

# INSPECTION REPORT

## **BEVERLEY ST NICHOLAS CP SCHOOL**

Beverley

LEA area: East Riding of Yorkshire

Unique reference number: 117827

Headteacher: Mr Rob Sutcliffe

Reporting inspector: Tony Painter  
21512

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> February 2002

Inspection number: 243689

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Holme Church Lane  
Beverley  
East Yorkshire

Postcode: HU17 0QP

Telephone number: 01482 862882

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Appropriate authority: The Governing Body

Name of chair of governors: Mr M Fraser

Date of previous inspection: 15<sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21512	Tony Painter	Registered inspector	Information and communication technology Music	What kind of school is it? The school's results and achievements. How well are pupils taught? What should the school do to improve further?
14141	Ernie Marshall	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?
24895	Kathleen Hurt	Team inspector	The Foundation Stage Geography History	
14976	Peter Dexter	Team inspector	Special educational needs Mathematics Art and design Design and technology	How good are curricular and other activities?
2653	Eva Wilson	Team Inspector	Equal opportunities English	
11976	Heather Toynbee	Team Inspector	English as an additional language Science Physical education Religious education	How well is the school led and managed?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a larger than average community primary school for pupils aged from three to eleven years with 321 full time pupils. In addition, a nursery class caters for 78 children who attend part-time. The school has two separate sites, a few minutes walk apart. It is a little larger than at the time of the last inspection. Most pupils live in the area to the north of the school, which has a mixture of housing. The proportion of pupils eligible for free meals, at 14 per cent, is below the national average. Almost all pupils come from white backgrounds and only three pupils have English as an additional language. The attainment of pupils on entering the school is average and has been rising recently as new housing is built. There are 47 pupils on the register of special educational needs, which is below the national average. Of these pupils, 11 have statements of special educational need, which is above average.

### **HOW GOOD THE SCHOOL IS**

This sound school provides satisfactory value for money. The overall quality of management is good and the headteacher, senior staff and governors have begun to identify and tackle the school's needs. This has raised the quality of education and teaching, particularly in improving curriculum planning. Standards of attainment are rising through the school and this is clear in the above average standards seen in infant and lower junior classes. However, these higher standards have not yet reached Year 6 and results over the last two years have not been strong. Pupils' attitudes to school and their personal development are good.

#### **What the school does well**

- Children get a very good start to their schooling in the nursery and reception classes.
- A wide curriculum with effective use of visits and visitors interests and motivates pupils, encouraging good attitudes to school.
- The school is very caring and very good relationships form the foundation of pupils' good personal development.
- Pupils are offered a good range of activities outside their lessons.
- Pupils with special educational needs are supported well.

#### **What could be improved**

- Standards in mathematics are not as high as those in English.
- Teachers do not make thorough use of information about what different pupils can do in their planning to meet their needs.
- Subject co-ordinators do not have enough knowledge of how their subject is taught throughout the school and the standards that are achieved.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1997. It has tackled all the key issues identified in that report with some success and made overall satisfactory improvement. The management of special educational needs is improved and the school offers a greater range of extra-curricular activities. Better curriculum documents are helping teachers' planning and there are signs of improving pupil attainment. Subject co-ordinators take a greater role in school developments although their monitoring of teaching and pupils' work is still limited. New assessment systems have been introduced and are giving a clearer view of how well pupils are doing. The use of the systems to plan and evaluate teaching and developments is more limited.

## 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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	D	D	D	well above average A above average B average C below average D well below average E
Mathematics	B	D	E	E	
Science	B	D	E	E	

Children enter the school with average attainment and make good progress in the nursery and reception classes. By the time they begin the National Curriculum in Year 1, they are achieving higher standards than expected for their age. This positive position is a result of the newly established team working with these pupils and shows substantial improvement in recent years.

Although the results in the National Curriculum tests at age eleven have been weak, the particular groups of pupils taking these tests in 2000 and 2001 contained substantial numbers with special educational needs. The school's analysis of individual pupils' attainment shows that most made satisfactory progress through the junior years. There are signs of better attainment through the school shown, for example, in the generally good results in the tests at age seven. These show standards in reading that are above average while they are well above average in writing. The standards in mathematics are below average. The higher overall attainment is also seen in the early junior classes but these improvements have not yet fed through to the older junior pupils. The school is setting increasingly ambitious but achievable targets to ensure improving attainment over the coming years.

Standards in mathematics are still generally lower than English throughout the school. Although the school has paid attention to improving teaching of the subject, this has not yet had enough impact on how well pupils do. Pupils' standards in most subjects are currently in line with those expected of their age and they achieve soundly. Teachers give pupils good opportunities to reflect on their feelings and beliefs and these lead to above average attainment in religious education by the age of eleven.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school and have good attitudes to learning. Their interest and concentration are good.
Behaviour, in and out of classrooms	Pupils' behaviour is good and there is an absence of bullying and other forms of harassment.
Personal development and relationships	Very good relationships encourage pupils' personal development, although pupils have only limited opportunities to take personal responsibility in their work.
Attendance	Pupils' attendance is good and is above the national average.

## 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.*

Teaching is satisfactory overall and meets the needs of all pupils. Teaching in the nursery and reception classes is very good. Here there is an enthusiastic and rigorous approach to teaching all aspects of children's development. Excellent relationships and high expectations from the team of adults are raising children's standards of attainment. Pupils' learning through the school is satisfactory with younger pupils, in particular, making good gains. Teachers have good relationships and use these to encourage pupils to learn. Their organisation of lessons is good and they make use of a wide range of resources to interest pupils and help them to learn. In mathematics, however, teachers do not make enough effective use of resources to help pupils' understanding, although teaching is satisfactory. Teachers' planning has improved through clearer identification of what pupils need to learn, often effectively shared with pupils. Teachers do not, however, systematically collect and use information about how well pupils are doing to plan tasks with good levels of challenge for all. Marking is often positive but does not give pupils information on what they need to do to improve their work. Teachers do not always match tasks precisely for pupils with special educational needs but teaching is satisfactory because support staff interpret and amend tasks well to help pupils to learn. English teaching is good because teachers pay good attention to developing pupils' basic skills in reading and writing. Teachers give pupils many useful opportunities to develop literacy skills in subjects such as history. Numeracy is developed effectively in other subjects such as science and many lessons in the computer suite.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good range of activities helps all pupils to learn. A good variety of visits, visitors and extra-curricular activities enriches the curriculum.
Provision for pupils with special educational needs	Provision is managed well. Although pupils' tasks are not always sharply matched to pupils' needs, good support helps them to make steady progress through the school.
Provision for pupils with English as an additional language	The very few pupils who are learning English have secure skills and are well supported in all aspects of their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good provision is made, with particular strengths in social development. All staff provide good examples of positive attitudes for pupils to follow. The strong sense of community creates a positive atmosphere with high expectations of behaviour and responsibility.
How well the school cares for its pupils	The school is very caring and makes good efforts to ensure the welfare, health and safety of its pupils.

The curriculum for children in the nursery and reception classes is particularly vibrant. It challenges children well within a well-organised structure. Throughout the school, new assessment systems are giving greater detail of how well pupils are doing. However, teachers do not yet make a thorough enough analysis of this information to help them to plan developments and teaching. The school has established good links with parents and these are a positive contribution to the school. Parents have very positive views of the school's work.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good. The headteacher provides strong and positive leadership. Subject co-ordinators play an increasing role but do not monitor teaching and learning sufficiently to share good practice and identify weaknesses.
How well the governors fulfil their responsibilities	Governors have a good understanding of the strengths and weaknesses of the school and carry out their responsibilities well.
The school's evaluation of its performance	Satisfactory. Increasing use is made of school data to understand how well pupils are doing but information is not yet used rigorously to identify ways to improve and check their effectiveness.
The strategic use of resources	All resources available to the school are used well.

The staffing, accommodation and resources are satisfactory. Although some parts of the school, such as the nursery, have high quality accommodation, the junior classrooms are small and restrict the range of activities that teachers can plan. The distance between the sites creates difficulties in the coherent management of the school. The principles of best value for money are well applied through appropriate tendering procedures and an awareness of the impact on improving standards, teaching and learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children enjoy coming to school.</li> <li>• A positive atmosphere helps pupils to become mature and responsible.</li> <li>• The school is managed well and teachers are approachable.</li> <li>• Good teaching helps pupils to do well in a wide range of subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities.</li> </ul>

The inspection team mainly agree with the positive views of parents. Although much teaching is good, particularly in the nursery and reception classes, the overall quality is satisfactory. Extra-curricular activities have improved substantially since the last inspection and are now good.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children enter the school with a range of attainment that is overall average. The standards of attainment on entry to the school have been rising over recent years. In addition, the school has now established very strong provision in the Foundation Stage. Children in the nursery and reception classes have a very rich curriculum with a wide range of interesting activities. This is having a very positive effect on children's attainment. By the time they begin working on the National Curriculum, their attainment is above that generally found in pupils of that age.
2. Pupils make satisfactory progress in the infant classes. The school's results in the National Curriculum tests and tasks at the age of seven have varied but have improved over the last four years. In 2001, these were above average in reading and well above average in writing. Results in mathematics, however, were below those found nationally and in similar schools. These results reflect the weaker provision for the subject throughout the school. Small variations in results have resulted primarily from the different abilities of the groups of pupils involved.
3. Pupils' results in the 2001 National Curriculum tests at the age of eleven show overall attainment below that found nationally and in similar schools. In particular, the results for mathematics and science were well below average. The weak results reflect in part the weaker group of pupils involved, with higher than normal numbers of pupils with special educational needs. The school's records of the progress of individual pupils in this year group shows that most have made overall satisfactory progress since the age of seven. The school is undertaking analysis of the results and is now setting higher and more challenging targets for pupils' attainment. As a result, standards are rising through the school. Observations during the inspection suggest that the higher targets are achievable.
4. Pupils identified by the school as having special educational needs, including 11 pupils who have statements of special educational need, make satisfactory progress. Support assistants work effectively in classrooms, for example giving individual help in literacy and numeracy lessons. This ensures that pupils understand what they need to do and are able to take part in all activities. The very few pupils with English as an additional language make satisfactory progress through the school because their needs are considered and provided for.
5. The inspection finds clear signs of improving standards in the school, notably in English and science. These higher standards are working their way through the school and are clear in infant and early junior classes. The higher standards have not yet reached the older junior classes, although standards in Year 5 are higher than they are in Year 6 relative to their age. If they sustain this progress, the present Year 5 group will do better than the current Year 6 by the time they leave the school. Teachers use national guidance in English and mathematics more effectively to target work to improve pupils' learning in literacy and numeracy. Pupils improve their literacy skills when writing creatively in subjects such as history and geography. The wide range of activities and experiences gives pupils good subject matter for reading and writing. Pupils use their developing mathematics skills to good effect in lessons such as science and geography. Many activities in the computer suite use mathematical activities as their subject matter and these make a positive contribution to pupils' numeracy.
6. Pupils achieve above average standards in English by the age of seven and standards are rising through the school. By the age of eleven, pupils are reaching average standards, an improvement on last year's National Curriculum test results. Improvements in standards result from the school's comprehensive action plan to raise standards and improve teaching.

As a result, pupils successfully gain basic skills of spelling, punctuation and handwriting through the school. This is particularly apparent in the work of infant pupils who have benefited most from these approaches. A strong culture of story writing in the infant classes promotes high standards. Older pupils' stories are structured but events are not always logically related and there are gaps in the story line. A structured approach to reading is giving pupils good skills of expression and comprehension by the age of seven. Older junior pupils are less secure in their skills and sometimes careless. Their reading often lacks some accuracy and expression.

7. The school has recognised the relative weakness in mathematics and has established a number of strategies to improve. These are still at an early stage and the impact on pupils' standards of attainment has been limited. Teachers make sound use of national guidance and this is helping to raise the standards. Developments such as grouping pupils by ability have a positive impact. However, teachers do not use their assessments of how well pupils are doing enough to plan lessons to give enough challenge to all pupils. The developing analysis of assessment information is not used enough to target groups of pupils and raise standards. Younger pupils are achieving more than their older contemporaries, reflected in the better National Curriculum test results at age seven. These improvements have not yet fed through to the oldest pupils and standards by the age of eleven are still below average. Other aspects of mathematics, such as data handling and shape, are well developed through other subjects.
8. In 2001, teachers assessed a below average proportion of seven year old pupils as reaching the national average in science, although the proportion achieving higher levels was extremely high. This is an improvement since the last inspection when the results of teacher assessment were well below the national average. The number of Year 6 pupils achieving average standards in the 2001 tests was below the national average. The school's results were well below those achieved by similar schools. Science test results improved dramatically from 1997 to 1999, but fell in 2000 and 2001, mainly due to the higher proportions of less able pupils in those Year 6 groups. Pupils extend their scientific knowledge and understanding through the school. Pupils have many opportunities to work practically but these are often too teacher-directed to develop their independent investigative skills.
9. The standards in most other subjects are average, with signs of improving standards resulting from the clearer approach to the curriculum. In information and communication technology, for example, new equipment and more confident teaching is giving pupils opportunities to learn a wide range of skills. Pupils have increasing confidence and apply this successfully to work in many subjects. Attainment in religious education reaches higher standards than those described in the agreed syllabus by the age of eleven. This is a result of good opportunities for pupils to reflect on their own beliefs and to respond to those of other pupils. They are encouraged to speak and express their views without embarrassment. This good attainment, however, is not consistently recorded in writing and illustrations.

### **Pupils' attitudes, values and personal development**

10. Pupils like coming to school and show good positive attitudes to their learning. They clearly enjoy working in the classroom and are pleased to show and talk about their completed work. Pupils play well together before school and during break times. They enjoy very good relationships with each other throughout the work and play activities they share. They work together effectively in pairs or groups when required and contribute freely in whole class discussion or question and answer sessions. Resources and equipment are shared without fuss and pupils take turns politely. Whilst the overall behaviour of pupils is good, the number of fixed term exclusions has recently risen to high levels. Only a very small number of older junior pupils have been involved; the majority of exclusions relate to a single pupil with persistent problems in and out of school. The school has taken advice from the local support services and the pupils have been fairly treated and supported during their time at home.

11. Pupils' interest and concentration in lessons is good. They stay on task and try to please by working hard. Some pupils' attention wanders a little when teaching does not enthuse them enough; however, these occasions are infrequent. If inappropriate behaviour occurs, teachers use a firm and fair approach to behaviour management to prevent any disruption to the remainder of the class. Behaviour when pupils move about the school between lessons is good. When bad weather enforces play to be taken indoors, pupils occupy their time usefully with reading, drawing and with board games and require little supervision by the mid-day staff. Pupils show respect for each other and there is an absence of bullying and other forms of harassment. Discussion sessions, such as 'Circle Time' are effectively used to give pupils opportunities to reflect on the implications of their actions on others. In these lessons, pupils increasingly formulate their own solutions to any disagreements that may have arisen.
12. Personal development is good. Pupils are polite to visiting adults and happily discuss their likes and dislikes of the school. They carry out a range of small additional tasks such as delivering messages and registers to the office, clearing tables at the end of lessons and tidying the library. However, personal initiative to help plan or organise their own work is limited throughout the school. Effective teaching in the nursery and reception classes helps children to gain significant levels of independence despite their young age. Small groups of higher achieving Key Stage 2 pupils organise and carry out home or library research into topic-related work under the guidance of a member of the learning support staff. Children support both local and national charities and sing at the nearby senior citizen's home.
13. Pupils' attendance is good and is better than the national average for primary schools. Unauthorised absence rates are very low. There is no truancy and no persistent lateness. The school day starts and finishes on time and registration complies with statutory requirements.

#### **HOW WELL ARE PUPILS TAUGHT?**

14. The overall quality of teaching is satisfactory, with a high proportion of good teaching, a similar position to that described in the last report. Very good and excellent teaching is particularly found in the nursery and reception classes. Some clear improvements in teaching have taken place, often associated with effective use of national guidance such as for literacy and numeracy. The school has responded well to weaknesses identified in the last report and teachers have improved their planning of lessons. These usually include statements of what pupils need to learn that are shared with pupils during the lessons. This process generally helps pupils to have greater understanding and recognition of their learning. Assessment systems in the school are being developed and teachers have a clearer view of how well pupils are doing. Teachers do not yet use the systems enough to match work precisely to pupils' prior attainment or their specific needs.
15. Very effective planning and teamwork in the nursery and reception classes mean that the overall quality of teaching is very good. All the teachers and classroom assistants have a very good understanding of how young children learn. They have very good relationships with children and place an emphasis on children's personal development to encourage independence and purpose in their learning. Teachers manage lessons extremely well in all the areas of learning. This ensures that children know what they need to do and are quick to follow simple instructions. As a result, children are eager to try out the many interesting experiences on offer and they concentrate and work very hard. Adults observe children's developing skills closely and use this knowledge to carefully plan the next steps for their learning. They have high expectations of the children, so that all children, including those with special educational needs, achieve well. All adults pay good attention to developing children's language and give them many good opportunities to extend and use their vocabulary. Enthusiastic teaching of reading and writing encourages children to see themselves as writers in many contexts. The teachers ensure that children develop understanding of letters and sounds through careful listening.

16. Teachers' relationships with pupils are good throughout the infant and junior classes and teaching is satisfactory. This helps them to establish and maintain interest and control. The positive relationships foster good attitudes and a strong willingness for pupils to learn. Teachers have effective control of classes and establish good atmospheres for listening that help pupils to learn. Teachers' organisation of lessons is often very good. They use their good knowledge in most subjects to devise an interesting and effective range of activities. They make effective use of a wide range of resources to enliven lessons and help pupils to understand. A Year 2 teacher, for example, made very good use of word cards when pupils played a game to make compound words. In Year 5 science, the teacher captured pupils' attention using sensing equipment linked to a computer to demonstrate the effects of insulation. In Year 6, a very good range of displays motivates pupils to explore their topics such as life in India.
17. Although teachers' explanations in mathematics are often clear, they do not make enough effective use of the resources available. Simple items such as number squares are not used enough to help pupils to understand and gain confidence with number. Sometimes teachers do not consider how easy it is for pupils to see and use resources such a number line on a wall.
18. Teachers use the introductions of lessons effectively by explaining new learning clearly. They provide good examples to illustrate what is expected and encourage discussions to develop pupils' ideas. This motivates pupils so they listen carefully and offer suggestions eagerly. In these lessons, teachers have good subject knowledge, which they impart to their pupils. Effective use of praise and clear explanations, for example, help Year 5 pupils to concentrate and learn to use a computer database confidently. Teachers give clear explanations of pupils' tasks to enable them to settle to work quickly and concentrate effectively on their learning. This, together with a brisk pace and effective time limits, maintains and stimulates pupils' interest and enthusiasm for learning. They take part in lively discussions and are keen to share earlier learning. Year 4 pupils used a good range of previously learned musical terms when describing sounds.
19. Effective questioning helps to focus pupils' learning and keep pupils involved in all parts of lessons. Teachers often effectively adapt questions for pupils of different abilities. For example, a Year 3 teacher's careful questioning ensured that lower attaining pupils understood the scientific terms beings used. In other lessons, however, teachers' questioning does not make pupils think deeply enough to make further gains in their learning. In a Year 6 science discussion, for example, the teacher did not target her questioning enough to challenge some passive pupils.
20. In some lessons, teachers are making effective use of discussion sessions at the end of lessons. This helps pupils to recognise their own learning. In a very good Year 3 mathematics lesson, the teacher went further and checked how well pupils had learned by questioning about possible uses for co-ordinates. However, teachers do not do this consistently and they sometimes miss opportunities to assess pupils' progress to guide their planning. Although marking is often positive, teachers rarely set clear targets in books or identify how pupils can improve their work. The school's developing assessment system is beginning to give greater information to teachers. There are some useful developments, such as in music and science, where pupils are identifying how well they are doing. These are helpful in encouraging pupils' independence and their understanding of the effectiveness of their own learning. However, these strategies are in their infancy and not consistent in subjects and through the school. Assessment is not used methodically when planning lessons and determining where additional teaching effort should be targeted. As a result, the tasks that teachers plan are not always sharply matched to the needs of all pupils. The same tasks are often given to too wide a range of abilities. Higher attaining pupils sometimes have extension tasks to complete when they have finished but less often are main tasks more challenging.

21. Teaching meets the needs of all pupils. A number of developing strategies are identifying gifted and talented pupils and beginning to make additional provision. Opportunities for instrumental tuition are available for talented musicians. Support staff work very effectively, particularly with lower attaining pupils and those with special educational needs. They ensure that the pupils play a full part in lessons and promote sound learning. Sometimes their input is necessary because the tasks planned are too demanding for the pupils without this adult support. This does not encourage them to have confidence and independence in their learning. The needs of the very few pupils with English as an additional language are accurately identified and soundly provided for.
22. Teachers are effective at making links between subjects that help to reinforce pupils' learning. They create good opportunities for pupils to write in a wide range of ways relating to work in subjects such as history and geography. Many of these opportunities make increasingly effective use of the school's computers and pupils' developing information and communication technology skills. For example, Year 6 pupils use digital photographs and text to create leaflets to persuade readers to visit nearby attractions. Teachers develop pupils' mathematical skills when they use charts and tables in other subjects such as science.

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

23. At the time of the last report there were several areas identified for improvement within the curriculum as a whole. The school has successfully addressed these apart from some elements of assessment, including the monitoring of standards and teaching in each subject. As a result, overall progress since the last report has been satisfactory.
24. Children in the nursery and reception classes have a stimulating, well-balanced and varied curriculum to help them to learn well. Teachers plan all the experiences very thoughtfully to meet the needs of all children very effectively. Pupils in infant and junior classes are taught all National Curriculum subjects and religious education, meeting statutory requirements. The school has used national guidance well as the basis for improving its planning, and as a result it has established a good curriculum. It ensures that pupils build their knowledge, skills and understanding year by year as they move through the school. A good example of this is in design and technology, where the national guidance has provided a very good means of adding depth to the school's previous planning.
25. Pupils have good opportunities to be involved in sport, music, technology or other interests such as chess. Some of these are competitive, such as in chess and sports activities against other nearby schools. The substantial numbers of visits pupils make to such places of interest as museums, theatres and the Humber Bridge enrich the curriculum. Special events within school include Tudor workshops, Captain Kipper Health Education and the lively 'Staff v Pupils' rounders match. There has been substantial improvement since the last inspection in this area of curriculum provision, raising it from poor to good.
26. Provision for special educational needs is good and is very well organised by the co-ordinator. She works closely with an interested group of governors to meet the needs of all pupils through effective use of the available funds. All pupils have individual areas for improvement identified in their education plans. Some higher attaining pupils have extra planned activities, which fully involve parents. Support assistants work effectively in classrooms, for example giving individual help in literacy and numeracy lessons. The school is reviewing the present arrangements to update them in line with the new Code of Practice. This is almost completed.
27. The school makes sound use of the National Strategies for Literacy and Numeracy. Literacy lessons have been more successful in raising standards, partly because the school has been following the strategy for longer and the teachers are confident in their approach. In numeracy lessons, although lesson planning follows national guidance in both content and

organisation, nevertheless it is not fully effective in practice. In too many lessons, teachers do not use resources well to support learning and therefore pupils' understanding is often uncertain. Teachers do not use day-to-day marking effectively in either literacy or numeracy to identify what pupils need to do next to improve. Monitoring of teaching has only just begun so the co-ordinators do not yet have a clear picture of where the strengths and weaknesses in the subject lie.

28. The co-ordinator for personal, social, health and citizenship education is very knowledgeable and, as a result, this is well organised. The school has a comprehensive approach to cover a wide range of issues. For example, each class has a weekly opportunity to sit together in a circle and explore issues relevant to their age and experience. Pupils learn about health issues in other subjects such as science and physical education. In class lessons, pupils have good opportunities to work together on their ideas. As a result, provision for health education, sex education and awareness of drugs misuse is good.
29. The school is successful in establishing and maintaining links with the wider community. The Friends of the School Association organise interesting events, some of which involve local businesses. These often contribute more directly to pupils' learning by welcoming pupils for educational visits. The school has received an award because of these successful business partnerships. Support services such as the police, community nurse and health service, through the Health Education Caravan, are part of this wider community links. The school offers its expertise to others from further afield when it welcomes students from Hull and Scarborough.
30. Pupils enter the nursery confidently because the playgroup leader and nursery teachers meet to plan entry carefully. Links with several secondary schools ensure that transfer to the next stage of a pupil's education is well organised. The teaching staff share expertise, not only when they meet with subject specialists from other primary schools, but also when pupils benefit from the technology workshops provided by the nearby secondary school. Overall, links with all partner institutions are good.
31. The overall provision for pupils' spiritual, moral, social and cultural development is good, reflecting an environment that is caring and secure. All staff and helpers in the school make a significant contribution to this end. They provide a good example of positive attitudes and considerate behaviour for pupils to follow. Since the previous inspection, the school has maintained good standards of provision.
32. Provision for pupils' spiritual development is good. Pupils successfully explore values and beliefs through assembly themes. These are carefully planned to cover a good range of topics and include an appropriate time for worship and reflection. Pupils visit St Nicholas Church three or four times a year. They take part in services such as the one dedicated to the Shoe Box Appeal, a charitable activity when pupils filled boxes of goods for the children of Romania. This was a particularly moving experience for all concerned, particularly when pupils reflected upon and empathised with the feelings of children who would receive their gifts. Fortnightly visits from the local vicar help greatly in raising pupils' awareness of the life and teachings of Jesus. For example, the story of Jesus healing the paralysed man prompted pupils to examine their own suitability as a friend to be trusted. Teachers use good artefacts such as the Mexican sculpture of a Circle of Friends to add interest and meaning to the pupils' reflections. Across the curriculum, pupils experience many instances when a sense of awe and wonder is evoked through exploration and discovery of knowledge and understanding. For example, Year 4 pupils discover the conditions of an African classroom and the jaunty rhythm of rap. The school's youngest pupils watch with wonder as a pet rabbit moves among them. They take great care not to frighten the small animal as they observe it.
33. Moral development is good. It is upheld by the school's positive policies for behaviour and bullying, and enhanced by valuable partnership between school and parents. Pupils are aware of and understand the principles that distinguish right from wrong. In the main,

teachers have high expectations of pupils' behaviour. They are expected to behave well and on the whole most of them do. The school's very good policy for personal, social, health and citizenship education encourages pupils to be responsible for their own well-being. It encourages them to live a good life, free from harmful influences such as drugs. To this end, visits to the school by the Life Education Caravan provide pupils with worthwhile and insightful experiences. Citizenship is also encouraged through assembly themes and new initiatives such as circle time discussions that are just being introduced. This will improve further pupils' opportunities to discuss moral issues in depth.

34. Provision for the development of pupils' social skills is very good. A strong sense of community, both within and beyond the school, promotes a positive and caring atmosphere. Pupils develop a sense of team responsibility through opportunities for competitive sport with other schools and within their own school. Such activities nurture pupils' understanding of group rules, self-discipline, competing fairly and relating agreeably one with another. Social skills are enhanced very well by their involvement in concerts such as the Year 6 production of 'Joseph and his Technicolour Dream Coat' and the infant production of 'Pinocchio'. Pupils learn that each one's contribution leads to a joint success. Extra-curricular activities and residential visits also make a good contribution to pupils' social development by encouraging them to work and play together. Awareness of the needs of the wider community are fostered successfully through pupils' involvement in fund-raising activities such as Red Nose Day for Children in Need, the Shoe Box Appeal and the Blue Peter Christmas Appeal. They entertain the elderly people of their own wider community by singing carols at Christmas time. Pupils take responsibility very well when required to do so. For example, older pupils set up the hall for assemblies, deliver mail to the infant school, monitor cloakroom behaviour and present awards at assemblies. However, independent skills could be encouraged further through increased choices in work.
35. The provision for cultural development is good. Pupils gain an awareness of local and wider cultural traditions, through curricular studies in subjects such as history, geography, religious education, art, music and English. Pupils write about the Gunpowder Plot and the architecture of Beverley. Studies are often enhanced by a programme of visits to places of cultural interest, such as the Year 2 pupils' visit to the town's Dock Museum. Pupils also take part in local festivals such as the Beverley Music Festival. Pupils share and greatly enjoy Christian-based celebrations as they participate in the Decorated Egg Competition and Christmas parties. Wall displays around the school show pupils' involvement in world cultures. These include the beautiful Japanese and Indian displays presenting the costumes, fabrics, musical instruments, and drawing and painting techniques and styles of these countries.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. The school provides a good level of pastoral care for all of its pupils. Parents say that the staff have warm and caring attitudes towards their children, who like coming to school as a result. Teaching and support staff show respect for children as individuals and respond to their needs. Personal development is well supported and pupils with special educational needs are particularly well provided for. The provision and help given enables them to take a full part in all lessons and activities and they can achieve the same rate of progress as their fellow classmates.
37. The school takes a responsible attitude over health and safety requirements and satisfactorily carry out routine inspection and safety checks. First aid arrangements are sound and the school carries out regular fire drills, evaluating and assessing the evacuation times to identify any problems or areas for improvement. The headteacher and his deputy oversee child protection procedures in accordance with the local area committee requirements, and all staff are made aware of their roles and responsibilities.



38. Nursery children have many opportunities to visit the infants' school for joint activities and enjoy a smooth trouble-free transfer to the infant classes as a result. Year 6 leavers have an opportunity to visit the receiving secondary schools to meet their new fellow pupils and the Year 7 staff. On a full day visit, the Year 6 pupils can join in science, computer work and design and technology. Children are not allowed to leave the nursery or infant classrooms at the end of the school day until the staff recognise the arrival of each relevant parent or carer. The level of educational and personal support for the nursery children is excellent.
39. Baseline assessments carried out in the reception class and again in Year 1 identify children's early attainments and levels of personal development. Some pupils who may possibly require special educational support are identified at this stage. In English and mathematics, pupils' academic performance is continuously monitored using samples of pupils' work, a range of nationally recognised testing schemes and analysis of test results. These assessment procedures are satisfactory and the analysis is used to identify the nature of any gaps in pupils' learning. All pupils are tracked and have set targets. The analysis, however, is not always thorough enough to allow class teachers to plan activities that are sharply matched to pupils' attainment. In some lessons, the work is more general in nature and does not help all pupils to make the same degree of progress. For example, writing demands in some lessons were too great for pupils with special educational needs, despite some adapted worksheets. Pupils requiring additional and special support with learning or personal difficulties receive good support. Where appropriate, individual educational plans are prepared and monitored for regular review. Parents are involved in the review process and agree the new personal targets set for their children. After baseline assessment, pupils' personal development is monitored only on an informal basis, and a summary of the teachers' assessment is recorded in a general statement on the pupils' annual reports.
40. The school has recently issued all parents with guidance notes on attendance and punctuality requirements. Administration staff carry out attendance monitoring when registers are returned to each office. If the school has received no reason for unexplained absence after a week, it sends a standard letter to the parents. No communication after a further week results in contact from the educational welfare officer. The school already discourages parents from taking holidays in term time and issues reminders through the prospectus. The good attendance record of almost all pupils indicates parental support for the school's stance on term-time holidays and other avoidable absences.
41. Behaviour monitoring in the classroom is good. All classrooms display a copy of the school rules. There is some variation in the extent of rules between the infants and juniors. Parents are given a copy of the rules and requested to sign an acknowledgement that they will give support. Staff have relevant guidance in their handbooks and implement the procedures firmly and fairly. The staff have received further practical advice in the form of a presentation on pupil behaviour management from the head of a pupil referral unit. Class teachers give merits to reward good behaviour, effort and work, and pupils get certificates in assemblies. The school encourages further effort by awarding prizes such as presentation felt pens and quality notebooks to any pupil achieving a total of one hundred merits. Inappropriate behaviour will result in sanctions such as withdrawal from play. If necessary, pupils may have a behaviour-tracking sheet that teachers complete after lessons. The headteacher and deputy headteacher inspect the sheets weekly and pupils are required to take them home for parents' information and acknowledgement. Pupils know what is expected of them and the overall good behaviour and lack of any oppressive behaviour results. The good behaviour is a positive contribution to learning.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

42. The school welcomes help and involvement by all parents and some regular helpers are parents whose children have already left the school. Some helpers are grandparents who attended the original school building that now forms the junior school. The satisfactory result of this situation is that the infants and junior class teachers have a pool of some ten helpers

on each site, who offer a regular commitment of a few hours each week. The school also maintains a further list of parents who can be called upon to help with supervision of children engaged on off-site visits. Parental help in home learning is limited to daily reading, some spelling and a weekly mathematics exercise such as listening to tables. Given more opportunities, such as extended research for topics, parents would be able to increase their level of involvement and its impact on their children's learning.

43. There is a Friends of the School Association comprising approximately 30 parents, helpers and staff. The nucleus of some ten or so regular attenders organises and prepares an annual programme of fund-raising events that are well supported by parents and the near community. The group raises approximately £10,000 each year to be spent on equipment and facilities, such as the new activity play area at the infants' school. A significant contribution to equipment in the new computer suite was also made. The group has £5,000 deposited in readiness to provide a similar activity play facility in conjunction with the proposed extension and alteration work to the juniors' building.
44. The amount and quality of information provided for parents are good. Newsletters are regular and informative. The Friends of the School Association prepares and issues its own newsletters. Parent evenings are held twice yearly, in the autumn and summer terms. The school prospectus fully complies with requirements and the annual report of the governing body requires only minor amendment. Parents of pupils with special educational needs are involved in the preparation of individual educational plans and targets for their children. They are included in review meetings where progress is discussed and new targets are set. Pupils' annual reports cover all subjects, include future targets in some subjects and give a statement of personal development. Reading diaries are useful home-school communicators, giving parents the opportunity to raise comments on their children's work. Parents of nursery children are given regular information on children's progress as they meet the staff at the end of the daily sessions.
45. Parents are able to come into school at the end of the school day to meet class teachers and discuss any concerns they may have in relation to their children's education. Parents hold the school in high regard and portray the staff as helpful, friendly and very caring.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

46. Leadership and management are good. The headteacher provides strong and positive leadership, giving the school a very clear educational direction and purpose. The deputy headteacher and a senior management team that takes increasing responsibility for steering the school effectively support him. There is greater involvement by the governing body than there was at the last inspection in 1997. A clearly defined development plan is in place. This sets out very appropriate priorities for the future and how the school's progress towards meeting these is to be monitored and evaluated. The school has made sound improvement since the last inspection and has been effective in tackling and overcoming some of the weaknesses identified in the report. However, it still has some way to go in meeting others.
47. Since the last report, subject co-ordinators now play a much greater role in managing their subjects. Their roles include spending allocated budgets and leading at the planning stage. Most have introduced new curriculum frameworks, making good use of national guidance or other well thought-out schemes of work. Their monitoring of teaching and learning, both through looking at pupils' books and in observing lessons, is still under-developed. For example, a plan for lesson observations has only just begun. As a result, co-ordinators do not have a full picture yet of what is happening in their subjects. This limits the impact they have in bringing about further improvements in teaching and learning. Satisfactory assessment procedures are often used to track pupils' progress as they move through the school. Increasing analysis of school data is giving a clearer view of well how pupils are performing. However, the use of a thorough analysis of assessment data in order to improve future curriculum planning is still in its infancy. A satisfactory system is in place whereby the

headteacher and deputy, as part of a national initiative, monitor the quality of teaching of individual teachers.

48. The school's good provision for pupils with special educational needs conforms fully to the established national guidance. The school is well advanced in considering the revised Code of Practice. The co-ordinator, who is also the deputy head, manages it very well. She receives strong support from a number of governors who are keenly interested in maintaining support at a high level. There are clear strategies to identify pupils' needs at an early stage. Targets relate well to identified needs and are set out in pupils' individual education plans. There are good systems for regularly reviewing and updating these. Support systems are carefully designed and timetabled. Learning support assistants are suitably trained and work closely with class teachers to maximise each pupil's progress.
49. Members of the governing body fully understand what their responsibilities are and carry these out in a very professional and effective manner. The headteacher and teaching staff present the governing body with good information and this gives members the confidence to ask questions and make decisions. Governors have a good understanding of the strengths and weaknesses of the school. Those with responsibility for literacy, numeracy, information and communication technology and special educational needs are closely involved in monitoring and supporting initiatives and developments in these areas. Other governors are enthusiastic about their varied involvement in the school and work hard to fulfil their duties. Governors have a strong commitment to the school and confidence in the headteacher, to whom they give good support. They manage the school's finances well, carefully planning for future eventualities that might affect the budget. Spending links closely to agreed priorities in the effective school development plan. The principles of best value for money are rigorously applied through appropriate tendering procedures and an awareness of the impact on improving standards, teaching and learning. For instance, governors took great care to arrange the best possible deal when buying equipment for the new computer suite. Prudent steps are being taken to build up sufficient financial resources to pay for future replacements and repairs. The school very effectively uses grants designated for particular purposes, such as those for pupils with special educational needs.
50. The distance between the split sites is detrimental to the incidental sharing of staff expertise and aspirations. However, many joint staff meetings and in-service activities ensure that everyone can be involved in activities to bring about whole school improvement. Effective routines are in place for the day-to-day running of the school. The administrative staff in both buildings are very efficient and well organised. The headteacher and deputy, together with the office staff, work hard to successfully overcome many of the daily difficulties encountered when running a school in two locations. Very good use is made of information and communication technology in the administration of the school. Before their meetings, governors are provided with clear, up-to-date financial statements and these help them to monitor spending closely and make informed decisions. Teachers make good use of computers in support of their work. For example, they design their own worksheets or make clear labels for displays. One of the learning assistants, skilled in computer use, expertly processes and updates individual education plans for pupils with special educational needs.
51. There are sufficient staff for the numbers of pupils on roll and to deliver the curriculum. The school employs a significant number of learning support assistants who provide good opportunities for additional help in lessons, working with individuals or small groups of pupils. Visiting specialists are used effectively to help with the assessment and guidance given to pupils with special educational needs. The school supplements its resources effectively by providing a good programme of relevant off-site visits that reinforce the curriculum material.
52. The accommodation is satisfactory overall, although the space available in some of the junior classrooms is limited and restricts the range of activities that teachers can plan. The school has recognised the difficulties the smaller classrooms can cause when pupil numbers are high and has secured committed funding for extensions and alterations. However, the

nursery teaching area is excellent with a separate and secure play area, and the space in the infants' building is good. The school makes effective use of the mobile units, particularly in the infants' music room, which prevents noise disruption to other classes at work. The external hard and soft play areas and facilities are more than adequate and are in good condition. The school has made good use of the caretaker's skills in making and fitting kitchen units and in wall tiling work.

53. The school provides a satisfactory level of suitable equipment and resources to enable the curriculum to be taught. The nursery is particularly well provided for. The libraries are well stocked and easily accessible. The recently opened computer suite is well equipped.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to consolidate and develop the signs of improving attainment, the governing body, headteacher and staff should now:

- (1) raise pupils' attainment in mathematics by paying greater attention to identifying what pupils need to do to improve and making better use of the wide range of resources in the school;  
(Paragraphs 7, 17, 20, 27, 76-82)
- (2) make greater and more thorough use of the school's developing assessment systems to guide and evaluate teaching and curriculum planning;  
(Paragraphs 20, 27, 39, 47, 71, 77, 81, 83, 84, 94, 99, 100, 110)
- (3) ensure that subject co-ordinators have greater understanding of the strengths and weaknesses in their subjects through observations of lessons and more thorough analysis of pupils' work.  
(Paragraphs 24, 47, 73, 75, 82, 90, 100, 107, 118, 124)

The following less important weakness should be considered for inclusion in the action plan:

- (a) increase opportunities for pupils to develop independence, building on the effective strategies begun in the nursery and reception classes.  
(Paragraphs 8, 12, 34, 85)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	18	25	29	1	0	0
Percentage	3	24	33	39	1	0	0

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

### 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)	39	321
Number of full-time pupils known to be eligible for free school meals	0	42

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	2	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	17

### Attendance

Authorised absence	%
School data	4.7
National comparative data	5.6

Unauthorised absence	%
School data	0.4
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	25	25	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	23
	Girls	23	24	21
	Total	44	45	44
Percentage of pupils at NC level 2 or above	School	88 (91)	90 (91)	88 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	21
	Girls	23	21	23
	Total	44	43	44
Percentage of pupils at NC level 2 or above	School	88 (93)	86 (91)	88 (91)
	National	85 (84)	89 (88)	89 (88)

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

### 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	24	35	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	21
	Girls	28	22	28
	Total	43	38	49
Percentage of pupils at NC level 4 or above	School	73 (81)	64 (68)	83 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	21
	Girls	28	27	28
	Total	43	44	49
Percentage of pupils at NC level 4 or above	School	73 (55)	75 (66)	83 (77)
	National	72 (70)	74 (72)	82 (79)

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

## Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	283
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.8
Number of pupils per qualified teacher	23.3
Average class size	26.8

### Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	237

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	3
Total aggregate hours worked per week	65
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	8	0
Other minority ethnic groups	0	0

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

## Financial information

Financial year	2000/1
	£
Total income	744243
Total expenditure	734702
Expenditure per pupil	1949
Balance brought forward from previous year	37079
Balance carried forward to next year	46620



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	399
Number of questionnaires returned	80

### Percentage of responses in each category<sup>1</sup>

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	65	32	1	0	1
Behaviour in the school is good.	44	49	4	1	2
My child gets the right amount of work to do at home.	40	48	5	1	6
The teaching is good.	66	31	1	0	1
I am kept well informed about how my child is getting on.	51	38	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	74	22	1	1	1
The school expects my child to work hard and achieve his or her best.	66	30	1	0	3
The school works closely with parents.	51	39	6	1	2
The school is well led and managed.	71	25	0	1	2
The school is helping my child become mature and responsible.	62	34	1	1	1
The school provides an interesting range of activities outside lessons.	36	34	12	4	14

<sup>1</sup> Total percentages may not add up to 100 due to rounding errors

## **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**

55. There have been further improvements in the good provision for children in the Foundation Stage found in the last inspection. All the teachers and classroom assistants have a very good understanding of how young children learn, and manage the children extremely well. Very effective planning and particularly coherent teamwork in the nursery and reception classes mean that the curriculum is rich and vibrant. The overall quality of teaching is very good. Children are eager to try out the many interesting experiences on offer, and they concentrate and work very hard.
56. Children enter the school with a wide range of abilities, but overall attainment is average. They come into the nursery when they are three years old and transfer to the reception class when they are nearly five. At the time of the inspection, some of the children were relatively new to their classes, though this was barely noticeable as they were so well settled. The teachers aim high for the children, observing their developing skills closely so that their next steps are carefully planned. As a result, all children, including those with special educational needs, make effective progress. By the time they are ready to start in Year 1, children achieve well. Most attain the early learning goals in each area of learning, and are well launched into the early stages of the National Curriculum, particularly in their personal and social development, communication, language and literacy and knowledge and understanding of the world. The Foundation Stage classes, starting with a significant boost in the nursery, ensure that children have a very good start to their school life.

### **Personal, social and emotional development**

57. This is a significant strength in the Foundation Stage because the teaching is very good. Children in the nursery play happily together and confidently choose their own activities. The adults encourage children to think for themselves and to become independent. They make sure that they have easy access to toys and equipment. Children making vehicles from cardboard boxes sorted out their own materials and decided how they would stick on the wheels. They collected scissors, sticky tape and the materials they needed, taking great care and persevering until they were pleased with their finished model. When the nursery bell rings, the children stop instantly and listen carefully to the next instructions. The adults here and in the reception classes are kind and caring, but they also establish high expectations of work and behaviour. As a result, there are excellent relationships and a buzz of purposeful activity in all the classrooms. A strong family atmosphere is promoted through such group projects as working together in their registration groups to make a pet home.
58. In all the classes, children are attentive and eager to learn. They concentrated very well in all the lessons seen during the inspection, mainly because the adults make learning fun. They provide very good role models and lots of praise so that children share, take turns and play co-operatively with others. Several children enjoyed a 'wash day' together following a visit by 'Mrs Wishy Washy' in a reception class. They chatted excitedly to each other, sharing out the pegs and the clothes fairly as they washed them in the water tray. They are encouraged to solve problems for themselves. A child struggled to move around obstacles to take the register to the office. 'Can you find your way round the chairs?' said his teacher and he looked carefully, proudly working out a route. By the time they start in Year 1, many children achieve beyond the early learning goals and are well-established learners. This provides a very good springboard for later learning.

## **Communication, language and literacy**

59. This is another area where very good teaching helps children make significant strides in their learning. The adults in all the classes place a strong emphasis on developing children's language. In the nursery, children took great delight in telling the story of the three little pigs using expression and some awesome 'huffs' and 'puffs' in a drama and music session. Children speak confidently and clearly because adults praise and encourage them. Adults are quick to explain new words and encourage children to use them. When children in the nursery were telling others what they had been doing at home the teacher explained what 'weekend' meant, so that some used it later when they were speaking. In the reception class, the teacher helped children to notice that a shape had eight sides 'like an octopus' and then introduced the word 'octagon' to describe it. Some children gave very clear instructions to help others find the 'hidden treasure' in this class, successfully using the new language they had learned, like 'right, left, forwards and backwards'.
60. The teaching of writing is excellent, and children make very good progress because their teachers are enthusiastic and vigorous in developing children's skills. Right from the beginning, children are encouraged to act as writers in their role-play. Children in the nursery 'wrote' speeding tickets following a visit by a policeman and a letter to the school caretaker thanking him for talking to them about his job. They recorded appointments in the 'vet's surgery' and letters in the 'office'. The adults show them how to shape their letters correctly and they are helped by the many captions, words and letters attractively displayed around their room. This was a feature of the excellent teaching seen in a lesson taken by the Foundation Stage co-ordinator in a reception class. A group of children writing stories learned to spell words correctly because she helped them listen carefully to the letter sounds in the words they were writing. Letters and words on the table and around the room gave useful clues. The children knew how to use capital letters and full stops because she had shown them earlier. Some children used a computer to write a story that they proudly read to their classmates at the end of the lesson. By the time they leave the reception classes, most children have good independent writing skills and take pride in presenting their work accurately and neatly.
61. There is a similarly strong emphasis on developing children's reading skills. The reading group activities in the nursery are particularly effective in promoting children's literacy skills. The teacher's infectious enthusiasm stimulated children to want to read the story. She knows what the children in each group need to learn next and plans very effectively to help them achieve their targets. Her questions, such as "How do you know that?" made them think hard and give explanations that are more detailed. Children began to recognise some words because she reminded them to look at the initial letters for clues. This continues in the reception classes where there are very good links between reading and writing activities. Children enjoy reading stories and listening when adults read. In this aspect, their achievements are good and many are well launched into reading by the time they start in Year 1.

## **Mathematical development**

62. Teachers in all the Foundation Stage classes work extremely hard in developing children's mathematical language. Children confidently use words like taller and shorter and the name of basic shapes in their mathematical activities. Good use is made of practical activities like registration for practising counting and number recognition skills. Nursery children quickly worked out that there were 12 in their group because one child was away that day. Another counted the clothes pegs she was using. "Look, I've put some more washing on the line, now there are 11 pegs", she said. A nursery assistant made good use of a number line that helped children recognise the price of items and carefully count out their pennies when playing in the shop.

63. A washing line with its pairs of socks stimulated a lively interest and kept children's attention very well in a reception class lesson. The children learned to count the pairs of socks in twos and then to subtract by taking some off the line. "That isn't a pair", said one child, "one is longer than the other." In a lesson on shape, the teacher encouraged children to look carefully and notice the number of sides and corners each shape had. Her skilled questioning and encouragement to describe the shapes they saw led to a child describing a rectangle as a "like a block of flats". This later helped them recognise the squares, triangles and other shapes they were using to print a pattern on their house pictures. The system for checking where children are in their mathematical development is good, but it is not used as well as it is, for instance, in writing, to move children on to higher levels. Nevertheless, good teaching means that most children are on course to reach the goals set for them by the time they start in Year 1.

### **Knowledge and understanding of the world**

64. The teaching in this area of learning is very good and children reach the learning goals and sometimes beyond. A wide range of role-play activities, often sparked by interesting visitors who talk to the children, considerably extends children's understanding of the world around them in the nursery. A visiting pet rabbit fascinated them. They spoke quietly and stroked him gently because an adult helper talked to them about him being afraid. They found out from talking with her that he needed food, water and a home to be happy. Other children acted as builders in the outdoor play area. They built a house using large wooden blocks and talked confidently about its roof, walls, windows and door. They wore their hard hats because they know that these keep builders safe from falling objects. Visits by a policeman, fireman and a father who brought his double-decker bus all provide a real insight into the jobs that people do.
65. Older children in a reception class examined old and new hot water bottles. Skilled questioning by the teacher when they noticed the rubber seal encouraged them to explain that it was there to stop leakages. Children enjoy working with computers. Even the youngest children confidently handle the mouse to operate simple programs. Some older children in the nursery took delight in showing a visitor how to use the menu and tool bar, for example to introduce sound. In the reception classes, children word process stories and create patterns on the computer. With help, they print their work. In this and their construction work, they often show remarkable independence because all adults promote this vigorously. Even the youngest children in the nursery, having observed older children, willingly try out their making skills. A nursery assistant helped some children making biscuits. They knew how to mix, bake and ice their biscuits and to choose the correct square shape for its windows. Several children produced interesting junk models of a vehicle or a house for a pet without any adult intervention. They find their own ways of joining materials together and concentrate extremely well.

### **Physical development**

66. The outdoor play area in the nursery is used imaginatively for a wide range of activities that stimulate children's physical development. In one session, children thoroughly enjoyed kicking large balls at a goal, rolling small balls down tubes or throwing, catching and batting them with their classmates. There are very good resources in the nursery and they are used effectively so that children can try out and practise their ball skills in many different ways. This is also true of their skills in using scissors, paintbrushes and other tools that are freely and regularly available to children to use in their own projects. This means that they soon become confident and controlled in their use. Children learn to run around, to climb and ride safely and with a good awareness of their own and others' space. Bumping into others is rare, as seen when children in reception class were learning to move in different ways in a session in the school hall. Very good teaching meant that they listened carefully when she told them what to do. Her clear explanations and the use of good examples and her own demonstrations helped children improve their own movements. They tried out different ways

of moving on their hands and feet, later using this to good effect when moving imaginatively along the benches, up the ladders and along the other climbing apparatus.

### **Creative development**

67. This is another area where teaching is very good, and children easily reach the expected levels of attainment by the end of their time in the reception classes. Children's faces shone and they were totally absorbed in creating their own production of the 'Three Little Pigs' in music and role-play. They benefit considerably from the expertise of a specialist music teacher. Very good teaching was seen when she and the nursery teacher encouraged children to learn the names of tambour, xylophone and other percussion instruments and to use the best ones to create the sounds in the story. Children in the nursery loved the sounds made by the cymbal and some demonstrated good control when playing the different sounds in the story. They showed great excitement when acting out the different roles. Some very fierce, wolf faces were the results of "show me a scary face". Good progress was evident when children in the reception class took this further. There was a very good balance between learning the new skills and using them to create their own music. Children played their instruments in groups, stopping and starting in response to the teacher who 'conducted' their performance using picture symbols. Here, as in the nursery, children behaved extremely well because teachers have a strong rapport and children are absorbed in activities that fascinate them. They never lost control, no matter how excited they were. The majority tried hard and closely followed the instructions for their performance. Some children made good suggestions as to how it could be improved, such as a creating a loud crash to represent the wolf falling down the chimney. There are many opportunities for role-play in these and other activities. However, more could be done to encourage children to extend their imagination when playing in the ongoing activities like the 'pizza café' or home corner. Sometimes children do not develop their stories as much as they might if adults did more to prompt their imagination and extend their role-play.
68. Children produce imaginative artwork. From an early age in the nursery they experiment with paint, pastels and a wide range of media. They learn to create their own shades that they use in bright, bold paintings and patterns. A very good emphasis on close observation led to some detailed pictures of a spider's web and drawings of themselves during the inspection. This skill was developed well in one reception class where children observed the work of famous artists, and then produced their own high quality portraits. They created interesting masks in response to an attractive display of masks from other cultures. They showed good imagination in their use of materials like foil papers, card and junk materials to create an interesting three-dimensional effect.

### **ENGLISH**

69. Standards in English by the age of seven are above average and by the age of eleven they are average. These inspection findings agree with teachers' assessments of pupils' attainments. They also show that the above average standards gained by seven-year-old pupils in the National Curriculum tests, over the last few years, have been maintained. The current standards at age eleven are an improvement on recent results. These have been below average because there were greater numbers of pupils with special educational needs in those groups of pupils. The better attainment has come about because the school has implemented a comprehensive action plan to raise attainment. Although not everything in the action plan has been achieved thus far, considerable work has been successfully done and is continuing. This is enabling pupils across the school to make satisfactory progress and attain at least average, if not higher standards. Pupils with special educational needs are supported effectively in all aspects of the subject and they make sound progress towards targets in their education plans. The three pupils with English as an additional language are fluent in English and are supported appropriately whenever necessary.

70. Among the good outcomes of the school's concentrated effort to raise standards is the improved quality of teaching. In the previous inspection, it was satisfactory and now it is good. The National Literacy Strategy is used to good effect to guide teachers' work. Strengths of teaching include setting clear learning objectives for all lessons so that, pupils know exactly what is expected of them. They know what they are about to learn and engage in lessons with a clear focus. Teachers are also successful in encouraging pupils to use knowledge gained in subjects across the curriculum to bring meaning to English studies. A very good example of this was in Year 5 when the teacher asked pupils to use their knowledge of science to become familiar with writing an explanatory text. Above all, teachers form good, respectful relationships with pupils and as a result, pupils have good attitudes to their work. The exception to this is in the Year 6 classes when teachers' expectations of pupils' commitment to work, are not high enough. As a result, pupils work with less care than in other classes and the culture of diligence towards work seen in the rest of the school is less apparent. Nevertheless, taken overall, pupils behave well and enjoy their work.
71. Pupils enjoy many opportunities to develop their speaking and listening skills. These include regular and systematic involvement in answering questions and sharing their work with the class at the end of lessons. They sensibly discuss, in pairs or larger groups, such matters as words to describe the character of a troll or questions to guide research of a text. Infant pupils are given good opportunities at assembly to engage in role-play in front of an audience, such as acting out the story of Noah's Ark. In most lessons, vocabulary is promoted constantly and methods are used to encourage pupils to speak properly. Good examples of this were seen in Year 3 when the teacher recited beautifully a verse about love from the Bible, which pupils emulated carefully. In a Year 2 class, the teacher promoted correct language superbly, as she taught the use of compound words. Because of such good practice, pupils in the infant and lower junior classes have good speaking and listening skills. However, in Year 6 their attainment is no greater than average. Teachers give pupils many good experiences to increase speaking and listening skills, such as developing the necessary vocabulary and phraseology for conducting an argument. However, many pupils have unclear pronunciation as they are not encouraged rigorously enough to articulate properly.
72. Pupils are given good opportunities to write in many forms and for different audiences. They use their writing skills well in subjects besides English. For example, they write factually and usefully in history, geography, science, design and technology and religious education. Throughout the school, basic skills are taught well. Pupils are benefiting from improved methods of teaching spelling, punctuation and handwriting, which have brought greater clarity to pupils' writing across the school. This is particularly seen in the writing of infant pupils who have had the improved teaching from the outset of their schooling. They have also benefited from the very strong culture of story writing in the nursery, reception and Year 1 classes, where teachers are passionate about developing writing skills. Consequently, pupils of Year 2 have above average writing skills. The improved provision has also had a positive impact upon the attainment of junior pupils, enabling Year 6 pupils to attain average standards. They improve their spelling, punctuation and handwriting skills. They write stories with secure structure but the middle part of stories is not developed well enough. As a result, events do not always relate logically to one another.
73. Linking to this is marking, an important and daily part of assessment. Some helpful comments are made in pupils' books. However, marking is not consistently successful enough in pin pointing exactly what pupils need to do to improve. For example, in pupils' writing books, very few comments draw pupils' attention to the significant weakness in the middle part of their stories. As an adverse consequence, plans do not take account of such weaknesses by providing specific focus for improvement. This is a missed opportunity to make proper use of assessment to inform planning and in turn match teaching and learning more closely to pupils' needs and so improve attainment. Similarly, teachers' regular assessment and comparison of pupils' written work have lapsed over the past year. Here

again is a missed opportunity to identify exactly what the school needs to do to improve writing skills further.

74. Reading resources continue to improve, so that pupils experience a good variety of both fiction and non-fiction texts. Since the implementation of the National Literacy Strategy, and its prescribed forms of reading, the co-ordinators have built up expertise in recognising and choosing the best texts for teaching the different aspects of reading. This has contributed significantly to the improved quality of teaching and learning. With such good resources at their disposal, teachers are able to nurture reading skills explicitly, improving pupils' reading attainment considerably. Infant pupils have good reading skills. They read with fluency and good expression and understanding. Such skills are encouraged well in lessons. For example, in the Year 1 classes, the teachers demonstrated adeptly how to read with expression using the story of *The Three Billy Goats Gruff*. This gives pupils good models to follow in their own reading. Pupils are building comprehension skills steadily. They talk about texts such as '*The Sun and Us*', and show by their responses that they have understood what they have read. They are beginning to develop dictionary skills and use book vocabulary accurately.
75. By the age of eleven, pupils' attainment in reading is average. It is not greater, because pupils did not have the benefit of the highly structured and developmental beginning, brought about by the National Literacy Strategy, which is proving to be so beneficial to the current infant pupils. Nevertheless, pupils achieve well. They have good attitudes to reading, all choosing to read at home. They have established preferences of styles and authors, such as *Harry Potter* and *The Philosopher's Stone* by J. K. Rowling. Home reading has been encouraged greatly by the school's good contact with parents through the new home/school reading diary. Set out within the diary is guidance for parents on how to help their children, together with a reward system for consistently good reading habits. Pupils have secure book vocabulary and when talking about texts show firm understanding. They draw information from across the text to give weight to their answers. Higher attaining pupils have good skills in discovering what is implied within the text. Expression and accuracy are not developed fully enough. There is a similar carelessness to that demonstrated in speaking.
76. The school's action plan, together with the co-ordinators' efforts to implement it, has brought about improvements in teaching and learning, and increased attainment by the time pupils leave the school. Although the co-ordinator's role has seen good developments, regular monitoring and rigorous analysis have yet to be established. Currently, co-ordinators are not fully abreast of how to lead and nurture teaching and learning through a focused monitoring process, informed by close assessment and analysis of pupils' attainment and progress throughout the school.

## **MATHEMATICS**

77. Pupils' attainments by the age of seven are broadly average. By the age of eleven, attainment is below average. There have been slight improvements on the previous year's test results at both ages. After making significant rises, recent results at age eleven have been lower because greater numbers of pupils have had special educational needs. School data shows that pupils have achieved satisfactorily. Standards are rising throughout the school, but the most significant rise is taking place in Years 3 and 4, where the teaching is stronger. Trends over time have been in line with the national pattern, after a very sharp rise in 2000 for all pupils. Test results last year were below average for both infants and juniors when compared to similar schools.
78. The last report contained several issues for improvement in mathematics. The introduction of the National Numeracy Strategy has helped the school to deal with most of these. It has provided a whole school structure for the subject, and planning has improved. Teachers are clearer about what pupils need to learn in lessons. The role of the co-ordinator and the use

of assessment have improved, but more still needs to be done. Overall, progress since the last report in the key issues for mathematics has been satisfactory.

79. In the infant classes, all lessons begin with a lively paced oral session to develop pupils' mental skills. The group work that follows is usually matched to pupils' different ability levels. Older infants are placed in classes reflecting their current attainment. The school has noted that most summer-born pupils are in the lower ability group because they have had less time in school. This class is smaller, enabling greater contact between teacher and individual pupils. However, the school has not yet established a strategy to improve the levels of challenge to all these pupils to raise standards.
80. Higher attaining pupils at seven use their number skills in calculations involving money, measuring and fractions. In number work they tackle questions using their 2, 5 and 10 times tables, round to the nearest 10, work with numbers to 1,000 and recognise shapes such as cones, cuboids and spheres. The average attainers, who are in the same class, follow a similar pattern of work and usually complete fewer examples or score less marks in mental tests. Nevertheless, the work challenges them fully. Both groups make good progress. Below average pupils, including those with special educational needs, make variable, but satisfactory progress overall. They are still working with numbers to 10, 20 and sometimes 100. They use a commercial scheme to consolidate learning and at the time of the inspection, they were working with numbers to 20. However, the range within this younger group is considerable. For example, one boy was building a dodecahedron whilst another boy struggled to remember the name for a cube.
81. Pupils in the junior classes make satisfactory progress overall, with the best progress in Years 3 and 4. Oral sessions at the beginning of each lesson generate enthusiasm and develop number skills satisfactorily. By Year 6, higher attaining pupils work in numbers to 10,000 in addition and subtraction, and are secure in multiplication of such calculations as  $237 \times 31$ . They work with decimals to two places, round to the nearest 100 or 1000, and use these skills when tackling problems about ferry fares or calculating the area of the school grounds and buildings. The middle ability group are in the same class and they cover similar work, but with smaller numbers. For example, during a class lesson, these pupils were able to multiply 7.9 by 100 or 1000 mentally. Although the higher attaining pupils multiplied  $7.21 \times 500$ , those of average ability worked with  $7.21 \times 5$  or 50. Pupils in the lower ability group work with decimals, graphs, simple areas and shapes. For example, pupils measured acute angles such as  $30^\circ$  and  $70^\circ$  accurately and were beginning to understand the measurement of obtuse angles. Pupils with special educational needs find work in this ability group challenging and need good support in order to make satisfactory progress.
82. Teaching overall is satisfactory, and sometimes good, much the same as at the time of the last report. The most effective lessons are in Years 3 and 4. Planning is effective and makes good use of all national guidance, both in their content and in the time allocation each day. Pupils benefit from teachers' clear explanations, and well-directed questions, so they are able to be fully involved in class sessions. The good relationships, which teachers work very hard to maintain, create a productive learning atmosphere so pupils enjoy lessons and try hard to please. Teachers listen to pupils' contributions with respect and use them sensitively to promote learning. Teachers give pupils good opportunities to develop and use their numeracy skills in other subjects such as science. Many lessons in the computer suite make use of mathematical understanding and pupils apply their skills well in these. Classroom support assistants work very closely with individuals and small groups, who benefit from this extra attention. However, there are common areas for improvement. For example, day-to-day marking is sometimes very superficial and, therefore, opportunities are missed to identify how pupils can improve. Resources, such as number squares, are not used effectively, which leaves pupils unsure of what to do, in spite of teachers' careful verbal explanations. Sometimes classroom assistants watch during a substantial part of the lesson with no clear task for them to complete.



83. The school has recognised the relative weakness of pupils' mathematics achievements and has responded soundly. The two co-ordinators are aware of the need to raise standards, but are unsure why they remain too low. The development plan includes a number of appropriate strategies to raise standards and the local authority has given good support. Most developments are still in the early stages of implementation and consequently have not had a full impact on standards. Senior managers regularly oversee teachers' planning and this is improving. The organisation of each year group into classes of similar ability is raising standards. Although the school has introduced new assessment systems, the information is not yet analysed thoroughly enough to identify where weaknesses are. Nor do teachers make enough consistent use of the data to plan lessons and match work closely to pupils' abilities. The co-ordinators have examined pupils' work but this has not been rigorous enough to identify developments or to set targets for pupils to raise attainments. They have only just begun to observe lessons to identify weaknesses and share strengths of teaching.

## SCIENCE

84. Standards in science observed during the inspection are in line with those expected nationally by the time pupils reach the ages both of seven and of eleven. These standards are similar to those seen during the last inspection. However, the proportion of pupils achieving the higher Level 3 at the age of seven is much improved. The attainment of Year 6 pupils seen in classes is above that shown in the most recent National Curriculum tests at eleven. This is mainly due to the high proportions of pupils with special educational needs in the groups of pupils involved.
85. As at the time of the last inspection, teaching and learning in both the infant and junior classes are satisfactory. This leads to pupils making sound gains in their scientific knowledge and understanding. For pupils with special educational needs, the main body of work in lessons is not consistently accurately matched to their capabilities. However, when it comes to ways in which these pupils record their results, the match is better in many lessons. This helps them to overcome literacy problems. In one good Year 2 lesson, the learning assistant was very patient when supporting a pupil who really did not want to be involved. The pupil eventually took some part and benefited from this. Overall, pupils with special educational needs make progress that is satisfactory in relation to their abilities.
86. The co-ordinator has devised a scheme of work that ensures a secure consistency in coverage and approach. It takes good account of the mixed age classes in the school as it is planned on a two-year cycle. This ensures that pupils build on and extend their scientific knowledge and understanding as they move through the school. A good assessment system has been devised to track pupils' progress in carrying out scientific investigations. The teachers assess pieces of practical work at the end of each unit studied and, together with each pupil, set individual targets for future improvement. In the older classes, pupils are conscious of the requirements of the National Curriculum levels at which they are working. Using this knowledge, they are fully aware of what they need to do to improve their attainment. The co-ordinator has compiled a useful portfolio of levelled work, but generally the use of assessment in other aspects of the science curriculum is under-developed. Information is not used sufficiently in planning future improvements to teaching and learning. Teachers' marking of pupils' work is usually positive and helps to build confidence. However, it often does not identify where there are weaknesses and what pupils should to improve their work. Throughout the school, teachers place a good focus on practical work, but investigations and experiments are often too teacher-directed. Pupils have limited skills, for example, in planning their own experiments and making effective choices of equipment. This prevents pupils from achieving the higher levels of which some are capable and which demand a greater independence in working practice.
87. Provision is enriched by visits, which include one to a farm in the infants and to the Earth Centre in Doncaster in Year 5. There are good facilities for pond dipping at the nearby high school, including the use of equipment and laboratory accommodation. Strong links have

been forged with a local company, who very generously donated a piece of ground next door to the school. With the help of voluntary labour, this has been turned into a very useful environmental garden. Staff from this same company come into the school and talk to children about their work and this widens the pupils' understanding of the use of science within industry. There are some good links with mathematics. For instance, collected data is displayed in graph and chart form and measurements are made of force and temperature.

88. Overall, teaching in the infant classes is satisfactory. By looking at past work, it is evident that pupils in the infants cover a suitable range of work over the two years and build up an appropriate bank of scientific knowledge and understanding. During the inspection, pupils in both year groups carried out practical work involving squashing, bending, twisting and stretching different materials including modelling materials such as dough. Teachers' effective questioning skills drew out pupils' prior knowledge about materials. Clear instructions and explanations helped pupils to understand new ideas. The pupils were very well behaved and attentive and, because of this, the lessons moved on at a good pace. Pupils carried out the tasks with real enjoyment, particularly at the end when they made actual models of such things as cats and dogs. However, higher than average attainment was limited by a lack of range and choice in the resources provided and too much direction in recording results.
89. Overall, teaching in the juniors is satisfactory with some good and very good aspects. Again, as in the infants, past work shows that a suitable range of work is covered over the four years. During the inspection, pupils in Years 3 and 4 carried out experiments to test the waterproof quality of materials. Clear explanations and demonstrations strengthened the pupils' understanding of what constitutes a fair test. A lively demonstration by one teacher set the lesson off to a particularly good, if wet, start. However, pupils' learning was restricted when carrying out their practical work, because the teacher directed them too closely. This limited the higher attainers' ability to organise their own test and, therefore, to work within an appropriate National Curriculum level for their ability. Pupils with special educational needs struggled to complete the adapted worksheets because they made unrealistic demands of their writing skills. In one class, the support given to such pupils by a volunteer parent was particularly helpful.
90. One Year 5 lesson took place in the computer suite and involved the use of sensors, borrowed from the high school. The pupils first predicted which materials would prove to give the best insulation to beakers of ice and then tested their predictions. There was great excitement as the results of their tests appeared on screens. Good planning for the lesson included extension activities for the more able as well as additional help for those pupils who find recording a problem. Many pupils achieved beyond the average expectation for their age in this lesson. This was due to the very good teaching that encouraged them to use sophisticated equipment in a truly scientific way. Pupils worked together well and there was much useful discussion in groups, which supported learning. The major strength of the teaching lay in the good discussion sessions at the end of lessons. Teachers' effective and brisk questioning usefully drew together all the information and knowledge gained by the pupils. Pupils recognised the discrepancies in results and how these could have been eliminated. Science homework is set in Year 6 and good use was made of the interest of one pupil, who had prepared a class talk on types of rock. Using research carried out on the Internet, he spoke knowledgeably using an overhead projector and a poster to illustrate the points he was making. Such skills are under-developed within class work and, again, more able pupils are not sufficiently challenged due to too much teacher direction.
91. There is an effective co-ordinator for science, who has successfully put in place a scheme of work which gives good guidance to teachers. Although he evaluates the implementation of this by interviewing pupils across the year groups, his monitoring of what is actually happening in classrooms is under-developed. There is, therefore, a discrepancy between intent and practice, particularly in investigative work. Infant and junior teachers have too few occasions to look at pieces of pupils' work together and agree the appropriate National

Curriculum level reached by these. At the moment, there is no system whereby the co-ordinator can ensure that everyone's judgements, particularly when assessing investigative work, are securely based on the same criteria.

## **ART AND DESIGN**

92. Standards of attainment are similar to those found nationally by the ages of seven and eleven. These standards are similar to those found at the time of the last inspection. Throughout the school, pupils have good opportunities to express their ideas, feelings and observations in pastels, paint and three-dimensional materials, although pencil skills are less evident. Displays around the school show pupils' work to good effect and add to the learning environment.
93. In the infant classes, pupils mix shades of colours in purples, greens and oranges, gradually developing a pale shade. They use these colours imaginatively to print shapes, to paint their models or to paint in the style of Mondrian. They use horizontal and vertical lines in this activity, making interesting blocks of colour, which they then explore further using computer-generated designs. Sometimes they support the work they display with text explanations, as they did in the work on fireworks. The work seen showed a similar range of skills as seen in most schools.
94. Work in the sketchbooks in the junior classes reaches the expected level but some pupils show good skills. Still life paintings, some in the style of Braque and Wadsworth, show good use of colour, linked to pupils' imagination, and understanding of the impact of their paintings. For example, one pupil wrote in the supporting text, "I mixed orange and red to give a shadowy effect", whilst another wrote, "I enlarged the poppy so it would look effective next to the hat and shoe". Observational drawing, although generally sound, remains an area for development. During the course of the inspection, the effect of a visiting artist was very apparent in the lessons seen in Year 6. Pupils had designed a wax resist in their sketchbooks, modified it as it developed, and were using a variety of stitches to create a focal point. In discussions, pupils showed they were very proud of their developing skills, and some had begun to create their own textiles at home. This work was above average.
95. Teachers' use of national guidance has ensured satisfactory progress in the art curriculum, because it identifies clearly what is to be taught and how. This gives them increasing confidence in tackling the different areas of the subject. Each class has a unit of work to cover termly, and this ensures that all pupils cover the full programme of study for art. Teaching and learning are satisfactory in infant and junior classes. Teachers plan lessons well, with appropriate activities that ensure that pupils enjoy art lessons. Relationships are warm and secure and, as a result, pupils are able to explore their own ideas confidently. Teachers value pupils' work and display it imaginatively, together with photographs, artefacts and drapes, which create very pleasing effects. Pupils concentrate hard on what they are doing, share ideas and comment favourably on each other's work. Classroom assistants give effective support to pupils who have special needs, so they are able to benefit fully from the activities.
96. Progress in the management of this subject has been good since the last inspection. The co-ordinator has worked closely with the local authority adviser to take the subject forward. The co-ordinator looks at planning, monitors pupils' work and has begun to monitor teaching. She recognises it is difficult to manage the subject on a split site, but she has the support of a colleague in Key Stage 2 to help in this. The action plan for the subject is clear, and well on the way to completion. What is still outstanding is the development of a portfolio of pupils' work to identify the standards pupils are reaching in all areas of the subject. This would help in comparing attainment with other schools and identifying areas for improvement, linked to further in-service training for teachers.

## DESIGN AND TECHNOLOGY

97. The standards of attainment in design and technology are similar to those found nationally at the ages of seven and eleven. This is the same overall judgement as at the time of the last inspection. Nevertheless, the school is making better provision for the more able pupils and this is beginning to raise standards. Activities challenge and stretch them effectively, which was not the case before. The subject makes a positive contribution to the broader curriculum through the attractive displays of designs and models around the school.
98. By the age of seven, pupils design vehicles and a winding mechanism. They label their designs and represent what they intend to make in a simple way. Pupils are beginning to use their computer skills in their vehicle designs, which show sound progress from Year 1 to Year 2. Pupils in Year 2 make models of a winding mechanism using wood, cotton reels, card and scrap materials. These activities challenge the full range of ability appropriately. Pupils with special needs, for example, make mechanisms that wind one object up and down, usually with adult help. Higher attaining pupils work independently to make models with greater complexity, which raise or lower three objects in unison. Information and communication technology is used well in design and technology to extend pupils' skills because of good cross-curricular planning.
99. Junior pupils have design books that show a good variety of experiences. Designs include a Christmas Box, bread making, pup-up books, car designs and a Mexican drum. Pupils in Year 6 design and make models where a cam and follower produce a moving part. For example, the driver of a bus moves up and down as the vehicle moves along. Models work and pupils assemble them accurately. The quality of finish, using paint and graphics, is often above average. Designs have satisfactory detail but more could be done to improve observations as designs develop, and evaluations when models are completed.
100. Although few lessons were seen, they confirm that standards are rising in the subject. Pupils are learning the right things for their age, taught at a lively pace. Teachers plan well, so pupils learn systematically during each lesson, and over longer periods. Very good use is made of national guidance in this planning process. Resources are always to hand and the lockable trolleys provide a safe storage area for tools such as drills and saws. Safety procedures are emphasised throughout lessons. Pupils enjoy their technology experiences. They are very eager to contribute because the teachers challenge their thinking, asking "Why do we do this?", "How can we make it better?" and "What will happen if?" Pupils listen to each other's replies with interest. Teachers are particularly skilful in using answers to add to other pupils' understanding. In these lessons, design skills are developing well. For example, in a Year 3 lesson, pupils drew the designs freehand with detailed labelling. In a Year 5 class, pupils drew accurately to a scale of 10cm to 1m, producing more detailed labelling, including scale, before any model making began. These lessons were driven along at pace by the energy and enthusiasm of both teachers, both of whom are confidently knowledgeable about the subject. In-service training has clearly been effective.
101. The co-ordinator heads the subject well and recent developments have addressed most areas of weakness identified in the last report. For example, use of national guidance has effectively established a good whole school plan to develop pupils' skills. Although there has been good progress since the last report, there are still weaknesses in teachers' use of assessment information. The co-ordinator has prepared a portfolio of pupils' work from a national information base using information and communication technology. It contains examples of designs and models at levels expected from pupils of different abilities. This is organised well for both key stages, but it has yet to be matched to similar pupils' work from within the school, so that teachers and pupils alike are aware of the standards they achieve in comparison to other schools nationally. The role of the co-ordinator in monitoring teaching to share good practice has yet to be developed fully.

## GEOGRAPHY AND HISTORY

102. Standards in history and geography are as expected by the ages of seven and eleven years as they were when the school was last inspected. Then there were some weaknesses in the progress pupils made in developing their enquiry skills. This has now improved because the school has introduced a new, more effective, planning system. Pupils' skills in interpreting evidence about the past in history are now developing particularly well as teachers are giving a good emphasis to this in their lesson planning. Resources for teaching geography, found to be lacking in the last inspection, are now satisfactory, with enough maps and globes readily available for pupils' use. Systems for checking what pupils can and cannot do are still under-developed. Teachers usually set similar tasks for all pupils with extra support for those with special educational needs. Often, particularly in history written work, these tasks are open-ended enough to enable all pupils to respond at their own level. However, more could be done sometimes to set more challenging tasks for brighter pupils so that they can work towards the higher levels of which they are capable.
103. The teaching of history is good throughout the school and all pupils achieve well. By the age of seven, pupils have a sound understanding of life now and in the past. They know of famous people like Captain Cook and Guy Fawkes and something of the events in their lives. Pupils in Year 2 developed good enquiry skills when they examined photographs to find out what life was like in Victorian times. This helped them to appreciate the poor living conditions of ordinary people and to compare them with their own homes. Good teaching was seen when pupils in Year 1 examined new and old hot water bottles. The teacher encouraged pupils to look and think hard, and to tell their classmates what they had found out. This led to a useful discussion about how people in the past might have used them and, perhaps, made the stone hot water bottle softer by wrapping it in a towel.
104. This good history teaching continues as pupils move through the school so that by the age of eleven, many pupils develop good skills in interpreting evidence about life in the past. High quality displays, like the one on Ancient Egypt, stimulate a lively interest in the subject. Pupils present their work attractively, sometimes using computers for research or to produce their interesting reports. Older pupils wrote moving accounts about peace and bitterness because they had been encouraged to interview older family members and discuss photographs and other information about what life was like during the Second World War. Pupils enjoy these practical activities and show a keen interest in their work.
105. This was also a strong feature of the satisfactory geography teaching seen during the inspection. Pupils in Years 1 and 2 extended their awareness of places far away when they plotted Captain Cook's voyages on a world map. Good use is made of their own experiences and maps to develop their knowledge of different kinds of places, such as when they discuss the places they visit on holiday or learn about Barnaby Bear's travels. Pupils know where places like Beverley, Chester and Brittany are, and confidently point them out on maps. They spot the cathedral and other local features when they study aerial photographs of Beverley. However, more could be done to develop pupils' own mapping skills through fieldwork in the local area.
106. Pupils in Year 4 were learning about rivers and the water cycle. The teacher made good use of a model of a river and her own demonstrations in her lively presentation that helped pupils to understand how a stream is formed. She made sure that they understood the new vocabulary so that they used 'evaporation' and 'precipitation' to describe what they had seen. Sometimes, pupils are too passive in class discussions, and more could be done to target questions at these pupils so that they work harder. Pupils showed good enquiry skills in Year 6 when working in groups to find out about life in a village in India. An excellent display of photographs and artefacts together with computer research and a basket of foods were all used effectively to raise questions, provide information and stimulate a lively interest. Pupils understood the effects of the weather on the clothes, food and lifestyles of people living there. There were good opportunities for discussion and questioning, but these were not

used as well as they might be. Pupils were confused about such aspects as whether rice is grown as a crop in India because there was too little questioning to check their understanding as they discussed in groups.

107. Very good use is made of visits to such places as Eden Camp to develop pupils' history and literacy skills. Pupils in Year 5 produced attractive guidebooks promoting the visit, including useful information like maps and notes about places of special interest. A pupil thought hard about the experience and wrote, "It felt like you were in a real submarine ... you could smell the food". Others wrote sensitively about life as an evacuee using such phrases as, "like the loneliest person on earth". Pupils clearly find such tasks interesting, and they encourage them to see the links with the conflict in the world today. When writing letters to Anne Frank, some pupils compared her experiences with those of some people in Afghanistan today. These activities make a powerful contribution to their spiritual, moral, social and cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Pupils achieve the expected standards by the ages of seven and eleven, similar to those indicated in the last report. The school has recently purchased substantial new resources, including a suite of computers and other equipment. The co-ordinator has made good use of national guidance for the curriculum and has arranged substantial training for all staff. These measures have increased teachers' confidence in the subject and promoted its use across the curriculum. As a result, the school is now well equipped to meet all National Curriculum requirements and there are clear signs of rising standards through the school. Arrangements for monitoring teaching are weak and this restricts opportunities for teachers to share what works well.
109. Pupils in the infant classes learn to use computers through appropriate games and activities. In Year 1, for example, they recognise and correctly name the parts of the computer system and explain how they work together. They improve their accuracy when using the mouse as they arrange items within a pattern. They gain increasing familiarity with the layout of the keyboard as they add text. Most know how to get capital letters and many can change the size and colour of their writing.
110. In the junior classes, pupils continue to develop their skills. They show good confidence and understanding when logging on to the network, loading programs and opening files. They create pictures using a good range of drawing tools, write text and increasingly combine this with graphics and pictures. Year 3 pupils use a simulation program and begin to ask questions and investigate the effects of changing elements of the simulation. Year 4 pupils understand how instructions to a small robot can be represented in a computer program. Lower attaining pupils in this lesson approached the program with confidence and entered the commands given by the teacher. Higher attaining pupils quickly predicted what shapes they would get although the task set by the teacher was limited. Their learning was somewhat restricted because they did not have enough opportunities to plan their own commands and investigate the program. Junior pupils learn specialist vocabulary well, such as the language associated with databases. Year 5 pupils, for example, began to use this correctly in their answers to questions. They show interest and enthusiasm, taking pride in their increasing language skills and their understanding of how to sort information.
111. Teachers take some good opportunities to incorporate aspects of other subjects in information and communication technology lessons. This is particularly apparent in the ways teachers help pupils to gain mathematical skills through working with spreadsheets and databases. Teachers also give pupils many good opportunities to apply their developing information and communication technology skills in other subjects. For example, pupils are asked to find information using CD-ROMs and the Internet. Many junior pupils are confident in e-mailing messages to other children abroad. Year 6 take digital photographs and use these in their history and geography work. They combine text, graphics and photographs

well when they produce leaflets to advertise a nearby museum. They have good word processing skills and begin to choose fonts and sizes effectively to improve their presentations. Some effective use of information and communication technology is made in science when a teacher uses sensing equipment to demonstrate insulation.

112. Teaching is satisfactory overall and enables all pupils to learn soundly throughout the school. The limited supply of computers in the building restricts infant teachers in their planning, although the school has good plans to enlarge resources soon. They give good demonstrations and enough opportunities for pupils to practise their new skills. Junior teachers take many lessons in the computer suite and they generally plan these well, with effective use of a range of suitable resources. They generally introduce new vocabulary carefully and ensure that pupils recognise and use the new words correctly. Teachers have increasing confidence with the new equipment and teach the basic skills to pupils appropriately. As a result, pupils enjoy working with computers and most feel confident in their work. However, teachers do not generally make sufficient use of the developing assessment systems for pupils' achievements when planning lessons. The same tasks are often given to all pupils in a class although their earlier knowledge and understanding vary. As a result, teachers lose good opportunities to challenge pupils further and promote greater learning.

## **MUSIC**

113. Standards in music are around those expected of pupils at the ages of seven and eleven. The school has made good progress in music since the time of the last inspection, and there have been a number of significant changes. A co-ordinator has been appointed who has a clear understanding of the subject and of how it needs to be developed. Almost all music lessons are now taken by her and this leads to good consistency of provision through the school. The co-ordinator has established a strong curriculum, making effective use of national guidance, to support other staff should the school's policy need to change in the future. Provision for the subject is enhanced by a number of good opportunities for some pupils to learn to play string and woodwind instruments.
114. Throughout the school, pupils sing well and have a well-developed sense of pitch. For example, infant pupils sing melodiously and recall the words from memory during an assembly. Junior pupils join in willingly with new songs and sing known songs with good conviction. Infant pupils clearly enjoy music making and join in enthusiastically. Year 1 pupils, for example, show great pleasure as they experiment with a wide variety of simple percussion instruments. They pay good attention as they learn to recognise and make short and long sounds, gaining greater skills in using the instruments. Year 2 pupils use these developing skills well when they follow instructions written on cards, maintaining a good rhythm. In the younger junior classes, pupils began to identify sounds inspired by a print of Turner's 'Fighting Temeraire'. Although they had some interesting ideas, when given a range of percussion instruments, some Year 3 pupils were over-excited, restricting their learning. When Year 4 pupils tried a similar activity, the teacher modified her approach carefully and pupils were more productive. They think carefully about the sounds they wish to make and show good control of instruments. Year 5 pupils understand a good range of musical terms and sing with enthusiasm. They learn, through the teachers' ambitious use of tape recorders, how songs are built up from separate parts. Throughout the school, pupils of all abilities, including those with special educational needs, join in music making well. There is no significant difference between the involvement and attainment of girls and boys.
115. The music co-ordinator teaches all classes from reception to Year 6. This means that good, confident music skills are used to encourage and guide pupils' music making. Teaching is satisfactory and leads to pupils learning soundly through the school. She prepares and organises lessons well and this helps lessons to proceed with good pace. When necessary, she uses a good range of strategies to ensure good control. Explanations and questioning are often good and these help pupils to know what needs to be done. In some lessons,

however, the teacher does not extend pupils' thinking enough by asking more demanding questions or getting them to explain their thinking. A strong beginning in assessing pupils' achievements against the levels described in the National Curriculum has begun. Pupils have been given very good opportunities to consider their own strengths and to understand what they need to do to improve. This gives them greater knowledge of their own learning and promotes independent skills well.

## PHYSICAL EDUCATION

116. Pupils' attainment is as expected for pupils of their age by the time they are seven and eleven years old. This maintains the average standards shown in the last report. During the inspection, all lessons took place inside and activities included dance, games' skills and gymnastics. Teachers' planning shows they make varied, interesting and broad provision throughout the school, making effective use of the good facilities. The curriculum has improved since the last inspection through effective use of national guidance. All elements of the subject are taught, including swimming in Years 3 and 4. There is a good range of after-school sporting activities and this is well extended by pupils' participation in inter-school events and competitions. Pupils in Year 6 have the opportunity to attend a residential centre and to take part in outdoor and adventurous activities. Pupils' prowess in cross-country running, through which many trophies have been won, is a particular strength of the school.
117. Throughout the school, pupils understand the importance of warming up and cooling down and are aware of the effect that exercise has on the rate of their heartbeats. Most make good use of the available space and thoughtfully avoid bumping into each other so as not to spoil the work of others. In gymnastics and dance, they control their movements by twisting and turning, balancing and miming. In Year 1, the pupils were enthusiastic about ideas presented on a commercially produced tape and were keen to interpret these in their own way. In Year 2, not only were the pupils' movements of good quality but also their sequencing of these showed a mature fluency. In this lesson there was evidence that pupils were using careful thought as well as physical skills when compiling and perfecting their performances. In a junior games' skills lesson, pupils showed sound levels of confidence and accuracy in throwing, bouncing and catching techniques. They used a variety of simple tactics to defend, attack and keep possession of a ball.
118. Overall, teachers' management of lessons is sound, with some very good teaching in the infants. All teachers provide opportunities that allow pupils to comment critically on their own performances and those of others. As a result, pupils make at least satisfactory progress in their learning by improving and refining their movements. Clear explanations help pupils to understand the purpose of a lesson and what is to be learned. Learning assistants are used well in the infant lessons either to allow assessment to take place or to work alongside pupils with special educational needs. In a Year 2 lesson, particularly high quality support allowed the child concerned to be fully involved in all the activities. In the same lesson, the teacher had high expectations of the capabilities of pupils and insisted on a polished performance. This encouraged pupils to try harder. In junior lessons, praise is sometimes given too readily and the pupils are not spurred on to the higher achievement of which many are capable. Insufficient use is made of information and communication technology to make, or watch, videos in order to improve performance.
119. The subject co-ordinator provides useful advice and support to colleagues. However, there is no consistent monitoring of teaching and learning and subject management remains relatively under-developed. For example, the school's advice about wearing an appropriate indoor kit is not applied consistently and in the juniors, especially in Year 6, many boys and girls do not change into shorts but wear long trousers. These not only hamper movement but also could be a safety hazard on equipment. The school rightly values the contribution made by physical education to pupils' personal and social development. This was particularly evident in one lower junior lesson in which the pupils exhibited good teamwork whilst playing



invasion games. Pupils worked well together in twos and threes to improve their games' skills.

## RELIGIOUS EDUCATION

120. Seven year olds are meeting the levels set down in the locally agreed syllabus and pupils exceed the expectations by the age of eleven. Pupils' past written work is limited in quantity but lessons and discussions show that the school has maintained the standards described in the last report. The school's two-year cycle of planning is carefully based on the East Riding Agreed Syllabus. This ensures that infant pupils satisfactorily build on and extend their knowledge and understanding in this subject. It also effectively underpins the work in the juniors. These older pupils make good progress not only in their learning about religions, but in their capacity to reflect upon their own beliefs and respond to those of others. For example, when questioned about what religion meant to him, one of the pupils replied that, "It gives you the courage to help other people and do the right thing".
121. In both lessons and assemblies, pupils in the infants listen to and learn an appropriate range of Bible stories. These are from both the Old and New Testaments and include ones about Joseph and his multi-coloured coat, Noah's Ark and Zacchaeus the tax collector. Pupils know about Christian festivals, for example Christmas, and visit the local church on a variety of occasions. They have a suitable knowledge of aspects of other religions, for example the importance of the Torah in Judaism. Their understanding about the characteristics needed for good leadership is developing well, particularly with reference to Jesus and his way of life.
122. In the junior classes, pupils know a wide range of Bible stories and the differences between the Old and New Testaments. They understand why Jesus told parables and what is meant by a miracle. Pupils know many religious symbols, customs, stories and beliefs, in particular those related to Islam and Judaism. They can recall such aspects as Ramadan and prayer mats, synagogues and scrolls. In addition, Year 6 pupils know about Hitler's persecution of the Jews and the story of Anne Frank. They compare this with the conflict between the Catholics and Protestants in Northern Ireland, as covered in their news sessions. They expressed horror at recent pictures of frightened little girls 'running the gauntlet' on their way to school.
123. Overall, the teaching of the subject is sound in the infants and good in the juniors. In all lessons, teachers' skilful use of questioning results in pupils sharing their ideas articulately with each other. In the best lessons, teachers use their very good relationships to give pupils the confidence to speak. This helps pupils to express their opinions on sensitive issues without feeling shy or embarrassed. In one very good Year 6 lesson, the use of music led to a particularly profound spiritual experience. Pupils reflected deeply and meaningfully on ideas incorporated in their lesson on fairness and justice. Teachers use a good range of artefacts and books in support of their lessons and to help pupils to learn. In both Year 6 classes, for example, pupils watched a video intently, its powerful images concentrating their attention. Strong links have been made with the clerics from the two local Christian churches. The presence of the beautiful, historic Minster within walking distance greatly enriches this area of the curriculum.
124. The subject contributes well to promoting the pupils' good personal and social development, for example during discussions on love, friendship and being aware of other people's feelings. There are some effective links with literacy, particularly in supporting pupils' listening and speaking skills. In one Year 3 lesson, the choral reading of a verse from Corinthians, Chapter 13, starting 'Love is...' was especially good. However, throughout the school, the pupils' writing and illustrating skills are not used sufficiently to record their learning. Therefore, there is little past evidence upon which pupils can draw when building on and extending their knowledge and understanding. In the junior building, stimulating

displays about other countries and their religions, for example one on India, forge strong links with the geography curriculum.

125. The expert co-ordinator is largely responsible for the good progress made by pupils in the juniors, but her monitoring role, particularly in the infants, is limited. Together with local authority advisors, she has effectively introduced the new agreed syllabus to the whole staff. However, her support for less confident teachers is restricted by her other school commitments.