

INSPECTION REPORT

**ST IGNATIUS CATHOLIC PRIMARY
SCHOOL**

Ossett

LEA area: Wakefield

Unique reference number: 108264

Headteacher: Mr A Rush

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 17th – 20th June 2002

Inspection number: 230433

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and junior school

School category: Voluntary Aided

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Storrs Hill Road
Ossett
Wakefield
West Yorkshire

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Appropriate authority: The governing body

Name of chair of governors: Mr T Mulready

Date of previous inspection: 4th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
28076	Mr D Byrne	Registered inspector	Science Information and communication technology Equal Opportunities	The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
15181	Mrs M Hackney	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?
10228	Mrs S Russam	Team inspector	Mathematics Art and design Music Special educational needs	
18027	Mrs S Mawer	Team inspector	English Geography History	How well is the school lead and managed?
31807	Mr D Carpenter	Team inspector	Foundation Stage Design and technology Physical education	How good are the curricular and other opportunities offered to the pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Ignatius Catholic Primary School is a voluntary aided school that serves the West Yorkshire town of Ossett and neighbouring villages in Wakefield Local Education Authority. There are 152 pupils on roll including 24 part-time Nursery children. The pupils are of white ethnic background and no pupil requires support for English as an Additional Language. The percentage of pupils eligible for free school meals is very low at 3% and the percentage of pupils with special educational needs is well below the national average at 5%. Children start school with above average levels of attainment in most areas of learning.

HOW GOOD THE SCHOOL IS

The school provides pupils with a satisfactory quality of education. Children start school with above average standards, and satisfactory teaching in Key Stages 1 and 2 ensures that pupils consolidate and extend their skills, knowledge and understanding so that by the end of both key stages, the above average standards are maintained in English and mathematics. There are times when the standards achieved by higher attaining pupils could be better. Pupils have good attitudes to learning and behave very well but their levels of personal development could be better. The head teacher and his deputy provide good leadership and a clear educational direction that is improving academic standards. The school gives satisfactory value for money.

What the school does well

- Pupils in the Foundation Stage are given a very good start to their education.
- By the end of Key Stage 2, pupils achieve standards in English and mathematics that exceed the national average.
- Pupils in Key Stage 1 make good progress in writing.
- Pupils develop good attitudes to learning and behave well.
- Good procedures exist for child protection and for ensuring pupils' welfare.
- Good relationships exist between the parents and the school.
- The governing body is effective in supporting the school and checking on how well the school is doing.
- Good leadership by the head teacher and his deputy is improving the school further.

What could be improved

- The standards attained in science, information and communication technology, art and design and music and in historical and geographical and enquiry skills.
- The level of personal development and independence of pupils in Key Stages 1 and 2.
- The provision for the development of pupils' spiritual and cultural development.
- The use of assessment to improve the attainment and progress of higher attaining pupils.
- The range and quality of resources.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1997, the rate of improvement has been satisfactory overall, but the response to some key issues has not been fast enough. Standards attained in English and mathematics and design and technology have improved by the end of Key Stage 2 and assessment procedures in these subjects are much better. The curriculum has been improved and the roles of subject co-ordinators strengthened. A policy has been established to deal with the rare incidents of bullying and the level of communication with parents is now good overall. The leadership provided by the senior management team is better, with the recently appointed head teacher and his deputy providing the school with a good capacity for rapid improvement in the future. In some subjects, standards have declined, namely art and design and music. In information and communication technology, standards have not improved because of the lack of suitable resources and training for staff.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	C	B	D
mathematics	A*	B	A	B
Science	C	C	C	D

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

The table above indicates that in the National Curriculum tests in 2001, the pupils' performance at the end of Key Stage 2 was above the national average in English, well above the national average in mathematics and in line with the national average in science. In comparison with similar schools the pupils' performance was above the average in mathematics but below the average in English and science. The trends in the school's test results have been improving in recent years, with the percentage of pupils achieving the nationally expected standard for eleven year olds of level 4 in mathematics and science increasing. In English, the level of attainment has not improved as quickly since 1997 and standards have been maintained. Inspection evidence is that in both English and mathematics, pupils make satisfactory progress in Key Stage 2 after starting Year 3 with above average levels of attainment. By the end of Year 6 standards are above the national expectations in both English and mathematics and in line with expectations in science. In mathematics, less time is given to using and applying mathematics and handling data than other aspects of the subject, which explains the difference between the inspection findings and the test results at the end of Key Stage 2. The percentage of pupils that exceed the national expectations by reaching level 5 is starting to increase in response to recent initiatives demanding more of higher attaining pupils. The school has set suitably challenging targets for the attainment of pupils in English and mathematics at the end of Year 6 in 2002 and is likely to achieve them.

The performance of pupils in Key Stage 1 in the 2001 National Curriculum tests was well above the national average in reading and writing and above the national average in mathematics. Since the last inspection standards have improved overall and particularly in

reading, writing and mathematics. In science, teacher assessments showed that in 2001, the percentage of pupils achieving the nationally expected standard for seven year olds of level 2 was in the top 5% nationally but very few pupils achieved the higher standard of level 3. In comparison with similar schools, results in reading and mathematics were close to the average whilst in writing they were above. Inspection evidence shows that pupils in Key Stage 1 make good progress in writing and achieve standards that are well above the expectations for their age. In reading and mathematics pupils make satisfactory progress and maintain the good standards that they start with in Year 1, by achieving standards in the end of Key Stage National Curriculum tests that are above the national average.

In other subjects, pupils make satisfactory progress and at the end of both key stages achieve standards that match the national expectations in design and technology, geography, history and physical education. In art and design, information and communication technology and music, standards are below the national expectations because in the past not enough time has been given to the subjects and not all aspects of the curriculum have been taught.

Children in the Foundation Stage start school with levels of attainment that exceed expectations for their age and in their time in the Foundation Stage they make very good progress overall and achieve well. By the time the children start Year 1 the vast majority exceed the Early Learning Goals in their personal, social and emotional development, communication, language and literacy, mathematical development, in their knowledge and understanding of the world and their creative and physical development.

Across the school, pupils with special educational needs make satisfactory progress as a result of the satisfactory support they receive. The progress of higher attaining pupils could be better, particularly in Key Stage 2. Measures to identify higher attaining pupils are starting to improve the way these pupils are challenged, thereby increasing their rate of learning. Inspection evidence indicates that all pupils are treated equally and there is no significant difference between the attainment and progress of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and generally enthusiastic in lessons. In some lessons, where the pace is slow, some pupils can lose concentration and not work as well as they are capable of doing.
Behaviour, in and out of classrooms	Very good. Pupils are almost always polite, courteous and considerate. Pupils have good levels of tolerance and sensitivity to the feelings of others.
Personal development and relationships	Good relationships exist throughout the school. There is caring ethos amongst pupils and staff. The levels of personal development could be better and are unsatisfactory overall. This is because the school is not yet initiating enough opportunities for pupils to take responsibility for their learning or to contribute to decision making about aspects of school life.
Attendance	Good. The levels of attendance are above the national average and the rates of absence are low. Punctuality is excellent.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Satisfactory

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.

Across the school, teaching and support staff are very caring and supportive of pupils' personal and emotional development. Just over half of the lessons seen were satisfactory, a third were good and just over one tenth were very good. The quality of teaching for children in the Foundation Stage is very good overall with strengths in the teaching of children's personal, social and emotional development, communication, language and literacy and mathematical development. Strengths of the teaching in the Nursery and Reception classes are the very good relationships that exist between adults and children and teachers' very good knowledge of the Foundation Stage curriculum that enables them to meet the needs of the children. The class teachers, both part-time and full-time, work very effectively with committed and skilled support staff in order to provide stimulating and exciting activities for the children. Lessons are fun, and children are happy and content within the secure and lively environment that the school provides.

In Key Stages 1 and 2, teachers emphasise the teaching of facts and information and this prepares pupils well for the end of key stage National Curriculum tests. The importance of developing pupils' independence and of fostering their natural creativity and sense of citizenship is not yet given enough attention. The teaching of both English and literacy and mathematics and numeracy is satisfactory overall with strengths in Classes 2 and 4. The pace of most lessons is satisfactory or better, although occasionally better use could be made of time at the end of lessons to establish what has been learned and to identify what needs to be taught next. In science, whilst pupils are given scientific information, opportunities for them to develop essential skills of performing experiments and investigations are too few, which reduces the pupils' overall attainment. Teachers are mostly secure in their own subject knowledge with the exception of aspects of science and the creative elements of art and design and music. In information and communication technology, the lack of resources until very recently has prevented teachers from having enough experience of using computers to support learning. The quality of homework and the use of marking vary between teachers and this lack of consistency reduces the contribution these elements of teaching make to pupils' learning. Pupils are not given enough opportunities to take responsibility for their own learning.

Pupils in Key Stage 1 and 2 respond to their teachers by working well most of the time, although occasionally the higher attaining pupils could be given more challenge. Pupils with special educational needs benefit from effective teaching and support that ensures that they make progress that matches that of other pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall and good for children in the Foundation Stage. There is a good emphasis upon the teaching of English, mathematics, religious education and physical education but aspects of music and information and communication technology are currently not taught. The range of extra-curricular activities is less than normally found for a school of this size.
Provision for pupils with special educational needs	Satisfactory overall. The procedures for identifying pupils with special educational needs are sound and each of these pupils has a suitable individual education plan that guides teaching and is effectively used to check on their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Unsatisfactory overall because the opportunities for developing pupils' sense of spirituality and knowledge and understanding of cultures other than their own are rarely planned for except in aspects of religious education. Good provision is made for pupils' moral development and pupils' social skills are promoted satisfactorily.
How well the school cares for its pupils	Good overall with good provision for pupils' welfare and health and safety. Good procedures are in place to assess pupils' attainment and progress in English, mathematics and science and the information is used satisfactorily to inform teaching. The procedures for assessing pupils in other subjects are currently being introduced and are satisfactory overall.

The school enjoys the support of the vast majority of parents who welcome the initiatives that have been introduced in the last year. The quality of communication is good overall although details about homework are not clear.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory overall. The head teacher, very ably supported by his deputy, provides good leadership and this is successfully moving the school forward. The management of subjects is satisfactory in English, mathematics and science but in need of improvement in other subjects. The Foundation Stage is well managed.
How well the governors fulfil their responsibilities	Good overall. All statutory duties are met and the governors successfully perform a role of being a critical friend of the school. Good procedures are established for ensuring that the school achieves good value for money.
The school's evaluation of its performance	Satisfactory overall. The data from end of key stage National Curriculum tests is analysed carefully so that areas for improvement can be identified and acted upon. The systems for identifying strengths and weaknesses in some subjects are not yet efficient.
The strategic use of resources	All available resources are used effectively and for the benefit of pupils. Procedures for ensuring the best value for money are good.

The number of staff and their qualifications are appropriate for the needs of the pupils. The accommodation is satisfactory overall. There are some significant weaknesses in resources to support learning in many subjects and in particular in the range and quality of books, the

resources for science, art and design and aspects of information and communication technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The leadership provided by the head teacher that promotes good attitudes and behaviour amongst pupils. • The quality of teaching that expects pupils to do as well as they can. • The quality of information about how well their children are doing. • The way the school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The quality and range of information about homework. • The range of extra-curricular activities.

The inspection evidence confirms the views that the head teacher successfully promotes good attitudes and very good behaviour amongst pupils and that the quality of information provided by the school is good overall. Inspection findings show that teachers cater well for the needs of lower attaining and average attaining pupils but the needs of higher attaining pupils are not always met. Inspection findings are that although pupils are capable of using their initiative, there are too few planned opportunities for pupils to take responsibility for their learning. The quality and range of homework are satisfactory overall but the inspection team agrees that the quality of communication could be better. The range of extra-curricular activities is smaller than that found in similar schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The inspection findings and the school's own baseline results show that the overall attainment of children is above expectations for their age when they start full-time education in the Reception class. The majority of pupils have well-developed language and literacy skills and have a broader experience and knowledge and understanding of the world around them than is expected for their age. In their time in the Foundation Stage, pupils benefit from very good teaching and they make very good progress in their development of communication, language and literacy, mathematical understanding, their knowledge and understanding of the world and in their physical and creative development and by the time they start Year 1 the vast majority of children exceed the Early Learning Goals. Most pupils start school with well developed personal, social and emotional development skills and they make good progress in extending these and by the time they start Year 1 the vast majority are sociable, well behaved and caring people.
2. In the National Curriculum tests at the end of Key Stage 1 for 2001, the school's results were well above the national average in both reading and writing and above the national average in mathematics. When compared to schools in similar contexts, they were average in reading and mathematics and above average in writing. Nearly all pupils achieved the national expectation of level 2 in all three areas. The percentage exceeding this and gaining level 3 was in line with the national average in reading and mathematics and above it in writing. The school has been placing more emphasis upon teaching writing in Key Stage 1 in recent years and this is reflected in the higher standards. Trends in results over the last five years show that standards have been rising. In reading and writing, attainment is significantly higher than it was at the time of last inspection and is better in mathematics. In science, teacher assessments showed that the percentage of pupils achieving the nationally expected standard of level 2 was very high and in the top 5% nationally, but very few pupils achieved level 3. Inspection evidence indicates that attainment in science matches national expectations overall but could be better if higher attaining pupils were given work that challenges and extends their good knowledge and understanding.
3. At Key Stage 2, the National Curriculum test results in 2001 were above the national average in English, well above the national average in mathematics and in line with the national average in science. The reason why standards overall are higher in mathematics is because a higher percentage of pupils achieve level 5. When compared to similar schools, the National Curriculum test results for 2001 were above the average in mathematics and below average in English and science. The trends in the school's results over the last five years show that standards in all three subjects have increased at a similar rate to those nationally. Standards in mathematics are considerably higher than at the last inspection whilst in science they are better but in English there has only been a slight improvement.
4. The recently appointed head teacher has introduced a good range of systems for tracking pupils' progress. Staff now analyse the school's results and pupils' performance very carefully to establish what they need to do to improve. This process has successfully identified the need to increase the level of challenge for higher attaining pupils, especially in English and science, and steps are being considered to achieve this. The decision to employ part-time teaching staff so that the mixed aged

classes can be taught as single aged year groups for literacy and numeracy contributes to the satisfactory progress made by most pupils across the school. The targets for the pupils' performance at the end of Key Stage 2 in English and mathematics are suitably challenging and are likely to be achieved. There is no statistical difference between the results of boys and girls.

5. Standards in English have improved significantly since the last inspection by the end of Key Stage 1 but are only marginally better by the end of Key Stage 2. Pupils make good progress in writing at Key Stage 1 and satisfactory progress in other aspects of English across the school. Inspection evidence indicates that the standards at the end of Key Stage 1 are now well above average in writing and above average in reading and in speaking and listening. At the end of Year 2, pupils read with increasing accuracy and understanding. Standards in writing are well above the expectations for their age. Handwriting is very impressive and pupils use established conventions to produce a good range of unaided writing, applying good skills of punctuation and grammar. By the end of Key Stage 2, pupils speak clearly and with good diction but skills of speaking in debates or in improvised situations, such as drama, are less well developed. The standards of writing are above average overall and most pupils write with a range of different styles. The content and quality of handwriting of eleven year olds is better than expected for their age but the range and variety of written work is not as wide as expected. Higher attaining pupils especially are not achieving as well as they could in writing for real purposes. The vast majority of pupils in Year 6 read with good levels of fluency and understanding but, because of a shortage of books in the school, pupils' higher order reading skills associated with using non-fiction materials to locate information are not as well developed as they could be.
6. Inspection evidence shows that standards in mathematics are above average by the end of both key stages. The school emphasises the development of pupils' numeracy skills and their knowledge and understanding of shape, space and measurement, but less time is given to using and applying mathematics and handling data. This explains the difference between the inspection findings and the test results at the end of Key Stage 2. There have been good improvements in mathematics since the last inspection. The standards achieved by pupils have improved steadily throughout the school. Numeracy skills are strong because of the emphasis on teaching this area of mathematics but the application of these skills, although satisfactory overall, is less well developed. Opportunities for problem solving and investigative work are too limited and the work that is set for the highest attaining pupils is not consistently at a sufficiently challenging level. Pupils of all abilities, including those with special educational needs, make satisfactory progress overall given the above average levels at which pupils start Year 1.
7. In science, inspection evidence indicates that standards are in line with the national average at the end of both key stages. Standards are not as high as those registered by the teacher assessments at the end of Key Stage 1 because the inspection judgement includes evidence that the percentage of pupils achieving level 3 is too low. There is a strength in the level of pupils' factual scientific knowledge but pupils' ability to take responsibility for their own learning is not as good as it could or should be. Pupils have a satisfactory knowledge and understanding of life processes and living things, materials and their properties and aspects of physical science but lack the skills to satisfactorily perform investigations and experiments. Higher attaining pupils are not challenged enough and, therefore, the percentage of pupils achieving standards exceeding those expected for their age of level 3 at Key Stage 1 and level 5 at Key Stage 2 are lower than they should be. Since the last inspection, standards in science have improved in terms of end of key stage National Curriculum test results.

8. Overall, standards in English and mathematics are higher than in other subjects and this reflects the emphasis placed upon teaching literacy and numeracy. In art and design, and music, attainment is not as good as it could be. The standards achieved in both art and design and music have declined since the last inspection. In art and design there have been gaps in the taught curriculum in recent years and, consequently, progress over time has been unsatisfactory and standards are below national expectations at the end of both key stages. A similar picture exists in music. With the exception of the minority of pupils attending peripatetic lessons, most pupils have not had enough time to develop a satisfactory level of understanding or skills of appreciating, composing and performing music. In design and technology, however, standards have improved and are now in line with the national expectations at the end of both key stages.
9. Standards in geography and history have been maintained since the last inspection and are in line with the national expectations at the end of both key stages. Pupils make satisfactory progress across the school, although their development of enquiry skills could be better. Pupils' attainment in physical education meets expectations at the end of both key stages and pupils make satisfactory progress. Standards in information and communication technology remain below the national expectations at the end of both key stages and have not improved since the last inspection. This is because resources and staff knowledge have been unsatisfactory and have prevented pupils from having access to the full information and communication technology curriculum.
10. The school's programme of support for pupils with special educational needs is satisfactory. It is effectively organised to identify pupils who need additional help in class. This ensures they make similar progress to their classmates. Arrangements for supporting pupils who have statements of special educational needs are effective and ensure they attain standards that are in line with their prior achievements. Pupils who have individual education plans make adequate progress towards meeting their targets. Their attainment in relation to these targets is satisfactory.
11. Overall, the majority of pupils make satisfactory progress, but teachers give most of their attention to meeting the needs of the average and lower attaining pupils, and higher attaining pupils could achieve higher standards. The school has identified for improvement the subjects and aspects of subjects where standards are not good enough.

Pupils' attitudes, values and personal development

12. Pupils' behaviour and attitudes are a significant strength of the school and have been well maintained since the last inspection. Throughout the school most pupils have a good attitude and are keen to learn. Parents agree that pupils behave well and have an enthusiasm for learning. Most pupils, including those with special educational needs and children in the Foundation Stage, are interested and eager to be involved. In some lessons, where the pace is slow and the needs of all pupils are not fully met, some higher attaining pupils often lose concentration and fail to work as hard as they could. Most pupils work well together in groups and share resources sensibly and willingly. During good lessons, pupils are keen to answer questions but are often reticent in speaking at length to share their own ideas and opinions. When given the opportunity to work independently, most pupils concentrate well and try hard as was seen in a Year 5 literacy lesson when pupils were writing in the classical style of Gulliver's Travels. Pupils listen attentively to their teachers, but as at the time of the last inspection, often lack independence in their learning.

13. Most pupils respond well to the school's code of conduct and class rules and they know what is expected of them. In the Foundation Stage, children settle quickly into the well-organised routines of the Reception class and are happy and secure. The school is a very orderly environment where pupils are caring and supportive of each other. Pupils have good levels of tolerance and sensitivity to the feelings of others and they are quick to help when anyone is hurt or upset. Staff and pupils show mutual respect for each other, and pupils respond well to the good role models of adults.
14. Behaviour is very good. Pupils respond well to the school's behaviour policy and the positive system of reward and celebration of success and achievement. They know the difference between right and wrong. Pupils behave very well when they visit the church to attend Mass as was seen during the inspection when their behaviour was exemplary. Pupils of all ages play together harmoniously in the playground and behave very well in the dining hall at lunchtime. Incidents of bullying or harassment are infrequent and pupils are confident that staff will deal with any problems appropriately. In all classes pupils demonstrate good self-discipline and are very polite and friendly towards visitors. There have been no recent exclusions.
15. Relationships throughout the school are good. In all classes pupils have a happy relationship with their teachers. Pupils are well aware of the school's policy for inclusion and those with special educational needs are effectively supported and integrated into all activities. The good relationships amongst pupils and between pupils and adults in the school make a good contribution to their personal and academic progress.
16. Pupils with special educational needs generally respond well to their lessons and demonstrate a positive attitude to learning alongside their classmates. Pupils who have minor emotional or behavioural problems respond well to the help the school provides in enabling them to come to terms with their difficulties and build meaningful relationships with adults and their classmates.
17. Pupils' personal development in Key Stages 1 and 2 is unsatisfactory. As at the time of the last inspection, insufficient opportunity is provided for pupils to develop independent learning skills and to use their own initiative through responsibility. Insufficient opportunity in school for independent research, particularly for the higher attaining pupils, limits the development of their study skills. Pupils in Year 6 apply in writing for a number of jobs, such as organising chairs and drapes for assemblies, lunchtime tasks, helping in the Nursery class and with younger children during wet playtimes. In other classes pupils help as register monitors and with clearing away resources. The current arrangements for pupils to take responsibility are too limited to ensure that pupils can contribute their ideas or make suggestions for improving their environment and the life of the school.
18. Attendance at 95.5% is good and is higher than the national average. Unauthorised absence is low. Punctuality is excellent and pupils are keen to come to school. Registration and lessons start on time and there is an efficient and well-ordered start to the day. Pupils in all classes settle quickly into well-established routines. This has a very positive effect on their attitude towards school and on their achievements and progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching in the school is very good in the Foundation Stage and satisfactory in Key Stages 1 and 2. Across the school, teachers are caring and

knowledgeable about their pupils and provide them with good levels of personal and emotional support. Pupils in Key Stages 1 and 2 benefit from being taught the essential facts and knowledge defined by the National Curriculum. Teachers are less confident in promoting pupils' levels of independence, however, and this reflects in weaknesses in the standards achieved in the more practical elements of some subjects and in creative subjects, such as art and design and music.

20. During the inspection, no unsatisfactory teaching was observed. Just over a half of lessons seen were satisfactory, a third were good and just over one in ten lessons were very good. The examples of very good teaching were almost entirely in the Foundation Stage. The teaching has improved since the last inspection when some unsatisfactory lessons were observed. The teaching in Key Stage 2 is satisfactory but there is still room for improvement.
21. The recently appointed head teacher is promoting a culture within the school in which teachers seek to improve standards by evaluating their own performance. Teachers show a readiness to reflect on what they do and are keen to attend training events and visit other schools to develop their skills. A planned cycle of lesson observations by senior staff and local education authority representatives is being developed which includes opportunities for teachers and support staff to discuss their own professional needs and recognise their strengths.
22. The quality of teaching for children in the Foundation Stage is very good overall with strengths in the teaching of children's personal, social and emotional development communication, language and literacy and mathematical development. The very good quality of teaching ensures that children develop the good skills they have when they start school and by the end of the Reception class children easily achieve and in most cases exceed the Early Learning Goals. Strengths of the teaching in the Nursery and Reception classes are the very good relationships that exist between adults and children and the teachers' very good knowledge of the Foundation Stage curriculum that enables it to be interpreted to meet the needs of the children. The class teachers, both part-time and full-time work very effectively with committed and skilled support staff in order to provide stimulating and exciting activities. Lessons are fun, and children are happy and content within the secure and lively environment that the school provides.
23. From the time they start school, children are encouraged to think for themselves and to perform simple jobs within class. A love of books and literature is developed from a young age and children are given challenging work that introduces them to reading and writing at a suitable age. In mathematics children establish a good knowledge and understanding of number and teachers make good use of the information from the assessment made when the children start school to ensure that all children, including higher attainers, are challenged. Teaching and support staff make sure that children use the correct mathematical vocabulary and have opportunities to explore a range of activities, including sand and water play. Children make good progress in improving their good knowledge and understanding of the world around them because of the efforts of teachers and support staff. The classrooms are used as a focal point for children's exploration of the world. Many well-planned opportunities are provided for pupils to develop their knowledge and understanding of their locality and of a sense of the past. There are very limited opportunities for children to use the computer because of a lack of suitable resources. The teaching of both the physical and creative areas of development is good. Role-play is used to good effect to develop the children's fertile imaginations and a wide range of activities is provided to develop children's artistic and musical skills. Good use is made of the large outdoor area to develop children's

physical skills and activities, such as model making, painting and structured play, promote children's manipulative skills. In the Foundation Stage, teachers ensure that children acquire a good attitude to learning and develop good learning habits. Children enjoy school and make very good progress in building up their self-confidence and self-image. Behaviour is very good and this contributes to children being able to listen well and work hard when at work or at play.

24. At Key Stage 1 and Key Stage 2, the quality of teaching is satisfactory overall with some good features. A strength is in the way lessons are generally planned with enough detail to ensure that the needs of the majority are met, but a weakness is that the needs of higher attaining pupils are not given enough attention and, at times, work is not hard enough to extend them to reach their full potential. Teachers have secure subject knowledge of most subjects, with the exception of music, information and communication technology and aspects of science. This knowledge is evident in a variety of ways, for example, in the clear explanations and instructions at the start of lessons and the way the objective for the lesson is shared with pupils. In good lessons, skilful questioning and the use of subject specific vocabulary adds to the content of lessons and develops pupils' knowledge and understanding. Teachers are more secure when they are directing and controlling the class and this is done well, but they are less certain when trying to establish opportunities for pupils to make decisions and work on their own. This was exemplified in a Year 6 science lesson when pupils were given a lot of accurate and relevant information about the way materials can change when mixed in water, but were not given the chance to carry out their own simple tests.
25. Teachers tend to rely upon more traditional teaching methods with less emphasis upon promoting pupils' creativity and levels of personal development or upon challenging higher attaining pupils. For example, there is often very good teaching to the whole class at the start of lessons when information is imparted, but subsequent activities are often the same for all pupils. This can cause some pupils who already know what is being taught to get restless and fidgety thereby reducing their rate of learning. Lessons are usually well paced but at times, the pace is too slow which reduces the rate of learning for pupils. An example of this was seen in a Class 3 literacy lesson when the introduction went on for a long time and pupils' initial enthusiasm waned. Teachers generally manage the pupils well and only rare incidents of unsatisfactory behaviour were observed in lessons. Pupils are expected to work hard and to complete their tasks within a set time using a good standard of presentation in their books. Throughout the school, marking is satisfactory overall and in Class 4, some very pertinent comments are effectively used to set pupils higher standards in future work.
26. Across the school, teachers tend to plan and teach distinct subjects in order to guarantee that each subject is taught. This model of planning is very rigid and has weaknesses because sensible links between subjects are not always made. At the moment it is rare for subjects to be linked and opportunities to link literacy or numeracy to subjects are not planned. The lack of cross-curricular links reduces opportunities for pupils to apply and make sense of the basic skills of literacy, numeracy and information and communication technology. Teachers are now beginning to develop the confidence to make such links.
27. English and literacy are taught satisfactorily overall across the school in both the mixed age classes and during single age teaching. Some good teaching was observed in Class 2 where pupils are encouraged to apply their skills of writing to other subjects in addition to English. Planning follows the National Literacy Strategy although at times, pupils would benefit from sensible adaptations to the recommended curriculum so that, for example, pupils in Key Stage 2 have the chance to extend their skills of writing for a

purpose. The group tasks in literacy lessons are usually well planned although the higher attaining pupils are not always worked hard enough. The pace of lessons could be brisker at times and, where this is the case, the plenary time at the end of lessons is often too short and not used as effectively as it could be. Pupils are not always given the opportunity to evaluate how well they have done by contributing to activities or discussions about the progress they have made towards achieving the lesson's learning objectives.

28. The quality of teaching and learning in mathematics and numeracy over time is good and was satisfactory in the lessons observed in the inspection. The principles of the National Numeracy Strategy are followed and this is reflected in the quality of the planning. The introductory mental sessions are generally brisk and this leads to a good improvement in pupils' arithmetic skills. Although lessons are introduced with a good quality explanations and instructions, introductions can be rather lengthy which reduces the time for learning activities. Where good teaching occurs for example, in Class 4, pupils are given time to evaluate what improvement they have made in the lesson. Pupils respond better to lessons that have a brisker pace by concentrating more and working harder. At times, the rate of learning drops, especially when pupils are not encouraged to contribute their own ideas or to explain the methods they have used to answer questions. Teachers make some good use of other subjects to enable pupils to apply their sound knowledge and understanding of numeracy. For example, pupils in Class 5 use a graph to show their favourite sports but, overall, there are not enough opportunities for pupils to apply their skills across the curriculum.
29. In science, the quality of teaching of facts and information is good overall but the teaching of pupils' investigational and experimental skills is comparatively weak, although satisfactory. The lack of a systematic approach to the teaching of practical science lowers the rate of progress of potentially higher attaining pupils by reducing opportunities for them to improve their levels of scientific understanding. The good levels of independence with which pupils start Year 1 are not fully built upon so that all pupils may reach their full potential by the time they leave school.
30. Overall, teaching is satisfactory in other subjects of the curriculum, with some good teaching in physical education. The use of outside coaching staff enhances the teaching of some sports, for example, cricket in Class 4. The commitment of some staff allows pupils to benefit from participating in interschool sporting events. The teaching of information and communication technology is currently unsatisfactory because staff training has not been completed and the range of resources at the time of the inspection was poor.
31. Teachers are not secure in teaching some of the creative subjects, in particular music and aspects of art and design, or aspects of enquiry skills in geography and history. Although some good teaching exists in music in the form of the part-time peripatetic staff, there is a lack of an appropriately balanced curriculum and many staff lack the confidence to teach all aspects of music. In art and design, weaknesses in resources and uncertainties in how to teach art and design reduce the quality of teaching and the rate of pupils' learning.
32. Teachers usually mark pupils' work promptly but corrections are only requested and checked occasionally. Opportunities to link comments added to marked work to targets for improvement are only rarely exploited by teachers, although the head teacher is in the process of reviewing the whole process of how the school involves pupils in their own work, including setting targets for how to improve. Teachers sometimes use homework to extend their pupils' learning at home, for example, by taking home reading

books, key words and preparing for tables tests, but this varies from class to class and from teacher to teacher. There is no clear view amongst pupils about what they are expected to do and this element of teaching is not as good as it could be and reduces opportunities for homework to extend pupils' independent learning skills.

33. The quality of teaching of pupils with special educational needs in whole class lessons is good. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Effective learning support staff makes a valuable contribution to the quality of teaching and learning. Teachers make satisfactory use of individual education plans to inform their planning and match the work they provide to the pupils' individual needs.

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

34. The curriculum is satisfactory overall. There is a good emphasis upon the teaching of English, mathematics and science and most of the other subjects of the curriculum are taught successfully. However, aspects of music, art and design and information and communication technology are not currently being taught. The range of extra-curricular activities is less than normally found for a school of this size. The curriculum for the Foundation Stage is good and the school fulfils its statutory obligations with respect to the teaching of religious education. Since the previous inspection the curriculum has been improved.
35. The curriculum for the Foundation Stage is of a good quality and reflects the national guidelines for children of this age. The teachers' long term planning provides for a full coverage of all the areas of learning.
36. The curriculum for pupils in Key Stages 1 and 2 is generally broad although it lacks balance at present because aspects of the curriculum in art and design, music and information and communication technology are not being taught. The amount of time given to promoting pupils' practical skills in science is limited and this contributes to a weakness in the level of attainment in the subject. The school is awaiting the completion of a new computer suite, which will make a considerable difference to the teaching of information and communication technology although it will not fully address the problem of poor computer resources in the Foundation Stage. The school has successfully implemented the National Literacy Strategy and the National Numeracy Strategy in all classes.
37. All pupils have equal access the taught curriculum and there are no issues concerning gender or the education of pupils with special educational needs. Policies and schemes of work are in place for all subjects, although some policies, for example, geography and history, need review in the light of changes made to other subjects as a result of adopting the guidelines issued by the Qualifications and Curriculum Authority. At the present time each of the new units of study tends to be seen as autonomous by the teachers and the role of the co-ordinators needs to be extended into making connections between the components of many subjects. The number of pupils in the school requires that some are taught in mixed age classes and the school has paid appropriate attention to ensuring that pupils in the same year group who are taught in different classes receive the same curriculum.
38. The provision for pupils with special educational needs is satisfactory. The school provides a flexible range of support to meet the various needs of individual pupils, the

most effective being in class support from learning support assistants. Teachers have copies of pupils' individual education plans and they are used to effectively plan suitable work to meet the needs of individuals. The school ensures that the provision outlined in pupils' statements is in place and is reviewed annually in line with Code of Practice guidance. No pupil is withdrawn from class lessons for additional help. This good practice ensures all pupils with special educational needs have full access to the National Curriculum and receive their entitlement to a fully inclusive education alongside their classmates.

39. The provision for extra-curricular activities is far smaller than normally found in a school of this size. Parents are concerned about the limited range of activities that the school has to offer. Although pupils in Years 3 to 6 are able to join after-school clubs for netball, football and cricket training, there are very few extra-curricular activities organised for those pupils who are not sports orientated. In all classes, pupils go out on visits to places of educational and cultural interest. Pupils in Years 5 and 6 have the opportunity to take part in a residential visit, and this makes a good contribution to their personal and social development.
40. Provision for personal, social and health education is satisfactory. In accordance with the school's policy, there is no formal programme for sex education. The school addresses this area of learning within the curriculum through subjects such as science. A sensitive programme of drugs education and awareness is organised for pupils in Years 4 and 5. At present there is no dedicated provision on the timetable for personal and social education or citizenship.
41. Provision for pupils' spiritual, moral, social and cultural education is unsatisfactory overall because too few opportunities exist for developing pupils' sense of spirituality through the curriculum, in English, art and design or music, for example, or for enhancing their knowledge of other cultures through planned activities. Good provision is made for pupils' moral development and their social skills are promoted well. Overall, the provision in this area has declined since the time of the previous inspection.
42. There are very few opportunities for pupils to reflect on aspects of the lives of others or to consider the beliefs and ways of life of other cultures through an examination of art, music or literature. Whilst a great deal of spirituality flows from the ethos of a Catholic school, there are very few planned opportunities across the curriculum to promote pupils' spirituality.
43. Pupils' moral development is promoted in a number of ways. Pupils in the Foundation Stage are encouraged to be independent and to accept the responsibilities that come with this. In discussions, older pupils were conscious of many of the moral dilemmas that confront the developed world and, in their fund raising for a number of charities, pupils are able to reveal a concern for addressing some of these. Teachers encourage pupils to understand the consequences of their actions for others around them and to take responsibility for those actions when things go wrong.
44. The provision for pupils' social development is good and pupils' behaviour demonstrates their pleasure and pride in being members of the school community. They make critical evaluations of the work which they and their classmates have done and they enjoy sharing success in their classroom activities. In the playground, older and younger pupils interact well together and instances of caring behaviour are common. Too few opportunities exist across the school for pupils to develop their social skills through educational visits and residential expeditions. In school, teachers

act as good social role models and offer appropriate encouragement to their pupils to behave in socially mature ways.

45. Provision for pupils' cultural development is unsatisfactory at present. Whilst the school is aware of the need for preparing its pupils for life in a multi-faith and multi-cultural society, not enough is done to achieve this end. Only a limited range of extra-curricular activities is provided and there is no systematic planning for educational visits to enhance pupils' cultural awareness. In discussion, older pupils have a very limited knowledge and understanding of other faith groups and have virtually no experience of artefacts from other faiths, such as holy books, like the Torah or the Qu'ran. In art and design and music, pupils have very limited experience of the art forms characteristic of other cultures or of their influence on western art and music. A lack of resources, for example, ethnic musical instruments, good reference texts and CD-ROMs, restricts access to a great deal of the information and experiences available in this area. During the course of the inspection, few planned opportunities for extending pupils' awareness of cultures other than their own were observed.
46. Satisfactory links have been established with the community. Links with the parish contribute effectively to the work of the school. The very close links with the adjacent Catholic church makes a strong contribution to pupils' moral and social development. Although involvement in the local community is limited, there are good links with a number of elderly residents, who pupils invite to their Carol Service each year. Regular visitors into school, for example, a theatre-company, enrich the curriculum and activities have included a drama workshop and an historical re-enactment. Local football and cricket clubs provide additional tuition for pupils.
47. Good links have been developed with other schools. This supports the curriculum well and provides good additional learning experiences for pupils. The school works closely with the family of Catholic schools with whom they enjoy some joint activities. The Catholic High School to which most pupils transfer works closely with the primary school to ensure a smooth transition for pupils in Year 6. Strong links have been developed which provide good support on transfer for pupils with special educational needs. The nearby Ossett High School is supportive and shares a number of sporting events and the use of its swimming pool. At times, pupils from St Ignatius participate in sporting events but curriculum links are few given the close proximity of the high school. Trainee student teachers from a local Higher Education Initial Teacher Training institution spend time in the school as part of their training to be Newly Qualified Teachers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. Since the last inspection the school has maintained its good provision for pupils' welfare and pastoral care. Pupils are safe and secure in school and all staff know pupils well. Parents praise the care taken over the day-to-day welfare of pupils and the good systems that the school follows to ensure their safety. The secure and caring environment provided by the school makes a strong contribution to pupils' positive attitudes toward school. Pupils in the Reception and Nursery classes are well cared for through good induction arrangements that help them to settle quickly and grow in confidence. Pupils with special educational needs receive effective support, especially in the Foundation Stage, from staff who are sensitive to their individual needs. This enables them to make satisfactory progress and to be included in the full range of learning opportunities. The close links with the Catholic secondary school to which

most pupils transfer ensure that pupils in Year 6 are well supported and prepared for the transfer.

49. The Health and Safety policy is followed closely and is well implemented by staff and governors. A formal risk assessment is completed regularly and issues are dealt with promptly and efficiently. During lessons and in the playground, pupils are well supervised and staff ensure that they are made aware of safe practices. Electrical equipment is checked regularly. Good provision is made for First Aid with qualified staff on site. An accident book is kept up-to-date and parents are contacted promptly when necessary. Regular fire drills are held during which the building is evacuated.
50. Child Protection procedures are good and are followed efficiently. The head teacher is the designated person with responsibility, and all staff, including lunchtime supervisors, are aware of the procedures to follow in the case of concerns. Pupils have access to all outside support agencies. Good up-to-date personal and medical records are kept for all pupils and these are used well to support their personal needs.
51. Satisfactory procedures are followed to monitor and promote attendance. Registers are consistent and completed accurately. Parents and pupils are reminded regularly of the importance of good attendance and punctuality and its effect on pupils' progress. The school is supported well by regular visits from the education welfare officer. The procedures for monitoring and promoting behaviour are good and are implemented consistently throughout the school. There is a good system of reward and celebration with the opportunity to be chosen to sit at the Gold Table or receive a special commendation at the weekly Sangam' assembly. This contributes well to raising pupils' self-esteem and sense of well-being. Since the last inspection, the school has produced an anti-bullying policy that clearly sets out the expected code of conduct. An incident book is kept and any inappropriate behaviour is well recorded and dealt with promptly. The school's procedures for monitoring and supporting pupils' educational and personal development are satisfactory.
52. The assessment procedures for children when they start school in the Foundation Stage are good and help the Nursery and Reception staff to plan and provide activities that challenge and extend the good skills with which most children start school. The assessment procedures for pupils in Key Stages 1 and 2 are satisfactory. There are good systems in place to monitor what pupils know and are able to do in English, mathematics and science. In these subjects teachers are able to make effective use of assessment information to help them plan what they intend pupils to learn next. The procedures are well established and, as a result, all teachers are familiar with the systems of record keeping. Less well established procedures are in place for the other subjects. However, recent initiatives led by the head teacher to make regular assessments in each subject are starting to help teachers to plan more effective lessons.
53. Satisfactory use is made of day-to-day assessment to plan lessons that meet the varying needs of the majority of pupils. Teachers have recently begun to place more emphasis upon the development of monitoring and tracking pupils' achievements. Throughout the school assessment is now used consistently to identify pupils who may need extra help, but it is not used as well for identifying the needs of higher attaining pupils so that they can be given challenging work. Not all teachers mark pupils' work well enough. For example, they do not include comments in pupils' books that would inform them about how to improve their work.

54. The assessment records that are being developed have yet to include precise information about what pupils do well and what they need to do next. Currently the information is too general to set individual targets. Portfolios of samples of pupils' work in each subject are not in place. Therefore, teachers do not have enough information about the pupils' progress throughout the school. The school is aware of the need to match pupils' work to National Curriculum levels in order to more closely evaluate how standards within the school reflect those found in other schools.
55. At the time of the inspection the school had begun to use its assessment strategies to track the achievements of particular groups of pupils and use the resulting information to make comparisons with the achievements of pupils in similar schools. In discussion with staff, it is clear that plans are also in place to use information to monitor groups of pupils, such as the achievements of boys and girls and any minority groups, who, from time to time, may be represented in the school, such as pupils in care, or those who speak English as an additional language, should the need arise.
56. The school has devised good links with other agencies to ensure the provision outlined in statements of special educational needs is implemented. The special educational needs co-ordinator is responsible for liaising with a wide range of other professionals, parents, carers and other schools. These duties are undertaken diligently as is the organisation of annual review meetings.
57. The school implements satisfactory assessment procedures to identify pupils with special educational needs and comply with the Code of Practice. The information is used effectively and consistently for reviewing the appropriateness of pupils being retained on the schools' special educational needs register and deciding what further help they may require. This has resulted in a very small percentage of pupils being placed on the register.
58. The school meets its statutory requirements as outlined in all pupils' statements of special educational needs. Statements and reviews are up-to-date and specified provision is implemented effectively, including access to additional staffing. The school provides pupils with special educational needs with a broad and balanced curriculum and all individuals have full access to the whole of the National Curriculum.
59. Teachers know their pupils very well and report annually to parents on how their child is developing personally as well as academically. The school has few formal records that note how pupils are demonstrating qualities, such as persistence, application, co-operation with others and the ability to concentrate and be self-confident. The school recognises this as an area for development in order that it can have a greater impact on raising pupils' self-esteem and further promote positive attitudes to learning and personal initiative.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. The school's partnership with parents is good and has improved since the last inspection. Most parents are supportive of the school and are satisfied with their children's progress. The majority feel that the school works closely with them and they are comfortable to ask questions or discuss any concerns. The school welcomes parents and encourages them to help in school and to work with their children at home. The head teacher and staff are readily available to speak to parents informally at the start and end of the day. Most parents provide good additional help at home by listening to reading and assisting with homework topics. This makes a strong contribution to

pupils' progress and the standards they achieve. A small minority of parents find it difficult to sustain a partnership and feel unable to support their children's learning at home.

61. Some parents are concerned about the school's arrangements for homework and the inconsistent information they receive. The inspection findings are that the communication between the school and parents about homework could be improved. Pupils take home reading books regularly but, as reading diaries are not used, there are limited opportunities for effective communication between the teachers and parents to assist parents in helping their children at home. A small number of parents help regularly in classrooms and more help is available when pupils go out on visits. Some parents are unsure of whether or not they can help in school. The head teacher is aware of this and is currently reviewing the ways in which the school seeks support. Parents of pupils with special educational needs are kept well informed about progress, and they are invited to attend review and assessment meetings. The "Friends Association" is a very active group of parents and friends who support the school very well through a range of fundraising events. Activities are well supported and this provides the school with a range of additional learning resources.
62. Parents of pupils with statements of special educational needs are appropriately involved in annual review meetings. They are invited to contribute both in writing and verbally to the discussions about the continuing needs of their child and the progress they have made since the previous review. The school is efficient in consulting with parents of pupils who have individual education plans, and involving them in identifying their needs and contributing to setting targets and working to achieve these both at school and at home.
63. The quality of information for parents is good and has improved since the last inspection. Most parents are satisfied and feel they are well informed. Newsletters are regular and provide parents with a good amount of information about organisation and a diary of events. Although the tone of the newsletters is friendly and welcoming, a very small minority of parents can sometimes misunderstand some comments that are intended to be light-hearted. Class newsletters each half-term provide parents with helpful information about the topics to be taught and guidance on how they can help at home. Parents welcome the invitations to attend the 'Sangam' assembly each Friday afternoon, and to come to the 'drop-in' sessions each half-term when they can join pupils in classrooms. Regular consultation and information evenings are held. They are very well attended. Most parents have signed the home/school agreement.
64. Overall, the quality of pupils' individual progress reports to parents is satisfactory and includes all subjects of the National Curriculum. The inspection team agrees with the views of some parents that clearer information could be provided about progress and how well their children are doing in comparison with the national expectations for their age. Although some information is provided, it is insufficient for parents to assess their child's performance against national standards. Reports do not contain targets for improvement to provide parents and pupils with clear guidelines for further development. In the Foundation Stage, excellent information folders are provided to show parents photographic evidence of their children's work in the Early Learning Goals. The prospectus and governors' annual report to parents meet the statutory requirements and provide a satisfactory amount of helpful information about the school's mission statement, organisation and the curriculum.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The quality of leadership and management is satisfactory overall. The recently appointed head teacher and his deputy provide good leadership and educational direction for the school by providing a clear vision for the school's future. The school has now stabilised after a time of uncertainty about the school's leadership and it is now moving forward at a good rate. The head teacher recognises that standards could be higher and has established a shared commitment amongst staff to improve the quality of teaching and learning so that the needs of higher attaining pupils are met. Effective systems for involving all staff in identifying the schools' strengths and weaknesses are established. The focus is particularly on the monitoring of data about standards and progress in English, mathematics and science and using the results of the monitoring of teaching and learning to improve teaching. In other subjects, procedures for checking on the quality of teaching and learning need strengthening.
66. The head teacher has reorganised the responsibilities of subject managers but the contribution of subject co-ordinators to the management of the school needs further development. Newly clarified responsibilities are beginning to encourage co-ordinators to take a more positive role in the management of the school through a planned programme of monitoring of their subject areas and by managing their own budgets. The impact of the co-ordinators for subjects other than English, mathematics and science is being strengthened by initiatives taken by the head teacher. These include plans for additional training to improve their own subject knowledge and to provide strategies for supporting their colleagues in improving provision and raising standards further in the school. The procedures for performance management are effective.
67. There is a good team spirit within the school, with staff working successfully towards the same positive ethos that is firmly based within the values of the Catholic faith. There is a good focus on ensuring that there is equality of opportunity for all pupils and a commitment to racial equality, but not enough attention is given to promoting pupils' awareness of the diversity of cultures within our world today.
68. Support staff are effective in the contribution they make to teaching and learning. The additional support provided for pupils with statements of special educational needs is most effective when used to enable pupils to be taught alongside their classmates. The special educational needs co-ordinator is an experienced teacher who does not have a direct teaching remit for working with any pupils with special educational needs, except in her own class and, as a result, she has too few regular opportunities to directly monitor and evaluate the work of colleagues and the use made of individual education plans throughout all subjects of the curriculum. There is a policy for special educational needs that is due for review, and there is a named governor with responsibility for this aspect of the school's work, who is knowledgeable, helpful and supportive. The school provides a good level of resources and staffing to meet the needs of this group of pupils.
69. The well-devised school development planning process has improved since the last inspection. The school development plan is set within the context of the school's long-term aims and developments and involves consultations from all staff and the governing body. It is a manageable and effective document containing appropriate targets, allocation of finances, how success can be measured and the person responsible for carrying through the priorities with time scales for completion. Subject co-ordinators submit their own contributions to the plan and are responsible for the implementation and monitoring of their sections. The school development planning process is seen by all as a very powerful tool in managing change successfully in order to improve the school. The school has accurately identified its main areas for

development within the new school development plan currently being prepared. These areas for development match inspection findings.

70. The school's financial management is good. Since the appointment of the new head teacher, school finances have been reviewed and money in the above average surplus is earmarked for improving the school. Effective systems are in place that closely link funds to development planning. All new initiatives and priorities are carefully examined in relation to likely costs and the implications upon the quality and standards of education. The head teacher, senior management team, co-ordinators and governors are fully involved in budget planning and make sure through good procedures that they obtain the best value for money. The resources allocated to the school are carefully planned and effectively controlled and are closely linked to school improvement and the benefit of all pupils. For example, the additional appointment of part-time teachers has meant that for most of the week the pupils can be taught literacy and numeracy lessons in small single age classes. This initiative, started two years ago, is beginning to raise standards through the school. Additional grants received by the school are well spent for their specific purposes. The recent grant from the National Grid for Learning to build a new information and communication technology suite has been very well spent and the governing body and head teacher have monitored its development at each stage to ensure that the best possible value for money has been obtained.
71. The head teacher is establishing good procedures to maintain the professional development of staff after a time when this aspect of the school's work was not as good as it should be. An example of this is the way that recent training for the staff who support groups of pupils has made staff much more effective in their roles. The school has been slower to respond to a weakness identified at the last inspection in improving teachers' knowledge and understanding of science by funding training. This is still to be planned. Information and communication technology was also a weak subject area, but this training is being addressed in the next few weeks as part of New Opportunities Funded training initiatives.
72. Financial control and administration by the school secretary are satisfactory. Her very helpful approach with children, staff and visitors contributes significantly to the smooth running of the school. She would benefit, however, from training to enable her to make better use of computer systems for administration, thereby making more efficient use of her time. Records of financial decisions are prepared by the head teacher and monitored closely by a well-informed chair of finance of the governing body. The governing body has adopted good procedures to ensure that the school makes best use of its resources.
73. The school is well staffed with a sufficient number of suitably qualified teachers to teach the National Curriculum. Support staff and classroom assistants make a valuable contribution to the quality of pupils' learning. Effective use is made of additional teachers in the morning to enable small single age classes to operate successfully for literacy and numeracy lessons. A part-time music teacher is also employed to enrich the provision for music in the school. The procedures for the professional development of staff are satisfactory, although the school has been slow to respond to the last inspection and the need for further training in investigative science.
74. The accommodation is satisfactory overall, with some good and some unsatisfactory features. A significant weakness is the absence of a library and this restricts the opportunities for pupils make as much progress as they could in using books for independent research. The Foundation Stage unit is very efficiently used but it is small and this makes it difficult at times to find enough space for the different areas of

learning. A generous and well-equipped outdoor play area gives some compensation for the limited space indoors. Recent building developments have improved the facilities for pupils and teachers. The newly built computer suite is very well constructed and its users will benefit from the decision to include air-conditioning. The general welfare of pupils in Key Stage 2 has been improved by building new toilets and cloakroom space.

75. The range, quantity and quality of learning resources are unsatisfactory overall and have declined since the last inspection as result of the impact of uncertainties in leadership of the school. For some time, there was not enough investment in maintaining and improving resources for many subjects. The head teacher and governing body recognise that there are gaps in provision and they are in the process of establishing good strategies to rectify the situation, starting with the imminent arrival of state of the art computers. There is a particular weakness in the quantity and range of fiction and non-fiction books available and in the resources for information and communication technology, geography, art, music, history and for practical work in science. These resources are needed to improve the quality of lessons in these subjects and particularly to keep the higher attaining pupils motivated and challenged in their learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards further across the school, the governing body, head teacher and staff should:

1) raise standards of higher attaining pupils by:

- making better use of assessment to identify higher attaining pupils so that their needs can be planned for;
- improving the overall quality of teaching by providing more challenging work.

(paragraphs 24, 27, 28, 29, 53, 101, 105, 108, 113, 127, 130, 133, 152)

2) raise the standards attained in science by:

- strengthening the science curriculum so that the practical skills of pupils are systematically taught across the school;
- raising the confidence and knowledge of teachers through staff development and training.

(paragraphs 7, 29, 126-137)

3) raise standards in information and communication technology by:

- implementing the existing action plan for improving the resources available to pupils;
- ensuring that the planned staff development programme is carried through so that pupils have full access to the National Curriculum programmes of study;
- developing the school's policy and guidelines so that information and communication technology is used to support learning across the curriculum.

(paragraphs 30, 159-163)

4) raise standards in art and design and music by:

- strengthening the quality of curriculum planning so that each element of the subject is regularly taught;
- improving the quality of teaching in each area and improving resources.

(paragraphs 24, 25, 31, 138-145, 164-169)

5) increase the level of personal development and independence of pupils in Key Stages 1 and 2 by:

- devising strategies for valuing pupils' existing levels of independence and resourcefulness in the life and work of the school and within their academic development.

(paragraphs 17, 109, 127, 133, 153, 157)

6) make better provision for developing pupils' spiritual and cultural awareness by:

- encouraging teachers to extend the range of opportunities within the whole curriculum for pupils to express their creativity and experience the impact of music, art and design and the joys and beauty of nature;
- developing a strategy for broadening pupils' awareness and knowledge of the cultures and ways of life of people different to their own.

(paragraphs 41, 42, 45, 143, 168.)

7) improve the range and quality of resources in the areas of weakness identified in the report.

(paragraphs 75, 92, 112, 137, 144, 153, 157, 160, 161)

In addition to the above areas for development the following minor issues may be included in the school's action plan:

- strengthen the provision for developing pupils' geographical and historical enquiry skills;
- clarify the school's policy for homework and communicate this to parents;
- make better use of marking to link to pupils' target setting;
- consider ways of extending the range of extra-curricular activities available to pupils over the year.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	14	21	0	0	0
Percentage	0	13	35	52	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	12	140
Number of full-time pupils eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	4

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	7	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	19	20
Percentage of pupils at NC level 2 or above	School	95 (96)	95 (100)	100 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	20	20
Percentage of pupils at NC level 2 or above	School	95 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	91 (88)

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

School figures given are total figures as the number of boys or girls in the cohort is fewer than ten.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	8	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	19	20	22
Percentage of pupils at NC level 4 or above	School	79 (71)	83 (71)	92 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	21	20	23
Percentage of pupils at NC level 4 or above	School	88 (71)	83 (71)	96 (65)
	National	72 (70)	74 (72)	82 (79)

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

School figures given are total figures as the number of boys or girls in the cohort is fewer than ten.

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	152
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)	7.0
Number of pupils per qualified teacher	25.5:1
Average class size	28.0

Education support staff: YR – Y6

Total number of education support staff	3.0
Total aggregate hours worked per week	57

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.4
Number of pupils per qualified teacher	24
Total number of education support staff	0.4
Total aggregate hours worked per week	10
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	353088
Total expenditure	398833
Expenditure per pupil	2623
Balance brought forward from previous year	64222
Balance carried forward to next year	18477

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

152

Number of questionnaires returned

71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	3	2	0
My child is making good progress in school.	36	54	10	0	0
Behaviour in the school is good.	40	58	0	0	2
My child gets the right amount of work to do at home.	17	50	18	10	5
The teaching is good.	44	52	4	0	0
I am kept well informed about how my child is getting on.	32	51	11	5	1
I would feel comfortable about approaching the school with questions or a problem.	70	20	7	2	1
The school expects my child to work hard and achieve his or her best.	65	25	5	3	2
The school works closely with parents.	27	63	6	2	2
The school is well led and managed.	50	45	0	2	3
The school is helping my child become mature and responsible.	41	52	3	2	2
The school provides an interesting range of activities outside lessons.	21	27	32	3	17

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

76. The school currently has 24 part-time children in its Nursery, who attend during the afternoon session, and 19 children in the Reception class, who are taught separately in the morning session and in a mixed age class with Year 1 in the afternoons. Children start school with levels of attainment that exceed expectations for their age and in their time in the Foundation Stage they make very good progress. By the time they reach Year 1, the vast majority of children exceed the Early Learning Goals in their personal, social and emotional development, in communication, language and literacy, mathematical development, in their knowledge and understanding of the world and in their creative and physical development.
77. The quality of teaching is very good overall. The teachers' long term planning provides for a full coverage of all the areas of learning and in the Nursery and Reception classes teaching is enhanced by the support of a dedicated learning support assistant. The Nursery classroom opens out onto a secure outdoor play area that is partially grassed and which, during the inspection, the children were using with great enthusiasm. The classroom has some limitations of size and currently lacks well-organised activity areas, for role-play or quiet reflection, for example. Teachers in the Nursery and Reception classes use a variety of approaches to enhance their very good teaching and, as a result, children are happy, secure and confident in their learning. In both classes children show initiative and a sense of independence as they bustle their way through the demanding and challenging tasks set for them by their teachers. Although there has been no specific identification of gifted and talented children, during the course of the inspection higher attaining children were sufficiently challenged by the activities planned for them.
78. Children in the Reception class have access to a shared area for wet play that is also used by pupils from Years 1 and 2. Whilst this is a potentially useful addition to their learning environment, the shape of the area and its position makes it difficult for the class teacher to exercise a proper supervision over the activities of the children. As the area is used for water and sand play amongst other activities some useful opportunities for the assessment of language and conceptual development are lost. In the classrooms both teachers have a very good knowledge of what their children can do and they are assisted in their task of teaching and assessment by the very good and enthusiastic behaviour of the children.
79. Resources for the Foundation Stage are satisfactory overall, and they are generally of good quality. For the Nursery, the outdoor play area is a significant asset and the large toys available to the children are popular and well used. On wet days the grass is inaccessible and the number of children is large for the size of the hard play area. Resources, such as books, are also of good quality but not sufficient in quantity for the demands made upon them. Computers and other resources for information and communication technology are also limited at present and of the two computers available in the Nursery area, one is broken and the other is an obsolete model.

Personal, social and emotional development

80. The teaching in this area is very good and the children make very good progress, achieving well beyond the level expected by the time they start Year 1. During the course of the inspection, children in the Nursery and Reception classes showed their ability to play co-operatively and share their resources. The system of self-registration that enables children to use bands to indicate they have gone to the toilet, or name cards to indicate they have chosen to have their milk encourages them in self reliant behaviour. Disputes are settled amicably, often on the initiative of the children themselves and both teachers have very good strategies for knowing when to intervene and when to allow the children to deal with events. This degree of trust is repaid by the sophistication shown by the children during their interactions. For example, a small group of nursery children set up a 'bridge' of wooden blocks and devised their own way of indicating which way the traffic should flow in order to avoid any problems if they all tried to cross in different directions. It was especially noticeable that even when children had chosen to play alone they had no problems if, at a later stage, another child arrived to share the activity.
81. Teachers give the children good opportunities to develop independence by allowing them to take out and put away materials and equipment as they need it. Children show a clear understanding of the need for order and tidiness in an area that is only just big enough for their activities. The children are confident in their personal as well as social conduct. By the time they enter Year 1 they dress and undress independently, although at varying speeds, and they are aware of the rules of personal hygiene and safety.
82. Children from the Reception class play their part in the assemblies, joining with the children in Key Stage 1, and they also accompany their older peers when the assemblies are held in the adjoining church of St Ignatius.

Communication, language and literacy.

83. Teaching in this area of learning is very good and by the end of the Foundation Stage children attain well beyond the Early Learning Goals in communication, language and literacy. In both Nursery and Reception classes the children make very good progress and communicate very well with each other and with their teachers. Children in the Reception class answer questions in sentences and they respond very well to the challenging questions put to them by the class teacher. Regular discussions allow the children the opportunity for sharing their experiences with each other and with adults. In both classes teachers act as effective role models in the use of spoken language and they use good strategies to encourage the children to speak for themselves without putting words into their mouths. In small group activities, such as bubble painting or water play, for example, adult and child participants interact very well and such activities allow the children to experiment with newly acquired technical vocabularies. Where children were observed playing alone, it was noticeable that they maintained an ongoing conversation with themselves as they explored new avenues of learning.
84. All children in the Foundation Stage respond to the written word with great enthusiasm. They love their stories, especially the Big Books, and many, even the youngest children, can express preferences for characters and identify favourite stories which are often read to them at home. By the time they enter Year 1, children have a good idea of the sequence of events in a story and they are able to construct simple ones of their own from a set of cues. The children's reading is enhanced by

the quality of parental support. Parents read with their children and provide them with books of their own. The school is about to invest in a new core reading scheme, which should further extend the children's reading experiences.

85. The quality of children's writing by the end of the Foundation Stage is well above expectations and they are keen to show their skills in this area. By the time they enter Year 1 they have acquired good skills of pencil control and letter formation. Good use is made of written work in assessing the progress being made by the children but at the present time too little of their work is displayed for others to share.

Mathematical development

86. Teaching in this area of learning is very good and all children make very good progress in developing their knowledge of number, shape, size and capacity. By the time they transfer to Year 1 children are achieving well beyond the Early Learning Goals.
87. Teachers use the classroom displays very effectively in promoting the language of mathematics as the children come to grips with the magic of numbers. Counting up to and beyond the number ten presents no problems for the children and those in the Reception class are confident in their ability to count "really big numbers". The higher attaining pupils have a good understanding that numbers do not end, although the "weight" of any number above one thousand creates a sense of awe and wonder for many of them. During the course of the inspection it was clear that children are fully aware of the many mathematical possibilities to be found in sand and water play as they experimented with the transfer of sand and water from one container to another and delighted in discovering the similarity of capacity between tall, thin and short, fat containers.
88. Teachers in both classes encourage the use of correct mathematical vocabulary in their discussions with the children and, through the use of probing questions, are able to make good quality ongoing assessments of their progress. In their creative activities the children were observed counting colours, beads and other objects with accuracy and a sense of pattern.

Knowledge and understanding of the world

89. Children make good progress in their knowledge and understanding of the world and by the time they transfer to Year 1 their attainment exceeds the Early Learning Goals in this area of their development. Teaching is good and in both classes provides the children with a range of experience through which they can extend their knowledge of the world around them.
90. In both classes teachers use the immediate environment of the classroom as the focal point for the children's exploration of the world. In outdoor play the children from the Nursery have a very good sense of the plants and living things in the grassed area and they also have the opportunity for enjoying the presence of living things in the classroom. Reception children have an understanding of their journey to school and are also able to describe their shopping expeditions with their parents. The self-registration system used encourages pupils in accounting for their activities at different times during the day and by the time they transfer to Year 1 they have a well developed sense of the nature and importance of the daily routines of the school and the classroom. The vast majority has a good sense of age and gender relationships

within their immediate family and those with other siblings in the school have a sense of how they will progress through the age ranges.

91. Many opportunities are used to allow the children to develop their scientific understanding as they experiment with materials and resources. During the course of the inspection children in the Reception class engaged in lengthy comparisons of the differences in tactile sensations arising from using dry or wet sand thereby learning about the properties of some materials.
92. In language work the Reception children are able to give "Duncan the Donkey" puppet many characteristics as they come to realise that fantasy can enhance their fun and understanding of the world. At the present time opportunities for the children to use computers are too limited by the poor quality of the resources available and this problem needs to be addressed as a matter of urgency. A significant number of children have some experience of the use of computers at home and this, in part, makes up for some of the loss of opportunity in school.

Physical development

93. Teaching in this area is good and the children make good progress, achieving beyond the Early Learning Goals by the time they transfer into Year 1.
94. Children in the Nursery class have access to the secure outdoor play area and, during the course of the inspection, were observed playing with a fine awareness of the space available. In the more crowded environment of the classroom they move round with a good sense of proximity and are careful of each other's presence. Apparatus is used with confidence both inside the classroom and outside and, when climbing, children act safely and with a good sense of balance. Children in the Reception class have access to the school field and also to the hard playground area. In both they show a firm grasp of safety and they have very well developed body awareness. They have good levels of skill when using small apparatus and work well with partners when using bats and balls.
95. In activities, such as writing and mark making, painting and modelling, the children show good fine-motor control and they reach Year 1 with a good control of pencils, scissors and paintbrushes.

Creative development

96. The teaching of creative development is good and the children make good progress, attaining beyond the Early Learning Goals by the time they transfer to Year 1. During the day the children experience a wide range of methods, materials and activities. During the course of the inspection the use of paint was prominent and children showed an ability to mix and match colours and work with good brush control as they applied the paint to paper. Teachers make good use of creative activities to promote learning in other areas, for example, bubble painting in the nursery produced fun, discussion and scientific understanding as well as works of art that the children compared and evaluated.
97. Role-play is used to good creative effect. The topic on China being pursued by children in the Nursery culminated during the week with the children making a Chinese meal, which they endeavoured to consume with chopsticks. Through role-play children in both classes display a fertile imagination as they act out their own

versions of the world of experience and they interact well as a part of their social development.

98. The classrooms are attractive but not yet vibrant with the work produced by the children, who are very proud of any of their work on display. All children have an opportunity for singing and other musical activity and they can take part in rhyming games. Children from the Reception class play a full part in the assemblies and join their fellow pupils when they attend mass in the adjoining church of St Ignatius.

ENGLISH

99. At the end of Key Stage 2, the 2001 National Curriculum test results showed that pupils attained standards that were above the national average but below the average when compared to similar schools. The number achieving the higher Level 5 was in line with that expected nationally, but below that of similar schools. In the 2001 National Curriculum tests for pupils at the end of Key Stage 1, pupils' attainment in reading and writing was well above the national average. In comparison with similar schools, standards were average in reading, and above average in writing. There were no significant differences between the attainment of boys and girls in the test results.
100. Inspection findings indicate that by the end of Year 6, the school has maintained the above average standards found at the last inspection, but the rate of improvement has only just kept pace with the national trend. By the end of Year 2, standards have improved significantly from the average standards found at the last inspection and are now well above average in writing and above average in reading and speaking and listening. The difference between inspection findings at the end of Year 2 and the test results of 2001 is explained by the different characteristics of the present Year 2 group of pupils.
101. Pupils in both key stages make satisfactory progress overall from the above average starting point in their attainment on entry to Year 1. In Key Stage 1 they make good progress in writing. The few pupils with special educational needs make progress at a similar rate to their classmates. Since the last inspection, the implementation of the literacy strategy and the generous staffing levels for teaching literacy have had a beneficial effect on standards, especially in Key Stage 1 where the gains in progress have been the greatest. In Key Stage 2, standards are also slowly rising in response to these initiatives and the appointment of new co-ordinators for English. However, further developments are needed in aspects of planning, teaching and assessment, especially at Key Stage 2, to provide more challenge for the higher attaining pupils so that they can progress more rapidly in their learning and reach their potential.
102. Attainment in speaking and listening is above average throughout the school. By the end of Year 2 nearly all pupils speak clearly and confidently and are eager to engage in conversation. When they were asked to describe the setting of 'Kipper's birthday', Year 2 pupils showed that they had listened carefully to the reading from the teacher by the detail they gave in their answers and the use they made of a broad and interesting vocabulary. Although most pupils show consideration in waiting for their turn to speak, occasionally, in their keenness to talk, they do not always wait for others to finish speaking.
103. By the end of Year 6, pupils are articulate and fluent speakers. They talk confidently to each other and adults, and express their thoughts and opinions in an articulate and

relaxed way. At both key stages discussion times are used well for pupils to explain their ideas and discuss their experiences. Although the questioning skills of the teachers are effective for the lower attaining and average group of pupils, a greater focus is needed at times on providing more demanding questions for the higher attaining pupils to enable them to use their intellectual skills fully and achieve more in their learning. For example, in Year 6, pupils compared two text extracts on evacuation in wartime. The teacher skilfully helped the pupils to extend their understanding of the text and the style of writing, but did not go far enough in encouraging the higher attaining pupils to comment critically on the impact of the two extracts and explain their personal preferences. Although some opportunities for drama and role-play are provided for pupils in Year 1, these are not being extended enough through the rest of the school. Pupils are not, therefore, practising their speaking skills in a wider range of situations across the curriculum and gaining the stimulation to extend their ideas in more creative and formal situations. The pupils in Year 6 sometimes give presentations, which they prepare at home. These talks, although not usually linked to current topics being taught, are valuable in helping pupils gain confidence in speaking more formally. Many more opportunities are needed through the school to widen the scope for improvisation, performing scripted drama and presenting a persuasive argument through debates and presentations. There are also very few occasions for the pupils to see live drama.

104. Standards in reading are above average at the end of both key stages. Although progress is satisfactory, pupils are not challenged sufficiently to read widely and enthusiastically in school because of a shortage of books and other reading materials, and very limited information and communication and technology facilities at the moment. The shortage of books and absence of a library was also a weakness at the last inspection and has not been addressed. Comments from the Year 6 pupils, such as, 'I have favourite authors, but they don't have any of their books in school' and 'I never choose a book from the class library as they're all too easy', sum up the current situation and the impact on pupils' abilities to be able to read widely at the correct level and to develop a love of and an interest in reading. Fortunately, most pupils have good selections of books at home. Much of the research for topics in history and geography in Years 5 and 6 is done at home where books, Internet facilities and the local library are regularly used. Pupils visit the local library from school each half term where they can borrow a greater range of reading materials. Next term improved computers will enable the pupils to use this facility more for research and study skills. With the opportunities that pupils have to choose books from home and the local library and the satisfactory focus on developing reading skills in the literacy lessons, most pupils learn to read successfully, but standards could be even higher with improved resources. Although pupils take books home from a very limited selection, home-school diaries are not used and this limits communications with parents over the progress being made in reading and parents' involvement in supporting their children's learning at home.
105. By the end of Key Stage 1, most pupils read fluently and accurately although expression when reading aloud is developing more slowly. Pupils are secure in reading unfamiliar words themselves. Pupils read with good understanding and talk confidently about the content of the stories. When discussing some of the characters in the books, however, they do not always show a natural delight in sharing their ideas and their knowledge of authors is limited. This weakness is linked very closely to the shortage and variety of books in the school. Study skills are developing at a satisfactory rate but could be better with more resources.

106. As they move through Key Stage 2, pupils read with increasing accuracy and understanding. Many of the higher attaining pupils in Year 6 are confident and skilled readers and compare and contrast the settings and characters from different authors in their approach to evacuees in wartime. They discuss their preferences for different books and authors and many regularly read for pleasure at home. Because of the shortage of books and, particularly, the lack of computer facilities, the opportunity for independent research in school is limited. Although pupils often carry out research at home they are not taught sufficiently at school the skills of skimming, scanning and efficient reading to develop more effective research skills.
107. Standards in writing are well above average by the end of Key Stage 1 and progress is good. Handwriting is very impressive and the recently introduced handwriting scheme is enabling most pupils by the end of Year 1 to join their letters with a very good degree of accuracy. By the end of Year 2, most handwriting is joined and legible with a growing fluency of style. Through regular practice, simple and even more complex words are usually spelled correctly and used to very good effect in the well-structured stories that have good beginnings and contain imaginatively sequenced sentences. Most pupils produce a good range of unaided writing, which includes the re-telling of well-known stories, holiday news, book reviews and character studies. Within the lessons good links are made between reading and writing and this helps pupils to improve the structure and ideas in their writing. Punctuation and grammar are taught effectively and well established in pupils' work.
108. By the end of Key Stage 2, attainment in writing is above average. As with Key Stage 1, some well-chosen examples of literature are used for pupils to model, support and extend their own writing. Because of this, pupils have gained a good understanding of how to structure different styles of writing themselves. The handwriting and content of their work is usually good, and shows a clear development of their knowledge and understanding of grammar, punctuation and comprehension. Although they write for some different purposes, for example, character studies of Macbeth, headlines for news reports and alternative endings to well known stories, the range and variety of written work is not as wide as it could be and should be increased to extend and motivate the higher attaining pupils more. For example, there are few occasions in which the pupils write for a real purpose, such as a school newspaper or books for younger pupils. There are not enough opportunities for extended writing or preparing work to publication standards using computers to edit their work. These weaknesses are limiting further progress being made at times.
109. Most pupils show positive attitudes to their work and generally maintain good levels of concentration and effort. They behave very well in lessons, but at times in Key Stage 2 they could work harder if given more demanding work to do in the independent tasks. The pace of work is sometimes too relaxed and pupils lack the intellectual effort and urgency to succeed. This especially applies to the higher attaining pupils. At times pupils also need more opportunities to use their own initiative in lessons and have some choices for their own learning. Tasks are sometimes over directed by the teacher and this limits pupils' personal development. Pupils are quite capable of taking much more responsibility for their own learning.
110. The quality of teaching is satisfactory overall, although during the inspection some very good teaching was observed in Key Stage 1. Teachers' knowledge and understanding are generally secure and teachers are effective in delivering a good shared session, with a clear focus on pupils learning important basic skills. Planning, which is satisfactory, closely follows the principles set out in the National Literacy Strategy, but the tasks are not always challenging enough for the higher attaining

pupils in Key Stage 2 and teachers' expectations could be higher at times. The best lessons move on at a brisk pace and maintain pupils' interest and motivation through good questions and discussion. The guided reading sessions sometimes lack sufficient focus and clear objectives and not all teachers are assessing the progress pupils are making. In a very successful reading session in Year 1, a teacher worked with pupils to improve their expression by demonstrating good practice in her own reading of the story and asking pupils to join in, try out their own ideas and share their reading together. Not only did the pupils learn how to add expression to their reading aloud, but they also learned about the characters in the book. Because time limits are not always set in the independent part of the lesson, the plenary is often rushed and not as effective as it could be. Teachers are not always planning this part of the lesson as well as they could and it often ends up as a brief 'report back' session, rather than an opportunity to reinforce learning and assess and share what has been learned with the class. The plenary in Year 5, however, was very well organised and the pupils were able to make their own assessments of how well they had done in their writing in the style of different authors.

111. The very few pupils who have special educational needs are fully integrated into lessons and given the support they need to take a full and active part. Homework is sometimes given but there is a lack of consistency through the school and communications could be improved further with parents, so that they know when their children will be bringing work home.
112. The school has implemented and developed the National Literacy Strategy well at Key Stage 1 and to a satisfactory standard at Key Stage 2. There are some good opportunities for pupils to develop the key skills of English across other subjects in Key Stage 1, for example, making animal dictionaries for science and asking and answering questions in history about everyday life following a visit to an historic hall. Although pupils in Years 5 and 6 sometimes find out information for topics in other subjects, the range of writing is often restricted to describing visits or copying work from books. There are much fewer examples of pupils evaluating sources of information for history or recording investigations in geography and science. The use of computers to support English is unsatisfactory at the moment, because most hardware and software is not yet in place. There are limited contributions made by English to the development of pupils' spiritual, moral, social and cultural development. The limited range of books and a lack of a lively, stimulating area for reading reduce opportunities for pupils to sit quietly and immerse themselves in reading for pleasure. A weakness in the provision of non-fiction books that feature other cultures and ways of life restricts the available information for pupils to broaden their knowledge and understanding of other people's lives.
113. Assessment procedures are good and individual targets have recently been set for pupils. Some good examples of pupils assessing their own writing are being done in Class 4. These systems are helping pupils to see the areas of their work that they need to develop. Marking is generally good and helpful in showing pupils what they need to do to improve further. All teachers assess the progress that the pupils have made each week against the objective of the lesson and record this information formally. This valuable information needs to be used more by teachers to plan work that is suitable for the range of ability in the class and sufficiently demanding for the higher attaining pupils. The use of assessment, therefore, although satisfactory, could be improved further.
114. The leadership and management of the subject are good overall and are already beginning to be effective, even though the co-ordinators are both relatively new to their

positions. Teaching and learning have been monitored recently and an appropriate action plan for further developments has been drawn up. The subject leaders show a good commitment to further improvements in English and a good grasp of the strengths and areas for further development.

MATHEMATICS

115. Inspection findings indicate that standards achieved by pupils at the end of both Key Stage 1 and 2 are above average. This matches the National Curriculum test results in 2001 for pupils in Year 2 which indicated that pupils achieved above the national average and average standards compared to similar schools. The results of the National Curriculum tests at the end of Year 6 in 2001 showed attainment to be well above average when compared to all schools, and above the average of similar schools. The school emphasises the development of pupils' numeracy skills and their knowledge and understanding of shape, space and measurement, but less time is given to using and applying mathematics and handling data. These areas are barely assessed in the end of key stage National Curriculum tests and this explains why inspection judgment differs from the results of the end of Key Stage 2 tests.
116. There have been good improvements since the last inspection. The standards achieved by pupils have improved steadily throughout the school. Numeracy skills are strong because of the emphasis on teaching this area of mathematics but the application of these skills is less well developed, although satisfactory overall. Opportunities for problem solving and investigative work are too limited and the work that is set for the highest attaining pupils is not consistently at a challenging or demanding enough level.
117. Overall, pupils of all abilities, including those with special educational needs, make satisfactory progress given the above average levels at which pupils start Year 1. Progress in Class 4 is good because teaching is of a good standard. Progress within lessons in other year groups is sometimes of a good standard when the quality of teaching ensures that pupils of all abilities make good strides in their learning. However, pupils who are capable of achieving better than average standards are not always well challenged by the work they are given.
118. By the end of Year 2 all pupils have a good understanding of place value up to 100 and are confident when adding numbers to 20 in their heads. They understand the process of multiplication as repeated addition and can solve division sums practically. Pupils show a good understanding of the processes of addition and subtraction as they solve puzzles by moving along rows and columns of the 100-square. The higher attaining pupils explain that moving left or upwards is related to subtraction, whilst lower attaining pupils complete a pattern of adding 10. Presentation of pupils' work is sometimes inhibited by the use of unlined exercise books and this also restricts the development of written methods for addition and subtraction.
119. By the end of Year 6 most pupils have a very good understanding of place value with numbers up to a million and understand the effect of multiplying or dividing by 10 and 100. Pupils are confident in multiplying large numbers by a single digit and most pupils are beginning to use a variety of methods for solving long multiplication. They recognise the relationship between decimals, fractions and percentages and use cancelling to reduce fractions to their simplest form. Regular practice and mental tests enable pupils to reach a high level of arithmetic skills. However, there are

insufficient opportunities for pupils to apply their skills in solving problems or in more open-ended investigational work.

120. By the end of Year 2 pupils name and identify most common two- and three-dimensional shapes and have a good understanding of the related vocabulary. They have good opportunities to use a range of measurements, including litres and metres and tell the time using both digital and analogue clocks. They display their work using different graphs, for example, organising multiples of 2 and 5 in a Venn diagram.
121. By the end of Year 6 most pupils have a good understanding of the properties of shapes and work out the area of rectangles using formulae. They draw and measure angles with accuracy and know the appropriate units of measurement. Most pupils understand the meaning of terms, such as mode, range and frequency, and accurately carry out the related calculations. Pupils use information to complete a good range of graphs and higher attaining pupils produce a line graph to display distance, journey times and speed in kilometres per hour. Most pupils have a sound understanding of the concept of probability and confidently use the appropriate terminology to describe their observations.
122. The quality of teaching and learning is satisfactory throughout the school. Teaching is of a good standard over time in Class 4 which impacts positively on how well pupils learn. In the best lessons, activities are interesting and challenge the pupils to think for themselves. Planning for lessons is satisfactory and all teachers follow the same format. Planning and teaching are most effective when learning objectives are clearly stated and work is carefully planned to meet the needs of pupils of differing abilities. The introductory mental sessions in lessons are generally brisk, leading to a good improvement in pupils' arithmetic skills. Explanations of new work to the whole class are generally clear, but frequently too long. The time at the end of the lesson is used effectively to check what pupils have learned and this information is then used to guide and inform future planning. In the better lessons, there are good contributions from the pupils to review their own learning, as in Class 4 where pupils evaluate what improvement they have made in the lesson. Where teaching is lively and well paced, pupils respond enthusiastically, as in the opening session of a lesson in Year 2 when pupils were keen to work out what needed to be included for number sequences to be completed accurately. Pupils are less enthusiastic when the pace is slower and their contributions to discussions are minimal as in Year 6 where pupils are not regularly invited to describe their methods of calculation. Good use is made of simple resources, such as number lines and squares, to help younger pupils' understanding.
123. Satisfactory use is made of numeracy skills in other subjects, for example, pupils in Class 5 use a graph to show their favourite sports and pupils in Class 4 study Ancient Egyptian mathematics in history. Some use is made of information and communication technology to generate graphs in Year 6 but generally opportunities for using the computer to support learning in mathematics are too few.
124. Whilst pupils' work is marked regularly, this very often consists of ticks and crosses and there is insufficient guidance to enable pupils to improve. However, when marking indicates a general problem for some children, the teacher follows this up with the class. This was seen in Year 2 when the teacher worked with a small group of pupils to clarify difficulties experienced in ordering 2 and 3 digit numbers.
125. The leadership and management of the subject are good. The co-ordinator has a good grasp of the strengths and weaknesses of the subject and has had some opportunities to monitor teaching. The head teacher has started to carry out analyses of test and assessment data and the co-ordinator is now more involved in this

process in order to accurately identify areas for improvement and to set up more rigorous procedures for target setting. In addition, plans are being implemented that involve pupils in setting their own targets for improvement and teachers establishing portfolios of moderated and levelled work to provide opportunities for pupils to learn independently and make use information and communication technology. These are appropriate areas for development. Resources to support pupils' learning are satisfactory, but the planned introduction of a commercial scheme of work to support learning should help teachers provide more appropriate and challenging work for all pupils.

SCIENCE

126. Standards in science have been maintained since the last inspection and are in line with national expectations at the end of both key stages. The 2001 end of key stage National Curriculum tests indicated that pupils' performance at the end of Key Stage 2 was in line with the national average but below the average for similar schools. Too few pupils achieve standards that are above those expected for 11-year-olds and higher attaining pupils are not being challenged enough. Inspection evidence confirms the 2001 end of key stage National Curriculum tests. Inspection evidence indicates that across Key Stage 2, all pupils, including those with special educational needs, make satisfactory progress in their acquisition of knowledge and understanding but very few are working at a standard that exceeds the national expectations for their age. Pupils' expertise in performing simple scientific investigations is below the expectations for their age and pupils could and should be doing better in taking responsibility for using practical skills to solve simple scientific problems. The weakness in pupils' practical skills exists because staff are unsure of how to manage pupils in practical situations and there are currently inconsistencies between the way different staff promote investigational and experimental work. There is no discernible difference between the performance of boys and girls at the end of Key Stage 2..
127. A similar picture exists in Key Stage 1. Inspection evidence indicates that most pupils, including those with special educational needs, make satisfactory progress in developing their knowledge of science but higher attaining pupils are not challenged enough and could achieve better. Pupils' skills of solving simple scientific investigations and experiments, however, are below the level of which they are capable. The teacher assessments at the end of 2001 indicated that the pupils' performance in science was very high in terms of the percentage of pupils achieving the nationally expected level for pupils at the end of Key Stage 1 of Level 2. The percentage reaching Level 2 was in the highest 5% nationally. The teacher assessments also showed that the percentage of pupils achieving the standard exceeding the national expectations for their age of Level 3 was below the national average and well below the average for similar schools. This supports the inspection evidence that higher attaining pupils could be given more challenging work. There is no discernible difference between the performance of boys and girls by the end of Key Stage 1.
128. In Key Stage 1, pupils make satisfactory progress in developing a secure knowledge and understanding of science that matches the expectations for their age, but higher attaining pupils are not challenged enough resulting in too few reaching high standards. By studying plants and animals pupils learn about the requirements for life to survive and develop their knowledge and understanding of the difference between animals such as birds, bears and fish. Pupils acquire a knowledge of the basic names of parts of a plant, for example, leaf, flower, stalk and root, and establish the

fact that seeds need water, air, warmth and sunlight to germinate and grow. By exploring common foodstuffs, such as jelly, pupils develop a knowledge and understanding of the way that materials can change when they are mixed with other things, such as water. Pupils make good predictions of how heat changes other foodstuffs, such as butter, chocolate and bread. Activities involving looking at everyday materials, like wood, plastic and glass, allow pupils to develop a satisfactory understanding of the difference between man-made and natural materials.

129. Most pupils in Key Stage 1 develop a satisfactory knowledge and understanding of aspects of physical science by studying the way forces are pushes and pulls that can make a toy vehicle move, change direction, slow down or stop. Pupils have a rudimentary knowledge and understanding of electricity but little experience of constructing electrical circuits. Although pupils in Key Stage 1 make satisfactory improvement in developing scientific skills of observing things closely and using recording skills of drawing and completing prepared tables and charts when classifying materials, their progress in other aspects of practical science is unsatisfactory. Pupils have a basic knowledge and understanding of how to perform a fair test, in the context of testing how far a toy vehicle will roll down a slope, but the idea of working with support to develop independence in planning tests, making measurements and recording their findings in variety of ways including the application of numeracy and information and communication technology skills is not as good as it could be. Many pupils start Year 1 with a good knowledge and understanding of the world and good skills of exploring it, but these are not extended as well as they should be by the end of Year 2.
130. With the exception of higher attaining pupils, the majority of pupils in Key Stage 2 extend their knowledge and understanding of science at satisfactory rate overall, although the rate of progress varies between classes. It is better in Class 4 where work is quite challenging and higher attaining pupils take more responsibility for their own learning. By the end of Key Stage 2, pupils have developed their idea of a fair test and started to acquire the knowledge that many things can affect the results of tests (called variables). As part of a task establishing whether or not the size of a parachute affects the time it takes to fall to the ground, pupils applied satisfactory skills of measurement and demonstrated a satisfactory ability to record their findings by applying their data skills of numeracy but the standard achieved is lower than many pupils are capable of, especially higher attaining pupils. Pupils in Year 6 have a satisfactory range of scientific knowledge appropriate for their age. They know and understand about the functions of basic systems of the body, for example, the skeletal, blood vascular and digestive systems. Pupils can name the basic parts of the human body and the main parts and functions of the plant, including that the leaf is responsible for photosynthesis and for controlling the release of waste materials into the air. Their knowledge and understanding of materials matches the expectations for their age. Pupils have a secure understanding of the properties of solids, liquids and gases and can use appropriate scientific words, such as evaporation and condensation, to explain essential changes in the environment, for example, the water cycle. Simple demonstrations have been observed to illustrate the way some changes can be permanent whilst others are reversible. As part of a Class 5 lesson seen during the inspection when pupils observed the way common materials reacted with water, pupils showed a secure knowledge of the difference between chemical and physical reactions.
131. By the end of Key Stage 2, pupils have a satisfactory knowledge of aspects of physical sciences, such as forces and their effects, electricity, light, sound and the Earth in space. Although pupils know that the newton is the unit of measurement of

force, and can explain the way forces make objects float or sink, their skills of taking responsibility for investigating such phenomena are not as good as they should be. Pupils know and understand the way sounds result from vibrations and that sound needs something to travel through whereas light can travel through a vacuum but cannot go around objects unless it is reflected. Pupils can use correct scientific words to describe what they know in science and have good knowledge and understanding of the relationship between the Earth and the sun and how this explains night and day. Throughout Key Stage 2, pupils' skills of using information and communication technology to support their learning are weak.

132. The quality of teaching and learning is satisfactory overall. Teachers are secure in conveying information and illustrating scientific ideas but less so in managing more open ended tasks. The weakness reflects most teachers' lack of confidence to give pupils opportunities to develop their skills of working without teacher support to plan, perform and record scientific investigations and experiments appropriate for their age. The relative strengths and weaknesses in teachers' knowledge are reflected in the progress that pupils make across the school. Pupils make satisfactory progress in extending their knowledge and understanding of science from the above average level with which they start Year 1 but the lack of opportunities for pupils to become independent reduces the progress of all pupils and especially higher attaining pupils.
133. Across the school, lessons are generally well planned to reflect the school's planned curriculum but the emphasis is too rigidly tied to the needs of the lower and the average attainers rather than planning more challenging work for the higher attaining pupils. The purposes of lessons are shared with pupils so that they are aware of what is expected of them and they can participate in evaluating how well they have learned. Pupils are generally well managed although there are times when the higher attaining pupils are not challenged enough and they become rather fidgety and do not concentrate as well as they could. In Key Stage 1, teachers expect pupils to get involved in their learning and plan activities that enable pupils to touch and handle resources and learn by doing. As part of the work to develop pupils' knowledge and understanding of the way materials change, pupils were given water frozen in a balloon (an ice balloon) to explore and this work resulted in some good standards of observation. When pupils are given the opportunity to carry out practical tests they are enthusiastic. For example, during a lesson observed in the inspection, pupils set about enthusiastically on their tasks of comparing the number of seeds in different fruits and enjoyed the resulting mess! In Key Stage 1, there is a good emphasis upon linking science to literacy because teachers demand that work is very well presented and provide opportunities for pupils to use writing in the style of reported speech, instructions and descriptions to record what they have learned. Although pupils are given a range of work involving setting and classifying things into groups and completing prepared charts and tables, the application of numeracy skills could be better. Very little use is made of information and communication technology because of the lack suitable resources.
134. In Key Stage 2, the emphasis is very much upon establishing a good base for pupils' knowledge and understanding of scientific vocabulary and basic scientific facts with few opportunities for pupils to develop the confidence to take responsibility for aspects of their learning. The expectations of pupils are higher in Classes 3 and 4 than in Class 5 because the work in these younger classes includes tasks that challenge and extend higher attaining pupils. In Class 3, pupils usually present their work well and they have some regular opportunities to perform simple tests. An interesting test was performed when pupils tried to find out how far socks stretched when different masses are added to them. This activity demonstrated the pupils' good ability to apply

their good mathematical skills to different situations although higher expectations could be made for pupils to do this across Key Stage 2. In Class 4, pupils make good progress and extend their knowledge and understanding of science at a good rate. Lessons are often challenging for all pupils and pupils present their work neatly and with a sense of pride. Some good use of 'Planning Guides' to help pupils to perform their own scientific investigations into thermal insulators illustrates an example of good practice in developing pupils' independent learning skills. This example is not consistent across the school, however, and pupils do not therefore develop their practical skills at a fast enough rate. This is evident in Class 5 where the emphasis is very clearly upon preparing pupils to take the end of key stage National Curriculum tests.

135. A lot of hard work by the teacher and pupils to revise the essential scientific knowledge and the correct use of scientific vocabulary prepares pupils reasonably well for their tests but most of the work is targeted to the lower and average attaining pupils. Too little regard is given to teaching pupils work that is set at the level that exceeds the expected standard of Level 4. This fact, coupled with limited opportunities for pupils to take responsibility for their learning, reduces the progress and attainment of higher attaining pupils and therefore lowers the overall end of Key Stage 2 National Curriculum test results.
136. Most pupils have an interest in science, and they work hard and behave well, but the higher attaining pupils do not always work with the same levels of enthusiasm and this reduces their quality of performance and their standards of written presentation in science. Teachers mark pupils' work promptly but the quality varies from class to class. In Class 4 some very good marking exists where pupils are expected to complete unfinished work and are given targets for improvement but in other classes, marking is often cursory. Science contributes positively to developing pupils' social development but the lack of investigations that demand that pupils use their initiative reduces the potential of science lessons to help develop pupils' co-operative skills.
137. The quality of leadership and management of science is satisfactory overall. The new head teacher has established a better climate for staff to monitor the quality of teaching and learning and has started to establish good systems for checking on what goes on in science. The co-ordinator is committed to raising standards in science to the same levels at least of English and mathematics. She has attended training courses and the need for staff development is identified in the school development plan. The curriculum is satisfactorily planned on paper but more attention needs to be given to systematically building on the good knowledge and understanding which pupils have when they start Year 1. The procedures for assessing pupils' attainment are good and are a useful way of monitoring how well pupils are doing as well as identifying where standards could be better. A consistent approach to teaching scientific investigations and developing strategies for pupils to plan and record their work without always having teacher guidance and support is already planned by the co-ordinator. The resources for science are unsatisfactory especially with regard to the resources for pupils to work on practical work, the access to suitable books to support research and access to suitable information and communication technology software to extend their learning. These weaknesses are recognised by the head teacher and governors who are taking steps to start to rectify matters.

ART AND DESIGN

138. By the end of Year 2 and Year 6 pupils' attainment in art and design is below the national expectations for their age and has declined since the last inspection when standards were in line with national expectations at the end of Key Stage 1 and above national expectations at the end of Key Stage 2. Pupils are no longer making satisfactory progress because planned opportunities for certain elements of Curriculum 2000, such as pupils evaluating and improving their own work, are not good enough. Pupils are not taught an adequate range of new skills, in part because there are too few resources for them to use in their lessons, but also because art is frequently only used as a means to enhance other subjects. All pupils, including those with special educational needs, make unsatisfactory progress. The lack of well established assessment procedures related to National Curriculum levels means that planning does not take into account how pupils' performance could be enhanced further.
139. By the end of Key Stage 1, pupils mix colours successfully to illustrate the story of Zacchaeus and produce satisfactory observational drawings of objects from nature, such as flowers and trees. Pupils recognise that by mixing paints, or by using pencils of a different thickness, they can produce different effects. They identify different lines and shapes to create a picture as part of their work in numeracy. In connection with their work in science pupils make collages to show various forces at work, including pushing and pulling. The finished products are of a satisfactory standard. Pupils' knowledge of the work of famous artists is limited although they recall a good range of information about Monet and his work. They are able to explain how they have tried to replicate his style to create their own flower pictures. Opportunities for pupils to exercise creativity in producing their own designs are unsatisfactory because teachers provide too few opportunities for pupils to use their own initiative.
140. By the end of Key Stage 2, pupils produce a limited range of observational drawings of objects, such as trainers, using pencils, and of plants, using pencil crayons. Pupils have no sketchbooks to practise their skills or for reference when completing their pictures. They have a satisfactory appreciation of colour as they create colour palettes and examine the use of colour in Japanese art. Pupils have little opportunity to examine the work of various artists or adapt the styles for use in their own work. Pupils recall having studied Monet, da Vinci and Van Gogh, but are less secure in matching well known works of art, such as the Mona Lisa, to their artist or naming any notable works, such as 'Child with a Dove' by Picasso. No evidence was seen of pupils designing their own artefacts or of creative work, such as textiles. Pupils have very little opportunity to use the computer to aid their learning, for example, by using the internet to research examples of still life, or by using a paint program to create self-portraits.
141. Pupils have good attitudes to the subject, behave well in lessons and some put a good deal of effort into their work. Pupils are always ready to share resources and to help one another. Pupils show a readiness to listen to and take on board constructive criticisms to help improve their work. Most pupils take a pride in their work and are keen to discuss the processes and techniques that they used. These positive attitudes and the quality of behaviour provide a good base for creating an effective learning environment to improve pupils' progress in future.
142. Overall, the quality of teaching observed during the inspection was satisfactory but over recent years it has been unsatisfactory. This is because the curriculum is not planned well enough to support teaching and thus provide pupils with an adequate range of good quality learning opportunities. The contribution that art and design makes to pupils' personal development is, consequently, also unsatisfactory.

However, a significant strength of teaching is the very good strategies teachers employ to manage pupils and much importance is attached to celebrating pupils' achievements, although more emphasis could be placed upon creatively displaying their efforts. The effectiveness of learning is reduced because pupils do not have sketchbooks for experimenting with media or effects. Opportunities are also missed for pupils to develop technical skills and, as a result, their drawing and painting, whilst often satisfactory, are not as good as they could be. Planned opportunities for pupils to develop creativity through the design process are underdeveloped. Teachers' own knowledge and understanding of the subject are secure and they plan their lessons effectively. However, the poor level of resources at their disposal and the limited time available to teach new skills and techniques frequently frustrate them. Effective use is made of ongoing assessment. In one lesson observed, the teacher provided pupils with good opportunities to discuss their work and explain to their classmates how they envisaged the end product.

143. The contribution of art and design to promoting pupils' spiritual and cultural development is unsatisfactory because pupils have too few opportunities to extend their sense of awe and wonder over a full range of artists and techniques.
144. The quality of leadership and management of the subject has been unsatisfactory in the past but is now satisfactory. The co-ordinator has only recently become responsible for the subject and has had limited time and opportunity to monitor or evaluate provision and attainment in the subject. Nevertheless, she has accurately identified the need to become familiar with the quality of teaching and learning throughout the school, and put into place procedures for assessing what pupils know and are able to do and for tracking their progress as they move through the school. Strategies to improve learning opportunities have also, rightly, been identified. In order to facilitate this, the current poor level of resources available for teachers to use in their lessons requires improvement.

DESIGN AND TECHNOLOGY

145. Pupils' attainment is in line with national expectations at the end of both key stages. All pupils, including those with special educational needs, are making satisfactory progress as they move through the school. The school has recently adopted the guidelines for the subject issued by the Qualifications and Curriculum Authority and has not yet made sufficient progress for the success of this change to be evaluated. Standards have improved since the last inspection.
146. The acquisition of skills forms a significant part of the curriculum in Key Stage 1 and this is achieved through giving pupils experience of a variety of materials and methods. Pupils in Years 1 and 2 gain knowledge from constructing simple mechanisms using found and commercial materials. At this stage most pursue the making with a good deal of alacrity but are slower in coming to terms with the design process itself. Pupils make some verbal evaluations of their work and they develop an ability to compare their own work with that of others in the class and thereby learn how to modify their own designs. The adoption of the new units of study will give pupils in Key Stage 1 a more systematic introduction to the design process including food technology.
147. Pupils in Years 3 to 6 experience using a wider range of materials and are able to address an enlarged spectrum of design requirements. By the time they reach Year 6 pupils have worked with materials of varying degrees of resistance and have acquired

techniques for joining them together in functional ways. The adoption of the new units of study has been too recent for any full evaluation of its impact on the pupils but pupils are able to give a reasoned explanation of the work they have carried out. Moving monsters and money containers have been produced by pupils in Years 3 and 4 whilst pupils in Years 5 and 6 have practised their design skills in food technology and in constructing a marble maze and different types of shelters. Older pupils show awareness that design and technology can give rise to social and moral issues. Those most alert to such issues could identify the link between consumer demand for designer goods and the exploitation of workers in other countries. However, none are able to fully relate such dilemmas to their own lives. The work in some pupils' design and technology books shows a maturity of evaluation and indicated that pupils are making a substantial shift in their approach to the design process as they move through the school. Peer evaluation is accepted by the pupils and is used to support the idea that a design may need to go through a number of stages before it is ready for the prototype stage.

148. Teaching in design and technology is satisfactory overall. Teachers have yet to gain a full working familiarity with the new units of study and there is no school wide programme of assessment taking place. As yet there is no sense that the subject is sufficiently well embedded in the curriculum to produce the sense of new discovery that can come from a close involvement with the design process. Leadership and management in the subject are satisfactory. The recently appointed co-ordinator has not been in place long enough to have had a significant impact on the teaching of design and technology throughout the school. A lack of time means that she is unable to exert a proactive role in the monitoring of teaching and learning. The school is awaiting the opening of its new computer suite and the availability of this resource will provide new opportunities in the field of design and technology. Other resources for the subject are, with the exception of the lack of text resources, satisfactory in quality and quantity.

GEOGRAPHY

149. The standards in geography at the end of both key stages are in line with national expectations. Pupils of all abilities, including those with special educational needs, make satisfactory progress overall through the school. Similar standards were found at the last inspection. Although pupils have covered the different aspects of geography, more focus is needed on using the local area and developing mapping and enquiry skills in Key Stage 2.
150. By the end of Year 2, pupils have a satisfactory knowledge and understanding of places. They describe familiar places and explain where places in the immediate locality of the school are, for example, the post office, the church and their home. Pupils describe the features of their journey to school and competently use photographic evidence to identify places of significance in their locality. They draw their route from home to school and mark the features they see on the way. Pupils recognise how different places compare, for example, a town compared to a farm, and are starting to become aware of world-wide places. Pupils follow the journey of 'Barnaby Bear' in his travels around the world during holiday time and, as result, pupils know that there are countries with different climates and landscapes from theirs.
151. By the end of Year 6, pupils' knowledge of places is satisfactory, but their geographical enquiry skills have not been developed sufficiently and there has been

little opportunity for the pupils to develop these skills through fieldwork, especially in Years 5 and 6. The recent focus on the 'World Cup' in Years 5 and 6 has motivated the pupils well and they have learned some important information about each country, including population, currency and language. Pupils have satisfactory opportunities to study the geographical aspects of different locations first hand, although teachers do not always make the best use of these opportunities to really extend pupils' learning. The pupils are currently carrying out a coastal area study, which has included a residential visit to a seaside town but the fieldwork opportunities in this visit were not exploited sufficiently and mostly consisted of writing up diaries to describe the events of each day. Pupils have used maps of the coastline and have studied and made up imaginary maps and holiday brochures. Some opportunities are provided for pupils to explore environmental issues, such as the effect of erosion of the coastline on people who live there and the physical consequences. Some local studies have been carried out, including a survey of different shops in Years 3 and 4 and pupils have also looked at a village in India, but not in sufficient depth to make any meaningful comparisons with their own locality. During their visit around the locality of the school and the area where many of them live, the pupils draw their route from home to school and mark the features they see on the way. They are skilled at recognising these features on maps, particularly the major and minor roads and places of interest. They work out who has the longest journey from home to school and use their mathematical skills well to draw a graph to show the time journeys take.

152. The quality of teaching is satisfactory overall, with some good features. Teachers have a secure knowledge and understanding of the requirements of the National Curriculum and this ensures that the curriculum is planned so that pupils systematically learn each element of geography as they move through the school. Although teachers give some attention to developing pupils' geographical enquiry skills, there is a need for more focus on the development of enquiry skills, especially through fieldwork. Good use is made of available resources, for example, photographs are taken during visits that are shared with the pupils. Teachers do not always focus enough on opportunities to help pupils to become active and effective enquirers. The challenge for the higher attaining pupils is not being given enough priority in Key Stage 2 and especially in Years 5 and 6. In the recent studies on mountains and rivers, although pupils gained a satisfactory knowledge of aspects of geography, the teaching relied too heavily on pupils working on undemanding tasks that were not linked sufficiently to the local area or to environmental issues. Pupils' research and enquiry skills are not being promoted because information and communication technology is not sufficiently developed in the school yet. Although pupils communicate their findings often at great length in their writing at Key Stage 2, the purpose and range of writing is limited. It is more purposeful and relevant at Key Stage 1, with a good focus on pupils using the correct geographical language in their discussions and writing. The lack of suitable resources for information and communication technology in the school means that teachers do not make use of computers to extend the range of learning opportunities, for example, by using information from the internet.
153. The quality of leadership and management of the subject is satisfactory overall. The coordinator is new to the subject, but from her examination of planning and of pupils' work, she already has a good awareness of the strengths and weaknesses in provision and how to improve aspects further. She is aware of some weaknesses in resources and the lack of a progressive approach to teaching the enquiry skills of geography through Key Stage 2. There has been no monitoring of the teaching and learning through classroom observation yet and so this is an area for further development. It is needed to ensure a more consistent approach to teaching mapping

and enquiry skills particularly through fieldwork, and to identify any in-service needs in this important aspect of the subject. Satisfactory procedures for assessing the attainment and progress of pupils are being introduced but they are too recent to inform planning or to monitor standards across the school.

HISTORY

154. The standards of attainment in history are in line with national expectations at the end of both key stages. Similar standards were found at the last inspection. Pupils have a satisfactory knowledge and understanding of the past and progress for all pupils including those with special educational needs is satisfactory. There are some weaknesses in evaluating and interpreting events in history and finding out information about the past from sources other than books. There are not enough resources in the school to sufficiently challenge the higher attaining pupils in their learning. Although a few useful visits are made, the follow up work is not always focused sufficiently on historical enquiry and understanding and, because of this, standards are not as high as they could be and progress could be better.
155. By the end of Key Stage 1 pupils have a satisfactory sense of chronology and make a reasonable distinction between the past and the present in the topics they study. When they studied the Victorians they were able to make some comparisons between aspects of their own lives, such as children not having to go out to work now and how teaching has changed. They also recognise and use the words and phrases relating to the passing of time, such as old, new and long ago. They are much less aware of how the past can be divided into different periods of time because time lines are not regularly used in classrooms. In understanding aspects about the past, the pupils devised a good range of questions that they would like to have asked Guy Fawkes about his life. This is one of the few examples of work where the pupils are encouraged to use their skills of enquiry. A visit to a nearby historical centre gave the pupils good opportunities to re-enact scenes from the past and understand significant aspects of life four hundred years ago. Although the pupils gained a lot of valuable information when they dressed up and worked in the kitchen, the follow up work in school was rather prescriptive and did not challenge the pupils sufficiently to answer important questions about life long ago or to carry out individual research. The lack of suitable resources in the classroom often prevents the pupils from going beyond the simple re-telling of facts. However, the current topic on Queen Elizabeth and the Jubilee celebrations is motivating the pupils well and, because more resources are available for this topic, the pupils are beginning to know where to find information to help them answer important questions about the past.
156. By the end of Key Stage 2, pupils have built up a satisfactory knowledge of the features of some past societies and have a reasonable understanding of the links between historical events and what is happening today. The topics in Key Stage 2 cover The Romans, Ancient Egypt and changes in Britain since 1948. In these study units not enough links are made to the local area and few visits are planned. Therefore, the pupils are not sufficiently aware of the rich social and industrial significance of the area in which they live. Through using books the pupils in Years 5 and 6 have compared the lives of the Celts with the Romans and considered the reasons why the Romans invaded Britain. They also make links between now and then in their discussions of why people move. In their study of 'Life in Britain since the 1940s' the pupils in Years 3 and 4 explore the similarities and differences between life in the fifties and now. The historical enquiry and interpretation does not go far enough in considering the reasons for the changes and no reference is made to the local

area. Although the pupils in Years 4 and 5 demonstrate a satisfactory knowledge of events in Egyptian times, they are not being challenged to pursue their historical enquiry further because of the limited range of sources of information. At both key stages pupils do not yet have access to computer-based materials for research purposes, but this will improve next term when a computer suite is up and running.

157. The quality of teaching and learning is satisfactory overall at both key stages. Teachers' knowledge and understanding are satisfactory, but lessons sometimes lack enough purpose because of the shortage of resources and there is not enough emphasis on the important elements of historical enquiry and research. Teaching is often used as a vehicle for developing pupils' literacy skills and pupils have produced a lot of written work, especially in Key Stage 2, both in school and at home. Not all of it is purposeful research or enquiry, with too much focus, especially in Years 5 and 6, on copying out work from books. A good example of purposeful links with literature was seen in Years 1 and 2 when the pupils recorded their own experiences of the Jubilee celebrations and then shared the recording with others. In their planning, the teachers are now using national guidelines and have selected topics to cover each year. Some of these topics have been introduced without considering fully the implications for resources and visits. In most cases the local area has not been considered enough when planning the units of work. This has meant that, although the units have been taught in a satisfactory way and pupils have made reasonable progress, they have missed out on the challenge that more resources and the use of the local area would provide. Teachers' expectations are not high enough for higher attaining pupils and their progress could be better, especially at Key Stage 2.
158. The co-ordinator leads the subject in a satisfactory manner. She assists with planning and is slowly addressing the weaknesses in resources. History has been identified as an area for development and, although limited time has been found in the past to monitor the teaching and learning, this is being addressed next term with a focus on work scrutiny and the monitoring of some lessons. The co-ordinator has also recently introduced a system for assessing history, but it is too early to judge how effective the use of assessment will be in improving the teaching and learning of history.

INFORMATION AND COMMUNICATION TECHNOLOGY

159. Standards in information and communication technology have not improved since the last inspection and remain below the standards expected nationally for pupils at the end of both key stages. All pupils, including those with special educational needs, are currently making unsatisfactory progress. The reason for the unsatisfactory standards and progress is that teachers have been unable to plan and deliver a suitable information and communication technology curriculum because of a lack of suitable computers and supporting software. A significant improvement in resources is imminent. A new computer suite with state of the art computers is in the process of being established supported by a programme of staff training.
160. Across the school, pupils have a limited experience of using the computer beyond the experiences that many of them have at home. At the end of Year 2, most pupils have poor skills of using computers because of the lack of opportunities that have been available to them. Teachers are frustrated by the lack of resources that makes it hard for them to teach the requirements of the National Curriculum although plans are being drawn up by the head teacher and staff to ensure that the new resources are used effectively in the next academic year. Pupils have a very limited knowledge and understanding of how the computer helps them to learn. Their ability to collect

information and enter and store it in various forms by using text, tables and images is weak. Where resources allow, teachers in Key Stage 1 have given pupils some opportunities to write stories and short pieces of text. Pupils are familiar with using the keyboard to write short pieces of text and know how to save what they write. Pupils have very few opportunities to use the computer to support numeracy. They have had virtually no experience of how to represent data in tables and other forms, such as block graphs, and pupils' skills of doing so are well below the expectations for their age. Although pupils have used art packages to develop their ideas, their quality of work is not as good as it should be. They are familiar with using a brush tool and colour to create random designs. Problems with the reliability of printers mean that there is little computer-generated display.

161. By the end of Year 6, pupils' skills have improved slightly but not at a suitable rate of progress. Pupils do not have access to the Internet and, therefore, are not as familiar as they should be with using this facility to locate and use information available on line. Pupils in lower Key Stage 2 understand how to direct a programmable toy (a Roamer) but, overall, most pupils have narrow knowledge and understanding of control devices. The pupils' ability to present information is below expectations and not enough use is made of word processing to support their work in subjects across the curriculum. Many pupils in Key Stage 2 are able to change the font style, size and colour and pupils have inserted pictures and images into work based upon countries of the World Cup. The lack of access to computers means that pupils have not been able to make use of the essential technology for life today and for the pupils' future.
162. The quality of teaching and learning is unsatisfactory because of the lack of opportunities for teachers to plan for the use information and communication technology in their teaching. A significant number of teachers have a limited knowledge and understanding of the most effective way of using computers and their confidence is low in this subject. All staff are committed to learning how to teach information and communication technology and their commitment is demonstrated by their determination to benefit from the imminent staff training. The new computer suite and the planned increase in classroom computers and resources indicate a strong commitment to rectifying the weaknesses that exist. The curriculum for information and communication technology has not been meeting the requirements of the National Curriculum because the resources have not been available but, with the imminent improvement, staff are working with the head teacher to establish a whole school plan that ensures that pupils learn each element of the programmes of study of the National Curriculum.
163. The subject is now well managed although this has only been the case since the head teacher took charge recently. He and his governors have acted quickly since his appointment to ensure that resources are improved. By very prudent spending and close liaison between the school, the diocese and the local education authority, a new, purpose built information and communication technology suite has just been completed. The quality is high and the resources will enable all pupils to start to build up their computer skills. The co-ordinator is knowledgeable and has accurately identified very good strategies for improving the knowledge and understanding of staff within a realistically urgent timescale. The information and communication technology Action Plan is an effective guide for the school's future development.

MUSIC

164. By the end of both key stages, pupils are achieving standards that are below national expectations. The standards have declined since the last inspection because pupils do not have enough time to study music and they have insufficient resources to use during their lessons. Pupils are not provided with enough time to listen to and appreciate a wide variety of music, or to get involved in creating and evaluating their own musical compositions. There is a lack of subject expertise amongst the staff and, because of this, the short lessons are mainly devoted to singing and providing pupils with opportunities to familiarise themselves with playing percussion instruments. A specialist teacher provides good quality support for singing during lessons and the school ensures pupils who have a particular interest are given opportunities to learn to play instruments. Pupils of all abilities in classes 1 and 2 make satisfactory progress in their lessons because teachers are better at trying to provide suitable activities that increase pupils' knowledge, understanding and skills. Pupils in the other classes make unsatisfactory progress because they are not made to work hard enough and the work they are given does not enhance their musical skills, knowledge and understanding well enough. Throughout the school the quality of pupils' singing is good and they make better progress in this aspect of their work.
165. By the end of Key Stage 1 most pupils have a good sense of rhythm and respond well when directed to perform loudly or softly using percussion instruments. However, opportunities for them to develop these skills further by composing and playing their own simple tunes are not well planned. With clear guidance from the teacher pupils can respond to a range of informal musical notation. Pupils have too few opportunities to listen to each other and, therefore, are not confident to make suggestions about how to improve their own or others' work. Pupils co-operate well in groups when playing as a member of a family of instruments. However, their knowledge of the names of instruments is weak and they refer to them as shakers, scrapers and beaters. The quality of singing is consistently good. Pupils sing melodically and with clear diction. They quickly learn and remember the words to songs such as 'Families of Instruments' and 'Make a Noise'. During brief interludes children behave well and enjoy opportunities to listen to music. When listening to music played by the visiting pianist they could talk about how the tune made them feel and that it reminded them of calm and stormy seas, but overall they have too few opportunities to listen to music.
166. In Key Stage 2, pupils' progress is unsatisfactory. By the end of Year 6 pupils' knowledge and understanding of musical vocabulary are insecure. They have difficulty defining terms such as tempo, timbre and dynamics. They are not familiar with formal notation or what it represents. A minority have heard terms, such as stave, sharp, flat, crotchet and quaver, but cannot explain their meaning. Opportunities are missed for pupils who have individual music tuition to contribute their skills during lessons. There is no school orchestra or choir, but the quality of singing overall within class music lessons and assemblies is good. This is because pupils are taught well the finer points, such as breathing correctly, by the visiting piano and singing teacher. Pupils are given too few opportunities to excel in performing. However, on occasions, such as the First Communion Celebration Mass, the small group of pupils who sang 'As The Deer Pants For The Water' performed very well. They show considerable confidence, feeling and sensitivity. Pupils' ability to listen to and appraise music is weak. In discussion with a group of Year 6 pupils they could not recall having discussed the work of famous composers. Their knowledge and understanding of different types of music, such as classical, rhythm and blues, pop and jazz, are also weak. Their concept of current popular musical artists also being composers was also weak.

167. Pupils clearly enjoy the limited opportunities they are given for listening to and making music. Attitudes to the subject are very positive and pupils behave well in lessons. These factors make an important and significant contribution to how well pupils learn and achieve and the pleasant learning environment that is a feature of many lessons. However, music makes too little contribution to pupils' personal development because listening to and performing a range of music through co-operating in small groups and practising together for occasions, such as Mass, are not planned regularly enough. Pupils also learn too little about the music of different cultures.
168. The quality of teaching in Key Stage 1 is satisfactory, but it is unsatisfactory in the other classes, although no unsatisfactory lessons were seen during the inspection. The visiting piano and singing teacher provides good quality assistance to all the teachers and her expertise enhances lessons. As a consequence, pupils made satisfactory progress in the lessons observed during the inspection. However, over time, weaknesses in class teachers' own knowledge and understanding of the subject and their lack of confidence restrict the quality and range of learning opportunities they provide for pupils. They are unclear about what pupils should be able to achieve and do not use assessment effectively during lessons to evaluate the progress pupils are making. In Years 1 and 2 teachers use appropriate methods to teach basic skills effectively, but this is not the case in the other classes. In spite of these weaknesses all teachers are very good at managing pupils and in Years 1 and 2 pupils are well motivated and, therefore, they learn more. Teaching is also enhanced by the skilled contributions from peripatetic music teachers for brass, wind and strings. The quality of this tuition is very good and provides the pupils who have additional music tuition with greatly enriched learning experiences.
169. Over time, the leadership and management of the subject have been unsatisfactory as indicated by the low standards in the subject. The new head teacher has now assumed responsibility for co-ordinating the subject. He has a secure grasp of the quality of the provision that the school makes and the areas that need improving. These include improving the quality and range of learning opportunities, teachers' confidence, knowledge and understanding and the range of resources available to support pupils' learning. There are also plans to provide more opportunities for pupils to celebrate their musical achievements and to give a higher priority to developing the subject by increasing its importance throughout the school and the contribution it makes to raising pupils' awareness of other cultures.

PHYSICAL EDUCATION

170. At the end of both key stages standards in physical education have been maintained since the last inspection and are in line with national expectations. All pupils, including those with special educational needs, make satisfactory progress as they move through the school.
171. By the end of Year 2 pupils have a good sense of balance and movement and they are able to work alone, in pairs and in larger groups. In an outdoor lesson in blustery weather conditions pupils in Year 2 used small apparatus with good control and an awareness of the need for safety on a less than favourable hard surface. When controlling the bouncing of a ball, pupils can remain relatively static, for example, using the playground 'hundred square' as a boundary around their movement. They can also move in a freer, more fluid way if asked to control throwing, catching and bouncing skills over a wider area.

172. By the end of Year 6 pupils have made further refinements in their body management skills and can evaluate their own performance and that of others. Pupils in Year 3 were observed using the marked out athletics area on the school field. In their activities they demonstrated an ability to perform standing jumps and short distance sprints and they showed a healthy competitiveness in their approach to physical activity. The school is fortunate in receiving cricket coaching help from the coaching staff of Yorkshire County Cricket Club and pupils in Year 4 were able to enjoy training in basic skills in cricket as well as taking part in a Kwik Cricket game. In practising tennis skills some of the Year 6 pupils demonstrated good racket and ball control in windy conditions that made such control difficult. In Years 5 and 6 pupils are able to have swimming lessons and the vast majority exceed the minimum expectations of the National Curriculum in this area. In discussions pupils talked enthusiastically about their participation in a range of sporting activity and some recalled their residential visit which they found to be physically demanding.
173. Pupils show very positive attitudes towards their physical education. They co-operate easily with each other and peer influence promotes learning. Boys and girls interact successfully and the physical education curriculum is fully inclusive. The good attitudes shown by pupils enable teachers to construct effective lessons as they are confronted by few management problems even in outdoor lessons.
174. Teaching overall is satisfactory and some good teaching was observed in both key stages during the course of the inspection. Where the teaching is good teachers have high expectations and enthusiasm. Planning is satisfactory and there is a scheme of work and a policy in place for physical education and the subject is managed by an enthusiastic co-ordinator. Lessons have not been monitored because of a lack of free time. The use of demonstration and evaluation of good practice is a feature of the lessons seen but the subject lacks effective assessment procedures to complement the assessment being made in individual lessons. Teaching resources and accommodation are satisfactory in terms of both quantity and quality. The subject makes a good contribution to the development of pupils' social skills because pupils learn to participate in group activities and recognise the importance of being part of a team.