for their age. Although they have learnt about the lifestyles of Buddhists and Hindus, they are confused about the beliefs and worship rituals of these faiths. Pupils in Years 5 and 6 have visited a mosque. They know about the Muslim washing ritual before prayer, but have little understanding of the importance to Muslims of Muhammad. Pupils do not have an understanding that the major world faiths are worldwide. For example, some pupils in Year 6 suggested that Christians "come from Britain". Standards of written work are low. There are few examples of pupils writing about what they have learnt. Too often, they draw and colour in pictures, with only a few sentences of explanation.

147 The overall quality of teaching is unsatisfactory. It is satisfactory in a few lessons and in these, teachers manage pupils well and use good questioning skills although they rely too heavily on pupils' speaking and listening skills. However, there are also some weaknesses in teaching. Lesson planning is too brief and does not give sufficient consideration to matching work with pupils' different learning needs, and many pupils are not sufficiently challenged. Teachers sometimes fail to take account of how much knowledge pupils bring from home. There is often insufficient time in lessons for pupils to be involved in activities. When these take place, teachers often have lower expectations of what pupils are capable of doing than in some other subjects. For example, in a Year 5/6 lesson, pupils were drawing a series of pictures to explain one of the Ten Commandments.

148 Attitudes to learning are satisfactory. Pupils listen carefully and participate well in discussions. They respect the views and opinions of others, but show little enthusiasm on those occasions when they are given a writing task.

149 Leadership and management of the subject are unsatisfactory. The co-ordinator has not long had responsibility for the subject, but lacks knowledge and understanding of the requirements for teaching religious education. There has been no staff training over the last couple of years and this has limited teaching and learning. The co-ordinator sees teachers' planning for the half term ahead, and has begun collecting samples of pupils' work but she has no opportunities to monitor the quality of teaching and learning.

150 There is a good range of artefacts to support teaching about Christianity. In one lesson, the teacher used a 'palm cross' to explain the events of Palm Sunday. There are planned visits, and visitors are invited to the school. Pupils have visited a mosque, and the local Methodist minister is supporting work about the Church community in Years 3 and 4. There are displays in some classrooms and around the school, but very few show pupils' own work.