

INSPECTION REPORT

CROW LANE JUNIOR, INFANT AND NURSERY SCHOOL

Milnsbridge, Huddersfield

LEA area: KIRKLEES

Unique reference number: 107623

Headteacher: Mr C Lees

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 30th September - 3rd October 2002

Inspection number: 246698

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and junior school

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

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Appropriate authority: The governing body

Name of chair of governors: Mr J C F Cuss

Date of previous inspection: 31st October 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
28076	Mr D Byrne	Registered inspector	Science Information and communication technology English as an additional language	The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
9593	Mrs B Sinclair	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
10911	Mrs C Deloughry	Team inspector	Special educational needs History Physical education	
18027	Mrs S Mawer	Team inspector	Foundation stage Art and design Design and technology	How well is the school led and managed?
29688	Mr M Brammer	Team inspector	English Geography Music	
17543	Mr R Coupe	Team inspector	Mathematics Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the outskirts of Huddersfield and serves a large suburban area consisting of a mix of private and municipal housing. The number on roll is 246. There is a 20 place Nursery taking 40 pupils on a part time basis. When children start school the majority attain standards that are below the expectations for their age. The percentage of pupils eligible for free school meals is above the national average at 26% but the level of mobility of pupils into and out of the school is typical of a school of this size. The percentage of pupils identified as requiring support for special educational needs (15%) is below average with less than 2% of pupils receiving statements of special educational need. 29 pupils (12%) are from minority ethnic backgrounds including pupils who are mixed white and British Caribbean, Black Caribbean, mixed White and Asian, Asian Pakistani, Philipino and Thai. The vast majority of pupils have English as their mother tongue. The percentage of pupils requiring support for English as an additional language is low with just five pupils with English as an additional language and one at a very early stage of English acquisition. The main languages spoken by pupils other than English are Punjabi followed by Thai. The school participates in the Single Regeneration Bid funded Fast Lane Project that promotes Family Literacy. The funds employ a Support Worker for families. In addition, there is a partnership between the school and a nearby Beacon School leading on Social Inclusion.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education. Despite the fact that attainment could be better in many subjects at the end of Key Stage 2, standards are improving rapidly and pupils are now making good progress overall in their learning. This is because of the impact of the very good leadership and management provided by the head teacher that involves establishing high expectations of both staff and pupils. The quality of teaching is satisfactory overall with some good and very good teaching throughout the school. Pupils develop good attitudes, behave well and form good relationship with others. The school gives satisfactory value for money.

What the school does well

- The school benefits from very good leadership and management.
- Children in the Nursery class are given a good start to their education.
- Pupils in Key Stages 1 and 2 are making very good progress in information and communication technology across the school.
- Good standards are attained in art and design and physical education by the end of Key Stage 1.
- Pupils develop good attitudes to school, behave well and develop good relationships with others.
- Good provision is made for promoting pupils' moral and social development.
- Good provision is made for pupils with special educational needs.
- The procedures for child protection and pupils' welfare are good.
- Effective measures are taken to assess pupils' attainment and progress in English and mathematics.

What could be improved

- Standards in aspects of English, mathematics and science by the end of Key Stage 2.
- The standards at the end of Key Stage 2 in design and technology, geography and religious education and in music in both key stages.
- The quality of the accommodation.
- The range and quantity of library books and software and the number of computers throughout the school.
- The provision for pupils' personal development.
- Assessment in foundation subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress overall since the last inspection although further improvement is required. The quality of leadership and management is much better and this has contributed to rapidly improving progress across the school. Standards are much better in information and communication technology and the attainment of higher attaining pupils has improved significantly but standards have dipped in music. Procedures for assessing pupils are now good in English and mathematics and assessment data is used to effectively target support for pupils. Resources have been improved although weaknesses still remain. The serious weaknesses identified in the last inspection have now been largely rectified and given the current conditions within the school, the school is well placed to improve in the future.

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	E	D	D	B
mathematics	E	E	D	C
science	E	E	C	C

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

Inspection evidence shows that progress in Years 3 to 6 is improving rapidly and is good overall, but attainment by the end of Year 6 could still be better. There is a significant increase in the percentage of pupils achieving the nationally expected standards for 11 year olds. The end of key stage National Curriculum tests results in 2002 showed that pupils' performance was better than the average for similar schools in English and in line with the average in mathematics and science. When the results are compared with those found in all schools nationally, pupils' attainment was below the national average in English and mathematics and in line with the national average in science. Inspection evidence agrees with these test results in English and mathematics but in science attainment is below

average because pupils' skills of performing investigations are well below what they should be. Overall standards are improving because of the very good leadership by the head teacher who has created a commitment amongst staff to raise standards coupled with changes to the curriculum and better use of assessment to guide planning. Standards by the end of Year 6 are lower than national expectations in design and technology, geography and music and in religious education pupils could also do better. Very good progress since the last inspection in information and communication technology contributes to satisfactory standards in using the computer and standards in physical education history and art and design now match national expectations by the end of Year 6. The school sets suitably challenging targets for pupils' attainment at the end of Key Stage 2 in English and mathematics and recent improvements in the quality of education are ensuring that the targets are achieved.

By the end of Year 2, inspection evidence shows that pupils attain standards that are in line with the national average in reading, writing and mathematics and above average in science. Standards have been improving since 1998 but in 2002 they dipped and were well below the national average in reading and writing and below the national average in mathematics. The decline was due to the class having a high number of pupils with special educational needs but inspection evidence shows that these pupils are achieving as well as they can. Pupils achieve standards that are in line with the national expectations in design and technology, geography, history and information and communication technology. In art and design and physical education, pupils' attainment exceeds national expectations but in music it is below. In religious education pupils achieve the expectations of the locally agreed syllabus.

Pupils with special educational needs make satisfactory progress overall. There is no significant difference between the performance of boys and girls except in Key Stage 2 science where boys have consistently done better than girls on the basis of test results. Pupils with English as an additional language are given appropriate support and make satisfactory progress.

In the Foundation Stage (the Nursery and Reception classes) children make satisfactory progress overall by the time they start Year 1 but good progress occurs in their personal, social and emotional development, their mathematical development and their knowledge and understanding of the world. The majority of children achieve the Early Learning Goals by the time they start Year 1 with the exception of communication, language and literacy, where a high percentage are still not working at the standard expected for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The vast majority of pupils have good attitudes to school and enjoy their lessons.
Behaviour, in and out of classrooms	Good. Although there is some unacceptable behaviour, particularly amongst some boys in Key Stage 2, the majority of pupils behave well and show respect for others. There have been four exclusions in the last twelve months.
Personal development and relationships	Satisfactory overall. Pupils form good relationships with others but their levels of personal development could be better.
Attendance	Good. Attendance is above the national average and the level of authorised and unauthorised absence was below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

The quality of teaching and learning is satisfactory overall with examples of very good teaching seen across the school. Teaching is good overall in English and literacy and in mathematics and numeracy and some very good teaching exists in information and communication technology across the school. Good teaching occurs in Key Stage 1 art and design. Teaching is satisfactory overall in all other subjects except aspects of music and Key Stage 2 religious education where it could be better. The improvements in teaching are a result of the clear leadership provided by the head teacher and his deputy. Good teaching exists in the Nursery class and across the Foundation Stage in personal, social and emotional development and mathematical development and in knowledge and understanding of the world across the Foundation Stage. The teaching of special educational needs is satisfactory and pupils with English as an additional language are taught appropriately. Throughout the school, teachers are very hardworking and there is a strong team spirit that is starting to improve the rate of progress made by pupils and the standards that they achieve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. There are good strategies for teaching numeracy skills and satisfactory strategies for teaching literacy. The planned curriculum for information and communication technology is good overall and for art and design in Key Stage 1. Not enough time is given to developing pupil's independent skills in science.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are provided with well-planned individual education plans that are used to guide teaching and to monitor pupils' progress.
Provision for pupils with English as an additional language	Satisfactory. Pupils are totally integrated into lessons and given suitable support to enable them to learn as well as all other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall with strengths in the provision for promoting pupils moral and social development.
How well the school cares for its pupils	Good. All aspects of the school's provision for pupils' welfare and health and safety are well provided for. Good procedures are established for assessing and recording pupils' academic progress.

The school has established satisfactory relationships with parents and ensures that they are satisfactorily informed of all that the school does and the progress of their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good overall. The head teacher is a dynamic and determined person who sets high standards and expects them from others and is supported by a very able deputy. The role of the subject co-ordinators is satisfactory in English and good in mathematics and science and very good in information and communication technology and this contributes to improving standards.
How well the governors fulfil their responsibilities	Good. The governing body supports the school well and takes an active part in ensuring that the quality of education is improving rapidly. Very good procedures exist that ensure that the principles of best value are applied.
The school's evaluation of its performance	Good. There are effective systems for checking on the quality of teaching and learning, particularly in English, mathematics and science. Excellent use is made of the results of tests in English and mathematics to identify ways of improving teaching and the quality of the curriculum.
The strategic use of resources	Very good. Despite some shortages, existing resources are used well to benefit pupils' education. Staff are wisely deployed, space is used well and resources for example computers, are used efficiently to improve pupils' education.

The accommodation is unsatisfactory. There are weaknesses in the indoor provision for children in the Foundation Stage, the hall is small and inappropriate for many activities, pupils' toilets are in need of refurbishment and the playground is sloping. Resources for reading and for information and communication technology are inadequate and well below the quantity and quality normally found. The school is appropriately staffed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The care and support the school provides for all children The quality of teaching in the Nursery class and Key Stage 1. The leadership of the head teacher The way their children enjoy school. 	<ul style="list-style-type: none"> The range of extra-curricular activities. The quality of communication and opportunities for them to be involved in school life.

Inspection evidence agrees with the positive points made by parents. Regarding what they would like to see improved the current range of extra-curricular activities is satisfactory but is less than often found. The school is keen to improve links with parents and is actively considering the best ways to do this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment in Key Stage 1 and 2 is rising and although end of Key Stage 2 National Curriculum test results are still below the national average in English and mathematics, inspection evidence shows that pupils in Years 1 and 2 and Years 3 to 5 are now achieving well and that progress is improving rapidly. The improvement is occurring as a result of the efforts of the staff under the strong and effective leadership of the head teacher, to raise the expectations made of all pupils but especially, higher attaining pupils. In English and mathematics, the curricula have been evaluated and improved where necessary, lessons are now well planned with clear objectives for the needs of all pupils and very good use is made of assessment data to identify which pupils are achieving well and which need more support. The head teacher and senior management team have monitored the impact of support staff in lessons and adapted their use and deployment to best suit the needs of pupils. A good emphasis has been given to developing information and communication technology and very rapid progress has occurred in the attainment of pupils since the last inspection. Good progress has also occurred since the last inspection in standards in physical education in Key Stage 1 and aspects of art and design in Key Stage 2. Because of the emphasis on improving standards in English, mathematics and science and also in information and communication technology, standards attained in some subjects have not improved since the last inspection namely in Key Stage 2 design and technology, geography, music and religious education. The school has identified these subjects in Key Stage 2 that need improving and has a clear action plan for doing so. The improvement in the standards achieved by pupils in English, mathematics and information and communication technology have occurred in a very short time and the measures that are bringing this about, provide evidence that they will be sustained in future and standards in other subjects brought into line with national expectations.
2. Children start school with attainment that is below the expected standards in their personal, social and emotional development, communication, language and literacy and in their knowledge and understanding of the world and at the expected levels in their creativity and physical development. In the Foundation Stage, children make satisfactory progress but good progress occurs in their personal, social and emotional development, their mathematical development and their knowledge and understanding of the world. The majority of children achieve the Early Learning Goals by the time they start Year 1 with the exception of communication, language and literacy, where a high percentage of children are still not working at the standard expected for their age.
3. The standards achieved at the end of Key Stage 1 are better overall than those found at the end of Key Stage 2, but the improvements occurring in Key Stage 2 are starting to redress the imbalance. Inspection evidence shows that by the end of Key Stage 1, pupils make steady and sustained improvement so that by the time they reach the end of Year 2 they are achieving well in English, mathematics and science and attaining standards that are in line with the national average in English and mathematics. In science, art and design and physical education pupils' attainment exceeds the national expectations for their age. Attainment matches national expectations in design and technology, geography, and history and information and communication technology and it matches the expectations of the Agreed Syllabus in religious education. Standards in music are lower than national expectations overall. This is because not enough time is given to teaching each part of the music curriculum.

4. The percentage of pupils achieving the nationally expected standard of level 2 in English, mathematics and science has been steadily rising since 1999 but in 2002 the percentage dipped. When compared to similar schools, attainment at the end of Year 2 was below the average in reading and writing and in line with the average in mathematics. In comparison with all schools nationally, attainment was well below the national average in reading and writing and in mathematics attainment was below the national average. Inspection evidence shows that despite this dip, the pupils in the 2002 class performed as well as they could. One third of the pupils have special educational needs, with over a fifth for learning difficulties and a tenth with major emotional and behavioural difficulties. The overall improving trend remains in Key Stage 1.
5. In Key Stage 2, standards in English, mathematics and science have been rising at the same rate as found in all schools nationally since 1997 in terms of the percentage achieving the nationally expected standard of level 4 but far too few pupils have been achieving level 5. This is starting to be rectified and although there are still some inherent weaknesses in standards achieved by pupils in the current Year 6 resulting from low expectations in the past, inspection evidence shows that improvement is occurring. An analysis of assessment data across Years 3 to 6, shows that the percentage of pupils working at levels that exceed the national expectations for their age in English and mathematics is increasing rapidly. This is a result of the greater emphasis placed upon identifying higher attaining pupils and providing suitably challenging work for them.
6. In the 2002 end of key stage National Curriculum tests, pupils at the end of Key Stage 2 attained standards that were above the average for similar schools in English, and in line with the average in mathematics and science. This represents considerable improvement when compared to previous years. In comparison with all schools nationally, pupils' performance was just below the national average for English, below the national average in mathematics and in line with the national average in science. Inspection evidence is that for the current Year 6, pupils' attainment is below national expectations for their age in English, mathematics and science. The discrepancy between the test results in science and the inspection evidence is because the inspection judges standards in pupils' skills of performing investigations as well as in terms of pupils' knowledge. In this important aspect of science, standards could be much better by the end of Key Stage 2. The school sets suitably challenging targets for pupils' attainment at the end of Key Stage 2 in English and mathematics and recent improvements in the quality of education are ensuring that the targets are achieved.
7. Across the schools, pupils with special educational needs make satisfactory progress in accordance with their abilities. Teachers and classroom assistants work very effectively with the pupils, usually in small groups in the classroom, which often enables them to share the same tasks as their classmates. This is having a positive effect on their personal development and on their progress and achievement. Although there are some differences between the attainment of boys and girls, these vary from year to year and there is no consistent pattern or evidence of significant differences in performance in English or mathematics but in science, boys have performed better than girls in recent years. Pupils with English as an additional language make progress that matches that of other pupils because of the attention given by teaching and support staff to helping them whenever difficulties arise.
8. Although standards in English and literacy are improving, the standard of speaking and listening is below expectations across the school and unsatisfactory overall. Many pupils struggle to convey their thoughts and say what they mean because they have a narrow vocabulary and also a significant number speak with poor diction. In lessons

pupils listen well except for those with emotional and behavioural difficulties who can be easily distracted. Standards in reading are in line with national expectations by the end of Key Stage 1 but are below by the end of Key Stage 2. A significant factor in the low standards in Key Stage 2 reading is that the pupils have limited experiences of using books to develop higher order skills for example, research. The lack of books is the main reason for this. Standards in writing are average by the end of Key Stage 1 but below average at the end of Key Stage 2. There is an inconsistency in the application of the school's writing policy and at times pupils present work that is untidy. The breadth of writing is only adequate and pupils have limited opportunities to develop their skills of extended writing.

9. In mathematics numeracy standards are rising although at the end of Year 6, the improvements are too recent to raise standards as high as they could be. Despite this, by the end of Year 6, pupils develop an appropriate knowledge and understanding of mathematical processes but their application of this to solve problems is weak. Pupils lack the confidence to work on their own and need a lot of teacher support and guidance. Lower down in Key Stage 2, in Years 3 to 5, the better teaching that has developed recently is reducing this weakness and pupils are developing at least satisfactory skills of performing mathematical investigations.
10. Standards in science in Key Stage 1 are above the national expectations for pupils of their age in terms of their knowledge and understanding of science but they could do better in performing scientific investigations. In Key Stage 2, inspection evidence shows that whilst standards in Years 3 to 5 match the standards expected for their age in terms of their knowledge and understanding of science, the current Year 6 class struggles with many basic scientific ideas and is performing at a level that is below the national expectations for their age. Across Key Stage 2, pupils' skills of performing scientific investigations are lower than they could and should be and this reduces the progress made by pupils in applying their knowledge and understanding. A key factor in the lower than average standards in Year 6 is that pupils have difficulties retaining and using scientific terminology.
11. Standards in information and communication technology are rising rapidly across the school. Attainment is now strongly in line with the standards expected for their age across the school and at the end of Year 2 and Year 6. The very good leadership by the co-ordinator and the outstanding contribution made by the school's information and communication technology technician are the key factors in the improvements. The development of the information and communication technology suite is a positive factor as well and enables all pupils to get one to one experience and tuition.
12. In art and design, pupils are making good progress and achieve standards that are better than expected at the end of Key Stage 1 and in line with the national expectations by the end of Year 6. In design and technology satisfactory progress in Key Stage 1 results in standards that are in line with the national expectations but in Key Stage 2, although progress has improved recently and is now satisfactory poor progress in the past, results in attainment being below the national expectations. In geography and history progress is satisfactory in Key Stage 1 and pupils achieve average standards by the end of Year 2 but in Key Stage 2, although progress is improving and is now satisfactory, standards achieved in geography are still below average. In history, attainment is in line with national expectations at the end of both key stages. Weaknesses in the past resulting from the fact that not all classes were taught music means that standards in music are below average overall at the end of both key stages. Recent improvements mean that progress is now occurring at a satisfactory rate, but standards, although improving, have some way to go before reaching those expected nationally. In physical education pupils in Key Stage 1 make

good progress and do well by the end of Year 2. In Key Stage 2 satisfactory progress occurs and pupils achieve standards that are in line with national expectations by the end of Year 6. In religious education pupils in Key Stage 1 make satisfactory progress and achieve standards that are in line with the expectations of the Agreed Syllabus. In Key Stage 2, gaps in pupils' learning resulting from a weakness in the curriculum and unsatisfactory progress over time means that by the end of Year 6, pupils' knowledge and understanding of religious education is below the expectations of the Agreed Syllabus.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to the school and to their work are good overall. Since the last inspection the school has sought every opportunity to sustain and develop this aspect of pupils' learning. Many teachers employ appropriate and positive strategies to engage pupils' interest in, and concentration on, their work. All pupils throughout the school, including those with Special Educational Needs and those with English as an Additional Language have their individual needs identified and supported by both teaching and non-teaching staff. Pupils in the Foundation Stage give suitable and appropriate attention to their tasks and routines, settling well at the start of each session. There are, however, insufficient opportunities for pupils to take the initiative in the creation or planning of their work. This has the effect, on occasions, of offering insufficient challenge to them.
14. Pupils' behaviour in lessons and around the school is good overall, although some pupils, mostly boys, can be boisterous during lunchtime and this results in some misbehaviour at times. Pupils arrive punctually and move into their classes in a purposeful and orderly manner for their morning and afternoons sessions. Most pupils behave well during morning, lunchtime and afternoon breaks, sharing games and opportunities for conversation co-operatively. Where unacceptable behaviour is observed, it is quickly and effectively dealt with. Parents responding to the pre-inspection questionnaire and, during the pre-inspection meeting, expressed the view that they had no specific concerns about the behaviour of pupils. Pupils are aware of the consequences of unacceptable behaviour and its effect on others. There have been four exclusions within the last year, three fixed period and one permanent.
15. Pupils' personal development and relationships throughout the school are satisfactory overall, with good relationships being demonstrated during the time of the inspection. Many pupils show an enthusiasm and willingness to assist with daily routines such as preparing for assemblies, tidying classrooms and ensuring that the playground remains litter-free. However, although pupils accept such responsibility willingly, there are too few opportunities for them to use their initiative or take individual responsibility for nominated tasks. Pupils throughout the school are made to feel valued for their individuality, cultures, beliefs and achievements both in and out of school.
16. Pupils with special educational needs are totally included in all school and classroom activities. They form good relationships with their teachers, the classroom assistants and their peers. Pupils with behavioural difficulties are very well managed and supported in accordance with the targets on their Individual Education Plans and are generally well integrated into the class.
17. The attendance rates throughout the school are good and are currently above the national average. Pupils arrive punctually so the day and its routines starts promptly and smoothly. Registers are maintained in a clear, accurate and effective manner. There are efficient monitoring systems in place and any absences are dealt with

promptly. These effective and well-maintained systems make a positive contribution to the good attendance rates. Parents confirm in both the pre-inspection questionnaires and in discussion that their children enjoy school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching and learning is satisfactory overall with many examples of very good teaching. Throughout the school, teachers make sure that all pupils are included in all aspects of school life regardless of social, cultural or ethnic backgrounds. During the inspection, 58 lessons were observed of which one out of five lessons was very good, two out of five were good and the remainder satisfactory with just two lessons unsatisfactory. Teaching is good overall in English and mathematics and very good in information and communication technology. Good teaching occurs in Key Stage 1 art and design. Teaching is satisfactory overall in all other subjects and has improved significantly as a result of the clear leadership provided by the head teacher. Good teaching exists in the Nursery class and across the Foundation Stage in personal, social and emotional development and Mathematical development and in knowledge and understanding of the world across the Foundation Stage. The teaching of special educational needs is satisfactory overall and at times good.
19. Many strengths exist in teaching. Staff are all hardworking and there is a strong team spirit within the school. There is very good team work between teaching and non-teaching support staff that ensures that the needs of all pupils are recognised and planned for. Very good use is made of assessment data in English and mathematics to identify the needs of pupils so that those with special educational needs are helped whilst also providing challenge to higher attaining pupils. Teachers manage lessons well and plan lessons with very clear objectives that are frequently shared with pupils. By so doing, pupils feel valued and gain a sense of the progress that they have made in a lesson. Most lessons have good pace and close attention is given to matching work to pupils' needs. Good relationships between teachers, support staff and pupils contribute to mostly good behaviour in lessons and helps pupils to participate in all tasks provided. Teachers have a mostly secure knowledge and understanding of the subjects they teach and how to teach them although some staff are not sure about aspects of information and communication technology, music and religious education. Teachers plan the work well with close regard to the targets set on the Individual Educational Plans and ensure the classroom assistants working with the group are well informed. Pupils with English as an additional language are given appropriate support by teaching and non-teaching staff and this enables them to participate fully in lessons and make progress that matches other pupils.
20. Some aspects of teaching could be better. Pupils are not always given enough opportunities to develop their speaking skills and opportunities to develop independent learning skills are limited and affect standards in science, reading in Key Stage 2 and aspects of mathematics. Whilst pupils are given targets for their own improvement, the overall use of marking is inconsistent and it is rarely used to challenge pupils and identify ways that the pupils might improve in future work. The quality of pupils' written work could be much neater at times with more attention given to handwriting and presentation.
21. Teaching in the Foundation Stage is satisfactory overall. There are many good features to the teaching in both Nursery and Reception, but generally the teaching is stronger in the nursery in language and literacy and in the children's physical development. This is because the planning, assessments and resources in the nursery are better in these areas of learning. In particular there is not enough focused support

for the teaching of writing and reading in reception. However in both the Nursery and Reception classes mathematics, the knowledge and understanding of the world and children's personal, emotional and social skills are taught well and the children make good progress. Children enjoy coming to school and are generally keen to learn. The relationships with the children are warm and supportive and there is a good team spirit among the staff. Even where resources are limited and the accommodation is far from ideal, there are some good opportunities planned for structured play to improve the quality of learning. Visitors and visits are used particularly well to help the children to learn more about their world. Time is also well balanced between activities planned by adults and opportunities for the children to make choices for themselves.

22. In Key Stage 1 and 2, the quality of teaching of English and literacy is good. The legacy of disruptions in staffing in the past in Key Stage 2 has been overcome and lessons are planned effectively in accordance with the school policy. Good attention is now given to increasing opportunities for pupils to write and the breadth of writing is being extended. The needs of pupils who have learning difficulties in literacy are well catered for and the support of classroom assistants is invaluable in ensuring that these pupils can fully participate in lessons. Care and attention is given to ensuring that pupils work hard at improving their basic skills of spelling and handwriting although some untidy work is tolerated. An appropriate amount of time is given to promote reading in Key Stage 1 but in Key Stage 2, the severe shortage of books reduces the opportunities for teachers to promote reading, and to challenge and extend the skills of the higher attaining pupils. Although teachers recognise the need to extend the narrow vocabulary of pupils and develop pupils' speaking skills, strategies to achieve this have not yet been devised. Literacy skills are used alongside other subjects for example, when recording their work in history and in science, but there is now a clear policy guiding staff so that the best possible advantage can be gained from such links.
23. Numeracy skills are being taught well and this is contributing to the improved progress and higher standards that are coming through the school. The numeracy strategy is being effectively taught and pupils are gathering a good knowledge and understanding of mental mathematical skills in Key Stage 1 and in Years 3 to 5. Lessons are generally well paced and pupils who are potentially higher attaining are provided with sufficiently challenging work. However the emphasis upon numeracy is reducing opportunities for pupils to develop their ability to perform mathematical investigations. Teachers are aware of this problem and are planning to plan more opportunities for pupils to explore practical mathematics. Although some use is made by teachers of other subjects to teach numeracy, this is not planned and there is no whole school policy for guiding staff.
24. The teaching of science is satisfactory overall with a strength in Key Stage 1 in teaching content. Throughout the school, not enough thought has been given to teaching practical skills alongside knowledge. Pupils' abilities to plan, perform and record simple scientific investigations and experiments are not as good as they could or should be and this pulls down the overall standards pupils achieve in science. Each element of knowledge is planned and taught effectively by teachers and good systems have been recently introduced in Key Stage 2 to prepare pupils for their end of key stage tests.
25. Throughout the school some examples of very good teaching exist in information and communication technology. Despite limited resources in terms of the number of computers very good use of the information and communication technology suite and the outstanding contribution of the school technician ensure that pupils experience a good range of activities involving the use of information and communication technology in many subjects. The lack of computers in classrooms in Years 3 to 6 reduces

opportunities for teachers to make full use of information and communication technology to extend and support pupils' learning.

26. In the other non-core subjects, teaching is satisfactory overall but in Key Stage 2 it has been unsatisfactory in the past resulting in standards that are below expectations in many subjects at the end of Year 6. Recent improvements in staff morale, improvements in the planned curriculum and higher expectations from the head teacher and his deputy have lifted the quality of teaching across the school. In Key Stage 1, teaching is good in art and design reflecting good subject knowledge of staff. In Key Stage 2, the expectations of teachers have been stepped up and are starting to raise the standards of pupils' work. In design and technology, teachers have improved their knowledge and understanding of the subject and although standards are still below national expectations by the end of Key Stage 2, the current quality of teaching is satisfactory. In other subjects, pupils are taught satisfactorily in all subjects except religious education in Key Stage 2 where more staff development and training is needed. Throughout the school homework is used by teachers to support pupils' learning at home.

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

27. The school provides a satisfactory curriculum for pupils in both Key Stage 1 and Key Stage 2. It offers an appropriate range of learning opportunities that meet the statutory requirements.
28. The quality of the curriculum in the Foundation Stage is satisfactory. Although daily and weekly plans are satisfactory, the staff are still working on the progression from Nursery to Reception to ensure that activities are sufficiently challenging at each stage of learning but especially in communication, language and literacy. At the moment there are some weaknesses particularly in the planning and provision for reading and writing in Reception. There is a satisfactory breadth and balance in the activities planned, but at times provision is adversely affected by the shortage of resources, especially in the area of creative development.
29. Since the last inspection, a number of improvements have been made to the curriculum in Key stage 1 and Key stage 2. The strategies for numeracy and literacy have been fully implemented and are helping to raise standards, particularly in mathematics. The provision for information and communication technology has been greatly improved so that standards throughout the school are satisfactory and there is good provision for design technology and art and design at Key Stage 1. There remain, however, some areas of weakness and adverse situations that affect the existing curriculum and which the school will need to address. In science, for example, pupils are not given enough opportunity to develop independent learning through experiment and investigation in lessons. In writing opportunities for extended writing are limited and in mathematics, the emphasis on raising standards in numeracy has reduced the progress made in solving problems and performing mathematical investigations. The music curriculum is insufficiently balanced at both key stages so that some strands of learning are not properly covered. There have been gaps in the pupils' curriculum for religious education that has reduced attainment and progress in Key Stage 2. Library provision is unsatisfactory and this restricts the appropriate development of pupils' research skills. Physical education provision for pupils at Key Stage 2 is constrained because the school hall is unsatisfactory and too small for some lessons. Although links are occasionally made between literacy and numeracy, the school lacks a whole school model for encouraging this which reduces the

opportunities for pupils to apply their knowledge and skills to a range of new and challenging situations.

30. The provision for pupils with special educational needs is good and makes a significant contribution to the progress they make towards meeting the targets on their Individual Educational Plans. The plans are good with the class teachers setting the targets supported by the co-ordinator and outside agencies as appropriate. The needs of the statemented pupils are being fully met. Pupils with English as an additional language are provided with a suitable curriculum that ensures that they participate in all aspects of the curriculum.
31. All subjects of the curriculum are guided by policies and schemes of work enabling the requirements of the national Curriculum to be met. An appropriate amount of time is allocated to each subject. There is a good awareness of the need to raise pupils' awareness of racial issues. Religious Education is taught in accordance with the requirements of the Agreed Syllabus. However, the school's guidance on its use in planning lessons has not been fully completed and remains in draft form for pupils in Key Stage 2. The roles of the subject leaders have been well developed in information and communication technology and mathematics but for most other subjects they are not as well developed. The school is aware of the need to increase the co-ordinators' status by equipping them with the means to further raise standards and the quality of the curriculum. Sometimes the curriculum is extended by visiting experts, who include the school nurse, police, firemen, and occasionally by organisations such as puppet-theatre workshop groups.
32. The provision for pupils' personal, social, health and citizenship education is satisfactory overall and is an area where development is occurring within the school. Several opportunities are currently being presented for pupils to develop positive attitudes of care and thoughtfulness to others. The school meets statutory requirements in respect of sex and drugs education. Often aspects of these important issues are incorporated into the curriculum, for example, through science.
33. The range of after school extra curricular activities offered to pupils is satisfactory. Most are of a sporting nature and include football, netball and rounders, either as club activities or in matches and games against other schools. The activities further develop the skills pupils have gained in lessons and help them to understand the value of teamwork. The curriculum is also extended through visiting professionals working with pupils, such as sculptors and poets and puppet groups. Only very occasional educational visits are made and this reduces first hand opportunities and experiences to supplement learning in the classroom.
34. The school has established positive links with other partnership schools in the area and several opportunities for sharing ideas and best practice are being developed. The local community is supportive of the school and many residents offer their time and assistance to further enrich the curriculum.
35. The overall provision for pupils' spiritual, moral, social and cultural education is good, with particular strengths evident in moral and social education. Provision for spiritual development is satisfactory. Some good aspects of spirituality are seen through the provision of good quality assemblies. In these, there are opportunities for pupils to respond to the good quality stories, poetry and music they hear and enjoy. All are based on a series of themes and provide for moments of reflective thought and for personal and collective prayer. At the end of assemblies pupils sing with enthusiasm and joy. The provision of pet fish in three classes offers the chance for pupils to

explore the wonders of nature, but this is the exception rather than the rule. Occasionally pupils are spiritually uplifted by occurrences in class, such as in Year 2, when pupils operate the Roamer correctly or when they produce computerised art in the style of Mondrian. However, situations like this happen spontaneously, and whilst teachers may use the situation to advantage, there are too few planned opportunities for the development of pupils' spirituality across the curriculum.

36. Provision for moral development is good. Implemented policies are effective in encouraging good standards of behaviour, preventing bullying and to raising pupils' awareness to racial equality and harmony. To supplement these policies appropriate training has been shared by all staff, including support staff, so that consistent and positive attitudes are applied. Sex education is handled sensitively and is effectively supported by the school nurse. Pupils' are alerted to the dangers of drugs and the dangerous encounters they may experience in the course of growing up, through their personal, health, social and citizenship education. These are sometimes supported through visiting groups of experts, such as "Stranger Danger," and "SPICED," and the police and fire services. Through these and other initiatives and through the good example set by adults in the school, pupils are aware of rules for good conduct and the impact of their actions on others. They have led pupils to develop a good sense of what is right and wrong. Good behaviour and positive actions are recognised and often rewarded at whole school assemblies.
37. Provision for social education is good. The school has skilfully extended this aspect of pupils' development and is considering further ways for future improvement, such as a school council. Pupils are encouraged to work hard in class and they generally respond well to this collaboration and their levels of co-operation are good. As a result positive attitudes are seen in their play, in the dining room and as they move around the school. Whilst debate with older pupils in personal, social, health and citizenship education helps pupils to discuss ideas and arrive at shared decisions, there are missed opportunities to extend this further into other curriculum areas such as RE, humanities and drama. Older pupils take responsibility for day-to-day routine jobs in the school. They also enjoy looking after young children in the nursery and reception, helping them to settle in and with their dinner. The school provides a satisfactory range of after school activities mainly of a sporting nature. These also include inter-school matches and games. Sometimes opportunities for meeting pupils from other schools and members of the local community are arranged. Examples include working and singing with pupils at the town's Music Festival and sharing church celebrations with local parishioners.
38. Overall cultural development is satisfactory. Pupils study their own and international cultures through the subjects of the National Curriculum, although only limited evidence was seen during the inspection of multicultural art and music. However, other aspects of the curriculum such as geography and history provide several opportunities to appreciate the cultural diversity of other peoples' values, traditions and beliefs. Religious Education provides for the exploration of some of the World's great faiths. Stories and poetry are a rich source for developing pupils' cultural awareness and to do this they are chosen with care in English Lessons and assemblies, such as "Anna's Gifts," and "Tiger, Tiger." Unfortunately the library provision is unsatisfactory and does not sufficiently allow pupils to use books to fully develop their knowledge and understanding of other cultures. Although provision for drama in school is limited, occasional theatre visits are arranged and pupils have benefited by a visiting puppet theatre and this is soon to be repeated. From time to time visiting artists have worked with pupils to create sculptures in stone and paper; poets have held workshops in school, and small groups of pupils are provided with extra music lessons by visiting teachers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school consistently offers good levels of care for its pupils. The welfare, care and support of pupils is given a high priority by all members of staff, both teaching and non-teaching. The school has maintained the high standards described in the last report. The school has given time and attention to this positive aspect by the systematic and careful review of policies and procedures to ensure that the most effective strategies are used and developed for the good of the pupils. The school has developed and implemented a policy promoting racial equality amongst pupils.
40. All pupils, including those with Special Educational needs and other needs, feel respected and valued and in discussion many expressed opinions that supported this fact and were positive and complimentary about the support they received throughout the school. Pupils with special educational needs are satisfactorily identified from teachers' observations and through the schools' assessment systems, and the local education authority criteria for funding and in accordance with the new Code of Practice. The pupils are well supported in their learning, often in the classroom situation but sometimes in small withdrawal groups for Literacy and Numeracy, but care is taken to ensure they continue to have access to the full national curriculum. The pupils and parents are aware of the individual targets for improvement and there are regular review meetings to keep parents well informed of the progress being made. Pupils with English as an additional language are provided with satisfactory levels of support.
41. The procedures for child protection and welfare are good. The named teacher undertakes this responsibility in a dedicated and sensitive manner. All members of staff understand the procedures and are supported by appropriate training. The school takes effective measures to protect its pupils from inappropriate Internet sites.
42. The school regards health and safety as a matter of high priority. The school has developed an efficient and effective system for ensuring that clear procedures are in place for identifying, rectifying and maintaining all aspects of this area of care. Regular and systematic audits and risk assessments are carried out. Three members of staff currently hold first aid qualifications. Procedures are fully in place to ensure that these are updated on a regular basis. The systems for contacting parents or carers in the event of a child becoming unwell whilst at school are appropriate and well documented.
43. Pupils' personal development is monitored satisfactorily on an informal basis, based on the individual knowledge and understanding of each pupil by the staff. As yet the school does not have formal measures in place for monitoring and tracking pupils' personal development, unless their behaviour or attitudes are becoming a cause for concern. If behavioural problems are considered to be an area for special educational need support, the co-ordinator gives clear assistance and support, involving parents in discussion and agreement to the best course of action open to them. Good procedures are in place for monitoring and promoting good behaviour with all staff making effective use of praise and sanctions in class. Several initiatives and procedures have been put into place and pupils enjoy co-operating with the implementation of these systems. They respond well to the awarding of merit points for achievement, good behaviour or acts of kindness to others. These systems are used fairly and consistently throughout the school, ensuring that pupils know exactly what is expected of them and what constitutes preferred or unacceptable behaviour. Several occasions where these rewards were merited were observed during the course of the inspection.

44. The school's procedures for recording, monitoring and improving attendance are good. The school is aware that patterns of attendance fluctuate and is treating this aspect of school life seriously. The school has a good and effective relationship with the Educational Welfare Officer and agreed strategies are in place for reducing the number of term time holidays being taken. The school's rate of attendance is above the national average and its rate of unauthorised absences has improved since the last inspection.
45. New baseline assessments are being introduced this year in the Foundation Stage to measure the progress that the children are making. The use of assessment is having a more positive effect on teaching and progress in the Nursery in some areas of learning at the moment. Assessment procedures and practices are satisfactory in Key Stage 1 and Key Stage 2 in English, mathematics and science and are being used to monitor the progress of pupils and the quality of teaching across the school. There are weaknesses in the procedures for assessing pupils' attainment and progress in other subjects, but especially geography, music and religious education and the available information is not used as well as it could be to identify ways of improving standards. The assessment of pupils' independent learning skills in mathematics and science is weak.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Although the partnership between the school, parents and carers has remained satisfactory since the last inspection, there is evidence that this has been developed and is continuing to steadily improve. There were many expressions of appreciation made by parents during both formal and informal meetings and in the pre-inspection questionnaire. Parents fully appreciate the dedication and effort shown by both teaching and non-teaching staff.
47. Parents' involvement in their children's education is satisfactory. Many parents help in classrooms throughout the school and provide valuable support. They are appreciated for their efforts and class teachers ensure that sufficient guidance, support and information are provided to assist them in this valuable task.
48. The quality of information provided for parents is satisfactory overall. The school communicates effectively with parents of pupils with special educational needs and this makes sure that they are informed about their child's progress and made aware of the targets designed to improve their child's performance. The Governors' Annual Report to Parents and the School Prospectus now meet statutory requirements. Parents are kept informed by a newsletter specifically for the Foundation Stage and a general newsletter that is sent out to all parents which includes events, topics, and general information. Although there is a Parents' Notice board within the school, this could be developed further and used as a more effective tool of communication between the school and parents. Meetings for parents are held twice during the academic year and provide the opportunity for parents to discuss their child's progress or any areas of concern. The end of year reports offer basic factual information on pupils' progress. These could be developed further to include targets for improvement. Parents still have some concerns about the amount of extra curricular activities that are provided. This was fully investigated by the inspection team and found to be satisfactory at the present time, considering the alternative priorities that the school has had to address.

49. The Parent Teacher Association has gone through several transitions since the time of the last inspection and is now in the process of being re-formed as A Friends of Crow Lane group.
50. Links with parents in the Foundation Stage are very good. A wide range of initiatives is used to keep parents well informed of what is happening in the Nursery and Reception and how well their children are doing. Parents are welcome to visit informally at any time. In addition there are many planned opportunities to contribute to their children's learning by joining the classes for a 'family day', helping on visits or taking part in topics. Parents welcome these initiatives, as part of a successful partnership. They impact too, in a positive way on the children's development and learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. There has been a significant improvement in the quality of the leadership and management in the school since the last inspection and it is now good. The newly appointed head teacher is providing very good leadership for the school. Since his appointment seventeen months ago, his clear and decisive drive of setting and expecting high standards is lifting the morale and confidence of the staff. There is a strong team spirit in the school. The staff work well together, with a clear sense of purpose to improve the quality of education for the pupils. This is leading to a rapid improvement in standards of achievement and better teaching and learning. The head teacher's management of the school is also very good, and he has a strong awareness and understanding of the school's strengths and weaknesses. The school has a clear and effective policy for promoting racial equality and awareness across the school.
52. Very good progress has already been made in monitoring, evaluating and taking effective action in addressing the areas of serious weakness from the last inspection of 2000. These well planned procedures and structures involve all staff and governors. The support of the local education authority has also had a significant part to play in these improvements. Standards in English, mathematics and science, which were too low at the last inspection, are now rising, as the latest National Curriculum tests show at the end of Key Stage 2. The commitment by all the staff to higher standards and more challenge for pupils in their teaching, is being rewarded with a significant increase in the number of pupils who achieved the higher levels in the tests at the end of Key Stage 2 in 2002. Subject leaders, who in the past have made little contribution to raising standards, have now been trained and given much more responsibility for managing their subjects. They are beginning to be effective in improving the standards, teaching and provision. Enhancing the environment of the school and increasing resources and opportunities for staff training have been an integral part of the improvements so far. This has not always been easy to implement because of the deficit budget that the head teacher inherited, but it is being achieved and is having a very positive impact on standards and the ethos and climate of the school.
53. A competent and committed deputy head teacher provides the head teacher with good support and shares a common vision regarding how to move the school forward. In spite of some recent difficulties with staffing issues, an effective senior management team has been established, and this includes the two key stage co-ordinators. The senior management teams role has been crucial in monitoring and evaluating the effectiveness of new initiatives and keeping staff well informed at staff meetings. The subject managers are also increasing their responsibilities and are successfully sharing in the monitoring of teaching and learning. Although in most cases the head teacher has delegated responsibilities evenly across the school, the subject manager for English is also responsible for the co-ordination of Key Stage 1, the Foundation

Stage and music. This overload is making her less effective overall and her responsibilities should be reviewed. In other areas of the curriculum the subject managers have all received very good training from the local education authority and are gradually taking on a more active role in monitoring, supporting and evaluating the teaching and learning in their subjects. The head teacher has rightly identified those subjects in the curriculum that needed urgent improvements to raise standards of attainment and used his finances well to release teachers to carry out the monitoring of English, mathematics, science and information and communication technology. This is now being extended to the other curriculum areas that have been prioritised in the school development plan for further development. The co-ordinators in these areas, although less effective at the moment, are slowly developing their roles and responsibilities.

54. The leadership and management of special educational needs are good. The school and the special needs co-ordinator have worked hard to implement the new code of practice and the staff and governors are fully informed of the implications. The coordinator is conscientious and well organised and knows the pupils well. The funds and support staff are being effectively distributed in order to maximise the benefit to the pupils.
55. In order to improve the aspects of weak teaching in specific subjects that were identified at the last inspection, an effective programme of staff training is taking place. This training is also closely linked to the School Development Plan and performance management targets. The senior management team is closely monitoring the effectiveness of courses. Already, the knowledge and skills that teachers have gained in information and control technology, mathematics and assessment have contributed to improved standards and better teaching.
56. The well planned and comprehensive School Development Plan is an important vehicle in driving the school forward and in rectifying past weaknesses. It clearly sets out the school's areas for development, incorporates the school's aims and involves all staff and the governing body in sharing in its planning, implementation and review. It is a manageable and effective document containing appropriately costed targets and time scales for completion. It states how success can be measured and who are the people responsible for carrying through the priorities. Subject co-ordinators submit their own contributions to the plan and are responsible for the implementation and monitoring of their sections. It is seen by all as a very powerful tool in managing improvements, especially as the initiatives are closely linked to the impact they will have on better standards and improved teaching and learning.
57. The governing body has improved rapidly under the leadership of the new head teacher and now has a very good understanding of the school's strengths and weaknesses. Governors play an active part in forming and successfully monitoring the priorities of the School Development Plan and the targets for improvement. Their confidence and skills have improved with additional training and the support they receive from the local education authority and the staff in the school. Because of this they are now effective in questioning and shaping the direction of the school. There is a well run committee structure in place, which increases the efficiency of the governing body and enables it to have a clear commitment to the challenges that face it. There is a very close working relationship and high level of respect and confidence between the chair of governors and the head teacher. The work of the governors is also enhanced by the very good quality of information they receive from the headteacher about the life and work of the school. This includes a very detailed analysis of test and assessment data, which is fully discussed to measure the impact on pupils' achievement and whether the challenging targets set by the governors for literacy and numeracy for the

pupils in Year 6 are going to be met. A measure of the school's recent success is that these targets are now very close to being reached. This has not been the case in the past few years.

58. A very successful aspect of the governors' monitoring is their role as curriculum lead governors. They meet each term with a curriculum co-ordinator and discuss how the subject is developing. The English, mathematics and science governors examine the results of the co-ordinators' analyses and the most recent test results and other evidence. They then prepare a termly report on their curriculum area to present to the full governing body. These reports are very focused on measuring and evaluating the progress of the co-ordinators' action plan for their subject and the impact the co-ordinators are having on achieving improvements within the school. The governing body fulfils its statutory duties well and this has improved since the last inspection, when there were omissions in the Annual Report to Parents. The current report is detailed and informative.
59. The strategic use of resources, including the effective allocation of the specific grant and other funding for designated purposes, is very good. Funds for special educational needs, Additional Support for Literacy, Springboard mathematics and Early Literacy support are all directed towards the benefit of pupils. The management of the school financial resources has very much improved since the previous inspection, with well directed, manageable plans in place to balance the budget over the next two years and maintain a sustainable budget.
60. The day-to-day administration of funds is very good and the school has now established very good routines for the development and implementation of the budget. The head teacher utilises the co-ordinators' individual action plans, and priorities are identified and costed for the school development plan by the senior management team, for the final approval of the Finance Committee and the Governing Body. The head teacher regards the input from the Finance Committee as invaluable at this stage as it generates good discussion when setting the priorities and the overall issues regarding the management of the finance.
61. Good evaluative systems are in place in order to judge the impact of the spending on standards and progress. The head teacher, the governors and the co-ordinator, for example, carried out an evaluation process, in order to assess the improvement in the pupils' concept of shape and space, following the acquisition of extra resources for that area of mathematics. The finance committee meets with the head teacher and the deputy head teacher on a half termly basis in order to check any variances in predicted and actual spending costs. The budget is then adjusted accordingly.
62. The school makes good efforts to raise extra funds, through lettings for evening classes and to a television company for filming purposes and when spending, applies the principles of best value very well. The purchase of resources and services is carefully evaluated in order to identify the supplier providing the best value. The head teacher carefully considers the strengths and expertise of the teachers and classroom assistants in order to maximise their talents and organise their time most effectively for the benefit of the school. A classroom assistant, for example, may work for a very short period in another classroom or with another group, during a literacy lesson, although the pupils are not normally her specific responsibility, but her presence, for a definite purpose or focus, is regarded as particularly valuable.
63. The school has an adequate number of suitably qualified staff to meet the needs of the curriculum. The support staff are suitably qualified and are used effectively. There are effective and supportive procedures for the induction of newly qualified teachers. The

head teacher shows a high level of commitment and positive belief in the value of staff development and support, which is incorporated into his vision for the future of the school.

64. Although there are definite plans for the extension and development of the school, particularly in the Foundation Stage, currently the accommodation is unsatisfactory. The quality of toilets is poor and inappropriate for younger pupils. The school hall is used for a variety of activities including assemblies, lunchtimes, some lessons including physical education and music. The small space, combined with storage units, severely restricts energetic movement for the number of pupils involved, particularly in the Key Stage 2 classes. Learning in classrooms adjacent to the hall can be adversely affected by noise when pupils are performing in the hall. There is no dedicated school library. The area used is inadequate with some areas of books being inaccessible or badly stored and this reduces the progress that pupils make in developing their research skills. Many books are out of date, in poor condition and do not reflect a multi-cultural society with many stereotypical texts being included. The range of textbooks throughout the school is inadequate, particularly in Key Stage 2, and this adversely affects standards of learning and progress. The number of computers per child is lower than the recommended figure and the lack of computers in Key Stage 2 classrooms reduces opportunities for pupils to apply their information and communication technology skills to support learning in all subjects. Resources are unsatisfactory in geography and music and aspects of history. Furthermore, the slope on the outdoor hard playing area is not conducive to effective teaching and learning of physical education. Additionally, because some classrooms become too hot, they are not conducive to effective learning and there is need to improve the ventilation. Throughout the school furnishings are old, at times in poor condition and often do not match the needs of the staff and pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body, head teacher and staff should maintain the current improving picture of progress and attainment by:

1) raising standards in English by:

- developing and implementing a whole school policy to promote pupils' speaking skills so that their vocabulary is improved and pupils have greater confidence speaking in front of others;* (*paragraphs 8, 22, 85*)
- improving the reading skills of pupils in Key Stage 2 by increasing opportunities for them to develop higher order reading skills such as using books for research; (*paragraphs 29, 87*)
- ensuring that the existing plans for pupils to be given more opportunities to improve their writing skills are implemented and the effect on attainment monitored;* (*paragraphs 22, 88*)
- improving the standard of pupils' presentation and handwriting in all subjects. (*paragraph 91*)

2) raising standards further in mathematics in by:

- improving the curriculum so that pupils have regular opportunities to apply their numeracy skills to solving mathematical problems and to performing mathematical investigations and improving their knowledge of shape and space;* (*paragraphs 20, 29*)
- developing a model for increasing planned opportunities for applying numeracy skills especially in science, design and technology and practical aspects of geography. (*paragraphs 29, 106, 124*)

3) raising standards in science across the school by:

- pursuing existing plans to raise the profile of science Attainment Target 1 across the school so that there is a consistent approach to the way investigations are developed;* (*paragraphs 10, 105*)
- developing manageable ways of monitoring pupils' progress and attainment by improving the way scientific investigations are recorded by pupils so that attainment in this area of science can be measured and progress over time recorded; (*paragraphs 45, 107*)
- providing additional training for staff so that common practice is established. (*paragraphs 100-107*)

- 4) **raising attainment at the end of Key Stage 2 in design and technology, geography and religious education and in music by the end of both key stages by:**
- ensuring that each element of each subject is taught so that the skills involved in each subject are regularly taught to pupils across the school;* (*paragraphs 29, 115, 120, 136-139, 151*)
 - strengthening the role of subject co-ordinators so that the quality of teaching and learning in these subjects is monitored;* (*paragraphs 124, 139, 152*)
 - making better use of assessment procedures to improve the quality of teaching and learning;* (*paragraphs 45, 124, 139, 152*)
 - improving the range and quality of resources especially the range and quality of books and the number of computers and range of software.* (*paragraphs 64, 124, 135, 139*)
- 5) **improving the procedures for assessing pupils' attainment and progress in the non-core subjects so that strengths and weakness in each subject can be identified.**
- (*paragraph 45*)
- 6) **improving the quality of the accommodation by:**
- continuing to pursue all possible avenues for funds so that the quality of the classroom environment is improved, the provision for children in the Foundation Stage brought up to standard and the quality of the playground improved.* (*paragraphs 21, 68, 82*)

Minor issues that may be included in the school action plan:

- improve the progression of skills across the Foundation Stage in communication, language and literacy and some aspects of physical and creative development.*
- extend opportunities for pupils' personal development.

N.B. The areas for development marked with an asterix have been identified as areas for improvement by the school and are included in the school's existing action plans.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

58

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

27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	25	20	2	0	0
Percentage	0	19	43	35	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	222
Number of full-time pupils eligible for free school meals	0	46

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	35

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	16	16	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	12
	Girls	14	14	15
	Total	22	24	27
Percentage of pupils at NC level 2 or above	School	69 (85)	75 (93)	85 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	12	13
	Girls	14	15	16
	Total	21	27	29
Percentage of pupils at NC level 2 or above	School	65 (89)	85 (96)	91 (100)
	National	85 (84)	89 (88)	91 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	20	16	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	16
	Girls	12	10	14
	Total	23	21	30
Percentage of pupils at NC level 4 or above	School	64 (55)	58 (48)	83 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	16
	Girls	12	11	14
	Total	23	23	30
Percentage of pupils at NC level 4 or above	School	64 (n/a)	64 (n/a)	83 (n/a)
	National	72 (70)	74 (72)	82 (79)

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	186	2	1
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	13	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	3	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	1	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	28.11
Average class size	29.15

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	158

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	2
Total aggregate hours worked per week	33
Number of pupils per FTE adult	6.66

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	586760
Total expenditure	557979
Expenditure per pupil	2205
Balance brought forward from previous year	(26,625)
Balance carried forward to next year	2156

Results of the survey of parents and carers

Number of questionnaires sent out

253

Number of questionnaires returned

36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	45	0	0	0
My child is making good progress in school.	36	55	9	0	0
Behaviour in the school is good.	42	47	8	0	3
My child gets the right amount of work to do at home.	36	44	6	3	11
The teaching is good.	42	47	3	0	8
I am kept well informed about how my child is getting on.	36	44	14	0	6
I would feel comfortable about approaching the school with questions or a problem.	55	42	3	0	0
The school expects my child to work hard and achieve his or her best.	50	47	0	0	3
The school works closely with parents.	36	47	11	0	6
The school is well led and managed.	44	47	3	0	6
The school is helping my child become mature and responsible.	36	58	3	0	3
The school provides an interesting range of activities outside lessons.	19	31	28	9	13

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

65. The overall provision for children in the Foundation Stage is satisfactory. The provision in the Nursery class is good and there are also strengths in Reception in the provision for mathematics, knowledge and understanding of the world and personal, social and emotional development. The quality of teaching and the progress that children make in their learning is good in the Nursery class and satisfactory in the Reception class. The Nursery and Reception are led and managed in a satisfactory way.
66. The Reception children are taught in two classes alongside the children in Year 1. At the last inspection, the staffing and organisation was different, with just one Reception class. While the mix of age grouping is necessary at the moment in the school, the teaching, planning and organisation for the Reception children could be better. A shortage of resources is making it difficult at times for the teachers in reception to provide enough stimulating activities for the children to work imaginatively and take part in investigations. The new Foundation Stage curriculum is not yet planned progressively across the Nursery and Reception class and this means that children in Reception class are sometimes doing similar tasks to those in the Nursery class regardless of their ability. This happens especially when the children mix together for activities. There is not always enough focus on building and extending children's knowledge and their experiences. This particularly applies to the teaching of reading and writing and some aspects of physical and creative development. Overall the provision and progress are not as good as they were at the last inspection.
67. The accommodation is far from ideal. There is no separate Foundation Stage unit and the children in the Reception class lack direct access to an outdoor play area. Although there is a central area between the Nursery and Reception, this is used by many people as they move through the school. Although this restricts its use, it could be utilised more creatively within the organisation of the Nursery and Reception and for longer periods of times than is currently the case.
68. The children in the Nursery class attend either a morning or afternoon session, after their third birthday and transfer to Reception when they are four. There are 40 children who attend part-time in the nursery, and 17 children in Reception. No children have been identified as having special educational needs. Very good links have been made with parents before the children start the Nursery and there is an 'open door' policy when the children are admitted. A regular newsletter is sent home, with useful information about the topics being covered in lessons, so that parents can send resources, come into school and help, or support their children at home. In addition, a series of very helpful booklets are sent home about approaches to reading and writing. A video and photographs can also be borrowed which show examples of the children working in the Nursery. Regular meetings are held to discuss the individual progress of the children. Parents welcome these initiatives, as part of a successful partnership. They impact too, in a positive way on the children's development and learning.
69. The quality of teaching is satisfactory overall. It is good in the Nursery class in all of the areas of learning apart from creative development, which is satisfactory. This area is less successfully taught because of a shortage of resources for some role-play, which restricts the development of the children's imagination. Nevertheless activities are taught well in the Nursery, often in small focused groups. Assessment records are used effectively to help plan work at the correct stage that each child has reached in

their personal and academic development. The teaching is satisfactory overall in the Reception class, with good teaching seen in mathematics, knowledge and understanding of the world and in the promotion of children's personal, emotional and social skills. Weaknesses in the teaching of creative and physical activities mostly arise from the constraints of the accommodation and the shortage of resources, but also at times from less effective planning and assessments. In language and literacy the teaching of speaking and listening has some good features, but the development of reading and writing is only just satisfactory. Not enough emphasis is placed on building on from what has been learnt in the nursery and helping children to form their letters correctly and extending their reading and writing skills. The staff have a good understanding of the needs of young children and in their teaching, even with limited resources, they carefully plan opportunities for structured play to enrich the quality of learning. Time is appropriately balanced between the activities planned and led by adults and opportunities for the children to make choices for themselves. Relationships are good between adults and children. There is a good spirit of teamwork among the staff, who work well together, and a positive commitment to enhance the provision further. The Reception children usually join together for adapted literacy and numeracy lessons, which are separate from the teaching in Year 1.

70. The children's attainment on entry to school is below the expected levels in their language and mathematical development, their personal and social development and in their knowledge and understanding of the world. In creative and physical development it is at the expected levels. This information is confirmed by the assessments that are carried out when the children start school. By the end of reception, the children achieve the Early Learning Goals in all areas of learning apart from language and literacy, which is still below average. Overall this shows satisfactory levels of achievement in relation to the abilities of the children when they start school.

Personal, social and emotional development

71. Good teaching enables the children to make good progress in this area of learning. A small group of children have just started in the Nursery and so the main focus in the teaching is to help them settle and adapt to their new environment. The staff are skilled at this and provide good role models as they treat the children with care, warmth and support. Because of this the children enjoy coming to school. They are settling to classroom routines and are happy to join in activities and try out new experiences. They are already putting on aprons themselves when painting and collecting their milk and biscuit at snack time. When the early assessments were made of the children, it was noticed that sharing and taking turns was a weaker element in their social development. The staff have used this information well to focus on activities for the new children that encourage them to share and take turns. They have also displayed photographs around the room that show children sharing and taking turns. This is just one example of the good use that the staff in the Nursery have made of assessment information in their teaching. The older children in the Nursery are now at the stage of working more co-operatively, choosing resources and initiating ideas themselves. These very positive features were seen in the home corner, where a group of children went confidently through the process of preparing a birthday tea, setting the table and singing 'happy birthday' together.
72. In the Reception class, the good teaching continues as children learn to show more initiative and independence. They are happy to try out new activities, tidy up afterwards and take more responsibility for their own learning. A good example was seen during the inspection when some children went through the stages of bathing and dressing their dolls after a visit from parents who brought in their baby to bath and dress. Most children show good levels of concentration when they sit together to listen

to the teacher and usually wait for their turn to speak. A few children still need the reassurance and support from an adult more often in independent activities and seek their attention while they are busy with other groups. These children also move fairly quickly from one activity to another because some of the resources fail to hold their interest for long. This means on occasions that the focused teaching is less effective because the adults are interrupted. The staff have established a clear code of behaviour in both the Nursery and Reception and the children behave well. They work safely together in and around the school and happily accept the rules that have been set.

Communication, language and literacy

73. Teaching and progress overall are satisfactory. By the end of the Reception class most children achieve the Early Learning Goals in their speaking and listening, but a majority will not reach the expected standards in their reading and writing. The staff in the nursery have a good understanding of how children gain their early language skills. Some of the children who have just started school are still quiet and use only a few words in their conversations. Some of their speech is immature. The older children are now much more confident to speak and will ask questions and initiate conversations, for example, about how it felt when they touched the different objects on the 'feely table'. They listen well and join in stories and rhymes. The staff use every opportunity to enhance and extend the children's speaking and listening skills, through well-planned activities. There is a generally well planned approach to the teaching of early reading skills in the nursery. However more could be done at times to use a greater number of stories as a basis for activities within the different areas of learning and therefore capitalise on the reading opportunities. There are good displays everywhere of words and sentences for the children to read and the staff often focus on these in their teaching. The children recognise some of the letters on their name cards and learn some initial sounds. Those who have just started school are beginning to enjoy sharing books and show an interest in the pictures. An older child was very keen to share her record of achievement file with an adult and referred to the photographs and sentences underneath to talk about her experiences when she started school. Children in the Nursery are given lots of opportunities to practise their writing freely and most are in the early stages of mark making. By the end of the Nursery about three quarters of them can write their own names and their emergent writing shows some recognisable letter shapes that are practised in teacher led activities.
74. In the Reception class, many of the higher attaining children are fluent speakers who use a good range of vocabulary to express their ideas and who listen well to each other and adults. There are a small group of children however who need more opportunities to extend their spoken language in class discussions and through role-play activities. The role-play and imaginative areas need further development with additional resources, so that children have more stimulus and reasons for speaking, to help improve their fluency and vocabulary. Although the adapted literacy lesson is used well to promote and extend the children's speaking and listening skills, more planned opportunities are needed at times to focus particularly on speaking and listening activities. For example when a visit by parents and their baby was planned, the teacher asked the children to think of suitable questions to ask when the baby was being bathed. The teacher then wrote down these questions. When the parents arrived to bath the baby, it was the teacher who asked most of the questions and not the children. This is an example where opportunities to give the children a purpose for speaking are missed. Many children in Reception could make better progress in their reading and writing. More use should be of assessment information to plan group work that extends children's reading and writing skills. The reading areas are not as

stimulating as they should be and there is a shortage of a good variety of reading materials and taped stories. The children do not readily spend time there in sharing books and reading together. In the whole class teaching of the literacy lesson, the teacher uses good strategies to increase the children's enjoyment and understanding of books and focuses well on teaching phonic sounds. This is not built on sufficiently afterwards in small group teaching such as guided reading or specific activities to improve word recognition and phonics. By the end of the Foundation Stage, only a few of the children can read a short sentence with confidence and accuracy. Lots of opportunities are found for the children to write independently and most are confident in their emergent writing. They enjoy writing invitations to a 'family day' in school and filling in their diary of a recent visit to the seaside. However this free writing is not balanced sufficiently with the support and guidance that the children need to form their letters correctly and write simple words using their knowledge of sounds. By the end of Reception, very few of the children can write a short sentence independently and with some knowledge of punctuation.

Mathematical Development

75. Both teaching and progress are good in this area, enabling most children to achieve the Early Learning Goals by the end of Reception. There is a good practical focus to most activities, which are well planned to increase the children's levels of knowledge and understanding and to extend their mathematical language. Resources too are generally better for mathematics than in other areas of learning and this has a good impact on the progress that the children make. Everyday activities such as those in the sand and water, cutting and sticking to make pictures, playing games and model making are used effectively to develop an understanding of number, size and shape. These activities are often enhanced with good levels of adult support to extend the learning. In the Nursery for example, children use games to make repeated patterns and match and sort shapes into sets. They develop a good recognition and understanding of numbers up to 5 by counting the children with different coloured eyes and make a graph of the results. They build up bricks in the construction area and then compare their height to the number of bricks and to each other, saying who is 'taller' and 'shorter'. The outdoor area is used well to extend the children's knowledge and understanding of numbers, for example when they read the number plates on the toy vehicles and park and sort them according to the number of wheels. They often sing and recite counting rhymes in a number of ways.
76. This good progress continues in Reception where the adapted numeracy lesson is taught well. Most children count and use numbers reliably to 10 and beyond, while the more able children use different ways to add two numbers together to 10. One higher attaining child knew that if she used her fingers to count up to ten, she would need another two people to count up to thirty. The children who have just started in Reception class already have a good understanding of numbers up to 10 and are familiar with the value of some coins. They sequence the events of the day in the correct order and use their knowledge of simple 2-D shapes to make patterns and pictures. Although they enjoy constructing 3-D shapes, most of them only name correctly the cylinder and cube.

Knowledge and understanding of the world

77. The teaching and progress are good in this area of learning with most children achieving the expected level by the end of the Reception class. Opportunities are considerably heightened through a good range of visits and visitors to the school. This generally makes up for the shortage of resources in reception, although the investigative aspect of science is an area for further development. As far as possible children in both the Nursery and Reception learn through first-hand experiences, although the resources for imaginative role-play, especially in Reception are not always stimulating enough to have a significant impact on learning. In the Nursery class, after a visit from the fire service, the children made their own models of fire engines and the role-play area became a fire station. They also begin to learn about the way that vehicles move when they vary the incline of a slope and move their cars up and down. In the outdoor area they grow peas and hyacinth bulbs and keep a diary to record their growth. Through sensitively led discussions, children are introduced to issues encompassing religious education.
78. In Reception, the parents and grandparents visit for a 'family day' and the children ask them what it was like when they went to school. When one of the parents brought their baby to school, the children in Reception learnt a lot about the features of living things. Children also learn about the seaside when they visit Filey and make some comparisons with their own local area. On a large map in the classroom, they find the places they visited on holiday and make a simple graph. Visits are often planned to the local area, such as the garden centre, the pet shop and to a nearby farm. Afterwards the children are often given opportunities for some role-play activities, which are linked to the visits that have been made.
79. Most children in the Nursery are beginning to guide the computer mouse successfully to make their own patterns. The Reception children have good control of the mouse and can produce recognisable patterns and pictures. They also have opportunities to use the keyboard, but do not log on or print their work independently.

Creative development

80. By the end of Reception, most children reach the required standards in this area of learning. Teaching and progress are satisfactory. Although there are some good opportunities for the children to make choices about their own learning, there are not always enough resources to fully capitalize on their interests and imagination in art, music and role-play. Nevertheless the children in both Nursery and Reception mix their own paints and enjoy painting portraits of themselves, using their fingers to paint, and blowing into paint to make bubble patterns. They also make models with salt dough and use materials to make puppets. Although the role-play areas are changed frequently, the resources, though adequate do not fully exploit the children's interests and imagination. Because of this these areas are not always used regularly by the children or for extended periods of time. In Nursery, the children join in confidently with rhymes, singing games and action songs and are beginning to learn the words. The children in Reception take part in a weekly music lesson with Year 1 and also have a singing session with the pupils from Key Stage 1. They enjoy joining in the songs and adding instruments as an accompaniment. They hold and play the instruments correctly, but are not sure of their correct names. There are not enough opportunities in both the Nursery and Reception for the children to use music more creatively in their role-play or to listen to music through the day.

Physical development

81. The teaching and progress overall is satisfactory, with most of the children reaching the Early Learning Goals by the end of the Reception class. Teaching and progress is better in the nursery, because they have direct and regular access to a reasonably well-equipped outdoor play area. The Reception children benefit from regular sessions in the hall for more formal physical education and dance and these are well taught. They also have two sessions in the nursery outdoor play area. These sessions are not planned or taught as well as they should be, with the children usually having a free choice and practising their skills at the same level as they did when they were in Nursery. This is a good example of where planning in Reception is not taking into account the stage of development the children have reached within their learning and why progress is satisfactory and not good.
82. The children in the Nursery are already moving well on the apparatus with satisfactory levels of co-ordination. They receive good support and encouragement, which helps them to try out different movements and improve their balancing skills. In Reception, the children move safely on the wheeled vehicles and vary their speed and direction to avoid obstacles. On the large apparatus in the hall, the children develop appropriate ways to move in different ways and did very well to extend their skills in jumping and crawling along the benches. Children's skills of co-ordination are developing appropriately. Through the Nursery, they use small equipment such as gardening tools, scissors, pencils and paintbrushes with increasing control and in Reception they show satisfactory skills in completing jigsaws, using construction equipment and exploring materials such as play dough.

ENGLISH

83. Inspection evidence shows that standards in English are in line with the national expectations at the end of Key Stage 1 but are below the national expectations at the end of Key Stage 2. In Key Stage 1, there has been a steady improvement since 1999 in the percentage of pupils achieving the nationally expected standard of level 2 in reading and writing but in 2002, the pupil's performance dipped. The performance of pupils in Year 2 was well below the national average and below the average for similar schools in reading and writing. The dip in 2002 was because that year group has a third of pupils with special educational needs. Inspection evidence shows that the percentage of pupils reaching the standard above that expected for pupils at the end of Year 2 is rising in response to better teaching.
84. In Key Stage 2, attainment at the end of Year 6 in 2002 was above the standards achieved in similar schools but just below the national average. Standards in Key Stage 2 have risen very slowly over the last three years, but inspection evidence shows that rapid improvement is now occurring and pupils are making good progress. This good progress in Years 3 to 6 is seen in the increase in the number of pupils who attain the higher than expected level in the national tests at the age of eleven. Pupils with special educational needs and those for whom English is an additional language are also making good progress.
85. Standards of speaking and listening are unsatisfactory at the end of both key stages. In lessons most pupils listen well to their teachers and to other pupils. This is seen in the responses they make. Some older pupils who disrupt lessons with examples of poor behaviour lessen the overall effect. When speaking many pupils struggle to use a more formal vocabulary appropriately and even above average pupils in Year 6 find it difficult to explain a metaphor or simile clearly even though they know what they are. A

whole school policy and its consistent application to improve standards of speaking is needed to raise standards across the curriculum.

86. Standards of reading are in line with national expectations at Key Stage 1. This reflects the results of the national tests and the way in which the pupils read. The teaching of phonic skills and spelling is developed for pupils in Years 1 and 2. Standards in reading at the end of Key Stage 2 are below the national average. Again this reflects the results of national tests and the evidence of hearing the pupils in Year 6 read. Lower down the key stage, in Year 4 for example, standards are higher as the improvement the school is making begins to show. Analysis of the national tests shows that the pupils' difficulty in using higher order reading skills like inference and deduction affected their results. The lack of these skills makes it more difficult to drive up standards in other subjects. All the readers in Year 6 can retrieve information efficiently either from books or from the Internet. Their favourite authors include JK Rowling but none talk enthusiastically about their reading. They do not use a local library regularly and there is no suitable school library. The school is aware of the need to improve resources and especially its central library as part of its work to raise standards.
87. The standard of writing is currently average at the end of Key Stage 1 and below average at the end of Key Stage 2. Throughout the school the pupils are taught the correct formation of letters and, when they are older, how to join them. The pupils in Year 6 have handwriting targets in their books. The neat presentation of work is not insisted on in all lessons and so only a minority have a clear joined up style. This affects standards of presentation in all subjects. At its best the writing that the pupils undertake extends their thinking and learning. In Year 6 pupils put forward arguments for and against hunting. Above average pupils use paragraphs confidently and make a good choice of words when talking of 'opponents' and 'stress'. The average writers use clear, simple sentence structures. An above average writer in Year 2 understands the conventions of a fairy story when retelling 'Jack and the Beanstalk'. The school is using outside help to improve standards in writing and knows that more needs to be done so that the pupils write in a range of genres and opportunities to use extended writing to raise standards across the curriculum are planned for.
88. The quality of teaching in lessons observed during the inspection was good overall with some very good teaching. The teachers have a secure knowledge of the National Literacy Strategy and this is being used to raise standards. There are some very good strategies used in whole class sessions in Year 1 with good use of a big book to help the pupils read and learn rhyming words. Plenary sessions are well used to reinforce the learning objectives and to extend the pupils' learning further for example, with additional examples of rhyming words. Where lessons are only satisfactory, a lack of differentiation sometimes means that the task is too difficult for some of the less able pupils. The lack of computers in classrooms makes it difficult to use information and communication technology to support learning in literacy lessons but pupils are given ample opportunities during their planned sessions in the information and communication technology suite. The teachers mark the pupils' work conscientiously and often add encouraging comments. The marking is not always linked to lesson objectives and to national curriculum targets although it often is in Year 2. Most pupils are unaware of the level at which they are working and what they need to do to improve further. Homework is used satisfactorily to extend opportunities for pupils to learn.
89. The pupils' attitudes to English and literacy are good overall and pupils behave well and show interest in the work at hand. Pupils are usually attentive during whole class discussions and consequently work well on their own. In Year 6 they respond well to

the authors' use of vocabulary during a lesson about 'The Raft' by Ian Serraillier. The theme contributed well to their cultural development. Social skills are well promoted through the good use of group work and tasks involving sharing ideas and resources such as books.

90. The subject management is satisfactory. The school has undertaken a number of initiatives to raise standards but many of these have not involved the co-ordinator directly. The co-ordinator is responsible for many elements of the school's management for example the Foundation Stage, and this reduces her ability to give the time she would like to English. Local authority advisers and literacy consultants have observed teaching and provided evaluations for the school and indications of what is going well and areas for further development. Writing is an area recognised as an area for future development and improvement.
91. The school uses optional tests and has a wealth of information that informs target setting and this is enabling staff to identify and plan for the needs of all pupils including those with special educational needs and higher attaining pupils. The Fast Lane project, a local initiative that attracts funding from the European Union, is well used to help to raise standards amongst pupils of below average attainment. The school aims to stimulate the pupils' interest by taking part in Book Week, organising a Book Fair and inviting an outside speaker on National Poetry Day. The school's priorities for development are sound. The key issue from the last inspection to improve resources has not been fully addressed although improvements have been made. There remains a major weakness in pupils' access to a suitably wide range of books, both fiction and non-fiction. This is particularly the case in Key Stage 2 and it makes it difficult for teachers to challenge the skills of higher attaining pupils in reading.

MATHEMATICS

92. The findings of the inspection indicate that rapid progress is currently occurring and this is starting to be reflected in rising standards. At the end of Key Stage 1, pupils are now achieving standards that are in line with the national average. In 2002, pupils at the end of Year 6 performed as well as pupils in similar schools but when compared to the national average, attainment was below. At the end of Key Stage 1, attainment in 2002 was in line with the national average and above the average for similar schools. The percentage of pupils achieving the nationally expected standards for mathematics at Key Stage 1 has increased steadily since 1999 and is higher than it was at the last inspection. In Key Stage 2, however, there was a steady decline in the attainment of pupils between 1999 and 2001 but the 2002 results have arrested the decline and the percentage of pupils achieving level 5, the level that exceeds national expectations, has increased significantly. This supports inspection evidence that standards are rising rapidly and further evidence adds to this view when the attainment and progress of Years 4 and 5 are evaluated. These classes are working at levels that match the expectations for their age and are making good progress overall. Any difference in attainment between and girls and between pupils of different nationalities is insignificant. All pupils in both key stages including those with special educational needs and any with English as an additional language are fully included in all lessons and make good progress as they move through the school.
93. Standards in mathematics have been too low in both key stages since 1998, because the progress pupils made was too slow. Whilst they are still not yet high enough, action taken resulted in an overall improvement starting in 2000 at Key Stage 1 and in 2001 at Key Stage 2 and this process is continuing and increasing in pace. Contributory factors include many staff changes leading to the appointment of key personnel and

very effective subject leadership. Additional factors are a detailed and manageable action plan, use of assessment, the monitoring of planning, of teaching and of the curriculum; the introduction of initiatives to support pupils and the collaborative work between the school and the local education authority officers to provide valuable in-service training for teachers. Because of previous low standards, pupils throughout the school have experienced a “catching-up” process in an attempt to make good those areas of learning not sufficiently covered. Understandably because the oldest pupils are in Year 6, this process requires a longer time for them, than that required by the youngest pupils - a number of whom, have not been adversely affected. This is reflected in the most recent national standardised test results for pupils aged seven and eleven.

94. In Key Stage 1, pupils count with confidence in ones twos and threes. They match numbers to numerals, appropriately use cardinal and ordinal numbers and recognise odds and evens. They are secure with number bonds to 30 and can work out addition and subtraction sums using numbers between 1-10. They can multiply in twos, threes and fives and count forwards and backwards in tens, for example, 17, 27, 37 or 72, 62, 52 etc. Pupils recognise all coins and can solve simple money problems involving change. Elements of algebra are learned when pupils fill in missing numbers as in $3+X=9$. Through sharing twelve cakes among three people for example, pupils understand rudimentary division in practical activities and link division with repetitive subtraction. Higher attainers can measure using standard measures such as centimetres but some lower attainers are not always able to achieve this accurately. Many understand about halves and quarters and by relating right-angles to quarter turns can programme correct directional commands into computerised toys. Pupils are familiar with a number of flat and three-dimensional shapes, but have difficulty in recalling the names of some of them out of context. They clearly understand the processes of collecting and displaying data through Carroll and Venn diagrams and block graphs.
95. Although the school is working hard to improve standards, and the Year 6 pupils have an appropriate, understanding and knowledge of mathematical processes, their application of their knowledge is weak. Many are still too slow in their recall during mental arithmetic and they have limited approaches to arriving at answers. They depend heavily on the teacher for guidance. Through this they reach satisfactory conclusions. However, when working independently they lack confidence and become unsure about how best to use their knowledge and understanding when solving problems in real life situations. For example, an answer was laboriously reached when they were asked to find the change required from £5 after buying three articles costing 92p, 95p, and 98p. A group of pupils confused perimeter and area and needed guidance with this when working out the amount of carpet covering an irregularly shaped room. Skills are more developed for pupils in other Key Stage 2 classes, as shown when a group of higher attainers in Year 5 were able to arrive at the correct answers to the same questions. However, there is still not enough emphasis placed on problem solving and investigation to meet the needs of all pupils.
96. In Years 3, 4 and 5, pupils show a satisfactory level of attainment. Mental arithmetic skills are well established. They know their tables and number bonds well and can talk about and use place value to good effect at levels commensurate with their different ages. Pupils in Year 3 for example write number sentences to illustrate their ability, whilst pupils in Year 5 and Year 6 round up decimals to the nearest tenth. Line, block and conversion graphs are effectively compiled and used and some of these are used to record work in other aspects of the national curriculum. Knowledge of angles and use of protractors by older pupils is secure, but the pupils' knowledge of shape and the

properties of regular shapes is in need of further development and unsatisfactory overall.

97. The overall quality of teaching in both key stages is good and has improved since the last inspection. The quality of planning is consistently good. The good use of assessment procedures enables teachers to prepare work well matched to the needs of individuals and groups of pupils. In-service training has also helped staff to become more effective in the delivery of the Numeracy Strategy. Because of these measures over half the teaching observed during the inspection was either good or very good. Only in one lesson was unsatisfactory teaching seen. Strong levels of challenge, high expectations and good pace featured strongly in the better teaching. In lessons of this quality pupils respond well. They sustain high levels of interest, are keen to achieve and looked forward to their next task. This leads to good relationships between pupils and teacher and to good collaborative work. One of these lessons was with a group of Year 1/2 pupils. It was very well structured so that pupils learned and made very good progress through a series of small progressive steps. Well-prepared materials were used very effectively. Pupils sorted shapes enabling them to develop their understanding and knowledge of new vocabulary concerning comparative length and size. Unsatisfactory teaching is rare, and that seen during the inspection was due to some lack of preparation and misuse of appropriate technical language. Some pupils became confused whilst others shouted out, As a result, many lost interest and insufficient progress was made. In general teachers make good use of support staff when it is available and it is of particular help to pupils of low attainment. Learning resources are used well. Marking, however, could be improved and used as a positive tool to help pupils identify further progress. It should in some cases assist with improving pupils' presentation of work.
98. The subject leadership is very good. The co-ordinator's skills, knowledge, guidance and support of the subject are improving standards with gathering momentum. The local education authority adviser and others provide good in-service training for the staff. This has helped to improve the delivery and monitoring of the curriculum in class, to increase teacher knowledge and understanding and to enable teachers and staff to work together as an effective team. A good example of this is seen through opportunities that enable teachers to share aspects of planning. Good assessment procedures, particularly linked to annual tests provide valuable information that is used to identify strengths and weaknesses in pupils' learning. Action is taken to modify curriculum planning accordingly, and to provide attainment targets for individuals and groups of pupils. In some instances the school has been successful in obtaining grants and extra teachers to support groups of pupils with identified needs to enhance their further progress. The co-ordinator has worked hard to increase and improve learning resources, which are now of good quality and sufficient to support learning in class. Opportunities to develop numeracy across the national curriculum subjects are satisfactory. Examples were observed in the use of history time-lines, recording directions in geography and through specific use of information and communication technology in the computer suite. However, there is insufficient use of information and communication technology in the classroom.
99. Despite the good work completed, the school and the co-ordinator recognise there is further work required to raise standards even higher. These measures include the development of mathematics in the areas of space and shape, to improve problem solving and to provide pupils with more opportunities for investigative work. Consolidation in the application of the marking and homework policies will further help pupils' development, as will increased access to computers in lessons.

SCIENCE

100. Inspection evidence is that the attainment of pupils in science is below national expectations for the end of Key Stage 2, but there is evidence of rapid improvement occurring across the school. Pupils make satisfactory progress across Key Stage 2 in acquiring a sound knowledge of scientific concepts but many pupils struggle to describe what they mean and know using suitable scientific language. Although pupils are introduced to scientific investigations in their learning, their rate of progress is slow and by the age of eleven their standards fall below the national expectations for their age. The inspection evidence contradicts the most recent end of key stage National Curriculum test result in 2002 that showed that pupils' performance was in line with the national average and the average for similar schools. This contradiction is because the tests currently emphasise the testing of pupils' knowledge rather than whether pupils think and act in a scientific way. Improvements in the quality of teaching and learning led by two committed and skilled co-ordinators are starting to boost standards in science across the school and given the current conditions within the school, the improvements will be sustained in future. A significant factor is that there is more emphasis being given to challenging higher attaining pupils as well as those with learning difficulties and as a result the percentage of pupils achieving the standard exceeding the nationally expected standard for eleven year olds of level 5 is increasing significantly. Standards have been steadily rising since 1998 and are higher than they were at the last inspection.
101. By the end of Key Stage 1, teacher assessments shows that pupils achieve standards that exceed the national average and inspection evidence confirms that pupils have a good knowledge and understanding of science. Pupils' skills of performing simple scientific investigations however are only satisfactory and could be higher.
102. In Year 2, pupils are set high standards and they learn a good basic set of knowledge appropriate to their age. They develop a good knowledge and understanding of the parts of a plant and the human body and are familiar with a good range of scientific vocabulary to sharpen the accuracy of their work. They develop a good early knowledge of the concept of change including both reversible for example, ice and water and also permanent for example, the way eggs change when they are cooked and cannot be turned back. Pupils explore the impact that differing heights have upon the distance a toy vehicle moves down a slope and in so doing, show a reasonable knowledge that a force is a push or pull and gravity is a, "force that pulls things down". By constructing simple circuits, pupils learn about the way electricity flows around a circuit. Ideas related to light and sound are explored and the sources of light explored.
103. By the end of Key Stage 2, pupils have developed a satisfactory knowledge and understanding of living things and their requirements for living. Terms such as food chain, habitat and consumer and producer are known and understood. Pupils competently describe the characteristics of animals that live in different environments. For example, Year 6 pupils explained with obvious enthusiasm that a polar bear is white because it needs to be able to blend with the background if it is to hunt successfully and another pupil explained that camouflage in animals living in the jungle was vital for their survival. Pupils know how to keep their bodies healthy and the basic functions of the systems for digestion, for breathing and for blood circulation. By explaining the way that common materials such as water can change their state, pupils show a satisfactory knowledge and understanding of changes that are reversible and also show a rudimentary knowledge and understanding of particle theory to explain changes in state. Many pupils, however, lack confidence in using scientific terms such as evaporation or condensation to describe such changes. The properties of everyday materials such as plastic, wood and metals are understood and there is a satisfactory

awareness of the significance of materials that insulate or conduct heat. Pupils also understand these ideas about conductivity and insulation in the context of electricity. Pupils are familiar with constructing simple circuits and representing these using appropriate circuit symbols for key components such as the bulb, the switch and the cell (battery). Through a series of diagrams, pupils develop a basic knowledge of Earth and space and the relationship between the Earth, the sun and the moon in terms of our seasons and daily cycles. Although taught in accordance with the school's science scheme, pupils' knowledge and understanding of forces and their effects and ideas related to sinking and floating (balanced forces), friction and pressure are not as well understood by pupils in Key Stage 2 as other areas of science.

104. In both key stages, pupils struggle to retain their knowledge and understanding of scientific words and they need constant reminding and revision to establish the correct terminology securely in their minds. Although pupils are provided with a variety of practical activities as part of their science lessons, the standards reached in terms of performing scientific investigations could be higher. Expectations for pupils to plan and perform and record their own activities to solve simple problems and to prove or disprove their predictions and hypotheses are not high enough. Whilst pupils do apply their mathematical skills to science for example, in measuring and recording by graph the way warm water cools over time, the ability of pupils throughout the school to make scientific measurements and record in a wide variety of ways is unsatisfactory overall.
105. The quality of teaching and learning is good in Key Stage 1 in terms of developing pupils' knowledge and understanding of science but satisfactory in promoting independent learning skills. In Key Stage 2, some good teaching occurs but the quality is satisfactory overall. During the inspection some very good teaching was observed reflecting the improvements that are occurring across the school. Lessons are well planned in accordance with the school's scheme of work and have clear learning objectives that are shared with pupils during lessons. Teachers make good use of resources to bring learning alive. During a Year 2 lesson, very good use was made of a doll to promote pupils' awareness of the stages of growth of humans. This was supported by good links with home when pupils brought in photographs of when they were babies. They enthusiastically shared their photographs and were highly amused by the way they were then compared to how they are now. Throughout the school, pupils enjoy science and enjoy lessons when they have a "hands on" element. In Year 4, pupils enthusiastically entered into work gathering data about their comparative sizes and abilities as part of a "Myself" topic. They worked very well in groups under adult guidance and enjoyed gathering the data. In Year 5, pupils responded very well to expectations from the class teacher to think through and carefully plan an investigation into the effect that exercise has upon the pulse rate. In Year 6 good use was made of real plants to demonstrate the parts of a plant and the provision of real soil for analysis enabled the pupils to use observation skills to compare and contrast different soils. Throughout the school, pupils work hard in lessons in science, but their quality of recording varies enormously. At times work is recorded in an untidy way and there is an acceptance of work that is not underlined with rulers and corrections are scruffily made. Although teachers mark work promptly, there is very little evidence of using marking to set targets for improvement or of checking on whether or not corrections have been completed. The pace of most lessons is satisfactory although at times too much direct talking from the teacher slows the lesson down and some pupils become restless and mildly disruptive. This is particularly evident in the upper part of Key Stage 2 where pupils need lots of challenge and involvement in challenging activities. A weakness of teaching is the inconsistent approach made to teaching scientific investigations, and some staff confuse practical work with investigative work. The school has recognised this as an area that can be improved and is taking steps to rectify the situation.

106. Links are made with numeracy and literacy, for example, when pupils measured and recorded their hand spans and head diameters in Year 2, but these links are still unplanned and tend to be incidental. Some excellent use has been made of information and communication technology to support aspects of science for example, pupils used sensing equipment to gather data about noise levels that was then represented in graphical form using the computer. This use of computers is a strength of science teaching because it adds meaning to pupils' learning and develops amongst pupils a good knowledge and understanding of how computers are tools for learning.
107. The leadership and management in science are good. The provision for science is improving rapidly under the guidance of two subject co-ordinators who have been in post for less than a term. An audit of the current state of science is in the process of being completed and is producing an accurate picture of the strengths and weaknesses of the subject. Although assessment procedures are satisfactory overall, there is recognition that the quality can be better so that more information is available to identify ways of improving teaching and learning. The accommodation is adequate for teaching science although the lack of suitable worktops in classrooms makes it difficult for pupils to experience activities that are carried out over a few days, for example, when growing plants or studying the changes in the state of water. Staffing is adequate and teachers' subject knowledge is appropriate but there is a weakness in some teachers' knowledge and understanding of how to promote the highest possible standards in scientific investigations. Procedures for assessing science meet statutory requirements and are satisfactory overall.

ART AND DESIGN

108. Standards in art and design are above national expectations at the end of Year 2 and in line with expected levels at the end of Year 6. The pupils in Key Stage 1 make good progress and achieve well. Since the last inspection, standards and progress have been maintained in Key Stage 1. In Key Stage 2, the progress is satisfactory. More varied standards were found in Key Stage 2 when the school was last inspected, because some aspects of planning and teaching were weaker. These now show satisfactory levels of improvement. These judgements apply to all pupils, including those with special educational needs and those with English as an additional language. The introduction of national guidelines has given teachers a clearer focus for their planning and teaching. Standards are now more consistent across Key Stage 2 and attainment is slowly rising. However past work and planning in Key Stage 2 shows that some elements of art and design have not been taught in sufficient detail, because of a lack of coverage. These include the development of drawing and painting skills and an understanding of the work of a range of artists. These are now improving with a more balanced programme of work at Key Stage 2 and enough time to deliver it. There is still more to do to raise standards and progress to the same level as Key Stage 1. It is much better there because the co-ordinator is based in Key Stage 1. She is a very skilled teacher of art and design and her input into the teaching and learning has been very effective in Key Stage 1, but less so in Key Stage 2. This is now changing as the roles of co-ordinators are being given a greater profile through the school. Her impact on standards in Key Stage 2 is slowly taking effect.
109. By the end of Key Stage 1, pupils have had good opportunities to experiment with a wide range of materials, tools and techniques in their drawings, paintings, collages, textiles sculptures and tiles. The good teaching and high expectations are helping pupils to deepen their knowledge, skills and understanding of all aspects of art. The focus of each lesson is on teaching important skills and techniques and providing opportunities for pupils to explore various media and use their imagination and make

choices in their work. The above average standards of work seen in the displays of observational drawings, woven designs, appliqué patterns and landscape pictures, clearly show the impact of this successful teaching. Sketchbooks are often used in lessons so that pupils can practise and improve their techniques. In Year 1 they were used very productively to draw the different textures around the school which were then used for the designs on clay tiles. The finished results were of a good standard and all different, showing the importance teachers place on pupils experimenting with their own ideas. Pupils are provided with good opportunities to look at the work of many artists from different times and cultures. The pupils in Year 2 are working on self-portraits and are currently looking at the different backgrounds used by well known artists in their self-portraits. The teacher in the lesson used a wide range of very good examples of backgrounds, to explain techniques and styles. The pupils then worked confidently on their own ideas, with their self-portraits showing above average skills in line, shading, tone and colour. During the lesson the pupils were encouraged to appraise and modify their work if necessary. This is helping them to make simple judgements about the quality of their own work. They are also at the early stages of recognising that some of the self-portraits they looked at by different artists are old and others are much more modern. Most of them simply stated which they preferred, but one or two gave reasons for their preferences. These more able pupils are already beginning to appraise the work of others.

110. By the end of Year 6, pupils are now making satisfactory progress in drawing, painting, printing and three-dimensional work. By looking at examples of the work of artists such as Matisse, Lowry and Hockney, pupils are just beginning to recognise that methods and styles have changed over time. However their knowledge and understanding of the work of different artists is limited, because this has not been taught sufficiently in the past. In their 'still life' pictures, in the styles of Hockney and Matisse, pupils demonstrate satisfactory skills in exploring colour, pattern and shape. Unfortunately nearly all of them used pencil crayons for the shading, limiting the opportunities to experiment with a wider range of materials and constraining their creativity. When the pupils in Year 6 took the topic of 'people in action', they based some of their work on the ideas of Lowry. Here their pictures show much more originality and personal expression. They explore a range of techniques and media such as charcoal, pastel and torn paper in their sketchbooks and then produce well-designed and original compositions that successfully create a sense of movement. The theme of 'people in action' was developed further in Years 5 and 6, when the pupils worked alongside a local sculptor in school. Some very effective three-dimensional models, using paper, modroc and metal frames were produced to a good standard. The work on display shows that pupils have in the past had fewer opportunities to build on the good drawing and painting skills that they learn in Key Stage 1. This is now being addressed in future planned work.
111. The quality of teaching and learning is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers' subject knowledge is good in Key Stage 1 and improving in Key Stage 2. The teacher in Year 4, who demonstrated this growing confidence when she demonstrated to pupils the skills they needed to make a frame for a model chair. In this lesson pupils were well supported with advice and resources and the teacher encouraged them to appraise and modify their work if necessary. Planning has improved too since the last inspection in Key Stage 2, and teachers are much clearer about what they want the pupils to learn in the lesson. In a few classes, more emphasis should be given to the value of sketchbooks in lessons and their purpose in improving the drawing and painting skills of the pupils. Teachers' expectations of what pupils can achieve in Key Stage 2 are much higher than they were at the last inspection and this is why the standards are rising. There is some good use of information and communication technology in Key Stage 1 to support learning in art

and design. Pupils use paint programmes to create designs and some attractive designs in the style of the great artist Mondrian but the lack of computers in Key Stage 2 restricts the opportunities for pupils to use computers as much as they might in art and design.

112. Pupils show good attitudes to their work and display pride and pleasure in what they do. Their positive approach to art is enhanced by the good relationships with staff and the support they receive to improve their work. In a lesson observed in the mixed Years 1 and 2 class, the children's self esteem rose considerably through the praise and encouragement they received from the teacher. Expectations are high in this class and the teacher is very skilled in motivating the pupils to produce work to a very good standard. A successful strategy that the school has recently introduced, is having a general theme for art and design each term and displaying examples of the pupils' work from Nursery to Year 6 in the hall. Pupils and teachers can now share in the pleasure of seeing work representing the whole of the school, and progress is evident.
113. Pupils are beginning to experiment with new forms of art using some computer-based resources for pattern work and pictures. These initiatives are still in the early stages of development, especially in Key Stage 2. Speaking and listening skills are promoted well when pupils review their work, but the opportunities for written research into artists is not a feature of lessons, because of the shortage of books in the library and no opportunities yet to use the Internet. Last year, the art and craft theme for the school of 'story book characters' gave the pupils good opportunities to read and find out more about their favourite characters in books. There are no planned approaches yet to link art and design with other subjects, but some good informal links have been established. For example the pupils in Year 2, after they visited the local church, made three-dimensional plaques to represent the signs and symbols that they saw in the church.
114. The subject is well managed and led. The co-ordinator has had a strong influence in maintaining the standards and high profile of art in Key Stage 1 and is beginning to be more influential in Key Stage 2. Through her monitoring of the planning and an informal approach to examining the work on display, she has a good understanding of the strengths and weaknesses in provision. Procedures for assessing art and design could be better and the co-ordinator has identified the need to find a manageable system for assessing the progress that pupils are making. Teachers are supported by the co-ordinator with ideas for their lessons and this is very beneficial to the staff in Key Stage 2. Within the school development plan, art and design is not scheduled for a monitoring focus this year. Therefore the co-ordinator will have little opportunity to visit classrooms and support the teachers as much as she would like to. Nevertheless progress has been made in Key Stage 2 recently, and the shared commitment by the co-ordinator and the capacity of the rest of the staff to make further improvements are strong.

DESIGN AND TECHNOLOGY

115. Pupils' attainment at the end of Key Stage 1 is in line with national expectations and their progress is satisfactory. By the end of Key Stage 2, pupils are now making satisfactory progress, although their attainment is still below expected levels. These findings apply to all pupils including those with special educational needs and English as an additional language. This represents a good level of improvement since the last inspection. Evaluation skills have improved at Key Stage 1 and progress at Key Stage 2, which was unsatisfactory at the last inspection, is now satisfactory. However standards remain below expected levels at the end of Year 6. This is because until recently, insufficient time was allocated for all of the elements of the subject to be taught in enough detail. Pupils were not gaining enough skills as they moved through Key Stage 2 and teachers' knowledge and understanding were often weak. More time has now been allocated for the subject to be taught in Key stage 2. Better planning has been introduced and teachers have received training from the local adviser and support from the co-ordinator. These initiatives have increased levels of progress, but still have to impact on standards in Year 6.
116. By the end of Year 2, pupils have the opportunity to practise all of the elements of the subject including their evaluation skills, which are now satisfactory. They have covered a good range of work, which includes designing and making wheeled vehicles, puppets and models that use a winder. When the pupils made their models with winders, they first looked at a variety of equipment that uses winders, such as break down trucks and firemen's hoses. Then they examined models of winding mechanisms and learnt how a winder worked. Before designing and investigating the techniques for making a winding mechanism, they identified as a class three criteria that would have to be met to make their models successful. The pupils then drew their pictures, labelling the equipment and tools. The models show that pupils have a satisfactory awareness of the suitability of different materials and can use different methods to join the materials. Their measuring skills are not always accurate and this sometimes affects the quality of the finished products and the effectiveness of the mechanism. Good links were made with English in this topic, as one of the criteria was to link their model to a nursery rhyme or story and re-tell the story using the winder. Jack and the Beanstalk and Jack and Jill were some of the favourite stories chosen to re-tell. This good level of provision, covering all the required elements of the subject in enough detail, is demonstrated well in the other topics taught in Key Stage 1. In Year 1, pupils learn about the skills of food preparation, when they prepare a fruit salad for tasting and the importance of well presented food and a balanced diet. This is linked well to the science topic on healthy living.
117. By the end of Year 6 pupils are now making sound progress in the satisfactory range of work covered. Although standards in Years 3 and 4 are now in line with national expectations, they are still below in Years 5 and 6, but rising. Pupils in Years 5 and 6 improve their skills and understanding by designing and making a moving buggy using a cam. They first investigated the mechanisms of a collection of moving toys and then drew their own plans and described each stage of the making process and the design criteria. They used a number of techniques and tools in a mostly satisfactory manner, including using a drill safely to make a hole in a wheel. Afterwards they evaluated their product against the design criteria and tested their models with others to see which travelled the fastest and why. Although some of the models were well finished and moved smoothly and accurately, a significant number showed below average skills in the design and make. This was because the design plans were not drawn in enough detail to produce a well-decorated animal shape to house the mechanism. Also the marking out and measurement of the materials used were not always accurate enough for the cam to be attached securely and the wheels to move smoothly. These

weaknesses often came out in the pupils' evaluations of their own and others' work. For example the nose weight of one buggy in the shape of a mouse tipped the vehicle forward. The pupils decided to replace the heavy plasticine nose with a lighter ping-pong ball and use a rod to stabilise the mouse shape. This worked well. Although the key skills of mathematics could be improved in more accurate measurements, the pupils produced a well-presented chart to show the distances that each car travelled, when they were tested. Pupils are provided with enough opportunities to take part in food technology. When they recently made biscuits in Year 5, they were successful in following and adapting a recipe correctly, practising the basic skills of hygiene and evaluating the different outcomes, such as the impact of adding ingredients and different shapes and finishes on the end product. In all year groups pupils now study one unit of work each term and this is enabling standards to rise in Key Stage 2 as the pupils are given more opportunities to practise and develop important skills. Recent topics have included making musical instruments, picture frames, money purses and bookmarks.

118. The quality of teaching and learning is satisfactory. Teachers in Key Stage 2 now show a secure knowledge and understanding of the subject. They are confident enough to demonstrate ideas, such as how to make a rigid structure for a tent in Year 6 or the best methods for joining card in Year 3, to make a picture frame stand up. This improved confidence in teaching and the increase in time given to the subject is helping the pupils to acquire important skills in their learning and to make better progress. The importance of setting clear criteria before the design process begins helps the pupils to consider the link between the product and its intended use. Because of this the finish to their work is getting better and the pupils also have clear criteria on which to base their evaluations and improvements. More still needs to be done however to raise the accuracy of measurements, both at the design and making stages. Pupils enjoy the practical nature of the tasks and are keen and well motivated to learn. Because teachers are very concerned that the safety aspect of the lesson is given a high priority, additional staff are used to support the pupils with their work whenever possible. This has been particularly beneficial for the pupils in Year 3, where there are a high number of pupils with special educational needs. Accommodation for the practical aspect of the work is not ideal, as many of the classrooms are small with very limited space for displaying models and pupils' work, but the good planning and well-organised lessons help to overcome some of the difficulties caused by the lack of space. Opportunities for pupils to apply information and communication technology skills to design and technology for example, through computer assisted design packages are limited by the lack of computers and suitable software in Key Stage 2.
119. The co-ordinator is knowledgeable and committed to further improvements in the subject. Her leadership skills are good and her satisfactory management of the subject is raising standards and progress, particularly in Key Stage 2, where it is most needed. The teaching and learning will be closely monitored later in the term and time has been allocated for the co-ordinator to carry out classroom observations. The detailed action plan, drawn up by the co-ordinator acknowledges that assessment and the use of information and communication technology to support the subject is still a relative area of weakness and needs further development. Good procedures are being developed to improve assessment and its use to aid the monitoring of teaching and learning.

GEOGRAPHY

120. At the end of Key Stage 1 pupils attain standards that are in line with those expected of pupils at this stage. At the end of Key Stage 2 standards are below what is expected. This is the same as the position at the last inspection and progress since then is unsatisfactory. The low attainment in Key Stage 2 is a result of weaknesses in the curriculum in recent years that has resulted in gaps in pupils' learning. Despite these weaknesses, recent improvements to the way geography is planned and taught has raised the rate of progress and it is currently satisfactory for all pupils including those with special educational needs and English as an additional language. There is no significant difference between the attainment of boys and girls.
121. In Year 6 the pupils extend their understanding of work about a local stream by using information and communication technology. They scan their drawings and digital camera images to make power point presentations. In Year 5 the pupils also use the computer to solve the problem of how to redirect traffic around Milnsbridge when Market Street is closed. They make good use of maps and have a good knowledge and understanding of that locality. This work shows the improvement that is now being made. Discussion with Year 6 pupils shows that their understanding is limited and unsatisfactory. They are unsure of key vocabulary when talking about rivers and lack confidence when asked to talk about continents, capital cities and counties, including the one they live in. The weaknesses are due to gaps in their education in the past and weaknesses in the quality of teaching until recently.
122. In Year 2 the pupils learn about a contrasting locality when they visit Filey. Here they extend their understanding by making good links to mathematics by recording places on a map using single co-ordinates. They explain terms like valley and cliff and the features of the seaside. The visit makes a good contribution to their social development. The pupils in Year 1 use extended writing to record what life is like on the island of Struay. The curriculum coverage indicates that attainment is satisfactory and that parallel classes do the same work. Attainment would be higher if there were planned links to information and communication technology and more opportunities for extended writing in the pupils' own responses.
123. The quality of teaching and learning is satisfactory overall with some good teaching seen during the inspection. Good use is made of information and communication technology in Key Stage 2 to extend pupils' knowledge and understanding of geography. Pupils in Year 6 are in the process of creating a multimedia presentation explaining the water cycle and relating their field work on a nearby stream. This exemplifies the way teachers are working hard to increase the challenge given to pupils so that pupils start to think for themselves and make considered decisions. Teaching in Key Stage 1 is of a consistently satisfactory and at times good standard as demonstrated in the pupils' books for the last year. In Key Stage 2, teaching is improving as a result of the better planning for the subject and a determination to raise standards. Pupils have very good attitudes and behaviour and work with real enthusiasm. Pupils in Year 6 are enjoying geography as it is now taught and they are developing good levels of enthusiasm for the subject.
124. The management of the subject is satisfactory. The co-ordinator is aware that the subject needs to be better resourced as, despite improvements, the resources are unsatisfactory. The improvement of resources was a key issue at the last inspection. The fact that geography is a current area of development in the school means that the scheme of work, the policy documents and the procedures for assessment will be reviewed. More planned links to literacy, numeracy and information and communication technology will help to raise standards. The practice of teaching the

subject in half termly blocks in Key Stage 2 then not returning to it for a considerable period has an adverse effect on standards. There is no assessment of the pupils' progress at the moment and this reduces the quality of monitoring across the school so that strengths and weakness in teaching and learning are identified.

HISTORY

125. Standards in history, in both key stages, meet the national expectation and pupils, including those with special educational needs or English as an additional language, make satisfactory progress. These judgements are similar to those made at the time of the previous inspection. A particular strength throughout the school is the emphasis that is placed on the teaching of historical skills, which is effectively enabling the pupils to develop good concepts.
126. By the end of Key Stage 1 the pupils have a good understanding of "then" and "now" and are able to recognise the differences in modes of transport and changes and improvements that have occurred in household articles over the years. They have gained a basic understanding of dates by labelling some of these artefacts and through the use of simple time lines. They are able to talk about famous people from the past, for example, Mary Secole, Guy Fawkes and Florence Nightingale and explain the reasons for their fame. They have also been helped to understand and empathise with people from history by listing the things they would pack in a suitcase if they were escaping from the great fire of London. Good use was made of the Queen's Jubilee. Pupils collected and sequenced newspaper cuttings recording and sequencing the important events that have taken place in the lives of the royal family throughout the reign.
127. There are shortcomings in much of the written work produced by pupils in Key Stage 2, which are mainly the result of weaknesses in the pupils' literacy skills, but their sense of history is generally sound. Year 6 pupils demonstrate a satisfactory knowledge and understanding of significant facts in the topics they have studied. Their sense of chronology is good and they are able to accurately sequence the civilizations they have discussed, ranging from the Ancient Egyptians to the Victorians. They are able to appreciate the differences in the lives of the rich and poor peoples of the past, particularly in the Tudor and Victorian periods, and describe their working and housing conditions in some detail. Year 3 pupils have learned the basic facts about living in Roman Britain and can explain the reasons for Boudicca's revolt.
128. The pupils enjoy history and speak enthusiastically about their lessons, which impacts positively on their learning. They listen with interest in class, often ask questions and eagerly join in discussions. The teachers help them in this by encouraging them all to participate, listening carefully to responses and showing appreciation for all of their contributions. The behaviour of pupils is generally good and they work well together in small groups. In Year 4, for example, pupils were given a series of pictures depicting Tudor times and asked to inspect these closely, with the aid of magnifying glasses, before answering a series of questions. This activity generated much lively discussion with pupils sharing their observations enthusiastically. Key Stage 2 pupils, however, do not always make sufficient effort with their written work.
129. The quality of teaching is satisfactory with some good aspects. The management of pupils is good and teachers generally use their time and classroom assistants effectively, but there is too much work left uncompleted in the Key Stage 2 books. The teachers are keen and interested in the subject and concentrate well on historical concepts. Their questioning skills are sound and they usually expect pupils to supply

reasons for their answers in the discussion sessions. They have a good knowledge and understanding of history, especially in Key Stage 1, and allow the pupils to record their work in a variety of ways. The teachers in Key Stage 1, do not place an over reliance on worksheets but expect the pupils to draw and label their own illustrations, thus enhancing the learning. Recording, however, is less successful in Key Stage 2 where the written work is too often copied and does not supply sufficient opportunities for pupils to think for themselves or to develop and apply their literacy skills.

130. The co-ordination of history is generally satisfactory, but the role of the co-ordinator is not fully developed. She does not oversee the teachers' planning nor has she had sufficient opportunities to monitor the teaching and learning, which means her overview of the subject is limited. The school recognises the need to strengthen the role of the co-ordinator in the future. There are shortcomings in the organisation of the delivery of the topics in some classes in Key Stage 2 where gaps between the units are too long. In some cases this amounts to as much as a term and a half, which makes it difficult for pupils to recall and build on their previous learning. There are also some shortages in resources. There are some artefacts, pictures and posters, which are used effectively, but the selection of books in the library is inadequate. This limits the opportunities for pupils to develop their research skills and become independent learners. The curriculum is sometimes enhanced by visits to places of historical interest and by access to the Internet. Wall displays of each topic studied are also an added enrichment to the pupils' studies. Information and communication technology is only occasionally used to support history and could be used more often. Insufficient use is made of attainment and progress of pupils to identify the strengths and weakness in teaching and learning across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Standards in information and communication technology have risen rapidly since the last inspection and are now securely in line with national expectations at the end of both key stages. All pupils, including those with special educational needs and English as an additional language are learning rapidly. The improvements are due to the impact of creating a designated area in the school for information and communication technology housing up to date computers coupled with the decision to employ a skilled and highly committed technician to work alongside staff and pupils. Her contribution to the subject is excellent. In addition, the subject is managed very well by an energetic and devoted co-ordinator who keeps an eye on what is going on across the school and constantly seeks ways of improving resources and the quality of provision across the school.
132. In Key Stage 1, pupils are making very good progress and by the end of Year 2 they achieve standards that are strongly in line with the national expectations for pupils of their age. They have developed good keyboard skills and use the mouse effectively to select icons and to complete on screen tasks. Each pupil has his or her own folder and this records a good range of activities that are constantly being extended. Pupils use the computer to create writing and competently save, amend and print work. They have satisfactory skills of entering data for example the favourite crisps in their class, and are applying their findings to represent the data on simple graphs and tables. By using a graphic package, pupils have designed and printed out pictures for example, of Bonfire Night and pictures using lines in the style of the artist Mondrian. Pupils develop satisfactory skills of controlling a programmable toy (called the Roamer) and in so doing develop secure skills of programme and control.

133. In Key Stage 2, some outstanding work is occurring with pupils making very good use of computers to support learning across the curriculum. Last year, for example, pupils in Year 6 created an interactive presentation involving the creation of slides to explain their views about whether God exists and their reasoning. This year's Year 6 is in the process of preparing an excellent multimedia presentation featuring their work about the water cycle in geography. This involves using a digital camera to photograph their own drawing of a water cycle, which is then imported onto a slide and then combined with slides of photos of field work around the local stream. Pupils across the school are developing good knowledge and understanding of how information and communication technology is used to support learning across the curriculum. Some very good links have been established with mathematics and numeracy with pupils using sound sensors to gather data that is represented as graphs for easier analysis. To support literacy, pupils are acquiring good skills of using the computer to write and edit pieces of text, they learn how to mark and manipulate text and then how to cut and edit what they write. As part of geography fieldwork, pupils in Year 5 are developing their knowledge and understanding of how to programme traffic lights to solve the problem of directing traffic along diversions set up in the nearby main street of town. In so doing pupils demonstrate a good knowledge and understanding of using logic and of applying commands. Pupils are competent in using the search facilities of a CD rom and they have good, controlled access to the internet and use this to research information for aspects of the curriculum.
134. The quality of teaching and learning observed during the inspection was very good and the contribution of the technician is outstanding. In lessons taken in the computer suite, all pupils make very good progress and they rapidly develop and improve their information and communication technology skills. During the inspection, the excellent use of the interactive whiteboard by the subject co-ordinator ensured that a very complex and challenging problem involving programming traffic lights was very well explained. All activities in information and communication technology are very well planned and match the planned curriculum. Teachers work alongside the technician and this helps staff to improve their subject knowledge and confidence. Wherever possible, staff include information and communication technology in their planning and match work occurring in class with the tasks and activities in the information and communication technology suite. The timetable for each class is carefully planned so that each pupil has access to their own computer for an hour or so a week and the work covered each week builds on the previous weeks so that gradually pupils build up their skills. Pupils are keen to use computers, the enthusiasm of the staff transmits to the pupils and there is no evidence of any pupil being nervous or afraid of using the computer.
135. The leadership and management of the co-ordinator are very good. He has a very clear vision of how the subject should develop and has established a very effective curriculum that ensures that each aspect of information and communication technology is taught regularly. There is a need to develop a better way of assessing and recording pupils' attainment and progress but the school knows this and is starting to develop ways of doing this. Despite resources being unsatisfactory, the resources that are available are used very well and have pulled standards up from being below expectations at the last inspection to being strongly in line now. The number of computers is lower than the recommended figure of one computer per eight pupils and this restricts the options available to the pupils and staff. The lack of computers in Key Stage 2 classrooms is particularly restrictive and restricts opportunities for pupils to fully extend their skills and knowledge. Although the quality of teaching is at times outstanding and very good overall, some staff are still unsure of how to get the best out of computers and the school is in the process of implementing an effective staff development programme.

MUSIC

136. At the end of both key stages the pupils attain standards that are below the national expectations for pupils of their age. Despite this, recent improvements mean that all pupils, including those with special educational needs and those for whom English is an additional language, are currently making satisfactory progress. There is no significant difference in the attainment of boys and girls. The judgement at the last inspection was that standards were in line with expectations at the end of Key Stage 1 and were below expectations at the end of Key Stage 2. Progress overall since the last inspection has been unsatisfactory and progress over time has suffered as a result of the difficulties that the school encountered.
137. The pupils in Year 6 write their own lyric to fit an existing tune. Most work quite well but do not find the task easy. In using a tune rather than composing their own the pupils are working below the expected outcomes for average attainers in the national scheme being followed. The pupils in Year 4 compose using a rhythmic pattern and notes to represent different animal names. Most pupils are able to show a clear knowledge of pitch and correct beat formation. In Year 3 a number of pupils struggle to maintain a steady beat even when working in a small group. In singing the pupils at both key stages perform in line with expectations. In Year 1, not all the pupils can stop and start at a given signal but they can sing loudly and softly as asked. The pupils in Years 1 and 2 hold their own part, with support, as they sing 'Frère Jacques' as a round. The pupils in Years 3 and 4 sing with an expression that takes account of the words. There is opportunity in assembly to listen to music but Year 6 pupils find it difficult to recall composers whose music they have heard. There is little evidence of composition by the pupils in either key stage.
138. Overall standards of teaching and learning are currently satisfactory although in the past they have not been good enough. When teaching is good, as in Year 4, then the pupils' learning is enhanced because they are encouraged to use the correct musical terms and because the tasks are well differentiated. In a good singing lesson for the pupils of Years 3 and 4 there is a strong emphasis on quality. The pupils are asked to sit to that they can breathe properly and have to start again when the first note of a song is not in tune. In some satisfactory lessons in both key stages there are weaknesses in the teachers' subject knowledge. The pupils have good attitudes to the subject. This is seen from their behaviour and enthusiasm in lessons and from comments made by the pupils in Year 6.
139. The subject management is unsatisfactory. The co-ordinator has other significant responsibilities in the school and has not been able to give the leadership required to ensure that all aspects of the curriculum are regularly taught to all pupils. It is the lack of regular music in the past that is the key factor in standards being below those expected at the end of both key stages. A small number of pupils attend the recorder group but there is no instrumental tuition or school choir although pupils take part in a Christmas concert. Links to information and communication technology to support composition are under-developed and there is no effective way of assessing and recording pupils' attainment and progress. Resources are unsatisfactory and their improvement was a key issue at the last inspection.

PHYSICAL EDUCATION.

140. Standards in physical education at the end of Key Stage 1 are above the national expectation and the pupils make good progress. This represents an improvement since the previous inspection. Attainment in Key Stage 2 remains in line with the national expectation and pupils are making satisfactory progress. Pupils with special educational needs and those with English as an additional language are also making satisfactory progress. Limitations in the building and hard play areas however are impacting on provision and standards.
141. The pupils in Key Stage 1 have a good understanding of the need to warm up and cool down when exercising and are aware of the changes in the rate of their heartbeat. The pupils in Year 1 are able to travel around the room jumping in different directions, with their feet together or apart with good balance and control, making good use of the available space. They create and control different kinds of jumps using both hands and feet but find it more difficult to utilise all the available space while doing so. The pupils work very confidently on the large apparatus performing imaginative high and low shapes as they move. When the Year 2 pupils travel with beanbags, balanced in various ways on their feet, their balance and sense of space are good. They practise and improve their throwing and catching skills using different sized balls, and are careful to watch and control the ball when sending and retrieving. They do this well. Many pupils move adventurously on the large apparatus and are beginning to plan, practise and link two balancing movements together. A small minority end their performance with a neat finish.
142. The pupils in Key Stage 2 continue to develop their games skills, and are able to swing their arm and position their feet in order to gain more control when throwing and catching a small ball, at increasing distances. The school has taken advantage of the opportunity to utilise the services of the Community United Project in order to improve the pupils' athletic skills. This is proving to be very advantageous and the pupils are now demonstrating their ability to adopt the appropriate body, arm and leg alignment, in order to throw the javelin or to putt the shot. They have acquired the skills for relay racing and are able to change the baton efficiently. Most pupils, before they leave the school, are able to swim without assistance for at least 25 metres and many go beyond this and can employ personal survival skills.
143. The pupils' attitudes are good. They enjoy their lessons and are generally co-operative and behave well. They are careful to work safely on the large apparatus. They try hard and are keen to improve their skills so they listen to their teachers and are eager to practise and make progress. Relationships are good and pupils work well in pairs and teams, adopting healthy competitive attitudes and an appreciation of the success of others. In one class, for example the pupils spontaneously clapped when a classmate demonstrated a well-balanced movement.
144. The quality of teaching is satisfactory in both key stages. Teachers manage their classes well and set high standards in behaviour and safety. They have satisfactory knowledge and understanding of the subject and place a good emphasis on warming up and cooling down activities. In one lesson the teacher effectively incorporated music to accompany these exercises. Most lessons are well planned and sequenced with teachers providing clear instructions so the pupils know what is expected of them. Pupils are enthusiastic and offer plenty of encouragement to which the pupils respond very positively. They frequently make good use of pupils' willingness to demonstrate movements and skills but do not fully exploit the opportunities offered by allowing the rest of the class to critically evaluate the performance and make suggestions for further practise and improvement.

145. The quality of leadership and management is satisfactory overall. The co-ordinator is keen and enthusiastic but her influence is limited. She occasionally overviews the planning but has not had any opportunities to monitor the teaching and learning through direct observation of lessons. A progressive scheme of work is not fully in place throughout the school but the co-ordinator is soon to address this issue. Although the requirements of the national curriculum are being met, the limitations of the hall and outdoor hard play areas are restricting the delivery. The hall is unsatisfactory for physical education. It is too small to allow for the larger classes in Key Stage 2 to use the climbing apparatus safely and the furniture takes up valuable space and affords another source of hazard. Classrooms open onto the hall and present a possible safety hazard as pupils and adults move around the school. The playgrounds are small and sloping, which makes playing games difficult and impedes the pupils' progress although there is a suitable school field. The resources for physical education are adequate but the lack of a secure storage area is creating problems. The school is providing a satisfactory amount of extra-curricular football practice but the range of other sporting activities is limited.

RELIGIOUS EDUCATION

146. Inspection findings show that standards are in accordance with the requirements of the Agreed Syllabus at the end of Key Stage 1. At the end of Key Stage 2, they are below those expected for pupils of similar ages. These judgements are in line with those of the last inspection.
147. The school is aware that standards are not high enough. It is now working hard to implement a range of initiatives to improve the quality of the curriculum offered to pupils and the standards they achieve. The subject has been identified as an area for development. This follows a lengthy period of unsatisfactory subject leadership during which changes to the Agreed Syllabus and new schemes of work were being introduced. The new subject leader has made sure that the contents of the Agreed syllabus are now at the heart of the curriculum offered. He is working hard to match it to a scheme of work compatible with the school's needs to provide continuity in pupils' programmes of study. This is already in use in Key Stage 1 and is partially completed for use in Key Stage 2. However, although improvement to standards is evident, there has been insufficient time for the action taken to have had the desired impact.
148. In Key Stage 1, pupils make satisfactory progress. They can talk about the basic features and some of the great events in Christianity, telling the stories of Christmas and Easter. They know, for instance, that Jesus was born in a stable and died on a cross. Pupils know that Jesus told the story of the Good Samaritan. They understand it and are able to explore its deeper meaning. With the help of their teacher they can relate it to their friendships with each other. They are aware that some Christians go to church on Sundays and celebrate special events, such as weddings and christenings. Pupils know about Holy books and name the bible and the Qu'ran as two examples of these. Their basic understanding of Islam enabled one child to write in her book "Allah looked after Mohamed and called upon him."
149. In Key Stage 2, pupils' knowledge of religious education is below the requirements of the Agreed Syllabus and progress is unsatisfactory. Evidence of work showed that in some classes, knowledge was very basic. Most was based on Christianity but very few pupils have sufficient knowledge or understanding of other great faiths. However, a few Year 6 pupils understand about respect for other faiths and beliefs, and can recall practices such as the Islamic washing before reading the Qu'ran. Year 3 pupils made a visit to a local church. It made a considerable impact on them enabling them to

recognise the altar, the pulpit, and the lectern. They also became familiar with Christian symbols such as the cross and candles. Year 6 pupils have built on this and discuss the work of missionaries in the church and how they help other people to learn about their faith. Because of the limited range of appropriate books in school, pupils are unfamiliar with personal research and investigation that leads them to formulate and express their own thoughts in religious education. However one exception to this was in Year 6 when they used the computers in the information and communication technology suite to discuss, investigate and record their ideas about the existence of God. They did this by preparing and presenting slides using a multi-media programme. Generally however, the use of information and communication technology in religious education is rare, partly because of the lack of computers in Key Stage 2.

150. The quality of teaching and learning in Key Stage 1 is satisfactory. Regular lessons are planned which provide pupils with opportunities to study and learn about Christianity and aspects of other faiths in an interesting manner. Appropriate tasks are provided and pupils respond to this and present their work carefully. Occasional visits to the church and visits to the school by local clergy often result in meaningful displays to support learning.
151. Teaching in Key Stage 2 is unsatisfactory. There are insufficient opportunities for pupils to record their work. This makes it difficult for pupils to look back and recall previous learning. Exciting learning opportunities for creative learning in art, dance and drama are lacking in their lessons. Work is now being planned appropriately, but some teachers are lacking in confidence and need further guidance. As a result, the extent of pupils' learning and the progress they make is unsatisfactory. In a broader sense, religious education is enhanced through the school assemblies, links with local parish communities and through educational visits by local clergy and church workers who are able to provide additional learning support.
152. Despite the weakness in teaching in Key Stage 2, the recently appointed co-ordinator provides satisfactory leadership and management for the subject. The co-ordinator is aware that insufficient time has been allocated to the curriculum and this has now been rectified. Resources have been improved and are generally satisfactory, although there is a shortage of religious artefacts. In order to continue the ongoing subject development, the school must provide teachers with appropriate training to increase their confidence and subject knowledge. It must also establish suitable procedures to monitor teaching and learning by improving assessment procedures in order to raise standards generally, but particularly in Key Stage 2, to an acceptable level. Furthermore the subject leader should ensure that the scheme of work for religious education is soon completed and used as a working document to support planning.