

INSPECTION REPORT

ASTON HALL JUNIOR AND INFANT SCHOOL

Aston, Sheffield

LEA area: Rotherham

Unique reference number: 106925

Headteacher: Miss D. A. Humphries

Reporting inspector: Mr K. Williams
21074

Dates of inspection: 10th – 12th February 2003

Inspection number: 246637

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 category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Church Lane
Aston
Sheffield

Postcode: S26 2AX

Telephone number: 0114 2879811

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Appropriate authority: Governing Body

Name of chair of governors: Mr S. Cooper

Date of previous inspection: 12th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21074	Mr K Williams	Registered inspector	Science Information and communication technology Physical education Educational inclusion	What sort of school is it? The school's results and achievements. How well are the pupils taught? Staffing and resources. What should the school do to improve further?
9146	Mr M Brennard	Lay inspector		Pupils' attitudes, values and personal development. Attendance. How well does the school care for its pupils? How well does the school work in partnership with parents? Accommodation.
11472	Mr M Beale	Team inspector	English Geography History	How well is the school led and managed?
11831	Mr J Brooke	Team inspector	Mathematics Design and technology Religious education	How good are the curriculum and other opportunities offered to the pupils? Assessment.
212235	Mrs M Graham	Team inspector	Foundation Stage Art Music Special educational needs	Spiritual, moral, social and cultural development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Aston Hall is a community junior and infant school serving the district of Aston, situated close to Rotherham and Sheffield. There are 196 pupils on roll, which is about average in size. The pupils enter the reception class in the September or January of the academic year in which they have their fifth birthday and there are also seven classes in the infants and juniors, including two in Year 6. The attainment of pupils on entry to the school is broadly average. Almost all of the pupils are of white ethnic background and no pupils are learning English as an additional language. Forty-one pupils have been identified with special educational needs, including ten who have a Statement of Special Educational Need, which is above average. The percentage of pupils who have free school meals, at four per cent, is below average. At the time of the inspection, the headteacher had been in post for just over a term.

HOW GOOD THE SCHOOL IS

The school provides a sound quality of education and a positive learning environment for its pupils. The pupils' attainment, by the time they leave the school, is above average in English and art and design and average in other subjects. The headteacher and governors provide good leadership and management and, overall, the quality of teaching is satisfactory. The school provides satisfactory value for money.

What the school does well

- By the time the pupils leave the school, their attainment in English and art and design, is above average.
- The headteacher and governors provide good leadership. They have a clear idea of the school's strengths and weaknesses and are committed to raising standards.
- The pupils have positive attitudes to school, they behave well, get on well with one another and their attendance is good.
- The pupils with special educational needs are well supported.
- The pupils' spiritual, moral, social and cultural development is promoted well.
- The pupils are well cared for by the school and their behaviour is well managed.

What could be improved

- Standards in mathematics and science could be higher, as too few of the pupils attain the higher levels.
- There are inconsistencies in the way that work is marked and the information from the day-to-day assessment of the pupils is not used well enough by teachers to plan the next step in the pupils' learning.
- There are too few opportunities for the pupils to make choices and decisions about their work and devise and carry out their own investigations.
- The setting of homework is inconsistent and it has limited impact on the pupils' learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. Since then, standards in English, by the end of Year 6, have risen and the above average standards found in art and design have been maintained. The school has made satisfactory progress in addressing the issues identified in its last inspection. Schemes of work have been developed for all subjects, standards in ICT have risen and the school development plan has improved and is now an influential working document. Although an assessment policy is now in place and assessment procedures are generally consistent across the school, too little use is made of assessment information to plan the next step for the pupils. The headteacher has introduced clear procedures for monitoring the teaching and learning.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	C	B	C
Mathematics	A	C	C	E
Science	A	D	E	E

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

In last year's national tests for Year 2 pupils the school's results were above average in reading, average in writing and below average in mathematics. When compared to similar schools, the test results were average in reading, below average in writing and well below average in mathematics. In the Year 6 national assessments, the school's improvement over the last few years is similar to the national picture. There have been some minor differences in the performance of boys and girls in the national tests but inspection evidence indicates that there is no discernable reason for this and that the provision, teaching and expectations for boys and girls are similar. The school failed to achieve its challenging targets for 2002, but is well placed to achieve those for 2003.

The evidence of the work seen during the inspection indicates that standards are average in English, mathematics and science by the end of Year 2. By the end of Year 6, the pupils' attainment is above average in English and average in mathematics and science. Standards in mathematics and science could be higher. Although the proportion of pupils attaining the expected Level 4 is broadly average, too few achieve the higher levels (Level 5 or above). This is due, in part, to a lack of challenge for those pupils capable of attaining the higher levels and also to limited opportunities for the pupils to develop their skills of independent enquiry. Most pupils, including those with special educational needs, make satisfactory progress, although the rate of progress of the more able pupils slows when they are insufficiently challenged. The pupils' attainment on entry to the school is broadly average and most of the children are likely to attain all of the expected goals for early learning. By the end of Year 2 and Year 6, the pupils' attainment in art and design is above the expectations of pupils of this age. In all other subjects, the standard of the pupils' attainment is in line with those expectations. Standards in information and control technology have improved since the school's last inspection and are now in line with the national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most of the pupils are interested in their work, concentrate well and work hard.
Behaviour, in and out of classrooms	Good. Most of the pupils are polite and respectful in lessons and they show consideration for others during playtimes.
Personal development and relationships	Good. The pupils relate well to each other. They enjoy taking on extra responsibility, but there are too few opportunities for them to develop their skills of independent enquiry.
Attendance	Above average.

Most of the pupils have positive attitudes to the school and mix well.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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.

Overall, the quality of teaching is satisfactory. In the reception class, the teamwork between the teacher and the teaching assistant has created a secure environment which supports and extends the children's learning and their positive attitudes. However, opportunities are missed to develop the children's independence and to allow them to make decisions. In the infants and juniors, lessons run smoothly because the teachers prepare well, ensure that resources are readily available and manage the pupils well. The teachers generally have a sound understanding of the subjects they teach. The teaching of literacy has improved since the last inspection and this has had a significant impact on the above average standards by the end of Year 6. The teachers have placed a strong emphasis on the teaching of number skills and this policy has been successful. However, in some cases, the more able pupils are insufficiently challenged and the teachers' expectations of the pupils' presentation of their work are variable.

In the best lessons, the teachers have high expectations of the pupils' capabilities. They provide challenging work that is well matched to the needs of pupils of all abilities and is clear about what the pupils are expected to learn. As a result, the pupils make good progress in these lessons. In some lessons, however, the objectives for learning are too vague or broad to be helpful and do not take sufficient account of the different capabilities in each class. The marking of the pupils' work is inconsistent and there is too little emphasis on using these day-to-day assessments to plan the next step for the pupils, inform them about how well they are doing and how they might improve their work. There are too few opportunities for the pupils to develop their independence by making choices and decisions about their work, for example devising their own investigations, which particularly affects those pupils capable of attaining the higher levels in mathematics and science. The use of homework is inconsistent across the school and does not support the pupil' learning effectively. The pupils with special educational needs are well supported by the teaching assistants who work with them and this has a positive impact on their learning and enables them to make satisfactory progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The planning in Reception covers all of the areas of learning. In the infants and juniors, the curriculum is appropriately broad and there is a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	Good. The pupils are well supported and benefit from a balance of whole class teaching, small group work and individual attention to the pupils' areas of difficulty.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes good provision in each of the areas and this is a strength.
How well the school cares for its pupils	Good. There are good procedures for child protection and the welfare of pupils. There are satisfactory procedures for assessing the pupils' attainment and tracking their progress.

The school has established satisfactory links with parents and the local community. Links with other local schools are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provide a clear direction for the school that focuses on raising standards.
How well the governors fulfil their responsibilities	Good. The governors are interested and committed to the school and highly aware of their responsibilities. They have a clear view of the school's performance and how they would like it to be improved.
The school's evaluation of its performance	Sound procedures are in place for managing the performance of staff and monitoring teaching and learning.
The strategic use of resources	Financial planning is good. The school makes effective use of the resources at its disposal.

The school has an adequate number of staff to deliver the National Curriculum. The school's accommodation is satisfactory and there is a good range of resources to support the pupils' learning. The school makes good use of the principles of best value when making purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good and their children are expected to work hard and achieve their best. • The school is approachable. • The school is helping their children to be more mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework. • The amount of information about how their children are getting on. • How the school works closely with parents. • The range of activities outside of lessons.

The inspectors generally agree with the parents' positive views of the school. Although the quality of teaching is satisfactory overall, there is a significant proportion of good teaching across the school. Inspectors agree that homework is used inconsistently to support the pupils' learning but there is a satisfactory range of extra-curricular activities offered and there is good quality information on the pupils' progress made available. The school has established satisfactory links with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of most pupils on entry to the Reception class is broadly average. The children make satisfactory progress in all of the areas of learning. By the end of the Foundation Stage most of the children are likely to attain the expected goals for early learning. The children settle quickly into the carefully organised and secure classroom routines and they respond well to the teacher's high expectations of their behaviour. However, opportunities are missed to develop the children's independence by allowing them, for example, to self-register, make decisions, discuss what they have been doing and talk about their learning.
2. The results of the 2002 national tests for Year 2 were above average in reading, average in writing and below average in mathematics. Year 6 results were above average in English, average in mathematics and well below average in science. Taken over the last few years, the school's improvement is similar to the national picture. Inspection evidence confirms that standards in English are above average by the end of Year 6 and they are average in mathematics. The evidence of the work being carried out by the present pupils in Year 6 indicates that standards in science are average. Close analysis of the 2002 test data indicates that the percentage of pupils achieving the expected Level 4 in science was above that found nationally, but too few pupils achieved the higher levels (Level 5 or above). Similarly, the proportion achieving the higher levels in mathematics was below that in English and, taken with the unfavourable comparison with the results of similar schools, indicates that standards in mathematics and science could be higher. Over recent years, there have been some minor differences in the performance of boys and girls in the national tests. For example, taking the last three years together, boys have performed slightly better in the Year 2 tests and in science in the Year 6 tests. Inspection evidence indicates that there is no discernable reason for this and that the provision, teaching and expectations for boys and girls are similar.
3. By the end of Year 2 and Year 6, most pupils make satisfactory progress and achieve average standards in speaking and listening. Most of the planned activities are concentrated in the whole class discussions at the beginning of the Literacy Hour and other lessons and, by Year 6, most of the pupils are articulate when discussing their work. The pupils in the infants develop their reading skills systematically and make satisfactory progress, largely due to the successful implementation of the national Literacy Strategy. The pupils use their skills carefully to help them read unfamiliar words and they use other strategies such as using clues from pictures and basic word recognition. The teaching of reading is also given a high priority during the juniors and, by the end of Year 6 the pupils reach above average standards. The basic skills are soundly established and higher attaining pupils read fluently, accurately and with interest. All pupils benefit from the very well taught guided reading sessions. Most pupils have a sound understanding of how to use a dictionary and thesaurus and how books are organised in the library. However, the pupils' research and referencing skills are not always fully developed across the curriculum and opportunities to use the library for independent research are very limited.
4. The work carried out by the school to improve the standard of writing has been successful and has helped to raise standards since the school was last inspected. A major contribution to this improvement has been the provision of opportunities for pupils to write for real purposes, to write for target audiences, and in some classes to apply their writing skills across the curriculum. By the age of seven, the pupils have developed satisfactory writing skills with some writing well for

their age. Year 2 pupils write in an impressive range of styles and the work in other subjects is skilfully used to help the pupils practise their writing skills. The pupils make steady progress with handwriting and spelling. Standards in writing are above average by the end of Year 6. The pupils are able to write at length, with appropriate detail, and mainly accurate spelling and punctuation. The structured writing activities of the literacy hour successfully support the pupils in developing useful approaches to planning, drafting and editing their work.

5. Standards in mathematics are broadly in line with the national average at the end of Year 2 and Year 6. This is a similar picture to the previous inspection. Most pupils, including those with special educational needs, make satisfactory progress as they move through the school, although the achievement of the more able pupils is not as high as it could be, due largely to the lack of challenge in much of the work planned for these pupils. The teachers have placed a strong emphasis on the teaching of number skills and this policy has been successful. By the age of 11, most of the pupils have developed a range of strategies for mental calculation of numbers, they are able to use a range of methods to solve numerical problems and they have a good knowledge of the value of each digit in numbers. There is a need now to develop other aspects of the mathematics curriculum. This has been recognised by the school, for example with the introduction of a greater focus on problem-solving, but more needs to be done to broaden the work in relation to data-handling, weight and other measures.
6. Standards in science are average at the end of Year 2 and Year 6, which is an improvement on the 2002 results of the national assessments, particularly those in Year 6. This is because the teachers' planning clearly identifies what the pupils are expected to learn in lessons and this has resulted in an improvement in the pupils' scientific knowledge and understanding. However, standards could be higher, as there are too few pupils achieving the higher levels. This is due to some of the work planned taking too little account of the needs of different levels of attainment and there are only limited opportunities for the pupils to develop their independent investigative and recording skills. The rate of progress made by the more able pupils slows when they are insufficiently challenged.
7. Amongst other subjects, standards are above average in art and design at the end of Year 2 and Year 6, due to the pupils being provided with a wide range of experiences to develop their knowledge and skills. This is supported by the teachers' good knowledge of the subject and the good opportunities for the pupils to express their opinions about their work. The pupils' artistic skills are well used to support their learning in other subjects. Standards in information and communication technology have improved since the last inspection and are now average at the end of Year 6. The previous report identified weaknesses in the pupils' control and modelling skills but recognised that the pupils were making rapid progress in those areas: this has continued and the pupils are now attaining appropriately. The pupils attain average standards in all other subjects.
8. The school makes good provision for those pupils with special educational needs and they make satisfactory progress. There is a strong commitment to ensuring that all of the pupils have access to the full curriculum. The pupils' needs are identified early and their needs are clearly set out in their individual education plans. The pupils with Statements of Special Educational Need have appropriate programmes of work in line with the aims of their statements and they make satisfactory progress. The teaching assistants play a significant part in supporting the pupils with their specific learning programmes.

Pupils' attitudes, values and personal development

9. This aspect was reported as a strength at the previous inspection and the high standards that were observed in 1998 have been maintained. The pupils enjoy coming to school and this is reflected in the parents' views, where almost all agree that their children like the school. The pupils' punctuality is good and, once in the school, they settle quickly into the daily routines. In lessons they are well motivated and keen to join in, particularly when teaching is good.
10. The pupils' behaviour is also good. In the majority of the lessons observed, behaviour was good or better and this was particularly so when the teachers used praise to reinforce good behaviour. In some of the less successful lessons, however, there are occasions when the pupils lose interest in their work. No incidents of bullying were observed and conversations with parents confirm that such incidents are rare. There are currently no exclusions. The school's policy of involving the pupils in contributing to issues surrounding behaviour, specifically creating their own class rules, reinforces their appreciation of the impact of their actions on others. Of particular note was a Year 3 personal, social and health education (PSHE) lesson, when the pupils discussed maturely issues surrounding keeping a secret and when it is right or wrong to do so.
11. The opportunities for personal development are good. From an early age, the pupils are given book bags for which they take responsibility and, in joining the book club, they begin to learn about saving money in order to buy their preferred book. From Year 2 onwards, the school council provides a means to develop maturity, both for the councillors themselves and for those who make the effort to put forward their ideas via the suggestion box. The current topic under discussion is the proposed new markings for the playground. The pupils take on a variety of roles as monitors in each class and in the library. Of particular note is the informal 'buddy system' which has grown out of the support provided for a small group of reception children who were unsettled at lunchtime. A number of Year 6 children volunteered to sit with them during lunch and also to play with them in the playground and this has had a positive effect on both age groups.
12. Relationships are good. In many lessons, the pupils were observed working well together. In Year 2 they co-operated well whilst following the rules of a game and in a Year 3 PSHE lesson on friendship, they listened well to each other and learned a lot about the nature of friendship and loyalty. The pupils also demonstrated good respect for one another at the celebration assembly. They sat quietly to watch the dance performed by the Year 5 class and applauded generously when it had finished.
13. Attendance, at ninety-five per cent, is good. There is virtually no unauthorised absence, a factor for which the parents must take great credit. They are quick to inform the school, either by telephone or in writing, of any absence. Punctuality is also good with lateness occurring very infrequently.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Overall, the quality of teaching is satisfactory. During the inspection, the teaching was satisfactory or better in almost all of the lessons seen. The teaching was good or better in almost half of the lessons. There is very little unsatisfactory teaching. This is a broadly similar picture to that found in the last inspection, although there is now a lower proportion of good or very good teaching. The quality of teaching makes a positive impact on the pupils' attitudes to the school, their behaviour and their good attendance.
15. The teaching in the Reception class is satisfactory and is helping the children to make a sound start to school and make satisfactory progress. The reception teacher, along with the teaching assistant, has a satisfactory knowledge of the children's stages of development and of their

individual styles of learning. The teaching assistant is well briefed about her role during the lessons, supports the children well and gives the teacher feedback about their progress at the end of the sessions. This teamwork has resulted in a secure environment which supports and extends the children's learning and their positive attitudes. However, much of the work is directed by the staff and opportunities are missed to develop the children's independence, for example, by allowing them to self-register at the beginning of the day. The teacher plans to develop the children's self-esteem and confidence, but there are too few opportunities for them to make choices and decisions about their work and, whilst the children are able to talk about what they have done, there are few opportunities for them to discuss what they have learned.

16. In the infants and juniors, the lessons are well prepared and the teachers ensure that the necessary resources and equipment are readily available so that the lessons run smoothly. Relationships are good and the pupils are well managed, which adds to the calm, quiet atmosphere that is a feature of most lessons. As a result, the pupils are interested in their work, concentrate well and join in discussions thoughtfully. The teachers generally have a sound understanding of the subjects they teach. The teaching of literacy has improved since the last inspection and this has had a significant impact on the above average standards by the end of Year 6. Effective training has ensured that the objectives for learning are clearly identified and shared with the pupils at the beginning of lessons and the discussions at the end of lessons are used to consolidate new knowledge and encourage the pupils to talk about their work. Across the school, numeracy skills are soundly taught. The teachers have placed a strong emphasis on the teaching of number skills and this policy has been successful. However, in some cases, the more able pupils are insufficiently challenged and the teachers' expectations of the pupils' presentation of their work are variable.
17. In the best lessons, across the full range of subjects, the teachers have high expectations of the pupils' capabilities and provide challenging work that is well matched to the needs of pupils of all abilities. The planning is clear about what the pupils are expected to learn. Brisk and probing questioning ensures that all of the pupils are involved in the activities and are challenged to achieve their best. As a result, the pupils make good progress in these lessons. In some lessons, however, the objectives for learning are too vague or broad to be helpful and do not take sufficient account of the different capabilities in each class. In such cases, it is difficult for the teachers and pupils to see how well they have done. The marking of the pupils' work is inconsistent and there is too little emphasis on using these day-to-day assessments to plan the next step for the pupils, inform them about how well they are doing and how they might improve their work. Much of the work seen across the school is directed by the teachers and there are few opportunities for the pupils to develop their independence by making choices and decisions about their work. This impacts on the work of all pupils, but particularly those capable of attaining higher levels in mathematics and science. For example, although the pupils carry out investigations, there are too few opportunities for them to decide what should be investigated, how the investigation should be carried out and how the results might be recorded. Work is taking place to improve the pupils' problem solving skills and this needs to continue. The setting of homework is inconsistent across the school and does too little to support the pupil' learning and the school recognises the need to improve this provision. On the few occasions where appropriate homework is set, and followed up in the classroom, this helps to develop the pupils' understanding and promotes a sense of pride in their work.
18. A significant strength of the teaching across the school is the use of, and support given by, the teaching assistants who work with the pupils with special educational needs. The school organises a balance of whole class teaching, small group work and individual attention to the pupils' areas of difficulty. This has a positive impact on their learning and enables them to make satisfactory

progress. Overall progress is reviewed each term and the school is developing procedures so that the pupils are involved with the target setting process. The school has used effectively the National Literacy Strategy intervention programmes and the Early and Further Literacy Support materials and methods. The Additional Literacy Support materials and the National Numeracy Springboard materials are not being used currently.

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

19. The curriculum is satisfactory. The school day provides a good balance of time between the teaching of literacy and numeracy, alongside other core and foundation subjects. All subjects have been successfully integrated into the broad curriculum. The school has addressed the key issue for development identified in the previous inspection, related to the lack of effective schemes for all subjects. These, along with the locally Agreed Syllabus for religious education, now identify what is expected as the pupils move through the school.
20. All statutory requirements are met. The Literacy Strategy has been implemented well and the teaching of literacy skills is good. The teaching of numeracy skills is satisfactory. Long and medium term planning, based on school and national guidelines, is satisfactory but the day-to-day planning needs to identify in greater detail what is to be taught to the different ability groups within each class.
21. All pupils have equal access to the broad and balanced curriculum, which includes good provision for the pupils' personal, social and health education, embracing drug awareness, sex education and citizenship. These aspects have a discrete place on the timetable, but are also linked to other subjects. The co-ordinator is involved directly in the school council meetings and this ensures that the pupils have a direct influence on many of the issues discussed. The school makes good provision for pupils with special educational needs. They attain standards that reflect their individual targets. This maintains the situation reported at the last inspection. The new Code of Practice has been implemented successfully. The pupils' needs are identified early and their individual education plans are written by the class teachers and the special educational needs co-ordinator. Pupils with statements of special educational need have appropriate programmes of work in line with the aims of the statement.
22. The school provides a range of extra-curricular activities that is in line with those found in similar schools. The inspection findings do not, therefore, support the views of those parents who feel that the school's provision is unsatisfactory. Sporting activities include opportunities for boys and girls in the juniors to participate in one of the two football sessions held after school. There are lunchtime clubs for choir and recorder, an information and communication technology club, a book club and a French club is starting in the immediate future. The curriculum for all ages is enriched through a range of experiences within the local community and day visits to museums. Pupils at the upper end of school also have the opportunity to spend time on residential visits to Lincoln, Whitby and France. The French visit, for Year 6, is enhanced by the school's links with the modern languages department at the local high school and an exchange visit to Aston by French pupils. Homework is used inconsistently across the school and the school recognises that the pupils' learning would benefit from a common approach that provides opportunities for them to consolidate or extend what they have learned in lessons or prepares them for future work.

23. The school has satisfactory links with its local community. There is regular contact with local churches who regularly lead assemblies. The school also attends services at these churches to celebrate harvest festival and Christmas. In order to broaden the pupils' appreciation of multi-cultural issues the school has arranged visits from an artist from Zimbabwe and an Indian story teller. The school is a member of the local Chamber of Commerce which provides a source of practical training courses particularly in first aid. Links with the partner institutions are good. The reception teacher and teaching assistant attend teaching sessions in all of the nurseries which feed into the school. There are also good links with the local comprehensive school to where the majority of pupils transfer. The pupils in Year 6 spend a day at the school getting to know their teachers and those in Year 5 attend science classes specifically run for their benefit. The liaison officer from the comprehensive makes regular visits to the school to meet children on an individual basis so that they can get to know him. The school also provides work experience placements for trainee teachers from local universities.
24. The school has maintained the good provision for the pupils' spiritual, moral, social and cultural development noted in its last report. The teachers support the pupils in their understanding of the natural world and human achievement. In a Year 6 science lesson about the beneficial and harmful effects of micro-organisms, the pupils were impressed with the ways in which the body can deal with disease and the ways in which scientists and physicians can help with this. The teachers help the pupils to an acceptance that some aspects of life cannot be explained and how love can be demonstrated through the lives of great figures in history such as Louis Braille. In a good Year 4 lesson, the teacher and the pupils demonstrated respect and empathy when they talked about the work of Kandinsky and his need to express himself through his particular style of art that was not easily understood or accepted at that time in history. In Year 6, the pupils were so impressed with their visit to Flamborough Lighthouse that they were inspired to create a textile woven picture. This is also an example of how the pupils can co-operate to produce a work of art. Music also plays an important part in the pupils' spiritual development. They are given opportunities to express themselves through creating their own music with voices and instruments and by listening to the work of famous composers and musicians.
25. The pupils are developing an understanding of what is involved in belonging to a community in terms of beliefs, practices and values. They can identify the similarity and differences between religions with the recognition of features such as values, holy books and places of worship. They are developing an understanding that religious faith is important to many people and that these beliefs have an impact on their lives and in their communities. They are supported in this by being taught about the significance of celebrations in the major world religions.
26. Opportunities for pupils to take on responsibilities are a feature of the school's provision. The teachers encourage the pupils to feel responsible for the school. The pupils can apply for the role of monitors and stand for election to the school council. These arrangements support them in developing a sense of their own worth and usefulness. This makes them feel that their opinions matter and that they can make a difference. They also begin to understand the implications of social duty in the wider community as they raise money for local and national charities. The pupils are encouraged to respect their classmates irrespective of talents, ability, race or gender so that they can understand the worth of people in a community. There is a clear code of conduct and pupils are aware of their responsibility for their own actions. Throughout the school, the teachers support the rules so that the pupils develop an understanding of the consequences of their own and others' actions.
27. As part of the efforts to foster a sense of belonging, the school works hard to promote a sense of unity and understanding between the different views and opinions represented there. This is done

successfully by using assemblies, visits and visitors to draw attention to similarities and differences in lifestyles and traditions. The programme of visits to and by the pupils of a school in France is developing the pupils' understanding of life in another country. Their understanding of the culture of the United Kingdom is developed by a programme of visits to places of historical, geographical and cultural interest. This supports the pupils' understanding of the influences on the culture and values of the present times.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The last time the school was inspected this aspect was regarded as a strength of the school and the standard has been maintained. The school presents itself as a caring community and there are appropriate policies and procedures in place to cover children's welfare and their academic and personal development. The provision for pupils with special educational needs is good.
29. The procedures for child protection and ensuring the pupils' welfare are good. The headteacher is the nominated child protection officer and the staff have a good knowledge of her role and the procedures to be followed. Arrangements for health and safety are also good. The health and safety policy is in the process of being reviewed and updated. There are checks of the building to assess risks each half term and each morning the caretaker conducts a tour of the grounds to check its safety, which has improved since the installation of security fencing. Arrangements for first aid are good with two qualified first aiders shortly to be joined by a third, thus ensuring that there is first aid cover at all times. Arrangements for fire safety are good and the design of the building with a fire exit in every room means that evacuations can be achieved in very quick time.
30. The procedures for monitoring attendance are good. The majority of children arrive promptly for an early start and registration is conducted efficiently. Register monitors return the registers to the secretary who fills in the details of calls from parents reporting absences. Parents are very good at reporting absences, which results in the low number of unauthorised absences. The school follows up an unreported absence with a telephone call after two days, but the need to do this is rare. There are good relations with the local educational welfare officer, who contacts the school each half term.
31. The procedures for monitoring and improving behaviour are good. There is a good behaviour policy, which is closely followed by all members of staff including teaching assistants and lunchtime supervisors. Class rules are displayed in each class and any repeat incidents of poor behaviour are dealt with by senior staff. Sanctions and rewards are consistently applied and discussions in personal, social and health education lessons indicate that the pupils understand them. There is a house system of merit awards for good behaviour, good work or simply acts of kindness and at the awards assembly the house with the most merit points is awarded the weekly prize. The good standard of behaviour is evidence that the pupils respond well to the way the school manages behaviour. Any incidents of bullying and racism are very rare but are thoroughly investigated by the headteacher.
32. The school has satisfactory procedures for assessing the pupils' attainment and monitoring their progress. This represents an improvement since the previous inspection when this was identified as a key issue for development. In addition to the evaluation of the pupils' performance in the national tests, the school uses the optional tests in Years 3, 4 and 5 to monitor the progress of the pupils and to compare the achievements of boys and girls. The information gathered is used to assist the teachers when considering grouping arrangements within the class or, for example, when forming two sets from the two Year 6 classes for the teaching of numeracy and literacy. The progress of each pupil is monitored against appropriate targets, but the pupils are not, as yet,

fully involved in their own target-setting in conjunction with the teacher. Whilst the use of assessment to inform long and medium-term planning is satisfactory, the information gathered is not always used effectively by teachers to plan the targets for pupils within their daily plans.

33. The arrangements for monitoring the pupils' personal development are good. At the end of the school year teachers meet to discuss the pupils who are transferring into their class and the annual reports to parents contain a detailed note on personal development. The school council and house system provide staff with the opportunity to judge the pupils' development and there are three residential visits a year offered to the pupils in Years 5 and 6. These are considered to be an invaluable tool in helping to develop maturity and independence.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The parents have generally positive views of the school, although interviews with parents during the week of the inspection and the parents' questionnaire indicated some areas of concern. These related to how well parents are informed about their child's progress, how closely the school works with them, the lack of homework provided and too little provision for extra-curricular activities. The school is aware of the need to improve homework and extra-curricular activities and suitable plans are in place to address them. Inspection evidence indicates that the school makes suitable efforts to work closely with parents and inform them about how their children are doing. The school adopts an open door approach and will discuss parental concerns at the earliest opportunity. The annual report to parents is good. There are three parents' evenings a year, providing adequate opportunities to discuss the pupils' progress and there is regular contact between parents and teachers at the beginning and end of the day.
35. The effectiveness of the school's links with its parents is satisfactory. Each of the nurseries from which the pupils transfer is visited in the summer term so that staff can introduce themselves to the children. The children are subsequently invited to attend a half-day induction in the school, providing children with an opportunity to spend time with their new classmates. The school also carries out a home visit. Each morning, parents are invited in to school when they drop off their children and there are regular newsletters which are informative and of good quality. Information evenings have been held in literacy and numeracy and to explain the changes to the special educational needs Code of Practice, at which the turnout was good. The impact of parents' involvement on the work of the school is satisfactory. On a practical level, one parent currently helps out in class on a regular basis which is low, given the number of parents who support outside visits and the fact that the attendance level is so good. The school has a vibrant Friends Association, with a large committee, and each year it organises a range of social and fund raising events including winter and summer fairs, barbecues and discos. Significant amounts of money have been raised, which has been used to purchase gantry lighting in the hall, visiting speakers, sports equipment and computers.
36. The quality of information provided for parents, particularly about their children's progress, is good. There are three parents' evenings a year, which are attended by most parents. The annual reports to parents are good, providing information on what each child has studied during the year and an indication of the level at which they are working and whether this is appropriate to their age. Targets are set and parents are given the opportunity to comment. Information in the school prospectus is good and the headteacher will shortly carry out a questionnaire seeking parents' views on homework which will be incorporated into a new homework policy.

37. The contribution of parents to children's learning at school and home is satisfactory. A small number of parents help out in school during the week, but the use of homework is inconsistent across the school. During the week of the inspection, very few of the lessons featured homework tasks. The school is aware that this provision needs to be improved to provide an extension to the work done in class.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38. The school is well led by the headteacher and governors and this has enabled the school to make satisfactory progress in improving standards since its last inspection. The school has been generally successful in increasing the overall percentage of pupils attaining the expected level (Level 4) in the national tests taken by eleven year olds. However, the lack of challenge for more able pupils has restricted their progress and has meant that the number of pupils attaining the higher levels (Level 5 or above) has remained lower than expected, particularly in mathematics and science. Most of the issues raised in the last report have been addressed. The school has developed schemes of work for all subjects, raised pupils' attainment in information and control technology and improved the effectiveness of the school development plan, which is now an influential working document. However, although an assessment policy is in place and assessment procedures are generally consistent across the school the use of assessment information to plan the next step in the pupils' learning work is less successful. Similarly, the marking of pupils' work is not well used to help them improve their work.
39. The new headteacher, who has been in post for just over a term, is already providing effective leadership. She has established a clear direction that includes a strong commitment to raising standards. She is deeply committed to the school, the pupils and the staff and plays a very visible role in the daily life of the school. Her positive approach, and a determination to involve all staff in decision-making, contributes markedly to the good team spirit developing in the school. The headteacher has begun a clear programme of regular monitoring throughout the school, including the observation of teaching, the scrutiny of samples of pupils' work and providing teachers with clear pointers for improvement. Rightfully so, the monitoring and evaluation has initially focused mainly on improving teaching and raising standards in the core subjects, but there are documented plans to develop this approach to other subjects as well.
40. The school development plan provides a useful evaluation of developments over the previous year and effectively outlines the proposed developments for the current year. Planning beyond this period is described in outline and gives some indication of priorities and timescale. An additional management plan written by the headteacher is a highly focused and useful document. It details specific targets and procedures that will be followed to achieve them. The plan promotes a shared approach to decision making and shows high expectations of all those involved in the life of the school. It encourages senior staff and co-coordinators to take a greater lead in their areas of responsibility and correctly identifies the need for subject leaders to undertake observations of teaching and use the results of evaluations to improve standards further.
41. The co-ordinator for special educational needs shares the responsibility for teaching a class. She understands her role and its responsibilities and has some time at the end of each term to deal with administration and to discuss the pupils' needs with their parents and external advisers. She has no time away from her class to observe lessons, to check on the quality of teaching and learning and to ensure that all of the lessons include work that is specific to the pupils' individual education plans. The school has links with the special needs support agencies and the pupils benefit from the sessions with the teacher from the Learning Support Initiative.

42. A strength of the school's management is the active, critical role played by the governors of the school. They are interested, committed and highly aware of their responsibilities and have a clear view of the school's position and how they wish it to be. Strategic planning is very good. The Governing Body, through its committee structure, meets all statutory responsibilities. It is fully involved in policy making and gives careful consideration to the implications of any decisions made. The governors are very supportive of the school. They show great commitment to the pupils and many governors participate very regularly in the daily life of the school by, for example, having meetings with new parents or by assisting in information and communication technology lessons. The governors and the headteacher share a common vision that includes a commitment to raising standards and to continually improving provision.
43. Financial planning is good. The school successfully links spending to the School Development Plan in providing financial support for the school's key priorities. For example, additional teaching has been provided to reduce the number of pupils in the Year 6 classes to help raise the standards of attainment. The school monitors its spending decisions well, making good use of the principles of best value, and additional financial contributions, generously donated by the effective Friends Association, are used well to provide additional resources. The day-to-day control of finances and school administration are very good. The administrative officer and part-time clerk are very efficient in supporting the general running of the school. The financial reports provided to the headteacher and governors are of a very good quality.
44. The school has an adequate number of staff to deliver the National Curriculum and there are good procedures to support the induction of new staff. The arrangements for managing the performance of teachers meet the national requirements. The outcomes of these appraisals are beginning to have a positive impact on the standards attained by the pupils and there are appropriate plans to include support staff in the arrangements.
45. The school's accommodation is satisfactory. The central hall is large enough to accommodate the whole school and the good sized classrooms enable a variety of teaching methods to be used. One of the classrooms is housed in temporary accommodation and two other temporary classrooms are used for music lessons, storing resources and teaching small groups of pupils. Although there is no dedicated information and communication technology suite, effective use is made of the corridor to house computers and there are interactive white boards¹. The building is in a good state of repair having had the roof and windows repaired in the last three years. The site itself is also good with separate playgrounds for infants and juniors, a good sized playing field and pleasant landscaping. There are plans for a separate secure playground for the pupils in Reception. Resources for learning are generally good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to raise standards and improve the quality of education further, the governing body, headteacher and staff should:
- (1) raise standards, particularly in mathematics and science by:
 - ensuring that the planning for lessons contains precise objectives for what the pupils, of all levels of ability, are expected to learn;

¹ This is a white board that is linked to a computer controlled projector. A large image is projected and the teacher, or pupil, is able to control the screen in much the same way as they would with a mouse.

- providing greater challenge for the more able pupils to enable more of them to achieve the higher levels;
(paragraphs 2, 5, 6, 16, 17, 74, 77, 80, 83)
- (2) improve the quality of marking and the use of day-to-day assessments by:
- agreeing, implementing and monitoring a whole school policy for marking and responding to the pupils' work;
 - sharing assessment information with the pupils so that they know how well they are doing and how they can improve their work.
 - using the information from assessments to ensure that the work planned matches the needs of all pupils;
(paragraphs 17, 32, 38, 72, 77, 79, 83)
- (3) improve the opportunities for pupils of all ages to develop their independence by:
- ensuring that there are sufficient planned opportunities for them to make choices and decisions about their work;
 - increasing the opportunities for the pupils, as they move through the school, to devise their own investigations; solve problems in real-life situations and select and record their findings in a variety of ways;
(paragraphs 1, 3, 6, 15, 17, 48, 49, 56, 67, 83)
- (4) improve the contribution of homework to the pupils' learning by:
- agreeing, implementing and monitoring a whole school policy;
 - communicating to parents the expectations of the pupils in each year group.
(paragraphs 17, 22, 34, 36, 72, 78, 83)

In addition to the key issues above, the following weakness should be considered for inclusion in the governors' action plan:

- improve the quality and consistency of the pupils' presentation of their work.
(paragraphs 16, 77, 83)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

49

Number of discussions with staff, governors, other adults and pupils

32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	19	27	1	0	0
Percentage	0	4	39	55	2	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	196
Number of full-time pupils known to be eligible for free school meals	4
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	41
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	10	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	8	10	10
	Total	22	24	25
Percentage of pupils at NC level 2 or above	School	88 (81)	96 (89)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	9	10	10
	Total	23	25	25
Percentage of pupils at NC level 2 or above	School	92 (85)	100 (100)	100 (96)
	National	85 (85)	89 (89)	89 (89)

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
	2002	21	18	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	18
	Girls	15	11	14
	Total	31	28	32
Percentage of pupils at NC level 4 or above	School	79 (83)	72 (69)	82 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	17
	Girls	15	12	15
	Total	28	27	32
Percentage of pupils at NC level 4 or above	School	74 (90)	69 (83)	82 (90)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	177	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22
Average class size	24.6

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	116

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	480688
Total expenditure	486516
Expenditure per pupil	2373
Balance brought forward from previous year	8658
Balance carried forward to next year	2830

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	47	4	2	2
My child is making good progress in school.	42	46	2	5	5
Behaviour in the school is good.	33	56	4	2	5
My child gets the right amount of work to do at home.	23	47	23	5	2
The teaching is good.	44	47	4	0	5
I am kept well informed about how my child is getting on.	25	53	19	4	0
I would feel comfortable about approaching the school with questions or a problem.	56	39	2	4	0
The school expects my child to work hard and achieve his or her best.	51	47	0	0	2
The school works closely with parents.	19	53	26	2	0
The school is well led and managed.	25	62	7	0	5
The school is helping my child become mature and responsible.	32	63	4	0	2
The school provides an interesting range of activities outside lessons.	16	16	40	12	16

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

47. The children are admitted to Foundation 2 (Reception) in the September or January of the academic year in which they have their fifth birthday. At the time of the inspection, five of the children had completed one term and five weeks in school with the other fifteen having completed five weeks. Before they start, there is a programme of visits where the children are introduced to the school routines and classroom activities. The teacher visits the children at the local nurseries and sometimes in their homes so that they become more confident about setting off on this important stage of their life. On the basis of the assessments carried out soon after they start school, their attainment is judged to be in line with the national expectations for children of this age. The children make satisfactory progress in all of the areas of learning. By the end of the Foundation Stage most of the children are likely to attain the expected goals for early learning.
48. The reception teacher, along with the teaching assistant, has a satisfactory knowledge of the children's stages of development and of their individual styles of learning. The teaching assistant is well briefed at the start of each day and is provided with clear procedures for her role during the lessons. She supports the children well and gives the teacher feedback about their progress at the end of the sessions. This teamwork has resulted in a secure environment which supports and extends the children's learning and their positive attitudes. However, opportunities are missed to develop the children's independence and to allow them to make decisions. There are satisfactory procedures for assessing, recording and keeping the parents informed about the children's progress. At the time of the inspection a trainee teacher was also working in the class.

Personal, social and emotional development

49. There is satisfactory provision for the children's personal, social and emotional development. They make satisfactory progress and, by the end of the Foundation Stage, most are likely to attain the expected goals. The teaching is satisfactory. The daily plans indicate what is to be taught but not what it is planned for each child to learn. The teacher has a satisfactory understanding of the needs of young children and plans to promote their self-esteem and encourage their confidence. However, opportunities are missed to develop the children's independence by allowing them, for example, to self-register, make decisions, discuss what they have been doing and talk about their learning.
50. The children settle quickly into the carefully organised classroom routines because they are secure and know that the adults will listen to them and help and support them. The children respond well because there is consistency in the teacher's high expectations of their behaviour. The children learn to work together and they persevere with their tasks. They become aware of and sensitive to the other children's feelings and in understanding the difference between right and wrong. They begin to understand the consequences of their actions and most develop the self control needed to wait for a turn and to share the equipment. They take responsibility by helping each other with clearing away resources and by choosing some of the experiences when there is an activity session.

Communication, language and literacy.

51. The school makes satisfactory provision for the children's development in this area of learning and they make satisfactory progress. By the end of the Foundation Stage, most are likely to attain the

expected goals. The teaching is satisfactory although the introduction of the Literacy Strategy means that the children sit passively for extended periods of time during a full Literacy Hour. The teacher's plans identify what she will be teaching but not always what she has planned for individual children to learn, so that they do not always understand what is expected of them. She provides work that is challenging and, during group work, there are some opportunities for the children to talk about what they have been doing but not always for them to talk about their learning. The skills of speaking and listening are developed in teacher-directed activities. The children listen carefully to the teachers and they are gaining the confidence to answer questions and express their point of view. When they talk to each other or to adults they use the vocabulary used by the adults. During imaginative play in the home corner, they adapt their speech to the roles of parents, relatives and neighbours.

52. The children are keen to learn to read and their early reading skills are developed through the sharing of books and stories. The teacher's assessments ensure that the children make steady progress. The children take their books home every day and the home-school notebook provides information for the teachers as well as for the parents and this makes a positive contribution to the children's learning. When they are looking at books they handle them carefully. Most know that an illustrator provides the pictures and an author provides the words and they explain that they can get information from the words as well as from the pictures. When they share the reading with the teacher they predict events, how the characters might react and what they might do in similar circumstances. When they have finished the story most can re-tell the events in sequence. Through a structured phonics programme, the children learn the letters of the alphabet and the sounds that they make. Some can use this information when they meet unfamiliar words but opportunities are missed to link the sounds with the symbols. They build a vocabulary of familiar words and, by looking at the sense of a whole sentence, some can guess the meaning of unknown words.
53. The teacher provides a satisfactory range of activities to develop the children's hand-eye co-ordination and the pencil and crayon control needed for early writing skills. They learn to trace and copy letters and some know the correct formation of letters and are keen to write down their ideas. They know that words are made up of letters and that they have to leave a space between words. When they are wrapping presents for the role play area they write on gift tags and explain that the marks they make are the messages for the person who is receiving the present. Many can explain that when they write labels for the small world scenes they have to write from left to right.

Mathematical development

54. There is satisfactory provision for the children's mathematical development. The children make satisfactory progress and, by the end of the Foundation Stage, most are likely to attain the expected goals. The teacher introduces elements of the national Numeracy Strategy with a daily mathematics session. There are planned opportunities for developing and consolidating mathematical skills but opportunities are missed for using incidental counting such as totals and differences in attendance and meals registers. The teaching is satisfactory. The plans indicate what is to be taught but there is no precise information about what individual children are to learn. There are some opportunities for the children to talk about what they have done but few opportunities for them to discuss what they have learned.
55. There is a satisfactory range of practical activities to promote the children's understanding of numbers and they particularly enjoy the counting walks. They also enjoy counting the number of birds attracted to the food they put on the bird table. Most count accurately to 10 and some

beyond. A few work out the difference between two numbers and know that addition means the combination of sets of objects and that subtraction means that objects are removed. They learn the names of shapes such as square, circle and triangle and match, sort and order according to objects according to size, shape and colour. Problem solving is introduced by matching shape and size when using the construction kits. Mathematical language is introduced in stories, rhymes and games and the children enjoy using it such as when they count who is left when the speckled frogs jump off the logs into the pond.

Knowledge and understanding of the world

56. There is satisfactory provision for this area of learning and most of the children are likely to attain the expected goals. They make satisfactory progress in learning about why things happen, how things are made and why changes occur. The children's learning is supported by satisfactory teaching although opportunities are missed to make effective use of the children's answers to questions to assess their understanding and to help them to think for themselves. During the inspection, when the children were watching the teacher blowing bubbles, opportunities were missed for the children to do this for themselves, to find out how the water changes into bubbles and to comment on the range of colours. The teacher makes satisfactory use of this time to develop the children's language skills and increase their vocabulary but she does not always provide them with opportunities to discuss their learning.
57. The children are keen observers and extend their understanding through activities that build on their experiences. When they work in their garden they learn about the weather and soil conditions needed for their sunflowers and cabbages to grow. They learn about people who work in and around the area such as the fire and police officers. Through visits to the shops and recreation ground the children know about traffic patterns and road safety rules. The current theme of birthdays is used to introduce them to the ways in which presents are wrapped and delivered. The daily routine includes recognising and ordering days of the week and how the school days are organised. They understand that the weather changes with the seasons and that this brings changes to their daily lives. By listening to stories, looking at photographs of themselves as babies and talking about relatives the children begin to understand the changes that occur to people over time.
58. The teacher provides the children with opportunities to learn about people who live far away and those who lived long ago and they begin to develop an understanding of the past and an appreciation of the wider world. They are currently interested in the travels of Barnaby Bear who is accompanying members of staff on outings and holidays. Opportunities are missed to allow the children and their families to take care of the bear and to write about his adventures when he is their guest. The children can solve simple problems by making and modifying models and can use a variety of construction kits to make decisions such as the journey taken by Dan the flying man. The children can operate the computer mouse and the printer. They become increasingly confident in clicking on icons when using the painting program to create pictures of the birds they have observed or of characters from stories. Although not observed, plans indicate that the children have opportunities to control the 'roamer' (a programmable robot). When they cut paper and ribbon to wrap parcels they are conscious of the safety rules for using scissors.

Creative development

59. There is satisfactory provision for the children's creative development. They make satisfactory progress by expressing their feelings in activities such as drawing, painting, modelling, role-play and singing. By the end of the Foundation Stage, most are likely to attain the expected goals. The

teaching is satisfactory with the plans indicating what is to be taught. The activities are worthwhile and carefully planned and supervised. The teacher and teaching assistant ensure that the children learn how to use and control the materials. This teaching helps the children to gain an awareness of shape, pattern and colour. Their questioning skills are satisfactory and they make use of the children's answers to assess what they understand but they do not always provide them with opportunities to talk about their learning.

60. The children make drawings from observation and their imagination. They learn to control the materials to create the desired effect, the techniques of mixing paint and creating pictures with fabric and paper of different textures. They are printing their own designs on paper for wrapping birthday parcels. The children enjoy stories and listen carefully to them. They enjoy the opportunities for imaginative play. The teacher has provided a range of equipment for the home corner and these activities are a source of conversation as the children adopt the voices and mannerisms of the characters. When they are using the small-scale figurines they create imaginary conversations between Dan the flying man and the people who watch him flying over them.

Physical development

61. There is satisfactory provision for the children's physical development. Plans are in hand for the children to have their own outdoor area with a range of wheeled toys and climbing apparatus. Currently the teacher makes effective use of the range of large apparatus in the school hall and the small equipment in the infant playground. The children make satisfactory progress and, by the end of the Foundation Stage, most are likely to attain the goals for early learning. The teaching is satisfactory with the activities planned and supervised carefully, but the objectives for the children's learning are not always identified. The teacher challenges the children effectively but does not always give them opportunities to talk about their learning.
62. Most of the children learn to move confidently and imaginatively. They learn to be aware of space, their own safety and the safety of other children. When they kick a ball or aim into the basket-ball ring or goal nets, they demonstrate control as they change the speed and direction of their running. The children develop the skills of throwing, catching and kicking and also the use of mathematical language as they talk about over, under, high and low. They use the tools when they dig in their garden and develop their manipulative skills when they use small equipment such as scissors and brushes when they paint, cut and fold and when they connect and assemble jigsaws and construction kits. They have the physical skills to control the cursor on the computer and the quality of their drawings demonstrates that they develop the co-ordination and control needed to write letters and numbers.

ENGLISH

63. Inspection evidence shows that the majority of pupils are in line to reach the expected Level 4 in English at the end of Year 6. Overall, standards have improved since the last inspection. The results of the National tests for eleven year-olds in 2002 reveal that standards are above average but only average when compared to those achieved in similar schools. The number of pupils achieving at a higher level (Level 5) is also above the national average. The rate of improvement over the past three years is similar to the national trends. Whilst results for 2002 show an improvement in performance, the school missed its very ambitious target of 95 per cent by 16 per cent.

64. The attainment of pupils in Year 6 is broadly in line with national expectations for speaking and listening and above those expectations in reading and writing. This is an improvement since the time of the last inspection when standards in writing were judged to be below average. The school recognised that standards of writing needed improving in both key stages. Writing has been a priority for improvement and this focus has been successful in raising standards. A major contribution to this improvement has been the provision of opportunities for pupils to write for real purposes, to write for target audiences, and in some classes to apply their writing skills across the curriculum.
65. Pupils make satisfactory progress through the infants and the rate of progress speeds up during the juniors. The pupils with special educational needs make similar progress. They benefit from working with well-qualified support staff who know them well.
66. Inspection findings show that, by the age of seven, most pupils have made satisfactory progress and achieve average standards in speaking and listening. Most of the planned activities in this area of work are concentrated in the whole class discussions at the beginning of the Literacy Hour and in the introductory sessions to other lessons. Most pupils respond well at these times, listening carefully to teachers and to their friends and clearly enjoy offering considered answers. They talk about their work sensibly and need no encouragement to develop detailed and sometimes complex answers. By the age of 11, standards in speaking and listening are broadly average. The pupils answer questions appropriately and talk about their work sensibly. Year 6 pupils are articulate when discussing how authors use humour in poetry and younger pupils in Year 3 use their voices expressively and with good emphasis in their joint reading of information texts.
67. The pupils in the infants develop their reading skills systematically and make satisfactory progress. The school's implementation of the national Literacy Strategy has been successful. There is an appropriate emphasis on the development of phonic skills within the Literacy Hour and this is also reinforced at other times. The pupils use their phonic skills carefully to help them read unfamiliar words and they have also learnt how to use other strategies such as using clues from pictures and basic word recognition. The teaching of reading is also given a high priority during the juniors, with the pupils having daily opportunities to practise and develop their skills. By the age of 11, the pupils reach above average standards in reading. The basic skills are soundly established and higher attaining pupils read fluently, accurately and with interest. Average and lower attaining pupils discuss the books they are reading thoughtfully and are able to make simple predictions and talk appropriately about characters and events in their books. They benefit from daily reading practice and the help offered to them in very well taught guided reading sessions. Higher attaining pupils develop their ideas when discussing the themes of their reading and many have developed high-level reading skills such as inference and deduction. Year 5 pupils read texts carefully using their understanding of story to make predictions and draw conclusions about a character's personality traits. Younger pupils in Year 4 quickly scan texts and locate examples of fact and opinion. However, better readers do not always read a sufficiently challenging range of books due to the restricted number of such books in classrooms and the library. Most pupils have a sound understanding of how to use a dictionary and thesaurus and how books are organised in the library. However, the pupils' research and referencing skills are not always fully developed across the curriculum and opportunities to use the library for independent research are very limited.
68. By the age of seven, the pupils have developed satisfactory writing skills with some writing well for their age. Most are able to develop their ideas into stories, reports and recounts. Year 2 pupils write in an impressive range of styles on themes such as 'How to Build a Sandcastle'.

They write information books about snakes and insects for younger pupils. Work in other subjects is skilfully used to help pupils practise their writing skills. They write booklets about the local area and devise travel guides for Barnaby Bear's journeys around Europe. The pupils make steady progress with handwriting and spelling. Standards in writing are above average by the age of 11. The pupils are able to write at length, with appropriate detail, and spelling and punctuation are mostly accurate. This has improved since the time of the last inspection. Ideas and vocabulary are well developed and pupils use the skills they are learning in their literacy lessons in more extended written work. The structured writing activities of the literacy hour successfully support the pupils in developing useful approaches to planning, drafting and editing their work.

69. The pupils are now offered more opportunities to write in various genres and for different audiences and purposes. This aspect of writing has improved considerably since the last inspection and is now a strength of the provision. Many pupils write fluently and with great imagination. For example, Year 4 pupils write some lively and effective descriptions of imaginary worlds. Year 6 pupils write perceptive character studies after studying a range of Shakespearean texts. They retell the story of Macbeth using modern language. Many produce impressive anthologies of narrative writing, write plays about being late for a party and devise subtle and sensitive haikus and cinquains.
70. The overall quality of teaching is satisfactory and it is sometimes good. There were no unsatisfactory lessons during the inspection period and there has been an overall improvement in teaching since the last inspection. The consistent use of sound teaching techniques throughout the school promotes good learning. Literacy training has helped teachers to improve their planning. Learning objectives are clearly focused and explained to pupils at the beginning of lessons. In the best lessons, the teachers ask challenging questions to make sure that pupils think about their work. Where the teaching is good, the three strands of the literacy hour are interrelated and well matched to the different learning needs of pupils. For example in one Year 6 class, when discussing humorous poems, the teacher challenged the pupils to explain how the poet used different devices to both amuse and draw the reader in. The teacher skilfully differentiated questions and used her assessment of the answers to provoke further analysis. The pupils then used previously learned strategies to write answers to difficult questions about poetic style, sentence structure and quotations. The teachers make good use of the plenary session to consolidate new knowledge and encourage pupils to talk about their work. The activities engage pupils and are effectively used to make further teaching points.
71. The pupils' attitudes to English are generally good. They behave well and work well individually, in groups and as a full class. As a result, the teachers and support staff are able to work with small groups of pupils while most other pupils are concentrating on individual tasks.
72. The school has fully implemented the national Literacy Strategy and literacy is taught daily. The teachers have a good understanding of the National Curriculum and use the structures of the national Literacy Strategy well. Planning is detailed and some teachers are beginning to use assessment to identify individual targets for improvement and to help pupils to be more aware of their own progress. However, the quality of marking in pupils' books is too variable across the school and does not always sufficiently help pupils to understand what they need to do to improve. Homework is not often used well to reinforce and develop work carried out in class.
73. Resources in English are satisfactory overall and include many recently purchased, high quality texts for teaching the literacy hour. Many excellent books for guided reading have been added this year. However the range of books in the library is very restricted and much of the stock does not easily attract or challenge the more able readers. Many subjects including music and art have

too few volumes. The Literacy co-ordinator provides good leadership and management for the subject. He has a good overview of what needs to be done to bring about improvements, for example by increasing the monitoring of teaching. The literacy strategy has been carefully monitored over the past two years and an appropriate action plan and targets have been drawn up. Literacy is well promoted in other areas of the curriculum in some classes but significant opportunities are missed in others. Information and communication technology is underused to support the development of literacy.

MATHEMATICS

74. By the age of seven and eleven the pupils achieve standards that are broadly in line with the national average for their age group. This is a similar picture to the previous inspection. This view is confirmed by the 2002 test results, although the percentage of pupils achieving at the higher level (Level 3 or above) is below the national average by the end of Year 2. The pupils, including those with special educational needs, make satisfactory progress as they move through the school, although the achievement of the more able pupils is not as high as it could be. This is due to the lack of challenge in much of the work planned for these pupils. There is no significant difference in the performance of boys and girls.
75. By the age of seven, the pupils know and can use the vocabulary of number successfully and they confidently use terms such as 'smaller than', 'total' and 'subtract'. They display sound strategies for adding two digit numbers and give change from a 50p piece after 'buying' an item that costs a multiple of 5p or 10p. They can calculate the missing number in a range of number lines, and have an appreciation of how numbers can be presented in a variety of ways after breaking them down in to tens and units. They know the number of faces on a range of solid shapes and investigate the properties of two-dimensional shapes.
76. By the age of 11, most of the pupils have developed a range of strategies for mental calculation of numbers and, when working in their books, they are able to use a range of methods to solve numerical problems. They have a good knowledge of the value of each digit in numbers up to seven figures and to, at least, two decimal places. They divide numbers and record any remainders in decimals, often to many places. They appreciate that, however long they try, 100 will not divide exactly into three, even when the remainder is expressed as a decimal fraction. They measure angles accurately, know the sum of the angles of a triangle, a circle and a straight line and calculate the area of a range of regular and irregular shapes.
77. The quality of teaching is satisfactory and the teachers enjoy good relationships with their classes. A good lesson in Year 5 had pace and purpose and the teacher ensured that the pupils responded enthusiastically and remained on task with lively questions and 'ultimate challenges'. The pupils were encouraged to contribute to the discussions and this extended their thinking skills. The task set for the pupils was suitably graded and, as it had a time limit, the pupils were advised to keep an eye on the clock. This lesson does, however, contrast with some of the evidence found from lesson observations and a scrutiny of the pupils' previous work. In a number of cases, the work of the more able pupils lacks challenge in both the teacher's questioning and the tasks set. The expectations in relation to the presentation of pupils' work are also variable. Some of the pupils' books are untidily presented with unfinished and undated work interspersed with blank pages. The quality of marking of the pupils' books is also variable. There are few suggestions for how the pupils might improve their work and occasional instructions, such as "please use a ruler", often go unnoticed or are ignored.

78. The teachers have placed a strong emphasis on the teaching of number skills and this policy has been successful. There is a need now to develop other aspects of the curriculum. This is already happening with the introduction of a greater focus on problem-solving, but more needs to be done to develop this and to broaden the work in relation to data-handling and weight and measures. Some lessons would benefit from the greater use of practical equipment to help the pupils' understanding, especially of fractions. However, in a lesson related to the reduction of fractions, the teacher helped the pupils with their calculations by advising them that 'whatever you do to the top, you do to the bottom' and this enabled them, despite the lack of materials, to gain some success in the tasks set. Although homework is set occasionally, it is not used consistently to support the pupils' learning.
79. The assessment and recording of the pupils' attainment, identified as a weakness in the previous report, is now satisfactory. Each pupil's work is monitored against the targets set and themes covered, and detailed records of test results kept as pupils move through the school. Statutory and optional test results are reviewed and strategies for the further analysis of the optional tests and the tracking of pupils through school are being developed. The teachers' day-to-day planning is satisfactory but more use needs to be made of the assessment information to enable the teachers to plan for the needs of the different ability groups. The quality and range of learning resources is satisfactory with the exception of materials related to the teaching of fractions, decimals and percentages. The co-ordinator is enthusiastic and eager to develop the subject and has begun to identify a number of key points for development, including the evaluation of the impact of staff training.

SCIENCE

80. Standards in science are average at the end of Year 2 and Year 6. This is a similar position to that found at the time of the last inspection. The results of the national assessments at age 11 in 2002 were well below average. Whilst an analysis of these results shows that the percentage of pupils achieving Level 4 was above that found nationally, the percentage achieving the higher Level 5 was below average. Inspection evidence confirms that, across the school, there are too few pupils achieving the higher levels and, consequently, standards could be higher. Although most of the pupils, including those with special educational needs, make satisfactory progress, the rate of progress of the more able pupils could be improved if they were given more demanding work.
81. The pupils in Year 1 find out about objects that can be pushed or pulled. They develop a sound understanding of why some materials are chosen for specific purposes and investigate the waterproof properties of an umbrella. In Year 2, the pupils know some of the ways in which they can alter the speed of a model car and they investigate magnets and how they are used in real life. They know some of the features of a fair test. For example, in one lesson observed, the pupils were devising a test to see if where they placed an ice cube affected the rate at which it melted. The more able pupils quickly realised that the radiator was a good place to place the ice for it to melt quickly, although some of the pupils were unclear how they could ensure that the test was fair.
82. Younger pupils in the juniors learn about sources of light and how it travels in straight lines. They know that sound is caused by vibrations. In a lesson in Year 3, the pupils made close observations of different types of kitchen cloths and predicted which would be the most absorbent. The pupils in Year 4 study the conditions necessary for a plant to grow. They learn about the human body, for example that a muscle has to shorten to make a bone move, and they make satisfactory models to show this. The pupils continue to make satisfactory progress in Year 5, where they

investigate the need for air to be present in soil. They know the difference between liquids and solids and find out the ways in which the properties of water can be altered. In Year 6, the pupils find out how to alter the brightness of a bulb and how some substances decay. They use good scientific vocabulary when they describe how harmful bacteria can be eradicated and use computers well to show the rate at which bacteria multiples.

83. The quality of teaching is satisfactory overall and there are examples of good teaching in the infants and the juniors. Lessons are well prepared, with resources made readily available to ensure that the lessons run smoothly. The pupils are well managed and the teaching assistants ensure that those pupils with special educational needs are able to make appropriate progress. Relationships, amongst the pupils and between the pupils and adults who teach or support them, are positive. Overall, the teachers have a sound knowledge of the subject which enables them to pose suitable questions to extend the pupils' understanding and they use scientific terminology appropriately. In the best lessons, there is a clear focus on what the pupils are expected to learn. These precise objectives are shared with the pupils at the start of the lesson and they are used at the end to assess the pupils' level of understanding. As a result, the pupils make good progress. In some lessons, however, the expected learning is too vague or broad to be helpful and does not take sufficient account of the different capabilities in each class. This makes it difficult for the teacher and pupils to see how well they have done and, across the school, more could be expected of the more able pupils. Occasionally, untidy work is accepted by the teachers. Much of the work, including the way that it is to be recorded, is directed by the teachers, which limits the opportunities for all pupils, but particularly those capable of attaining higher levels, to develop their investigative and recording skills. The marking of pupils' work is inconsistent and too little use is made of these day-to-day assessments to inform them about how well they are doing and how they can improve their work. There is no programme of regular homework to support work in science.
84. The planned curriculum is appropriately broad and balanced and has recently been modified to take account of the national guidelines for science. There are satisfactory arrangements for assessing the pupils' attainment and tracking their progress. The co-ordinator for science is knowledgeable about the subject and is using the analysis of test results to develop an understanding of strengths and weaknesses. Appropriate priorities for development have been identified. The co-ordinator provides good support for colleagues, monitors their planning and organises resource but has few opportunities to work alongside other staff or monitor their teaching.

ART AND DESIGN

85. Only three lessons were observed, all in the juniors, so judgements are based on the evidence of the pupils' work displayed around the school and in their sketchbooks and portfolios, discussions with the pupils and their teachers and the evaluation of the teachers' planning and other school documents. The standards reported at the last inspection have been maintained and are above those expected nationally at the end of Year 2 and Year 6. All of the pupils make good progress, including those with special educational needs. Standards amongst boys and girls are similar.
86. Teaching was good in the lessons seen. They were managed well and the resources were prepared carefully. The teachers' explanations were clear so that the pupils understood what they had to do and how they were expected to behave. Through the planning, and in discussions, it is evident that the teachers have a good knowledge of the subject and this enables them to provide appropriate guidance about the techniques and suggest how the work might be improved. The pupils are encouraged to develop independence in terms of the techniques and materials used.

They are given opportunities to express their opinions about the work completed in the lessons and also to discuss what they have learned or they might improve their own work.

87. The teachers give the pupils a wide range of experiences to develop their knowledge and their skills. They successfully encourage the pupils to explore and develop their own ideas. The pupils investigate and use a variety of tools, techniques and media such as pencils, paints, clay, weaving, printing and fabric collage to communicate their ideas. They use their skills to illustrate their work in other subjects such as English, history, geography, science and religious education. The pupils develop their observational skills by drawing and painting portraits, buildings and vehicles. They make good progress, successfully build on their skills and improve their pencil control and representational drawings, such as those of winter evergreens and autumn fields.
88. The teachers ensure that the pupils develop their knowledge of colour, texture, pattern, line, tone, shape and form and how to combine them in different ways. They show increasing attention to detail and experience a widening range of media. They have investigated printing techniques to produce batik wall hangings and clay to create pots, figures and tiles. Through their lessons they are developing their knowledge of the possibilities and limitations of different types of paints and techniques. Their sketches demonstrate their understanding of proportion and perspective. There are many examples of the pupils' work displayed around the school. This often supports their work in other subjects such as the African masks connected with their geography lessons and worn in assembly when they danced to a recording of tribal music. The studies of the Lewis Carroll poem of 'The Jabberwocky' inspired pastel drawings of the landscape whilst Mendelssohn's music of Fingal's Cave inspired seascape paintings. There are notable examples of work inspired by residential and day trips, particularly those of fabric prints of Langsett and a woven collage of Filey.
89. Most of the pupils are enthusiastic about their work and take pride in the finished product. In the lessons they are very well behaved, share the resources and show appreciation of the work of the other pupils. The subject promotes their personal development well by providing them with the opportunities to explore values and interpret and express ideas. The teachers make appropriate use of art and design to promote the pupils' cultural development. Much of this is through studying the work of famous artists such as Kandinsky and Van Gogh and by producing their own pictures and collages in their styles. The school has a suitable collection of good quality books, prints and posters to develop this aspect and to extend the children's understanding of a wider range of cultures. The co-ordinator has written the policy from the National Curriculum guidelines and has plans to assess the pupils' work against these expectations. She has no opportunities to observe lessons but she checks the quality of teaching and learning by looking at the teachers' plans and the pupils' work.

DESIGN AND TECHNOLOGY

90. Standards in design and technology are in line with those expected and the pupils, including those with special educational needs, make satisfactory progress. This is a similar picture to that seen at the previous inspection.
91. The pupils talk about their work with enthusiasm and enjoy designing and making models. In Year 2, they were observed planning, and beginning to make, a finger puppet. The teacher had linked the work to a range of familiar stories and the pupils were able to link their designs and characters to the story chosen within their group. They have recently designed and constructed a range of moving vehicles and are able to identify the main parts and mechanisms. They record that 'wheels need axles' to be of any use. The pupils in Year 1 display a range of ideas when building

playground equipment from a collection of structural material. By the age of 11, the pupils are able to talk with understanding about their work and explain how to make and design moving toys and slippers. They design fairground equipment, using a suitable range of technical language, and they plan the stages of building in a logical order.

92. The teaching is satisfactory and, in the lessons observed, the teachers displayed good subject knowledge, enthusiasm and a suitable range of questions. In a Year 2 lesson, the pupils were encouraged by the teacher to think 'very, very, hard' about their puppets' characteristics and were helpfully shown a range of interesting, commercially-made finger puppets. In Year 6 the teacher's good technical knowledge enabled the pupils to gain a greater understanding of the design process and the use of technical language. When discussing fairground machinery, they observed that 'the bigger the cog, the slower the system'. At times, though, the design stage in the lessons observed lacked pace and a clear focus. This resulted in some of the pupils' ideas becoming unrealistic and over-ambitious. The subject co-ordinator has only been in post for five weeks but displays a good subject knowledge and is planning a curriculum audit. The curriculum, planned around a range of topics, is timetabled separately and is supported by a satisfactory range of centrally stored and classroom based resources.

GEOGRAPHY

93. During the inspection only a limited number of geography lessons were observed. Further evidence is gained from looking at pupils work and through talking to the teachers and pupils. The standards achieved at seven and 11 are in line with expectations and the pupils make satisfactory progress. This represents satisfactory improvement since the last inspection.
94. By the age of seven, the pupils know some of the common features of their locality. They know about the types of vehicle that they are likely to see outside school and can present the results of a traffic survey in a graph. From their studies of other localities, such as St Quentin, they can distinguish the key features such as coastal and inland settlements and can describe some of the characteristics of different places. As a result of their work on the many travels of Barnaby Bear, they know some details of countries further afield.
95. By the age of eleven, the pupils have increased their knowledge of countries and places around the world such as Kenya and the surrounding areas of East Africa. They have made comparative studies and know about differences in physical features, daily life and climate. Younger pupils in the infants learn about globes, find the routes to places and study different journeys. They learn to identify the different geographical features of their own locality and make a detailed study of the area around school. They develop sound skills of map-reading and produce detailed, attractive and useful land use maps of Aston. In a Year 3 lesson, the pupils were able to make sensible suggestions about the effects on the local community of various historical settlements.
96. Throughout the school, the pupils are interested in geography and make satisfactory progress. The teaching of geography is satisfactory overall with some good features in the lessons observed. In a Year 6 lesson, the pupils were given the opportunity to consider the issues surrounding various approaches to coastal management and they made good progress in learning about associated land use and responses to coastal erosion. The teachers stress the use of correct geographical language and the pace of lessons is such that pupils are kept active and involved in their learning. Probing questions are asked to ensure the pupils give detailed answers with pupils responding very well in lengthy and informative group discussions.

97. A policy for the teaching of geography is in place and the school has used the national guidance to establish a scheme of work that ensures progression and continuity of learning. Visits are made to local places to support the pupils' learning and residential stays in Filey and Lincoln provide many opportunities to extend the geography curriculum. The opportunity for so many pupils to visit France is having a marked effect in developing positive attitudes to geography and is adding an exciting international dimension to school life.

HISTORY

98. During the inspection only two history lessons were observed. Further evidence is gained from looking at the pupil's previous work and through talking to the teachers and pupils. The standards achieved at seven and 11 are average and the pupils make satisfactory progress. This is similar to position found at the last inspection.
99. By the age of seven, the pupils know that artefacts can give us clues about life in the past. They know about many famous people from the past and are able to describe some of the main events of their lives. They talk with confidence about the nursing skills of Florence Nightingale and the changes to hospitals over the past 150 years. When learning about famous people or other historical themes the pupils write about them in their own words and carefully record their work in beautifully produced booklets. The pupils in the infants study a good range of topics including 'Toys' and 'Seaside Holidays'. They are able to use a wide range of evidence, including photographs, to compare their lives with times beyond living memory. Their contributions to timelines in classrooms and the school hall help them acquire a sound knowledge of chronology. By the age of eleven, the pupils know about life in many different times and can describe, for example, some of the main events from the Tudor period. Year 5 pupils study the Romans and know the reasons why the invasion of Britain took place. The pupils can demonstrate their knowledge about Roman roads, uniform and clothing and some extend their writing skills, by writing as if they were a Roman soldier stationed abroad.
100. The teaching overall is satisfactory with some good teaching observed in a Year 2 class. In a series of two lessons the teacher used a wide range of materials, including videos and contemporary sketches, to introduce pupils to the life and inventions of Louis Braille. The pupils discussed the importance of evidence in the study of history and the careful use of probing questions helped them to make thoughtful and reasoned suggestions about the character and personality of contrasting famous people. They established a good understanding of how Braille came to be invented and the difficulties Louis Braille found in widening its use.
101. The range of visits that have an historical theme adds positively to the curricular experiences of the pupils. Nationally available plans are fine-tuned for individual lessons and this is very effective. There are very good cross-curricular links with geography and an impressive range of historical artefacts and secondary sources has been built up by the knowledgeable and enthusiastic co-ordinator. He evaluates planning and examines pupils' work but, as yet, there is no systematic approach to the monitoring of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

102. Standards of attainment at the end of Year 2 and Year 6 are in line with the national expectations for pupils of this age and most of the pupils make satisfactory progress. This is an improvement since the last inspection, when standards were below average at the end of Year 6 due to there being too few opportunities for developing the pupils' control and modelling skills. The previous inspection recognised that the pupils were making rapid progress in those areas: this has continued

and the pupils are now attaining appropriately. There were few opportunities to see specific lessons in ICT during the inspection, but the pupils were observed using computers to support their learning in other subjects and the evidence from discussions with the pupils and the scrutiny of their previous work and teachers' planning was also used to form judgements.

103. By the end of Year 2, most of the pupils have developed satisfactory skills. There are well-planned opportunities for the pupils to become familiar with computers and other technology. The pupils in Year 1 gain confidence in word processing as they learn to write sentences using the keyboard. In Year 2, they extend their skills by using a paint package to create imaginative pictures. The teachers' planning indicates that the pupils use computers for a variety of purposes, including finding information, writing stories and learning to control the 'roamer' (a programmable floor robot). The pupils continue to make satisfactory progress as they build on their knowledge and skills in the juniors. In Year 3, they learn how to communicate using e-mail, extend their skills with the floor robot and create well-designed patterns. The pupils in Year 4 devise simple keys and use them to identify, for example mini-beasts. The pupils in Year 5, inspired by the work of Henri Matisse, produce their own abstract pictures. They have well-developed skills and manipulate the computer with increasing confidence. Most of the pupils can use the computer to create plans for developing the school playground, although they need more help to use the program to its full potential. The pupils in Year 6 explore the use of spreadsheets, for example to plot the growth of a plant. They speak enthusiastically about their work. After a residential visit to France, the pupils had the opportunity to take part in a video conference with pupils in France, although the development of this facility is limited by the lack of other schools able to receive such messages.

104. Overall the quality of teaching is satisfactory, which is a similar position to that found in the last inspection. Good use is made of technical vocabulary to extend the pupils' knowledge and understanding. Expectations of what the pupils should achieve are appropriately high and the pupils are well supported as they work. A good feature of the provision is the use of the two interactive white boards² to develop the pupils' skills. The national guidelines for ICT are used well to ensure that a broad range of activities is offered that meets statutory requirements. The co-ordinator provides good leadership for the subject and has clear plans for developing the provision. She provides support for colleagues, including holding ICT 'surgeries' and by assisting with planning. Since the last inspection, teachers' knowledge and confidence in the subject have improved by taking part in the national training and this has been supplemented by in-house training. The school has invested well in new equipment, is developing its collection of programs to support learning and has identified where there are gaps. Computers are used to support learning in subjects such as art, music and science and the school has identified the need to improve this aspect of the provision.

MUSIC

105. The standards of attainment reported at the last inspection have been maintained and, the end of Year 2 and Year 6, they are in line those expected nationally. The pupils, including those with special educational needs, make satisfactory progress throughout the school. Boys and girls attain similar standards.

106. The pupils were heard singing in assemblies and in a Year 3 lesson. In the lesson, they sang with clear diction, accurate pitch and gave attention to phrasing and expression. They follow a beat

² This is a white board that is linked to a computer controlled projector. A large image is projected and the teacher, or pupil, is able to control the screen in much the same way as they would with a mouse.

and respond to changes in rhythm. This was evident in Year 3, when they were creating a percussion accompaniment to a traditional song and also singing in two parts. They increase the repertoire of songs they have learned from memory and practise to help them to improve the quality of their singing.

107. Throughout the school the pupils listen to the music chosen for assemblies and in lessons they become confident when answering questions about what they hear. They are learning about music created by a range of composers and from other times and cultures and the ways in which mood and atmosphere are created. In a Year 6 lesson they discussed how the author had used words to create mood and atmosphere in the story of 'Where the Wild Things Are' and how they could compose a percussion accompaniment to create similar feelings.
108. In the lessons, the pupils listen with good concentration. They are beginning to understand the language and structure of music and the instruments that make up an orchestra. The pupils enjoy their lessons and are keen to perform together. They are well motivated and display enthusiasm and interest in their work and a willingness to learn new skills. In the lessons, and in assemblies, there are generally mutually respectful relationships and this leads to most of the pupils doing their best.
109. Two lessons were observed and the teaching was satisfactory in Year 6 and good in Year 3. The lessons were planned carefully and the teachers' explanations were clear so that the pupils understood what was expected of them. The good features of the Year 3 teaching included the teacher's subject knowledge, the discussion of the learning intentions at the beginning of the lesson and the opportunities for the pupils to discuss their learning. The activities captured the pupils' interest and were suitably challenging. The plans show that, throughout the school, there are a variety of approaches and appropriate activities to support the pupils in developing their skills in singing, playing and appraising their own work and the work of others.
110. The school's policy is based on a published scheme of work. Music makes a good contribution to the pupils' spiritual, social and cultural development. Pupils of all abilities have equal access to the subject and the suitability of resources is carefully monitored. There are links with other subjects such as dance and the study of music from other times and other places in history and geography. In art, some of the Year 6 pupils' paintings were inspired by a recording of Fingal's Cave by Mendelssohn. The geography studies of Africa resulted in pupils creating masks to wear as they danced to tribal music. Music resources are satisfactory. There is a range of instruments and recorded music from other cultures and the pupils' cultural awareness is developed well. Information and communication technology is used to enhance provision through the use of tape recorders and CD players. Some pupils have the opportunity to have instrumental tuition from visiting specialist teachers of brass, woodwind and strings. The infant and junior recorder groups and the Year 6 choir meet weekly. The pupils have the opportunities to perform in the Christmas concerts and school assemblies.
111. The co-ordinator is knowledgeable and provides support and advice for colleagues. Each class has a weekly music lesson with their own teacher, in addition to joining together with other classes for a singing lesson with the co-ordinator. This gives him the opportunity to assess their development. There is a consistent approach to teachers' planning but the emphasis is on what is to be taught rather than on what the children are to learn. The co-ordinator has no opportunities to monitor the quality of the teaching and learning throughout the school and is aware of the need for a systematic approach to the assessment of the pupils' progress and the development of their skills.

PHYSICAL EDUCATION

112. The standards achieved by the end of Year 2 and Year 6 are in line with national expectations and most pupils, including those with special educational needs, are making satisfactory progress. During the inspection, lessons were observed in dance, gymnastics and games. The teacher's planning, based on the national guidelines, indicates that a broad and balanced curriculum is offered. Swimming is taught in Year 5 and most of the pupils achieve the expectations for pupils at the end of Year 6.
113. By the end of Year 2, the pupils are able to warm up effectively. They change direction, and move in a variety of ways, including hopping and rolling and can repeat a dance routine. The pupils in Year 2 co-operate well to play simple games and throw, roll and catch a ball with satisfactory control. In Year 3, the pupils explore and select ways of carrying out simple movement tasks, jumping, balancing and twisting appropriately. By Year 6, the pupils can dribble a football and they take part in more complicated skills practices. They are able to warm up effectively, can explain why warming up is important and describe how it affects their bodies. In a very good lesson in Year 6, the pupils worked hard to develop and improve their ability to perform movements and link them together. They are making good progress in responding to different stimuli and the work of many of the pupils was of a high standard.
114. Overall, the quality of teaching is satisfactory and it is sometimes good and very good. The teachers have a sound understanding of the subject and plan and present an interesting range of activities. The classes are well managed, which means that the pupils behave well and remain interested in the activities throughout the lessons. In the best lessons, the teachers are clear about the specific skills to be learned. Appropriate opportunities are provided for the pupils to evaluate their work and suggest how it might be improved and good use is made of demonstrations by the pupils to explain techniques and highlight good work. The pupils with special educational needs are appropriately supported to enable them to take part in all of the activities.
115. The headteacher is acting as co-ordinator for physical education. She is enthusiastic about the subject and is keen to develop the provision, particularly in dance. Many pupils benefit from the sound range of extra-curricular activities and there are appropriate plans to expand what is offered. There is a satisfactory range of resources to support the pupils' learning and they benefit from the good sized hall and hard-play and grassed areas.

RELIGIOUS EDUCATION

116. The pupils' attainment is in line with the locally Agreed Syllabus and they make satisfactory progress across the school. This is a similar picture to the previous inspection. In lessons and assemblies the pupils' response to religious education is good and their progress in understanding the way religious education plays a part in the lives of people of all races is satisfactory.
117. The quality of the teaching is satisfactory and the teachers use a variety of strategies to increase the pupils' knowledge and understanding of Christianity and other world religions. In a Year 1 lesson, the pupils were given the opportunity to re-enact the aspects of the ten plagues of Egypt. The role of Pharaoh developed into a very strong personality and this added to the 'Israelites' eagerness to leave Egypt. Their understanding of the story was greatly enhanced by this activity. In a good Year 4 lesson, the pupils were given the opportunity to discuss a range of extracts from the New Testament in order to try and discover what Jesus was like as a person. They record that 'He had time, was helpful, was always kind and he didn't ignore people'. The teacher encouraged the pupils to consider why it is difficult to know what Jesus really looked like. This

increased their understanding of some of the difficulties in researching from pictorial evidence related to life before the invention of photography.

118. The pupils throughout the school have a sound knowledge of major world religions. By the age of seven, they are beginning to appreciate how different religious symbols, artefacts and events play a role in people's lives. They know how important the Torah is to Jewish people and significance of the major Christian celebrations. The pupils in Year 3 know that the New Testament contains information related to events in the life of Christ, as seen through the eyes of the gospel writers. By the age of 11, the pupils know what it is to be a Christian and are able to list the things such a person might do and value. They understand the place of Holy Communion in the church and the symbolism associated with baptism. They record that worship is the key to all faiths and that Muslims pray five times a day. They consider the laws associated with different religions and record that, 'every Muslim, if they are well enough, has to go on a special journey'.
119. The curriculum is supported by visits to local places of worship, and the school's harvest festival was celebrated in the local Methodist Church. Local clergy also welcome the pupils to their churches when they role-play a wedding or baptism service. The themes chosen by the staff are based on the Agreed Syllabus and by national guidelines. A good range of artefacts, related to all major world religions, has been developed by the co-ordinator to support the teaching. The school now needs to consider ways to enable the pupils in the infants to have greater opportunities to record some of their knowledge and experiences in a permanent form.