

INSPECTION REPORT

**SHAY LANE JUNIOR AND INFANTS
SCHOOL**

Crofton

LEA area: WAKEFIELD

Unique reference number: 130375

Headteacher: Mr D Wright

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 30th June - 3rd July 2003

Inspection number: 248802

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior school
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mr W Brown
Date of previous inspection:	20 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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28076	Mr D Byrne	Registered inspector	English English as an additional language	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
31729	Mr B Harrington	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?
8263	Mrs M Forsman	Team Inspector	Foundation Stage Information and communication technology History	
25577	Mr W Jefferson	Team Inspector	Science Art and design Design and technology Geography	How good are the curricular and other opportunities offered to pupils?
20301	Mr P Isherwood	Team Inspector	Mathematics Music Physical education Religious education Special educational needs	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Crofton near to Wakefield. There are 210 pupils on the school roll including 40 children (20 full time equivalent) who are below the compulsory age for school and who attend part time in the Foundation Stage. The vast majority of pupils are white British with a small minority of pupils from other cultures. There are two pupils with English as an additional language. The percentage of pupils who are eligible for free school meals (14%) is just below the national average. There are 39 pupils listed as having special educational needs. The percentage of pupils with special educational needs is broadly similar to that found in most schools. The majority of pupils with special educational needs have learning difficulties. There are four pupils with statements of special educational need; this is slightly above average for the size of school. The head teacher has been in post for less than three terms.

HOW GOOD THE SCHOOL IS

This is an improving school that provides a satisfactory quality of education. Progress across the school is satisfactory overall and good in Key Stage 2. By the end of Key Stage 2, pupils' attainment exceeds national expectations in English, mathematics, information and communication technology, art and design and physical education. Music is a strength of the school. In Key Stage 1, pupils are not currently achieving as well as they could in English, mathematics and science as a result of unsatisfactory provision in the past. The new head teacher has recognised this and is instigating good measures to raise standards in Key Stage 1. Across the school, pupils are prepared to work hard when challenged and are very well behaved and have mostly very positive attitudes to learning. The quality of teaching and learning is good in the Foundation Stage and in upper Key Stage 2 and satisfactory elsewhere. The new head teacher provides good leadership and is implementing effective strategies to improve the quality of educational provision and to raise standards. The school gives satisfactory value for money.

What the school does well

- Pupils in Key Stage 2 make good progress in English, mathematics, art and design, information and communication technology and physical education and achieve good standards.
- Standards at the end of both key stages are very high in music and above national expectations in physical education. Standards are above national expectations at the end of Key Stage 2 in art and design and information and communication technology.
- There is good teaching overall in the Foundation Stage and in upper Key Stage 2.
- Pupils' behaviour is very good and they have mostly very good attitudes to school life.
- Good levels of care and personal support are provided for all pupils.
- The head teacher provides good leadership that is improving the quality of education.

What could be improved

- Standards in reading, writing and mathematics by the end of Key Stage 1.
- Standards in science by the end of both key stages.
- Aspects of management including the use of assessment to inform what the school does.
- The quality of the accommodation and resources for learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress overall since the last inspection in October 1997 with a good improvement since the appointment of the new head teacher. Standards in English and mathematics have improved at a similar rate to all schools nationally at the end of Key Stage 2 but in Key Stage 1, attainment in reading, writing and mathematics has barely improved and for a period of time, has declined. Attainment by the end of Key Stage 2 has improved in information and communication technology and in art and design and high standards have been maintained in music and physical education. Standards in religious education are much better and are in line with expectations at the end of Key Stage 1 and above them at the end of Key Stage 2. Improvements are being made to the accommodation but much more is needed to catch up on many years of lack of investment. The information provided for parents is better and keeps them well informed. Given the current good leadership and vision of the head teacher and senior management team, the improved procedures for assessing pupils' attainment and progress and continuation of higher expectations for all pupils, the school is well placed for continued improvement in 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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	C	C	C	well above average A
mathematics	D	C	A	A	above average B
science	C	E	D	E	average C
					below average D
					well below average E

When children start full time education in the Reception class, their attainment is broadly in line with the expectations for their age. The progress made in the Foundation Stage is good overall. The children who start school in the Autumn term make good progress and by the end of the Reception class they achieve the standards expected for their age in communication, language and literacy and in their mathematical development. They exceed the Early Learning Goals in their knowledge and understanding of the world, and in their physical and creative development. The attainment of the children who start school in the Summer term is lower with most children not achieving the expectations for their age by the start of Year 1.

Inspection evidence shows that by the end of Key Stage 1, pupils could and should be achieving higher standards in English, mathematics and science. In the 2002, National Curriculum tests pupils' attainment in reading and writing was below both the national average and the average for similar schools. In mathematics, attainment was well below both the national average and the average for similar schools. This picture of low standards has been the case for the last three years. Inspection evidence shows that some improvement is now evident and progress is currently satisfactory but because of the high proportion of pupils with special educational needs in the current Year 2 class, attainment this year is below average in reading, writing, mathematics and science. The improving picture is

because teachers are now working hard to make better use of assessment to inform planning so that the needs of different pupils can be better met. The progress of higher attaining pupils, however, could still be better.

Attainment at the end of Key Stage 2 in 2002 was well above both the national average and average for similar schools in mathematics, in line with both the national average and average for similar schools in English and well below the national average and the average for similar schools in science. Inspection evidence shows that progress is improving across Key Stage 2 and is now good overall and accelerates rapidly in Year 5 and Year 6. For the current Year 6 class, the attainment in English is now above national average and in mathematics it is in line with the national average. Attainment in science is below average with a particular weakness in pupils' ability to take responsibility for their own learning during scientific investigations. The school sets realistic targets for pupils' attainment in English and mathematics at the end of Key Stage 2, but could be even higher as the impact of better teaching and management starts to raise standards.

Pupils do very well in music, which is a strength of the school because of the very good teaching and leadership. Attainment is above national expectations in physical education at the end of both key stages and above national expectations in art and design and information and communication technology by the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are prepared to work when given challenging work.
Behaviour, in and out of classrooms	Very good. The vast majority of pupils conduct themselves with self-discipline, good manners and show courtesy for others.
Personal development and relationships	Satisfactory overall. Pupils form very good relationships with others but are not as good as they could be in taking responsibility for their own learning.
Attendance	Very Good. Levels of attendance are well above the national average and there is no unauthorised absence.

TEACHING AND LEARNING

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

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

There have been many changes to the teaching staff in the last twelve months. The quality of teaching is improving, particularly in Key Stage 1 but more needs to be done to provide challenge for higher attaining pupils. In the Foundation Stage, good teaching deals as well as possible with the challenge of teaching part-time children who are below the age of compulsory education. The planning of the curriculum is effective in teaching the Foundation Stage curriculum. In Key Stage 1, there have been weaknesses in teaching in the past

resulting in pupils' attainment being well below their potential. Recent improvements in teaching are raising expectations but pupils could still be given more challenging tasks to raise standards. In Key Stage 2, particularly good teaching in Year 5 and Year 6 provides high expectations for pupils and this is boosting the rate of progress and raising attainment by the end of Year 6. The teaching of both English and literacy and of mathematics and numeracy are satisfactory overall with good teaching in upper Key Stage 2. The national strategies for each subject are followed and some adaptations are being made to make the schemes better-fit pupils' needs. The teaching of music is very good and there is good teaching in physical education across the school and in art and design and information and communication technology in Key Stage 2. Across the school, teachers could make better provision for pupils to use enquiry skills and to develop skills of making decisions and working with reasonable independence. This particularly affects the quality of teaching and learning in science and aspects of geography and history.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is good in the Foundation Stage and in Key Stage 1 and Key Stage 2 meets statutory requirements with an emphasis on English, mathematics and information and communication technology. A good range of extra-curricular activities and satisfactory links with the community enhance pupils' learning.
Provision for pupils with special educational needs	Satisfactory. All the needs of pupils with special educational needs are met.
Provision for pupils with English as an additional language	Satisfactory. The needs of the small number of pupils are fully met so that the pupils are fully involved in all aspects of school life and they make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The school makes effective use of acts of collective worship to develop pupils' spiritual development and there are sound procedures to develop pupils' moral development. The provision for pupils' social development is good but more could be done to develop pupils' knowledge and understanding of their local culture.
How well the school cares for its pupils	Satisfactory. Procedures for pupils' welfare and child protection are well organised. Assessment information is not used effectively to find ways of improving the quality of teaching and learning.

The majority of parents are supportive of the school and feel that it is getting better. The school has good systems for communicating with parents and for encouraging them to get involved in their children's education should they wish.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory overall with good leadership by the head teacher. Many good initiatives are being introduced that are starting to improve the quality of education. The contribution of key staff is unsatisfactory. Staff do not have sufficient time to monitor teaching and learning.
How well the governors fulfil their responsibilities	Satisfactory overall. The governing body has responded well to the change in leadership of the school and recognises the need to improve the way it monitors what goes on in the school.
The school's evaluation of its performance	Unsatisfactory. The use of key assessment data and other information from monitoring of teaching and learning is very recent in nature. Despite recent improvements, the use of assessment information is not secure in being used to identify ways of making the school better.
The strategic use of resources	Satisfactory overall. The head teacher has a good overview of all resources and makes sure the income is used wisely. An accrued deficit is being reduced and the governing body is now carefully monitoring the situation. There are satisfactory procedures for ensuring the school gets the best value from its budget.

The accommodation is satisfactory overall but it is in a poor state of repair and the extensive outdoor facilities are not fully used. Resources are unsatisfactory in some significant areas, including the quality of library provision and resources for science, geography and history. The school has a generous number of staff for the number of pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The way that their child likes school and is making good progress in school.</p> <p>The quality of teaching.</p> <p>The good behaviour in the school.</p> <p>The expectations for their children to work hard and achieve his or her best.</p> <p>How the school is helping children become mature and responsible.</p>	<p>The quality of information provided for them about how their child is getting on.</p> <p>The way the school works with parents.</p>

The inspection findings agree that the school is popular with pupils and that the behaviour is very good overall. The quality of teaching and the expectations for pupils to do their best are evident in upper Key Stage 2 and the Foundation Stage but could be higher elsewhere. Although pupils develop a sense of responsibility, not enough opportunities are provided for pupils to develop independent learning qualities across the curriculum. A small minority of parents were uneasy about the changes introduced by the new head teacher, but the inspection team judges that the head teacher has a very clear educational vision for the future in which pupils achieve as well as they can whilst receiving a broad and balanced

curriculum. A range of long overdue initiatives is being introduced that is necessary for pupils to achieve as well as they can. The overall quality of information is good although the detail on some annual reports about children's progress could be better. The school welcomes parents into school and parents can arrange to speak with staff if they have a concern.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The pupils' attainment in the end of Key Stage 2 National Curriculum tests has varied from year to year since 1998. In the 2002 end of key stage National Curriculum tests, pupils performed very well in mathematics achieving standards that were well above both the national average and the average for similar schools whilst in English their performance was in line with both the national average and the average for similar schools. There was a poor performance in science with pupils achieving standards that were below the national average and well below average compared to similar schools. Inspection evidence shows that standards at the end of Key Stage 2 are rising in response to higher expectations from teachers. Standards at the end of Key Stage 2 are currently above average in mathematics and English and in line with national expectations in science. The improving standards are the result of an acceptance of the need to challenge higher attaining pupils resulting in more pupils achieving standards that exceed the national expectations for their age. Until recently, teachers' expectations have been too low, and targets were to get as many pupils as possible to achieve the nationally expected standard of level 4 and not to develop the full potential of the higher attaining pupils by aiming for level 5. Since the appointment of the new head teacher a clear agenda for improving the achievement of all pupils has been set.
2. The trend of improvement in the school's average National Curriculum points for English, mathematics and science was broadly in line with the national trend between 1998 and 2002. Attainment in English has improved steadily over that time, but in mathematics the results have varied from year to year, dipping significantly in 2000 and in 2001 before climbing back to a higher level in 2002. Standards in science have been low in the last two years. The school now sets challenging targets for pupils' attainment at the end of Key Stage 2 in English and mathematics and the improvements being generated in Key Stage 2 means that they are realistic. The attainment of boys and girls varies from year to year with no significant difference showing in mathematics and science but in English girls have done better than boys over the last three years. Inspection evidence shows that pupils are all treated equally although a lack of access to suitable non-fiction books may reduce the levels of performance of boys in reading.
3. Pupils' attainment by the end of Key Stage 1 has been too low for a number of years and pupils have not been achieving as well as they should in English, mathematics and science. In the 2002 end of key stage standard assessment tests, the pupils' performance was below the national average and below the average for similar schools in both reading and writing. In mathematics, their performance was well below both the national average and the average for similar schools. Attainment in writing was lower than in reading. Attainment in science was also below the national average based on Teacher Assessments. Expectations for pupils to achieve standards above those expected for their age have been too low. Inspection evidence shows that standards are now rising with better teaching and better use of assessment data to target pupils' needs. The current Year 2 class, however, includes a third of pupils with special educational needs and this lowers the overall performance of pupils. Standards are currently below average in reading, writing, mathematics and science but the percentage of pupils achieving standards that are above the nationally expected level is increasing, especially in reading. Many pupils struggle with writing partly because of difficulties many have with using a fluent linked script when they start Year 1 and partly

because there is still a need for more focus to be given to giving pupils more opportunities to develop extended writing skills. Standards in mathematics are improving as higher expectations are set and in science, more emphasis is being given to developing pupils' investigative skills.

4. In other subjects, pupils attain standards that are well above national expectations at the end of both key stages in music. Very good teaching in music raises pupils' knowledge and understanding of music and creates enthusiastic learners. Good standards are achieved at the end of both key stages in physical education whilst attainment in art and design and information and communication technology exceeds national expectations at the end of Key Stage 2. In geography and history attainment is in line with national expectations by the end of both key stages. Attainment is in line with national expectations at the end of Key Stage 1 in art and design and information and communication technology. In religious education, pupils attain the expectations of the locally agreed syllabus by the end of Key Stage 1 and exceed them by the end of Key Stage 2.
5. The attainment of the majority of pupils is broadly average when children start school although levels of personal, social and emotional development are below the average on the baseline assessment. The progress that pupils make in the Foundation Stage is mostly good but the levels attained at the start of the Reception class vary according to how long the children have been in school. Those who started school part-time in the September prior to starting in the Reception class achieve well for their age but those who start in the third term have not had the same experiences and hence do not achieve as well. When children start full time education in the Reception class, they make good progress overall. By the start of Year 1, most children exceed the early learning goals in their personal, social and emotional development in their knowledge and understanding of the world and in their creative and physical development. They achieve the early learning goals in their communication, language and literacy and mathematical development. Whilst the overall targets are met in children's communication, language and literacy, their writing development is not as good as it should be given the mostly good levels of spoken English.
6. Pupils with special educational needs make good progress towards their individual educational plan targets because of the quality of support they receive from teachers and support staff. Most pupils with special educational needs have positive attitudes to their work. They concentrate well on their work, for example in mathematical group sessions. The very small minority of pupils with English as an additional language make satisfactory progress overall.
7. Pupils make satisfactory progress overall in their time in the school. Good progress is currently occurring in the Foundation Stage reflecting good teaching that provides pupils with a wide range of relevant and exciting activities. The only area in the Foundation Stage where progress could be better is in the development of pupils' writing. Progress in Key Stage 1 is currently satisfactory overall in all subjects except writing. The legacy of slow progress in writing in the past is currently adversely affecting pupils' progress in this area of learning. In Key Stage 2, pupils make satisfactory progress overall in lower Key Stage 2 but in Year 5 and Year 6 it picks up and is very good overall. Very good progress occurs in music and good progress in art and design, information and communication technology and physical education. Expectations for the standards of pupils' work in Year 5 and Year 6 are particularly high with well organised and managed lessons resulting in pupils working hard and making good strides in improving their skills and knowledge and understanding.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to school and to their work are very good overall. They are enthusiastic learners who are prepared to work hard when challenged. The vast majority of pupils approach new tasks with enthusiasm and persist at these tasks even when they become difficult to complete. During assemblies, pupils acknowledge the seriousness of moral dilemmas, and display reverence during times of reflection and prayer. Almost all pupils enjoy the sense of community that pervades the school. Parents overwhelmingly agree that their children like school.
9. The vast majority of pupils are very well behaved, conducting themselves with self-discipline, good manners and courtesy for others. In lessons, pupils of all ages respond very well in their behaviour to the high expectations of their teachers, which in turn ensure that lessons are fluent with no time wasted in unnecessary behaviour management. Sometimes, such as during assemblies, pupils' behaviour is excellent. There have been no exclusions. All parents believe that behaviour in school is good.
10. Pupils' levels of personal development are satisfactory overall. They have well-developed social skills which are displayed as the very good relationships existing amongst pupils and between pupils and teachers. Across the school, pupils have sensible attitudes to work and play, and recognise the benefits of behaving and working well. From an early age, pupils are encouraged to work co-operatively and to share their ideas with one another. They are not, however, provided with enough opportunities to take responsibility for learning through the development of their enquiry and research skills. The majority of parents agree that the school expects their children to work hard and do their best, and is helping their children to become mature and responsible.
11. Attendance is very good. During the last year, the rate of attendance was 95.8% which was well above the national average. For the same period, there were no unauthorised absences. The very good rate of attendance has been maintained over a number of years.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching and learning is good in the Foundation Stage and Key Stage 2 and satisfactory in Key Stage 1. The legacy of weaknesses in the past is still evident in aspects of teaching in Key Stage 1, for example, in the standards achieved by pupils in writing, but recent improvements introduced by the head teacher are having a positive affect on the quality of teaching. Particularly good teaching exists in upper Key Stage 2 where pupils benefit from challenging and well-managed lessons. During the inspection no lesson observed was judged to be unsatisfactory. The overall quality of teaching observed was satisfactory in 28% of lessons, good in 48%, very good in 19% and excellent in 5%. Through an analysis of pupils' work, inspection findings are that the quality of teaching and learning is very good in Year 5 and Year 6, satisfactory with strengths in some subjects in lower Key Stage 2 and just satisfactory in Key Stage 1. In Key Stage 1, and in particular Year 2, the needs of higher attaining pupils are not consistently met and this results in pupils not doing as well as they could or should in some aspects of their learning.

13. The quality of teaching and learning in the Foundation Stage is good overall. Good teamwork between the class teachers and teaching assistants makes it possible for a wide range of well-organised activities to be provided for children. The challenge of dealing with the intake of part-time children staggered over three terms is well met. All staff have a good understanding of the way young children learn and a good balance is struck between adult directed activities and more open-ended activities where children learn by exploration. Staff encourage good social interaction and successfully develop pupils' personal and social skills. In communication, language and literacy, teaching was good during the inspection with good strategies for developing pupils spoken language and becoming familiar with books, but the policy of expecting children to start writing using linked script holds back pupils' progress in writing. In mathematics, good teaching was observed during the inspection. A good range of practical activities develop children's knowledge and understanding of numbers, sequences and shapes. Staff make good use of information and communication technology to broaden children's knowledge and understanding of the world for example, when placing a geographical feature on an island. Good attention is given to developing children's physical skills. Good use of large apparatus develops children's skills of balance and agility and tasks such as painting Chinese characters develop their skills of using small tools such as brushes. Creative development is taught well with strength in music, at time enhanced by the visit of a pianist. Teaching and support staff encourage imaginative play for example by providing astronaut's suits to go into space!
14. The teaching of English and literacy is just satisfactory in Key Stage 1 and lower Key Stage 2 and good in upper Key Stage 2. In Key Stage 1, there is a good balance struck between developing pupils' speaking and listening skills and promoting reading, but current practice for teaching writing is not effective which holds back pupils' progress. The way reading is taught has been recently reorganised with better focus on levels of books appropriate for pupils which is contributing to improving standards. Teachers work well with support staff and with parent helpers to give small groups and at times one to one reading support. The teaching of writing in Key Stage 1 has weaknesses because there is often an overuse of worksheets and this limits opportunities for pupils to develop the confidence to write independently. Too few opportunities are provided for pupils to create their own stories or to write for a range of purposes and a mostly poor handwriting technique lowers the quality of what is produced by most pupils. Targets for improvement for each pupil have just been devised but are too recent to have a significant impact on standards in Key Stage 1. Good links with staff supporting Early Literacy skills and the local education authority Early Intervention Support are boosting standards for less able pupils in Key Stage 1. The Literacy Intervention scheme that involves working with other schools in the local education authority is improving the knowledge and understanding of teachers.
15. In Key Stage 2, the quality of teaching is satisfactory in lower Key Stage 2 and very good in Year 5 and Year 6. The very good teaching is a result of much higher expectations and an insistence that pupils try hard to present their work neatly. Good attention is also given to developing pupils' skills of independent writing with many opportunities for pupils to write complete pieces of text for a range of purposes including imaginative stories, directing and instructing people, trying to change the opinion of others and writing letters and accounts of real events. Good use is made of resources such as interactive whiteboards to capture the attention of pupils and enthuse them. Marking in English, varies in line with the quality of teaching. At its best it is thorough and includes targets set for pupils to achieve, but where it is poor, spelling mistakes are not picked up or corrected and constructive comments are rare.

16. The teaching of mathematics is satisfactory in Key Stage 1 and good overall in Key Stage 2. In Key Stage 1, expectations have been too low in the past for pupils to achieve as well as they can. Expectations are starting to rise and the National Numeracy Strategy has improved what is taught and how it is taught but there is still more to do. There is good attention being given to developing pupils' mental arithmetic skills but the quality of pupils' recording is often unsatisfactory. Pupils are rarely given enough opportunities to develop their skills of applying their mathematical knowledge to investigations. In Key Stage 2, lessons are very well organised and planned with a clear purpose that is shared with pupils. Good use is made of interactive white boards to make explanations clearer. At times work is made relevant to pupils' lives for example, when pupils were asked to apply their mathematics skills to design a kitchen and calculate its cost. The use of pupils' white boards and questions ensure that the teacher knows how every child is progressing. Teachers make good efforts to gain pupils' interest for example when using "Follow Me" cards to encourage pupils to improve their knowledge and understanding of the four rules of number. Information and communication technology is used effectively to develop pupils' mathematical skills. Data handling programs are used to input data so that it can be represented as a variety of graphs and pie charts.
17. In science, the quality of teaching and learning is satisfactory overall, but the emphasis is placed upon developing pupils' knowledge of science at the expense of developing their skills of performing investigations. Some good practical teaching occurs, for example during a Year 2 lesson, pupils enthusiastically explored factors that affected the distance a toy vehicle travels as part of work about forces. There are weaknesses though in the way that pupils are taught how to plan, perform and record science activities. This shows in a lack of consistency between classes in the way that pupils are expected to record what they do in science.
18. The quality of teaching and learning in music is very good across the school. Pupils are challenged to compose their own music and to perform in front of others. When working together teachers and other adults give the pupils excellent role models. Their enthusiasm and love of music is passed on to the pupils who really enjoy singing and performing a wide range of instruments to a good level. Teachers give pupils opportunities to experiment with sound, for example adding echo and playing sounds backwards and this adds to the sense of fun and enjoyment that pupils have in music. Teaching is good in art and design in Key Stage 2. Teachers have a good subject knowledge and introduce pupils to a wide range of unusual art materials for example pieces of wood and twigs. Great care is taken to present pupils' work carefully so that the work is valued for example, in some excellently presented paintings in the style of Van Gogh. Teachers make good links between art and design and other subjects to extend learning opportunities. Teachers provide a good balance between teaching pupils essential art skills whilst allowing them to express themselves creatively as well.
19. Teaching is good in Key Stage 2 in information and communication technology with teachers having a good subject knowledge that makes sure that pupils develop the key skills of using a computer. In Key Stage 1, teaching is satisfactory but better use could be made of computers to develop pupils' learning in all subjects. In physical education good teaching throughout the school enables all pupils to participate confidently in lessons and time is taken to allow pupils to evaluate how well they are doing and how they might do better. Good teaching overall in religious education results in most pupils achieving good standards by the end of Key Stage 2. Teachers make very good use of visits out from the school to places of worship and then use follow-up sessions effectively to develop learning.

20. Teachers support pupils with special educational needs well. The individual education plans are linked well to both the English and mathematics aspects of the National Curriculum. In lessons, pupils with special educational needs are usually effectively supported both by teachers and support assistants. This support ensures that most pupils make good progress in their learning.
21. Across the school, teachers manage pupils very well and form very good relationships with them. Lessons start on time and mostly have good pace although in Key Stage 1, there are occasions where pace slows because some pupils are not given enough challenge. Work is usually differentiated to meet the need of all pupils although until recently there has been a weakness in the levels expected of higher attaining pupils. Teachers' expectations for the quality of pupils' presentation could and should be better across the school with a consistent use of cursive handwriting from Year 2 onwards. The use of homework is satisfactory overall and contributes to pupils' educational development. Marking is not used as well as it could be across the school although in Year 5 and Year 6, it is very well used. In these classes there are good systems for identifying the needs of pupils through marking and setting targets for their improvement.

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

22. The quality of the curriculum provided for children in the Foundation Stage is good overall with a wide range of appropriate and stimulating activities suitable for children of their age. The curriculum in Key Stage 1 and Key Stage 2 is satisfactory. The school meets statutory requirements and satisfactorily teaches all subjects of the National Curriculum and religious education, in line with the locally agreed syllabus. This is an improvement since the previous inspection, when a key issue was related to major world faiths not being taught during religious education lessons. Equal Opportunities are provided for all pupils. The school successfully includes all pupils in every aspect of its work, regardless of ability, cultural, ethnic or religious background. The school recognises the significance of using the curriculum to develop pupils' awareness of other cultures and races.
23. Since the last inspection improvement in the curriculum has been slow but there have been a number of well thought through changes that are starting to improve weaknesses identified by the school. For example, a significant amount of curriculum time has been allocated to the teaching of English and mathematics in order to boost standards. This strategy has been successful in maintaining pupils' overall standards in these subjects, in line with the national trend. There has been an increase in the time given to information and communication technology and its use across the curriculum resulting in better standards in Key Stage 2 in particular. In 2002, the time allocated to science was increased, particularly in Year 5 and Year 6 and this has had a positive impact on standards. Inconsistency remains in the way in which investigative and research skills are developed across the curriculum especially in science and geography.
24. Opportunities for pupils to apply and develop their skills of literacy and numeracy in other subjects are satisfactory overall with some good examples in Year 5 and Year 6. For example, in Year 6 pupils download a wealth of good quality data from the Internet, but are not encouraged to develop extended writing skills by recording evaluations of

the information. There is a policy for each subject of the National Curriculum and for religious education but many subject policies and schemes are old and need to be updated so that they reflect the school's current practice.

25. The provision for extra-curricular activities is good. The school's commitment to giving pupils residential experience is a particular strength. Last year, current Year 6 boys and girls spent five days in Malham and this year those same pupils were given the opportunity to experience four days at Borreatton. All pupils have the opportunity to be involved in activities that effectively develop social and personal skills, whilst promoting independence and interdependence. Sport and cultural clubs enrich the junior curriculum well but could be further developed to provide more opportunities for boys and girls to practise skills learned during lessons in competitive games situations. There are limited opportunities for infant pupils to become involved in after school activities.
26. Satisfactory provision is made for pupils' personal, social and health education. The planning of this as part of the curriculum has been recently addressed and is at a developmental stage. It appears on teachers' timetables with all aspects covered when issues arise through Circle Time. Policies are in place for Sex Education and Health Education. Sex education is taught in great part through aspects of the science curriculum. Misuse of drugs advice and the side effects of alcohol and tobacco are regularly identified to pupils warning of these dangers. Year 5 and Year 6 pupils presented a play 'Stop Before You Start' on three occasions to adult and pupil audiences. This is a positive initiative to highlight associated dangers to the whole school in a motivating manner.
27. The satisfactory provision for pupils with special educational needs ensures that these pupils are included in all aspects of school life and have access to the full curriculum. This has a positive effect on the progress made both in academic and social development. There is early identification of pupils with special educational needs. There are good quality individual education plans. Most targets are clear and measurable, for example being able to read a certain number of words or work with particular numbers in mathematics. There are some targets that are too general as a result it is difficult to measure progress. Most of the support is given within the classroom so pupils do not feel that they are different from their classmates. When pupils are withdrawn, it is part of a very well planned programme aimed at improving their skills, for example specific exercises for pupils with physical needs.
28. The school has good links with the community, which make a significant contribution to pupils' learning and social development, and very good relationships with partner institutions. Pupils visit the local church to celebrate Christian festivals, and visit the old people's home to present harvest festival gifts and to sing carols at Christmas time. The vicar regularly presents school assemblies and contributes to the religious education curriculum, and a lay minister from the evangelical church conducts workshops for the whole school. Through these activities pupils develop a sense of community, understand the place of the church in society, and extend their understanding of moral issues. The church building is also used as a resource for a number of curriculum study topics.
29. Pupils' learning in school is enhanced through a comprehensive programme of visits to places of interest. Key Stage 1 pupils visit Cannon Hall Farm and spend a day walking in the nearby countryside. Year 3 have studied Egyptian artefacts and have enjoyed practical archaeology at the local museum. Year 4, Year 5 and Year 6 have each

undertaken residential visits. Older pupils experience visits to both Bagshaw and Wakefield Museums, in addition to studying the local area and river work at Netherton. Year 5 pupils are to be given the opportunity to experience camping at Nostel Priory Caravan Park before the end of the current term.

30. The school has good links with other educational institutions. The head teacher and staff are working with other primary schools and the local education authority to achieve the Basic Skills Quality Mark. A number of teachers are working on a Year 1 literacy project, with other schools and the local education authority, to raise standards in Key Stage 1. Teachers in training from a number of universities are welcomed to work in school, as are students pursuing National Vocational Qualifications in childcare, and high school pupils undertaking work experience. There is good use of the school premises by a wide range of community groups.
31. The school has very strong links with local special schools. During national inclusion week foundation stage and Year 6 pupils were invited to share musical experiences and lessons, and a group of pupils and staff visited the primary special school to share their Christmas concert. There are comprehensive transitional arrangements in place to support pupils transferring to the local high school. Senior staff and the Year 7 teacher visit to talk to parents and pupils, and when Year 6 pupils visited the high school to sample activities and lessons, Year 7 and Year 8 pupils acted as their tutors for a wide range of mathematical games. Year 7 pupils have visited the school to work on the environmental area.
32. The school makes satisfactory provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is encouraged during assemblies when they are given opportunities to reflect upon recent events and to consider how they might improve their own lives. During art and music lessons, pupils are encouraged to express themselves, and pupils of all ages benefit from the opportunities presented for them to be creative. For example, when Year 6 performed their end of year production, "The Peace Child", there was a deep sense of spirituality arising from the fact that pupils sang the words for the sensory experience they provided rather than for the meaning. Teachers take opportunities to excite pupils' interest in topics, such as the projection of a stained-glass window upon the interactive whiteboard during a religious education lesson, and the movement of sugar grains agitated by a loudspeaker baffle. Year 5 pupils exhibited delight and amazement when they witnessed the dancing sugar during a scientific demonstration related to sound and vibration.
33. The provision for pupils' moral development is good. During assemblies, pupils respond well to the moral dilemmas presented and have a good understanding of right and wrong. In lessons, high expectations of behaviour help to reinforce these moral values. Pupils know that there are shortages in the world and that not everyone is as well off as they are. Consequently, pupils and their parents contribute generously to charity. In physical education lessons, pupils develop self-discipline as they improve their own performances and record the improvements.
34. There are good opportunities for pupils' social development during lessons and play. Younger pupils are encouraged to share and to take turns in all activities in. At play, pupils of all ages enjoy organising themselves in traditional games. During assemblies pupils are pleased to be chosen to participate in dramatic presentations or to discuss the features of the music being played. Singing and music lessons provide significant opportunities for social development and self-discipline. Residential visits support pupils' social development and further develop their self-esteem.

35. The provision for pupils' cultural development is satisfactory. Through the studies of art, music and religious education, pupils are familiar with a variety of European and world cultures. Visitors to school have encouraged their interest in a number of sports and enriched their learning experiences. Most pupils take part in the local carnival parade. Other than presentations by the local history society, there are few opportunities for pupils to discover and value their local heritage.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. There are good procedures in place to ensure the health, safety and welfare of all pupils. The head teacher and his deputy jointly respond to any issues of child protection that may arise and have both received recent and relevant training. Risk assessments are regularly carried out to ensure that the premises and proposed visits do not pose any significant risks to pupils or adults, and the health and safety governor audits staff requirements and perceptions bimonthly.
37. With the exception of new members of staff, all staff have a first-aid qualification, and nominees at each end of the school building look after pupils who are unwell. First-aid kits are well-stocked and checked regularly. Pupils with specific medical needs are looked after well, with some teaching assistants trained in the use of Epipens. Checks have recently been carried out on critical safety equipment.
38. There are good procedures in place for monitoring and improving attendance. The administration assistant follows up unplanned absences and the head teacher ensures that registers are well maintained. The educational welfare officer is based in the adjacent school and regularly visits to promote attendance. The whole school policy for behaviour management is very effective and ensures that good behaviour is rewarded. Each week, celebration assemblies provide opportunities for behaviour and other achievements, such as good attendance, to be rewarded. Staff are aware of occasional incidents of oppressive behaviour, and address these issues with individuals, during assemblies, or within class circle time. There is no formal monitoring of pupils' personal development, nor are they set individual targets.
39. The provision for pupils with special educational needs meets statutory requirements. Pupils with special educational needs are identified at an early age. An individual education plan is put in place. The procedures for assessing pupils with special educational needs are satisfactory. The school uses a range of assessments to determine how they can best help pupils. Class teachers regularly review the individual education plans to ensure that pupils are making progress towards their targets. The school has good contacts with outside learning support services and uses their advice effectively.
40. The school has satisfactory procedures for assessing pupils' attainment and progress overall. This aspect has improved since the last inspection. Procedures for the support of pupils have developed and are used to guide planning. There have been effective changes for assessing children in the Foundation Stage and better ways of assessing pupils with special educational needs. The use made of assessment information is not yet effective. The new practices that the school is developing are too recent to have an impact.

41. In Key Stage 1 and Key Stage 2, assessment procedures are satisfactory for English, mathematics and science. Statutory testing is carried out for pupils at the end of Key Stage 1 and Key Stage 2. Additional testing is also applied in Year 3, Year 4 and Year 5 for English and mathematics. Science assessment is not as effective as in the other core subjects. Procedures for assessing attainment and progress in subjects other than English, mathematics and science are unsatisfactory and the school is in the process of developing effective ways of doing this.
42. The school has already identified assessment as an area for development and has plans in place to strengthen assessment and target setting for individuals and for groups of pupils. The new head teacher has ensured that there is an assessment co-ordinator in post who has developed an action plan for assessment and has reintroduced a potentially effective tracking system that was initiated in 2001 but not carried through. Computer-based management of assessment for all groups including those with special educational needs has not yet been adopted.
43. Teachers know their pupils well and are able to give sound support for academic progress. However, the formal procedures for using assessment information are not as effective as they could be in improving the quality of teaching and learning. Teachers keep extensive records of pupils' attainment but there is no consistent practice through the school and as yet no effective system for tracking pupils' progress as they move through the school. Procedures vary in quality and impact between classes. An analysis of national tests has been used to identify areas of weakness but the process is too recent to have an impact on curriculum planning and provision or to inform predictions for future performance. Target-setting in English and mathematics at the end of Key Stage 2 and in English in Key Stage 1 is improving the way teachers target pupils but is less developed in other subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents have positive views of the school and the vast majority of parents approve of the changes introduced by the new head teacher but a small minority are uneasy about them. A very small minority of parents are not comfortable with the tasks that older pupils undertake at lunchtime. The inspection findings are that these tasks make a very positive contribution to pupils' personal and social development, especially as they are of a voluntary nature. The way older pupils support younger ones and assist them in putting away their plates and cutlery contributes to very good relationships between pupils and develops the older pupils' levels of maturity and ability to use their initiative.
45. With the exception of a very small number of parents, responses to the inspection survey were very supportive of the school and head teacher. Parents think that the teaching is good, and that their children are making good progress in school. They believe that their children are getting the right amount of work to do at home, and would feel comfortable about approaching the school with questions or a problem. A very small number of parents would like to be kept better informed about how their children are getting on, think that the school does not work sufficiently closely with parents and would like the school to provide a more interesting range of activities outside lessons.
46. Inspection judgements are that the school provides parents with good quality information about events in school and how their children are progressing. Formal documents such as the governors' annual report to parents and the school prospectus inform parents about the organisation and structure of the school. Two consultation

evenings provide parents with formal opportunities to discuss their children's progress with class teachers in addition to the informal opportunities that are available at the beginning and end of each day. Newsletters keep parents up to date with activities in school and current study topics. They are particularly useful in guiding parents as to how they may support their children's learning at home. The quality of annual children's reports is satisfactory but could be more detailed with regard to pupils' attainment and progress compared to national expectations.

47. Parents make a good contribution to their children's learning through their support and encouragement. A number of parents, friends and governors regularly help in school providing support in the Foundation Stage and for example in design and technology activities such as sewing and bread making activities and in Key Stage 1 for helping groups of readers. This support provides additional opportunities for teaching and learning, and in many cases provides significant opportunities for pupils to develop their speaking and listening skills. Parents also provide support for specific activities such as discussing the significance of the dragon in Chinese New Year celebrations. Some of the parents who help in school are developing their own skills by pursuing "Parents in School" courses.
48. The teachers inform parents at an early stage if their child has special educational needs. Parents are kept well informed about their child's progress. Individual education plans include a note on what parents can do to help their child but parents are currently not involved in reviewing individual education plans but they are informed about any changes made to the plans and the progress their child is making.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school are satisfactory overall with good leadership provided by the new head teacher. Since his appointment the head teacher has engendered a clear vision for the school's educational development resulting in a shared commitment amongst all staff to improve standards. A number of long overdue initiatives are being implemented that are effectively improving standards. Some of these however, are so recent that the impact on standards overall is not yet fully visible. The needs of all pupils are now being met through a strong commitment to providing a fully inclusive education for all pupils. The new head teacher is successfully developing a culture where only the best is good enough for pupils and there is a dogged determination to raise standards across the school and in particular in Key Stage 1.
50. A very good working relationship exists between the head teacher and his deputy and together they make an effective team. Many long overdue actions are being taken to raise standards so that pupils achieve as well as they can. For example, the decision to swap the areas of the school designated for the Foundation Stage and Key Stage 1 and Key Stage 2 has provided pupils, especially in Key Stage 2 with classrooms of an appropriate size therefore improving their quality of education. There is now an effective school development planning system that accurately identifies the school's areas for development and directs resources to areas of most need. The rate of progress and levels achieved by pupils are rising as a result but the head teacher and staff recognise that more still needs to be done.
51. There are weaknesses in aspects of the school's management resulting from a legacy from the past. In Key Stage 1 and Key Stage 2, the impact of key staff on monitoring

the quality of teaching and learning is unsatisfactory overall. This is because the necessity for the head teacher to reorganise subject leaders means that many co-ordinators are not yet fully settled in their roles and are only just developing the management skills for doing so. The management of Key Stage 1 is only just getting to grips with the need to improve standards of pupils by the end of Year 2. At the moment, there is not an effectively established system that provides time for key staff for example, subject leaders to fulfil all aspects of their role. The management of the Foundation Stage is effective and ensures that good provision is provided for all children of both compulsory and pre school age.

52. The management of special educational needs is satisfactory. There are two special educational needs co-ordinators. They work very hard in their own time to ensure that the school meets the recommendations of the Code of Practice for special educational needs. They have put in place good procedures but a lack of non-contact time has meant that they have not been able to monitor the use and effectiveness of individual education plans in the classroom. There has been satisfactory improvement since the previous inspection.
53. The governing body is satisfactory overall. It ensures that the school meets all statutory requirements including the provision for Special Educational Needs and policies for Educational Inclusion and Racial Awareness. It has improved significantly recently with the recognition of a need for the governors to not only support the head teacher and staff but also to challenge new ideas and initiatives so that the school is challenged effectively. Governors are aware of the need to raise standards in Key Stage 1 and have revamped the school's policy about where and when money is spent in order to redirect resources. Until recently, not enough attention has been given to ensuring that the school's accommodation was improved year on year and resources kept up to date. This lack of planning in the past has resulted in the need to improve the external state of the buildings and increase the range and quality of the learning resources. The way the school has used assessment information to evaluate the school's performance is still unsatisfactory although the guidance of the new head teacher is now making sure that governors make effective use of the school's Performance and Analysis Data (PANDA). Governors are starting to use assessment information to evaluate how well the school is doing in comparison with all schools nationally and in comparison to similar schools. With the encouragement of the head teacher and chair of governors, extra efforts are being made for governors to visit school during the day so that they have a better understanding of what is going on.
54. The governing body ensures that the school's finances are now satisfactorily managed although in the past, strategic planning has been unsatisfactory resulting in a deficit being accrued. Although this still exists, the head teacher and governors, in consultation with the local education authority, have put in place strategic plans to reduce it dramatically during the next school year. The governing body has now adopted satisfactory procedures to ensure that the school gets the best value for money from its budget. The school development plan is effectively devised to raise standards and most of it is well-costed with a clear reference to the source of funds. The budget for special educational needs is effectively used, with particularly good use made of support for pupils with statements of special educational need. Additional grants, for example Seed Challenge Funding are used effectively to improve the accommodation and develop pupils' learning and raise standards.
55. An excellent Office Manager helped by a part time office assistant very well administers the school. The day-to-day administration in the school is very good and allows the

head teacher and his staff to concentrate on educational matters. There is very good use of best value principles when ordering goods or having work carried out. Comparing results and costs with other schools both nationally and in similar circumstances is at an early stage of development. The most recent audit report included one area that was not satisfactory and the school has now addressed this. The school makes satisfactory and improving use of new technology in both its administration and its provision for pupils' learning.

56. The school has a generous number of staff for the number of pupils on roll and all teachers are appropriately trained. Specialist teaching in music makes a very positive contribution to standards in this subject. Teaching assistants are an effective part of the teaching team. Some teaching assistants are highly qualified and ambitious with some pursuing vocational qualifications such as a university validated certificate. Procedures for staff development have improved significantly recently with training that is focused on the needs of the school as well as on individual professional development.
57. Accommodation is satisfactory overall and comparatively spacious. There are two halls and some spare rooms. Some very good examples of classroom displays provide many pupils with a lively and exciting atmosphere in which to learn. The state of repair of the buildings externally, however, is poor. There is a lot to be done to catch up on many years of lack of investment and neglect. This is evident in the poor external condition of the building, particularly the state of some windows, and the leaking roofs. Through the community workers provided by the probation service, the school environment has been enhanced. For example, the link corridor has been decorated to a good standard and now provides a suitable additional gallery for displaying pupils' work. The extensive outdoor facilities are not yet developed effectively and the playgrounds have uneven surfaces that restrict their use. Good links with the Year 7 students of the local High School are starting to restore the potentially very useful wildlife area.
58. Learning resources are unsatisfactory overall. The quality of library provision is unsatisfactory with a lack of reference books restricting the opportunity for pupils to undertake research. In some significant areas, resources could be better, for example in science, design technology, geography, religious education and history.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education provided by the school and raise the standards achieved the governing body, head teacher and staff need to:

1) raise standards in reading, writing and mathematics by the end of Key Stage 1 by:

- improving aspects of teaching so that better use is made of assessment information to identify higher attaining pupils so they are given more challenging work;
- demanding that pupils improve the quality of their recorded work by raising expectations for standards of presentation and handwriting;
- improving opportunities for pupils to develop and apply their skills of writing across the curriculum.

(paragraphs 3, 14, 21, 78, 82, 84, 89, 92, 95)

2) raise standards in science by:

- developing and implementing a whole school policy and scheme that systematically builds up pupils' abilities to plan, perform and record scientific investigations with reasonable independence;
- improving opportunities for pupils to link science to everyday life;
- raising expectations for pupils to develop a full scientific vocabulary to support what they think, what they know and how they record what they do.

(paragraphs 17, 23, 98 - 106)

3) improve the quality of management by:

- clarifying the role of the senior management team so that responsibilities are clearly identified with a particular focus on Key Stage 1
- devising and implementing a policy for the monitoring of teaching and learning that includes developing strategies that enable subject leaders to have time for performing their management roles.
- making better use of assessment data and evaluations of teaching and learning to inform what the school does.

(paragraphs 51, 53, 112, 117, 124, 131, 142, 147, 151)

4) the governing body and head teacher must strive to improve the external fabric of the building so that it is well maintained and fully developed to benefit learning.

(paragraph 57)

5) improve resources by developing a suitably resourced library, building up resources for science and increasing the range of resources for geography, history and religious education.

(paragraphs 58,87,106,117,124,151)

Minor areas for development that can be included in the school action plan:

- evaluate and improve the existing policy for developing writing in the Foundation Stage and Key Stage 1.
(paragraphs 5, 7, 12, 13, 64, 67, 68, 70, 78, 82, 84)
- improve the quality of marking.
(paragraphs 15, 21, 85, 92, 104, 129, 150)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	8	20	12	0	0	0
Percentage	5	19	48	28	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	190
Number of full-time pupils known to be eligible for free school meals	0	25

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	39

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.2

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	16	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	20
	Girls	15	14	15
	Total	31	31	35
Percentage of pupils at NC level 2 or above	School	82 (76)	82 (79)	92 (76)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	19
	Girls	15	15	15
	Total	33	35	34
Percentage of pupils at NC level 2 or above	School	87 (22)	92 (76)	89 (76)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	21	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	15
	Girls	17	19	19
	Total	29	35	34
Percentage of pupils at NC level 4 or above	School	78 (71)	95 (87)	92 (87)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	16
	Girls	18	19	19
	Total	31	35	35
Percentage of pupils at NC level 4 or above	School	84 (74)	95 (74)	95 (82)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	194	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	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	23.33
Average class size	26.25

Education support staff: YR-Y6

Total number of education support staff	11
Total aggregate hours worked per week	211

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
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	£
Total income	479 151
Total expenditure	492 260
Expenditure per pupil	2 344
Balance brought forward from previous year	(25)
Balance carried forward to next year	(13 134)

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

210

Number of questionnaires returned

39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	35	8	3	3
My child is making good progress in school.	41	51	5	0	3
Behaviour in the school is good.	36	56	0	0	8
My child gets the right amount of work to do at home.	18	64	5	3	10
The teaching is good.	61	33	3	0	3
I am kept well informed about how my child is getting on.	30	54	13	0	3
I would feel comfortable about approaching the school with questions or a problem.	62	28	5	5	0
The school expects my child to work hard and achieve his or her best.	51	41	0	5	3
The school works closely with parents.	24	54	13	6	3
The school is well led and managed.	23	46	3	12	16
The school is helping my child become mature and responsible.	33	52	5	5	5
The school provides an interesting range of activities outside lessons.	18	52	13	6	11

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

59. The provision for children in the Foundation Stage is satisfactory with some strengths particularly in the good quality of teaching. The majority attain the Early Learning Goals for the Foundation Stage and a significant minority exceed expectations. From a broadly average attainment when children start school, the current group of children are making good progress overall. There are 20 part time and 20 full time children in the Foundation Stage. Attainment on entry at age four is average although low in their personal, social and emotional development. Children's speech is clear, they are familiar with letters and numbers and they have a good standard of language for imaginative play.
60. Since the last inspection there has been improvement in the provision and standards. However, at the time of the last inspection the arrangements in these classes was significantly different because the point of entry for children was at the age of three for a Nursery class.
61. In accordance with the local policy, the school provides part-time education for children who are four and full-time education for children who are five. There is entry into part-time schooling at the start of the term that they are four years of age before starting compulsory education in the Reception class in the term after their fifth birthday. On this basis the full-time Reception experience for children varies between a full year and one term only depending on the date that they started school. Children who enter school in September have three terms part-time and three terms full-time education, children who begin in January have three terms part-time and two terms full-time and children who begin after Easter have three terms part-time and one terms' full-time education before they move into Key Stage 1. The progress made by the youngest children is not as good as that of the older children simply because of their restricted time in the Foundation Stage.
62. The quality of teaching and learning in the Foundation Stage is good overall. All staff show a good understanding of the way young children learn and have high expectations of them. All staff know the children well and are at pains to ensure they are appropriately challenged. Teaching strategies are effective, especially in the quality of questions and discussion. There is a good balance between teacher directed activities and opportunities for children to learn for themselves. The classroom support assistants make a valuable contribution to all learning and undertake considerable responsibility in managing the part-time children during the summer term. Good support for pupils with special educational needs promotes progress. Overall pupils are offered an exciting stimulating environment with a high level of adult support and encouragement.
63. The Foundation Stage is well led by the current co-ordinator. The planning for the Areas of Learning for children in the Foundation Stage has been successfully implemented. The curriculum is broad and balanced and provides a wide range of relevant and exciting activities such as a recent farm visit. Religious education is taught in accordance with the Agreed Syllabus. The school has a practice of Home Visits to new starters made to gather initial information and this year the nationally recommended procedures for assessing children have been introduced.

64. Children attain well in personal social and emotional development, knowledge and understanding of the world, physical development and creative development. Attainment in the Early Learning Goals for communication language and literacy is in line with expectations and in reading it is above expectations. Attainment in mathematical development is in line with expectations with good levels of mathematical thought. Progress in writing and recording is slower than other areas.
65. During the year the Foundation Stage base has been relocated and adjustments are still being made to the accommodation. The outdoor play area has been improved since the last inspection and now includes a soft tarmac safety surface.

Personal social and emotional development

66. By the end of the Foundation Stage pupils achieve standards that are above the expectations of the Early Learning Goals. The quality of teaching is consistently good. All staff encourage good social interaction and are alert to opportunities to engage children in conversation for example in talking about the feel of a peach or the smell of clay. Children know they are expected to share and take turns and respond well and even the youngest take responsibility for tidying up. Children rise to the expectations of their teachers for example in their behaviour and attitude in the combined singing lessons with Key Stage 1 when they strive to match the achievement of the older pupils. The sensitivity of staff helps build children's self-confidence and encourages them to relate positively to others.

Communication, language and literacy

67. Children make good progress in most aspects of this area of learning and the majority achieve the early learning goals in full except in early writing skills. The quality of teaching is satisfactory over the long term and was consistently good during the inspection. Children are given frequent opportunities to develop and apply language skills from a good entry level.
68. Children have a good vocabulary and express themselves clearly. They listen well to instructions and understand their tasks. They have good knowledge of phonics including some blends of letters and recall actions for each sound well. Their writing skills are less developed than oral and reading skills.
69. Children are keen to read and most exceed the Early Learning Goals by the time they complete the Reception class. The strategies for teaching are effective in motivating children. Teachers provide interesting scenarios for using language based on favourite books for example in sequencing the events of the Bear Hunt but ensure their objectives are achieved. The higher attaining pupils show good understanding of their own progress and learning and are aware of their targets. Children who are on course to achieve the early learning goals have very positive attitudes to reading and use all the skills at their disposal. They talk enthusiastically about the information in books and how good it is to read.
70. Progress in writing is slower than might be expected of such well-motivated children. Teachers follow the handwriting approach adopted by the school two years ago that begins cursive style from an early age. The current cohort show a sound understanding of letter sounds and names and use phonic skills well to build words. In writing they follow the model but clearly find the full cursive style cumbersome and their writing is slow as a result. They are not developing fluency and accuracy in

forming letters. They find it hard to associate the single letters and sounds they know with the fully joined letters in words written in cursive style. When writing for themselves they often revert to using first sounds only to represent words.

Mathematical development

71. Progress in this area is satisfactory overall. The majority of children attain the early learning goals by the end of the Reception class and some children exceed them, especially in the quality of their mathematical thinking. The quality of teaching is satisfactory over the long term and was consistently good during the inspection especially in promoting mental mathematics. Strategies for calculations are explained and demonstrated clearly and children are encouraged to work out patterns for themselves. Teachers gauge the appropriateness of work for each pupil well.
72. Children achieve well in mental mathematics for example holding numbers in their heads while they count on. They talk knowledgeably about numbers and some know the significance of place value recognising the difference between 17 and 71. They read number sentences accurately and recognise operation symbols. Older children form numbers appropriately but the speed of recording is less secure. Although some children are operating at a level above expectations where they record addition and subtraction up to 10 accurately, those who are on course to achieve the early learning goals are building up their confidence in counting numbers to 10. Some children who have been in the Reception class for a short time are less secure in recognising and writing numbers. Teachers provide a range of practical activities which allow children to use what they have learnt. Older children for example to sort dominoes into groups and younger children identify two-dimensional shapes.

Knowledge and understanding of the world

73. Children exceed the early learning goals by the end of the Reception class and make good progress. The quality of teaching is good. Talking with visiting grandparents helped children become aware that some things in the past were different. The ongoing adventures of Barnaby Bear and his friends provide a stimulus for discussions about different places around the world. Children know the weather is significantly different in other parts of the world. They talk knowledgeably about their own experiences. Children's knowledge and understanding of information and communication technology are above what is expected of their age. They use the machines in the computer suite confidently as individuals or in pairs and share expertise. They work purposefully with the minimum adult help for example when placing the geographic features on an island. Most are familiar with the text facility and know how to add their names to their pictures. Reference is made to ideas of religious education appropriate for the children's age and they develop ideas about the creation and wonder of living things.

Physical development

74. Children exceed the early learning goals by the end of the Reception class and make good progress. The quality of teaching is good especially in the management of pupils. The high expectations of teachers lead to a good standard. In lessons with large apparatus children move with control and co-ordination and show awareness of space. They watch others and evaluate their performance, explaining why some movements are successful. Children understand the language of the subject and respond to the teacher's instructions appropriately but individually for example in

curling and stretching. They demonstrate good fine motor skills in their use of tools, paints and scissors for example in creating Chinese characters by painting a suitable background and pasting strips of black paper in place.

Creative development

75. Children exceed the early learning goals by the end of the Reception class and make good progress. The quality of teaching is good. Children's appreciation of music is good. Teachers provide good role models in their singing and infectious enthusiasm. Teaching is enhanced by the expertise of the visiting pianist. Children sing tunefully and recognise rhythm by clapping in time. Reception children are able to keep to their part when older children are singing in two parts. They identify loud and soft and recognise that sounds might convey feelings such as sadness or happiness. Pupils enjoy exploring and discussing the sounds made by percussion instruments and demonstrate good listening skills.
76. Teachers provide a good range of materials and contexts for children to develop creatively for example making hand prints for counting to 10 and illustrating favourite stories in different media. In addition there is ongoing provision for individual exploration such as play activities when they act out roles of astronauts or in using resistive materials for building model planes.

ENGLISH

77. The results of pupils in the 2002 National Curriculum tests by the end of Key Stage 2 were in line with the national average and the average for similar schools. Standards have risen steadily since 1998 in terms of the average points scored by pupils in the National Curriculum tests. Over the last three years, girls have done slightly better than boys although the difference is very small. Inspection findings are that standards are improving because there is more rigour being introduced to teaching and expectations are being raised for the quality of pupils' writing. Standards are currently above the national expectations by the end of Key Stage 2. Pupils read well, despite weaknesses in their skills of using books for research and they write competently. Pupils have good speaking and listening skills. In Key Stage 2, all pupils, including those with special educational needs, make good progress but the rate varies between classes. Pupils make very good progress in Year 5 and Year 6. In lower Key Stage 2, expectations for pupils to write neatly and correctly are not consistently high, resulting in pupils presenting written work at a standard lower than their capability. Pupils benefit from good quality support from teaching assistants. Further Literacy Support and Booster Classes have a good impact on the attainment of pupils receiving this support.
78. In Key Stage 1, pupils have been underachieving for a number of years. Standards in reading have declined steadily between 1999 and 2001 and in writing standards have been consistently below or well below the national average. Given the broadly average levels of attainment when children start school, this has not been good enough and the progress of all pupils, including those with special educational needs, has been unsatisfactory. The new head teacher, senior staff and governors recognise that standards could and should be higher. In the 2002 National Curriculum tests, standards of reading and writing at the end of Key Stage 1 improved significantly in reading and improved slightly in writing. Inspection evidence shows that progress is getting better and is now satisfactory overall. The attainment of the current Year 2

class is below average however in reading and writing. The nature of the class, with a third with special educational needs is a significant factor in this low attainment but more could still be done to raise standards of writing in Key Stage 1. There has been a boost in the way reading is taught and the curriculum is organised and standards are rising as a result. The Early Intervention Programme provided by the local education authority is having a positive impact on lifting the attainment and progress of pupils with learning difficulties.

79. Pupils start Key Stage 1 with good speaking and listening skills. Most pupils are confident to speak with others, both with other pupils as well as adults. Generally, pupils have a good vocabulary and they speak with good levels of diction. Across the school, pupils develop their speaking skills at a satisfactory rate and initiatives such as participating in role play activities in Key Stage 1 and drama productions in Key Stage 2 extend pupils' confidence to speak publicly. Most pupils listen very well, and especially when lessons are well organised, with good pace and skilfully led discussions for example, in Year 5 and Year 6. The good vocabulary supports pupils' development in other aspects of English.
80. Pupils read competently in Key Stage 1. Recent improvements in the organisation of the reading scheme and the expectations for pupils to read regularly with teaching and support staff and willing parent helpers make valuable contributions to pupils' progress. In Key Stage 2, pupils continue to make steady progress overall and by the end of Key Stage 2 many pupils read books that are far in advance of their chronological age. The "Harry Potter" effect is evident throughout Key Stage 2 with many pupils enthusiastically reading the latest release. Discussion with pupils indicates that the popularity of this book has triggered an interest in similar books for example, those of the author Terry Pratchett and classic novels such as, "The Hobbit". Pupils make good deductions from text and infer far beyond the actual texts about the characters in the book and the reasons for events. The lack of a dedicated school library and a dearth of suitable reference books are reflected in the fact that pupils throughout the school have an unsatisfactory knowledge and understanding of using a library and or of using non-fiction texts for research purposes.
81. By the end of Key Stage 2, standards of writing are currently above national expectations. Pupils are capable of writing well when they put their mind to it. There is a strength in the way that pupils use capital letters and full stops in simple sentences but many pupils do not demarcate breaks in complex sentences. By the end of Year 6, most pupils are familiar with the correct use of paragraphs and they use speech marks to distinguish between direct and reported speech. Pupils generally spell correctly by the end of Year 6 but lower down the school, especially in Year 4, spelling is weak and often not properly corrected. Pupils write for a good range of audiences and purposes. They know the style of writing for biographies versus autobiographies, can recount events in famous stories for example, Oliver Twist and are aware that the style of writing is different when preparing a leaflet or a set of instructions. Pupils show good levels of imagination in writing for example in exploring poetry and suspense stories. Stories often begin well but endings are sometimes weaker because they do not link back to the openings. Narrative writing is usually presented in an orderly way with events chronologically organised. Across Key Stage 2 there is a weakness in the way pupils present their writing. There is a lack of consistency in handwriting with many pupils mixing fluent linked script with print in their work. In upper Key Stage 2, the quality improves, but weaknesses in expectations for writing in the past are apparent.

82. Standards by the end of Key Stage 1 are improving but are not good enough. Pupils have particular difficulties with writing. When pupils start Year 1, most pupils are struggling to write quickly enough to express ideas and thoughts as effectively as they should. The quantity and quality of pupils' writing in Key Stage 1 is lower than expected given their generally good spoken vocabulary. A small minority of pupils write very well by the end of Year 2, but the majority struggle to write as well as expected for their age. Pupils experience a narrow range of extended writing involving poems, writing diaries for example of the growth of a bean and instructional writing for example, how to make a trifle. Most pupils are aware of the convention of using full stops and capital letters to demarcate sentences, but only a minority are consistent in their use. Too high a proportion of pupils' writing involves completing short sentences and pieces of writing on worksheets to fully develop their writing skills. Pupils are currently making satisfactory progress with reading. Good support from teaching assistants and parent helpers enables pupils to receive good levels of support and this coupled with reading at home, helps pupils to improve their reading at a good rate.
83. The quality of teaching and learning in English is good overall in Key Stage 2 and just satisfactory in Key Stage 1. Until recently, however it has been unsatisfactory in Key Stage 1 as indicated by the low levels attained. In Key Stage 2, particularly good teaching in Year 5 and Year 6 pushes standards rapidly forward. Teachers plan lessons with care to appropriately challenge all pupils including those with special educational needs and higher attainers. Lesson objectives are shared with pupils so that they know what is expected of them. During time at the end of each lesson, the objectives are referred to again and used effectively to involve pupils in evaluating what they have learnt and how well they have progressed. Lessons in upper Key Stage 2 have good pace and pupils are expected to work hard. In year 5 pupils are encouraged to use mind-mapping as a means of improving recall and organising their thinking. Good teamwork between teachers and teaching assistants ensures that additional support is directed where it most needed. Recent improvements in the use of information and communication technology have enhanced the quality of teaching. During an excellent lesson in Year 6, an Interactive White Board was very skilfully used to focus the attention of pupils on the structure of "The Train", a poem by Brian Sansom. In lower Key Stage 2, teaching is satisfactory overall. The National Literacy Strategy is used to guide planning and pupils are provided with a variety of activities appropriate for their age. Expectations for pupils' presentation however are not as high as they could be and work is untidy at times.
84. In Key Stage 1, teacher's expectations for writing have been too low until recently. A lot of worksheets have been provided for pupils to develop their knowledge and understanding of basic skills such as spelling and grammar, but too few opportunities are provided for pupils to develop independent, extended writing skills. Too much focus is given to developing pupils' speaking skills for example, in Year 2 pupils enthusiastically engaged in activities in the class Travel Agent, but direct teaching of writing was weak. Links with colleagues from other Wakefield schools during the Summer term are contributing to improvements in teaching in English and literacy that are starting to lift standards.
85. There are satisfactory links between English and other subjects to develop literacy skills. Texts are sometimes used during shared reading activities that have an historical context and skills of note taking are developed at times in lessons such as science. The lack of a suitable library reduces opportunities for pupils to fully develop the skill of selecting and using books for research purposes. Throughout the school,

homework is used well to extend learning in English at home. Pupils regularly read and learn spellings and at times complete writing tasks. The quality of marking varies in its effect. Very good use of marking in some classes such as Year 5 and Year 6 involves setting targets for pupils to improve and demands corrections are made sets high standards, but such high expectations are not consistently made. Across the school, teachers are establishing targets to improve the standards achieved but this is in the early stage of development and is yet to have full impact on the quality of teaching and learning.

86. Pupils enjoy English and respond well to demands to work on their own in groups during Literacy lessons. Pupils show good levels of maturity by working well on their own and generally trying hard. English makes a good contribution to the pupils' spiritual, moral, social and cultural development. Work involving the use of persuasive text, for example, arguing the case for and against homework, encourages pupils to think about the views of others and to develop different perspectives of moral issues and features of other cultures. During a Year 5 lesson, pupils showed high levels of empathy with Asmir, the character in the true-life story of a child surviving the trauma of war in Yugoslavia in 1991. Social skills are developed well through group activities such as reading and discussion tasks. A sense of spirituality is evoked through the involvement pupils have in sharing imaginary stories for example, "The Secret Garden" and through the wonder of rhythm and the creation of sounds when writing poems.
87. The quality of leadership and management is now satisfactory. Until very recently, the co-ordinator was not familiar with using the school's Performance and Analysis Data (PANDA) to evaluate how well the school was doing. The co-ordinator is now making better use of such information. A detailed audit of the needs of English has been completed and a number of areas identified for improvement. Standards in Key Stage 1 are recognised as an area of concern and steps such as re-organising the library provision in Key Stage 1 and of working with other schools have started to improve the effectiveness of teaching and learning. Procedures for assessing pupils are satisfactory and used to set realistic targets for pupils' attainment at the end of Key Stage 2. The co-ordinator does not have sufficient time at the moment to monitor teaching and learning and this makes aspects of the role difficult to achieve. The resources for English are unsatisfactory overall because there isn't a dedicated library and despite good efforts to overcome this by borrowing topic books, this does not provide adequate access to a suitably wide range of books on a day-to-day basis.

MATHEMATICS

88. The attainment of pupils at the end of Key Stage 2 in the 2002 National Curriculum tests was well above the national average and the average for similar schools. Inspection evidence shows that the attainment of the current Year 6 group is above average, with a significant number of pupils attaining above the expected level. The lower level of attainment in 2002 was not because of a decline in the school's provision, but because of the lower natural ability of the class. Inspection evidence is that by the end of Key Stage 2 pupils achieve well, particularly in Year 5 and Year 6. This is because work is set at levels that challenge pupils. Pupils with special educational needs make good progress because of work that is adapted to meet the pupils' needs coupled with additional support from teaching assistants and the use of mathematical targets on individual education plans. Standards have risen by the end

of Year 6 since the last inspection. No significant differences were noted in the attainment and achievement of boys and girls.

89. In the 2002 National Curriculum tests, pupils' performance by the end of Key Stage 1, was well below both the national average and the average for similar schools. Inspection evidence shows that pupils are currently attaining standards that are currently below national expectations for their age. The present Year 2 group has a larger than average number of pupils with special educational needs and as a result attainment is reduced, but there has also been a weakness in aspects of teaching in the past that are still negatively impacting on the standards achieved. Despite recent measures to improve the impact of teaching in mathematics, pupils in Year 2 do not achieve well enough and over time progress has been unsatisfactory. The school recognises that there has not been enough attention given to challenging higher attaining pupils. Pupils with special educational needs make satisfactory progress because work is usually set at the correct level, additional support is given by class teachers and support assistants and, when necessary, mathematics targets are included on individual education plans. There has been insufficient progress in Key Stage 1 classes since the last inspection but improvement is occurring now. No significant differences were noted in the attainment and achievement of boys and girls.
90. By the end of Key Stage 1, the majority of pupils work with numbers up to and sometimes above 10. A minority of pupils find this difficult and work with single digit numbers. The higher attaining pupils show sound understanding of place value in three figure numbers. A number of pupils have difficulty adding two numbers horizontally. When working with money, few pupils understand decimal notation. Many pupils do not use the knowledge that subtraction is the inverse of addition when solving problems. Most pupils show satisfactory understanding of the language of comparison, for example when they talk or write about 'lighter than' or 'heavier than'. Higher attaining pupils measure accurately in centimetres but there are a number of lower attaining pupils who find this difficult. Most pupils identify two-dimensional shapes including circle, rectangle and triangle. Higher attaining pupils identify properties of shapes including number of sides. Few understand angles as measures of turn. Pupils record using simple block graphs and are starting to use the information to answer questions.
91. By the end of Key Stage 2, most pupils have good mental arithmetic skills. They have well-developed understanding of place value with numbers containing six figures. This knowledge allows them to work confidently with fractions, decimals and percentages. The higher attaining pupils work to three decimal places. Pupils apply their mathematical knowledge well to problem solving, for example when changing weights in recipes and calculating percentages of pupils having school lunches, bringing packed lunches and going home. Pupils have a good understanding of the language of mathematics when they work on multiples and factors. They use and explain a variety of different ways of working out problems, for example using partitioning to find answers to calculations involving long multiplication. In work on shape and space, almost all pupils confidently calculate the perimeter and area of regular two-dimensional shapes. They measure accurately. In data handling pupils gather information, for example on 'Bath-time'. They use the information to produce graphs including straight-line graphs and then analyse the information they have collected. There is a comparative weakness in the ability of pupils to use and apply their good numeracy skills to solve mathematical problems.

92. The quality of teaching and learning overall is satisfactory although in Year 5 and Year 6 it is good and at times very good. During the inspection the quality of teaching in Key Stage 1 was satisfactory. Analysis of work shows that in the past the quality has been unsatisfactory because work was not challenging enough for higher attaining pupils. Pupils were sometimes asked to carry out exercises they had obviously mastered rather than move on to new more challenging work. Badly presented work was accepted and marking was not used to develop learning. As a result of the previous unsatisfactory teaching, pupils presently in Year 2 have not achieved as well as they could have done over time and attainment is low. In the lessons observed during the inspection pupils made satisfactory progress because although some of the work set was a little too challenging for lower attaining pupils, the teachers and support assistants gave additional support to these pupils. Work was set at different levels and most of the pupils were effectively challenged. Teachers explained to pupils what they were going to learn and revisited the lesson objectives, allowing pupils to measure their progress. The use of marking to develop learning is unsatisfactory. There are some good examples of comments being used to challenge pupils and involve them in establishing targets for further improvement for example, in Year 5 and Year 6 but this is not consistent across the school.
93. In Key Stage 2 the quality of teaching and learning is good overall and particularly good in Year 5 and Year 6. The good teaching is typified by careful planning of lessons reflecting good subject knowledge and high expectations for all pupils but especially higher attaining pupils. Some good use is made of resources to help pupils to understand mathematical principles and methods for example. Interactive whiteboards are often used very effectively so that complex ideas can be explained clearly to pupils and where necessary ideas and contributions. The use of pupils' white boards and questions ensures that the teacher knows how every child is progressing. Good links are often made with real life. In a good Year 6 lesson, pupils designed a kitchen as part of a practical mathematics session that included costings, scaling down and estimation skills. Teachers in all Key Stage 2 classes have excellent relationships with their pupils; this allows them to concentrate on imparting knowledge and giving additional support where necessary. Teachers use methods that keep pupils interested, for example in Year 4 the four rules of number are developed very effectively because the teacher uses 'Follow Me' cards. The pupils cannot wait to start the game and at the end they are very eager to try again and finish in a shorter time. Although teachers value pupils' ideas and contributions to lessons, the range of planned opportunities for pupils to develop independent skills of solving mathematical problems and in performing mathematical investigations is comparatively weak.
94. Pupils with special educational needs are effectively supported in lessons so that they are confident to answer questions in front of the whole class knowing their contributions are valued without fear of ridicule. Teachers ensure that everyone is included in all aspects of lessons. Work set at the correct level and additional support ensures that all pupils make similar progress to others in the class.
95. Teachers use mathematics across the curriculum, for example in design and technology and science. This use is only satisfactory because it is not always explicitly planned or linked to pupils' mathematical targets. Information and communications technology is used effectively to develop pupils' mathematical skills. Data handling programs are used to input data so that it can be represented as a variety of graphs and pie charts. Teachers develop literacy skills effectively when they give pupils word problems to solve.

96. Pupils respond very well in mathematics lessons. Their attitudes and behaviour are very good. There is an air of anticipation in most classes as pupils wait for the lesson to start. They are eager to answer questions and explain their work. In all classes, pupils feel confident to put their hand up and say 'I did it a different way'. They then explain to others the method they used. Pupils listen courteously to others when they speak. The contribution that mathematics makes to pupils' spiritual, moral, social and cultural development is satisfactory. Pupils co-operate very well in groups or pairs and this has a very positive effect on developing social skills.
97. Leadership and management of the subject are satisfactory. The co-ordinator is well qualified to carry out the role and has recognised the areas for development. She has not had sufficient time recently to monitor teaching and learning in all classes to identify good practice and address areas for development. She has used her undoubted expertise to work alongside some other colleagues to improve the quality of teaching and learning. There are good systems of assessment in place and these are used satisfactorily to identify areas for development. Resources for the subject are satisfactory overall but it has been recognised by the school that more resources are needed to teach some aspects of practical mathematics more effectively.

SCIENCE

98. The performance of pupils by the end of Key Stage 2 in the 2002 National Curriculum tests was below the national average and well below the average for similar schools. The proportion achieving a level higher than expected was well below the national average. This represents a decline in standards when compared to the judgements made since the last inspection but there has been a gradual improvement in the percentage of pupils achieving the nationally expected standard of level 4 since 1998. Despite this there has been underachievement in science in recent years, although inspection evidence shows that this is being rapidly rectified. Inspection findings are that attainment by the end of Key Stage 2 is currently in line with the national average and the percentage of pupils achieving the higher standard of level 5 is rising. The improvement is as a result of better teaching, particularly in Year 5 and Year 6 where work is challenging and demands that pupils do their best in lessons. There is no significant difference between the attainment of boys and girls.
99. Teacher assessments at the end of 2002 showed that the percentage of pupils achieving the nationally expected standard of level 2 was below the national average and average for similar schools. An above average percentage of pupils however, achieved standards that were above national expectations. Inspection evidence shows that attainment in the current Year 2 is below expectations. The impact of a high percentage of pupils with special educational needs in the current Year 2 class is a factor in the low attainment but standards could be higher given higher expectations of pupils.
100. Inspection evidence shows that all pupils, including those with special educational needs and English as an additional language, make satisfactory progress by the time they leave school in Year 6. Across both key stages, many pupils have limited skills of formally planning, performing and especially recording investigative work, as young scientists. In some cases this is due to a lack of resources, with the teacher modelling an experiment instead of pupils learning from 'hands on', individual or small group experiences.

101. By the end of Key Stage 1, pupils have developed a basic knowledge and understanding of the areas of science required by the National Curriculum but, until very recent times, pupils have had very limited opportunities to plan, perform and record their own scientific activities at a level expected for their age. Attainment of pupils in performing simple, scientific investigations is low. Pupils acquire a satisfactory knowledge of plants and animals, including their basic differences. They develop ideas about the importance of healthy eating. They know and understand how important the five senses are to leading a normal life. They have considered the forces of push/pull related to opening doors and windows but have experienced no directed investigations into these scientific principles using, for example, a variety of wheeled toys. Pupils discuss and record the properties of ice and predict that it will change from solid to liquid. They do not investigate melting rates related to volume or any variation associated with location, by taking warmer/colder parts of the classroom into consideration. The range of recording is narrow and there is little application of skills of literacy and numeracy. Very few pupils think at levels that exceed expectations for their age.
102. By the end of Key Stage 2, pupils have developed a secure knowledge and understanding of key scientific ideas related to life processes and living things, materials and their properties and physical processes. Pupils have a sound grasp of the principles of fair testing but do not always set out experimental work in a formal method as scientists should. Pupils consider a good variety of life forms and their respective places in the food chain. They know that most food chains have their origin in a green plant. They have good knowledge and understanding of what can make you ill, including vitamin/mineral deficiencies, micro-organisms and allergies. The characteristics of a range of everyday materials are known and investigation is made into reversible changes related to the dissolving rates of substances in hot and cold water. Pupils understand the importance of measuring accurately if experimentation is to be valid. They classify materials against different requirements for example materials used in a house as compared to a bus shelter. Pupils have satisfactory understanding of ideas associated with the effects of different light sources and understand translucent, transparent and opaque materials. Experiments are successfully conducted with electrical circuits when one variable is changed, in order to discover the overall effect of that change. Pupils are not familiar with using equipment such as force meters to measure in Newtons. They have limited experience of experimenting to discover scientific ideas such as the fact that forces need to be balanced to maintain a stationary position when an object floats.
103. The quality of teaching and learning is satisfactory overall although during the inspection it was good. More needs to be done, however, to challenge the most able pupils and to develop enquiry and research skills of boys and girls and in the development of some ideas about physical forces and their effects. At the time of the last inspection overall teaching was said to be good.
104. When teaching is good, questions are well spread to include boys and girls and good attention is given to safety precautions. A purposeful plenary session is given to reinforce and discuss how well pupils have achieved the learning objectives. Practical work motivates pupils to learn. For example, in a good Year 2 lesson, groups of pupils investigated how far a car would travel from different starting positions on a slope. The lesson was well resourced and allowed all pupils, including those receiving support for special educational needs, to develop their knowledge and understanding of a fair test. In a good Year 4 lesson, pupils were involved in testing parachutes as part of work looking at forces, and care taken by the teacher to constantly refer to

basic ideas of forces for example gravity, satisfactorily built up pupils' knowledge and understanding of the abstract aspect of science. Teachers manage classes very well. Good relationships support effectively presented lessons. There are weaknesses though in the way that pupils are taught how to plan, perform and record science activities. This shows in a lack of consistency between classes in the way that pupils are expected to record what they do in science. The lack of a suitable house-style means that pupils do not demonstrate how good they really are in their science books. Good teamwork between teachers and support staff successfully keeps pupils of all abilities involved in science lessons. The quality of marking is inconsistent. In many classes there is minimal encouragement for pupils to improve the way in which they record their work. Many books are untidy and pupils are not encouraged to organise their work appropriately.

105. Pupils' attitudes and behaviour are very good. Science makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. Relationships between pupils and all adults are very good and when pupils are given the opportunity to work in groups, their social skills of co-operation are very well supported. During a brief plenary session observed in the school assembly hall, Year 5 pupils' spiritual development was enhanced when their teacher modelled the effect of vibrating sound through a loudspeaker.
106. The leadership and management of science are satisfactory overall. There is recognition of the need to raise standards and the school is in the process of developing an action plan for doing this. Following an analysis of the below average test results, more time has been given to the teaching of science and the teaching of investigative work has been identified as a priority. The current policy for science is out of date and does not match the school's scheme guiding what is taught. However, the procedures for monitoring teaching and learning are unsatisfactory at present. Resources to support the teaching of science are unsatisfactory and the school has identified this as an area for urgent improvement.

ART AND DESIGN

107. Attainment by the end of Key Stage 2 is above the level of national expectations and all pupils, including those with special educational needs and English as an additional language make good progress. By the end of Key Stage 1, pupils' attainment in art and design is in line with national expectations and pupils make satisfactory progress. There has been a good improvement since the time of the previous inspection.
108. Pupils in Year 3 to Year 6 have benefited significantly from the recent exchange of accommodation with the infants. All teachers and pupils now have ample work and display areas. They have taken good advantage, with art and design very well promoted throughout the school. Teachers incorporate a wide variety of fabrics to add aesthetic effect to a large majority of pupils' displayed work. By the end of Key Stage 2, pupils draw still life observational drawings of potted plants to good standards. They effectively sketch, draw and then paint Roman jugs, following a visit to Wakefield Museum. Pupils paint in the style of Van Gogh concentrating successfully on colour blending. Their work shows that they have good technique that is better than expected for their age. A particularly large and attractive landscape painting is currently being developed. Great attention is being given to overall quality of presentation supported

by very good brush techniques. Twigs and branches are used to good effect in forming three dimensional models to add to the school environment.

109. By the end of Key Stage 1, pupils are able to mix colours successfully and they know that primary colours can be mixed to create secondary colours. Pupils paint seaside images and shade paper to give it apparent age, after studying postcards and photographs of seaside holidays in times past. Good links are made with history and geography. Year 1 pupils cut and stick mathematical shapes from shiny, coloured paper to model playground equipment as part of their work in science. Good team-work in Year 2 produces an attractive layered peacock representation. Following their trip to Cannon Hall Farm, pupils produced an effective large-scale farm landscape display, demonstrating satisfactory painting, pencil shading and cutting skills. The concept of three dimensions is successfully promoted when pupils use a wide variety of materials to add depth to their paintings of animals. Clay is used effectively to model animals and farm buildings, using slip and scoring techniques. This activity forms the basis of high quality, early intervention work to develop speaking and listening skills with small groups of pupils.
110. The quality of teaching is satisfactory in Key Stage 1 and is good in Key Stage 2. It was possible to inspect only one lesson during the period of inspection so judgements have been made from scrutinising a portfolio of levelled work, and displays of pupils' work throughout the school. Across the school, teachers plan a wide range of activities for art and design following the art and design scheme of work. In Key Stage 2, teachers make good use of a range of materials to encourage pupils to create imaginative designs. For example, in a good Year 3 lesson, pupils carefully joined sticks with string when building sculptures to improve the school environment. The teacher successfully modified the lesson because of weather constraints and promoted purposeful discussions with the lower ability class of the year group. Teachers successfully encourage pupils to evaluate their work for example one pupil described their fox creation as, "it looks as if it's crouching". The overall good quality of work in Key Stage 2 is indicative of teachers' good subject knowledge, good planning to incorporate available resources and high expectations of pupils to produce good quality work.
111. Pupils clearly enjoy art and design. They speak with pride when explaining their work. In group tasks they co-operate well when using areas of wall space and are particularly careful to maintain a high quality of presentation in their displayed work and in also in their art jotters. Pupils are extremely ambitious when discussing design steps and high expectations are made of all boys and girls. Art and design makes a good contribution to developing pupils' spiritual, moral, social and cultural development. Pupils work together to create joint designs and develop good techniques for sharing ideas and resources. Pupils' spirituality is developed well when they look at the work of great artists for example, Van Gogh, French impressionists and Andy Goldsworthy's work with natural materials. Through such studies pupils gain experience of appreciating the wonder of artistic creation. Pupils also develop their awareness of their own culture and that of others through the study of artists from other countries.
112. Leadership and management of art and design are good. The recently appointed co-ordinator is a specialist who is very keen to develop the subject further. She has made a good start to putting together a portfolio of levelled work that will support teachers' assessment of pupils work against expected levels of attainment. At the moment, however, she has no opportunity to monitor teaching and learning in her

subject. The school has adopted a nationally recommended scheme of work but the policy document is in need of updating to personalise this scheme to Shay Lane School and to develop a suitable assessment system to monitor pupils' attainment and progress and to improve aspects of teaching and learning. All requirements of the national curriculum are covered. The art and design programme is well integrated into planned, cross-curricular themes. Art and design supports pupils' cultural development well. Resources are satisfactory.

DESIGN AND TECHNOLOGY

113. Standards in design and technology are in line with national expectations at the end of both key stages. Standards have been maintained since the last inspection. All pupils, including those with special educational needs and English as an additional language make satisfactory progress.
114. Year 2 pupils' knowledge and understanding of the basic experiences and processes of the design and technology curriculum are satisfactorily developed when they plan a design of Joseph's Dreamcoat. They consider a choice of fabrics and methods they will use to measure, mark out, cut, shape and join the selected materials. Before evaluating the finished articles they attempt to improve their appearance by sticking on simple decorations. Following an appropriate design process, including the use of information and communication technology, pupils make a good variety of wheeled vehicles that they later evaluate. In the lesson inspected, two groups of pupils build upon sewing skills achieved to make glove puppets from felt, while another unsupported group draw designs before selecting materials to make paper-bag puppets. Most pupils can use needle and thread with some facility and safety, while the group working independently use scissors and glue effectively to combine a good variety of materials. All pupils develop an appropriate range of skills and make satisfactory progress throughout the key stage.
115. In Key Stage 2, pupils are aware of the design process. As part of three dimensional work finished products of fence weaving and stick sculptures are of a good standard and pupils' evaluation shows sound understanding of the processes involved. These pupils have previously made sandwiches after planning a design process that incorporates choice of ingredients, health and safety issues relating to food hygiene and tool requirements. Year 4 pupils design and make a variety of torches to match a variety of purposes. Good cross-curricular links are made with batteries and wires for power and, on completion, pupils paint good quality three dimensional images of torches that make a particularly effective display. In Year 5, pupils further develop design ideas and list what they want to achieve when making a variety of musical instruments. They choose materials to fit the purpose, measure and mark out, before assembling parts using a variety of joining media. Sewing skills are further developed when pupils design and make lavender purses in the style of the Victorian era, using felt and fresh lavender. They decorate them by sticking on a variety of materials to make them aesthetically pleasing. Year 6 pupils complete a design brief before making a pair of slippers. They select from a good range of materials to successfully make foot wear that is comfortable, attractive, flexible and hard-wearing. When evaluating fairground rides that they have made, pupils ask questions such as 'Did your design go to plan?' 'Does it achieve the design criteria?' and importantly, 'What improvement/development would you make if you made it again?'

116. The quality of teaching is satisfactory overall. Teachers have a satisfactory knowledge and understanding of design and technology and follow the school's scheme of work thereby ensuring that over time, pupils experience a satisfactory range of design and technology activities. In the one lesson observed during the inspection the quality of teaching and learning was good. Planning for the two activities undertaken included opportunities for pupils to consider alternative designs. There was good appropriate use of praise and the lesson was well resourced to offer pupils a wide choice from a selection of materials. Opportunity for independent learning was promoted, but those pupils who needed it received good quality 1-1 support. Attitudes and behaviour were very good with particularly good co-operation evident when sharing, selecting and using resources. Very good relationships supported a most enjoyable lesson.
117. Leadership and management of the subject are satisfactory but improvements need to be made to update the policy to match the recently adopted, national scheme of work. The adoption of this scheme is a positive development and provides good support for teachers. Quality of pupils' work is monitored informally but there is no monitoring of teaching in design and technology lessons. Planning does not take into account mixed-age classes and this is an area for urgent development. The school does have sufficient space to maintain a portfolio of pupils' work that would provide good support for teachers when assessing standards within their year groups. Resources for the delivery of the curriculum are unsatisfactory, particularly those relating to safe drilling and sawing of materials.

GEOGRAPHY

118. Standards are in line with national expectations at the end of both key stages. This is the same judgement as at the previous inspection. All boys and girls, including those with special educational needs and English as an additional language make satisfactory progress. Geography and history are taught in blocks of half term intervals. This ensures equality of teaching time between the two subjects. A nationally approved scheme of work has been adapted to include topic-based learning.
119. At the time of the inspection it was only possible to inspect one designated geography lesson. The judgement of standards is based upon scrutinising pupils' work, by talking with pupils and by inspecting teachers' planning documents. Long and medium term planning shows that curriculum coverage requirements are being satisfied.
120. In Key Stage 1, pupils develop a satisfactory knowledge and understanding of land use in the immediate locality by walking around the area and identifying important buildings such as the local church. Year 1 pupils make comparisons with a place further afield when they visit Filey. Year 2 pupils talk about differences between life on an imagined remote island of Struay compared with their own lives in West Yorkshire. They understand how land use is important for farming and how useful the sea is for fishing. They find it difficult to understand how so few people can share such a big area of land. The 'Barnaby Bear' developmental approach to geographical studies supports pupils' understanding well when they identify his routes to a variety of worldwide locations on a map. They are able to satisfactorily use maps to identify the start of journeys made by postcards that have been received by their families and friends. When they visit Cannon Hall Farm, boys and girls examine the amount of

land that different animals require for a healthy life. Environmental awareness is developed by visiting Coppers Lake with discussions about the importance of people not dropping litter when looking after the environment.

121. By the end of Key Stage 2, pupils' knowledge and understanding have developed satisfactorily to enable them to evaluate the physical features of a river valley and the importance of the processes of erosion and deposition in producing different landforms such as Spurn Head at the entrance to the Humber estuary. They have a sound knowledge about river development and the geographical meaning of terms such as mouth, meander and tributary. They are familiar with using maps and aerial photographs for geographical research. When studying Greece they describe where it is and why life there is such as it is. They research climate, surrounding seas and countries and work out distances to other countries, including England, by using a variety of maps. They use secondary sources of evidence with an emphasis on effective use of the Internet. They are secure in applying mapping skills of the local area and identify features using Ordnance Survey maps. They describe route directions effectively from home to the River Calder. Pupils have a satisfactory knowledge of a good number of the rivers and seas of Europe and identify the capital cities of European countries.
122. The quality of teaching is satisfactory overall pupils' enquiry and research skills are insufficiently developed in most classes. Pupils are not encouraged to discuss, form opinions and write evaluations of issues such as for example, the building of a hypermarket in, or a motorway through, the village of Crofton. Good use is made of resources such as maps and aerial photographs to develop pupils' knowledge and understanding of physical features related to the River Calder and its outflow into the Humber estuary. Good use is made of an interactive whiteboard in Year 6 linked to the Internet. In the one lesson observed, the teacher skilfully used questions to include all the pupils.
123. Pupils enjoy geography lessons. In the lesson inspected pupils' attitudes and behaviour were good. Pupils show a clear interest in the subject matter and respond confidently to requests to demonstrate their understanding of what is being taught by using the whiteboard.
124. Leadership and management of geography are satisfactory overall but improvements are needed. The co-ordinator has been in post for almost one year but has no opportunity to monitor the quality of teaching and learning because of the impact of staff changes and the need to improve aspects of English, mathematics and science. Resources for geography are unsatisfactory overall with a poor range of books and artefacts to support pupils' learning. There are very few maps of sufficient quality to promote geography through interactive displays. The number of CD Roms is insufficient to support pupils' in-depth understanding of topics being taught. The weaknesses in resources reduce pupils' skills of using such resources for research purposes. Assessment of pupils' progress and achievement, related to national curriculum levels, is not yet undertaken and is an area for further development. The school is fortunate in the large area of its outside accommodation. Good opportunities are being missed to develop pupils' mapping skills in not utilising this resource to introduce orienteering.

HISTORY

125. Standards of attainment at the end of both key stages are in line with national expectations. Pupils of all groups including those with special educational needs and those with English as an additional language make satisfactory progress overall. Although standards are not as high as judged at the time of the last inspection there is still good progress in some year groups in Key Stage 2.
126. Pupils at the end of Key Stage 1 demonstrate a secure knowledge of the topics they have studied. The skills of the subject are not, however, developed progressively. Pupils know the work of Florence Nightingale and a few higher attaining pupils successfully write lengthy accounts of her life. Teachers encourage pupils' recall by incorporating discussion and role-play in their approach to the subject. Pupils are able to sequence events such as the Fire of London and appreciate the value of eyewitnesses such as Samuel Pepys. There is a lack of expectation for all pupils to develop recording skills.
127. Similarly pupils at the end of Key Stage 2 have a secure factual knowledge of the topics studied but do not employ subject skills. They know the essential differences between Athens and Sparta but deal with them superficially. They are not challenged to study in depth the reasons for or the results of major events and changes. They show little experience of considering interpretations. The Internet is used regularly for research but pupils are not required to produce structured work of substance. Younger pupils in Key Stage 2 are developing knowledge and understanding as well as subject skills. Pupils studying modern Britain link popular music with the events of each decade and show good recall of information. Those challenged to explain the sequence of events beginning World War 2 responded well and Year 3 pupils used artefacts knowledgeably to explain features of Viking civilization.
128. The subject does not have a high enough profile in some year groups and expectations for the organisation and presentation of pupils' work vary. In some classes pupils' history work is not readily identified and it is difficult for pupils to appreciate their own progress or to make use of previous learning. There is good use of the Internet for research but insufficient use of other reference sources such as books and documents. In some year groups pupils have limited opportunities for studying artefacts or evidence. When the opportunities are provided, pupils apply their knowledge well. History is not a significant priority for school development at present.
129. The quality of teaching and learning throughout the school is satisfactory overall but during the inspection examples of good teaching were seen in Key Stage 2. In Key Stage 2 the curriculum includes experiences such as a visit to Wakefield Museum and the re-enactment of a Victorian School day. The high quality of pupils' recall indicates how effective these experiences were in promoting learning. In year 5 pupils are encouraged to use mind-mapping as a means of improving recall and organising their thinking. Teaching is less effective when the subject is not given a clear identity and subject skills are not taught progressively. Marking is used inconsistently.
130. Pupils' attitudes to the subject are good and they clearly enjoy history. The subject makes a good contribution to pupils' spiritual moral social and cultural development. Pupils empathise with the situation of others, for example, when writing about the drudgery of Victorian servants.
131. The quality of leadership and management of the subject is satisfactory overall but there are weaknesses because there has been little monitoring of performance in the

subject yet. New initiatives have been too recent to have an impact. Although teachers' assessment in the subject is basic, the use of information to inform the curriculum is not effective. A satisfactory curriculum is provided following the government recommended scheme with pupils being taught three topics each year. The quality of resources is adequate and has been improved with the provision of new textbooks but there is some shortage of artefacts, software and library books.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. Standards of attainment are in line with expectations at the end of Key Stage 1 and above expectations at the end of Key Stage 2. Pupils of all groups including those with special educational needs and those with English as an additional language make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Standards have improved since the last inspection. The improvement in resources and in particular the access to the computer suite has facilitated the improvement in standards.
133. Pupils at the end of Key Stage 1 are purposeful users of information and communication technology. Through regular skills teaching they are made aware of the possibilities of information and communication technology and apply their knowledge to new situations. Pupils know they can use the Internet for research for example when following up a farm visit. They know the main tools of paint programs and add captions to their pictures. Word processing is used frequently for poems and stories with added graphics. On occasion the emphasis is on presentation rather than independent communication. Pupils develop early control skills by planning routes around obstacles for floor robots. Younger pupils display information in graph form and use word banks for example in labelling parts of the body. The youngest pupils show unusual confidence for their ages in finding their way through menus and selecting icons. The confidence demonstrated by many pupils indicates that higher attaining pupils could deal successfully with greater challenge.
134. Pupils at the end of Key Stage 2 demonstrate good levels of confidence and expertise in information and communication technology. They respond well to the high expectations of their teachers. They make good presentations including sound, graphics and text for example in suggesting ways for improving story writing. Pupils confidently employ many features of spreadsheets and use them selectively for example to identify a discrete range of scores. They are able to achieve well because they are offered valid contexts for using information and communication technology for example in gaining information about pupils' achievements in test results. This builds on the experience of younger pupils in assembling databases and using a variety of graphs. Pupils follow the model of their teachers in using the Internet for example in researching the life of John Lennon for their history topic. Younger pupils experience control in directing on-screen pointers and in solving simulation problems. The oldest pupils currently have limited opportunities to study sensing and monitoring because of the level of resources.
135. Pupils have good attitudes to the subject, are keen to learn and are willing to undertake work in their own time. They are well motivated and many have access to computers at home. The subject makes a good contribution to pupils' spiritual moral social and cultural development. Pupils work well together in the computer suite readily sharing expertise. Even the youngest pupils in the Foundation Stage are quick

to help each other. The oldest pupils take responsibility for example in ensuring that work is backed up each week.

136. The quality of teaching and learning in Key Stage 1 is satisfactory and good in Key Stage 2. The curriculum is now based on a recommended scheme and meets requirements. Teachers use information and communication technology to improve the efficiency of their planning and to provide resources especially in the foundation subjects. This provides a good model for pupils. Each year group has access to the computer suite for taught information and communications technology lessons and also for computer-based literacy and numeracy sessions. Information and communication technology is used regularly for research and on occasion to provide access to situations that cannot be gained in normal ways for example a virtual tour of a temple. Pupils are not expected to use information and communication technology for extended writing projects thereby reducing the skills of pupils using computers for writing.
137. The school has an appropriate development plan for the subject. The co-ordinator provides good leadership and management and is a positive force for the improvement of standards in the subject. She has a good overview of the subject especially in Key Stage 2 and provides in-house training to reinforce teachers' knowledge and understanding. The school has an appropriate Internet safety policy. Assessment is used largely to ensure pupils have covered the curriculum. The use of assessment data to direct curriculum planning and to track pupils' progress is still in its early stages. The co-ordinator has assembled a portfolio of pupils' work which will improve teachers' appreciation of assessment.
138. The quality of resources is good overall. At the time of the inspection the ratio of computers to pupils did not meet the national average. Additional machines however are due within weeks so that the school will shortly equal the national average. The computer suite is well equipped and well used. The school has recently acquired interactive whiteboards for three classrooms. These are in regular use and are helping to building up the skills and confidence of staff and pupils. The school has a good range of software for the delivery of the subject curriculum except for the higher order skills in sensing and control. This area could be extended to provide opportunities for higher attaining pupils.

MUSIC

139. Music is a strength of the school. Standards of attainment at the end of both key stages are well above national expectations. Pupils throughout the school achieve well and all pupils including those with special educational needs make good progress. Teachers ensure that all pupils are included in lessons. There is no difference in levels of attainment and achievement between boys and girls. The very small number of pupils with English as an additional language have no difficulty in the subject. There has been good improvement since the previous inspection because standards have risen in Key Stage 1 and remained high in Key Stage 2.
140. By the end of Year 2, pupils have a much better than expected understanding of composition, they use their own symbols to compose a piece of music (yet to be named). They show a very good sense of rhythm when playing percussion instruments. They accompany the piano very well when they play their own piece.

Musical instruments are handled with care. Pupils show well above standards in singing. They sing in tune, rhythmically and are aware of tempo and dynamics. When singing 'When The Saints Go Marching In', pupils maintain their own part in a two-part song. By the end of Year 6, pupils have built very effectively on the skills they have learned earlier. Their standard of performance is well above that expected for their age. In their performance of the 'Peace Child', pupils sing with excellent understanding of rhythm and phrasing. There is a precision that is rarely seen in performances by pupils of this age. Many pupils play instruments including flutes and cellos. They perform confidently, for example when the flute group perform before the whole school in assembly.

141. The very good quality of teaching and learning seen throughout the school is the reason why standards are high. Teachers in all classes have very high expectations both in terms of behaviour and musical performance. Pupils are challenged, for example when they compose and play their own work. In Year 5 and Year 6, pupils are given opportunities to sing a wide range of different songs including the beautiful and spiritually moving 'Haiya! U-Tomby', sung in the mythical 'Mambican' language. Other styles of song used include 'jazz-rock' and 'rap'. Teachers give pupils opportunities to experiment with sound, for example adding echo and playing sounds backwards. Teachers are very enthusiastic in music and this is recognised by the pupils who have very good and at times excellent attitudes to the subject. In a rehearsal for the production of 'Peace Child', all Year 5 and Year 6 pupils showed excellent attitudes and standards of behaviour. This resulted in the teachers being able to concentrate on developing the performance. When working together teachers and other adults give the pupils excellent role models. All pupils from Reception to Year 2 were encouraged to sing because all adults in the classes were out at the front singing with great enthusiasm and tunefulness. Teachers develop both literacy and numeracy skills effectively in music. Pupils read the words from songs; they develop speaking and listening skills as they perform. Counting beats and listening to rhythms help to develop mathematical skills. Teachers develop pupils' spiritual, moral, social and cultural skills effectively in music. There are opportunities to think about the words in songs, pupils reflect on music in assemblies and listen to music from across the world. Social skills are developed when pupils sing and play in groups.
142. The subject is effectively led and managed. The co-ordinator is very well qualified and talented. She has a very clear vision of the subject. She works hard to maintain high standards and uses her expertise to teach both her own and one other class. She has not yet had time to monitor the teaching and learning in other classes to identify the many areas of good practice and any areas for further development. Assessment in the subject is at an early stage and at the moment step-by-step development of skills depends on the expertise of individual teachers. This has been recognised and is to be addressed in the near future. Resources are satisfactory but it has been recognised by the co-ordinator that to maintain the very high standards a number will need replacing in the near future. The music curriculum is enhanced by very good quality opportunities for pupils to learn musical instruments.

PHYSICAL EDUCATION

143. Standards of attainment at the end of both key stages are above national expectations. Pupils throughout the school achieve well and make good progress. Where pupils have particular physical special educational needs, they are given additional support and encouragement to ensure they perform to the best of their ability and make progress in line with the rest of their class. There are no issues for the very small number of pupils with English as an additional language. There are no differences in the attainment or achievement of boys and girls. The school has made satisfactory progress since the previous inspection and maintained the good standards.
144. By the end of Key Stage 1, pupils show a good awareness of space when performing. They know it is important to perform safely, for example by ensuring only one person is on a piece of equipment at any one time. There are individual pupils recognised as being particularly talented, in the performance of gymnastic skills and they show very good techniques, for example when landing and finishing off a movement. Almost all pupils climb and balance at a better level than expected and most show good finish to their performance. No lessons took place in Year 6 during the inspection period. In the Key Stage 2 lessons seen, pupils performed at a higher than expected level. Pupils show better than expected skills when bouncing balls round bases and when dribbling footballs. They carry out step-ups, skipping and throwing a ball at a target better than expected. Swimming skills are at a higher than expected level with almost all pupils swimming 25 metres before they leave the school.
145. The quality of teaching and learning is good in both key stages. Teachers make lessons interesting to the pupils, by the use of equipment. Most teachers use pupils' performance to demonstrate good practice but occasionally opportunities to do this are missed. In Key Stage 1 opportunities to link physical education to health education are missed because teachers do not talk about the effects of exercise on the body. Relationships with pupils are good and good class management ensures that pupils work safely. In a Year 4 physical education lesson, the teacher used pupil recording very well to aid personal development. Pupils had to carry out a series of exercises, record their score and then compete against themselves to improve their score. This task also developed pupils recording skills. Teachers develop speaking and listening skills very well. There is good development of moral and social skills when pupils learn the rules of games and play together in pairs, groups and teams.
146. Pupils respond well to the good quality of teaching. There are very good attitudes and behaviour. Pupils listen carefully to the teacher's instructions. They are very enthusiastic and want other pupils to succeed, seen when a pupil with particularly complex special educational needs climbs a gym ladder for the first time. When working together they do so maturely. They co-operate and collaborate very effectively with each other.
147. The subject is well led by a new co-ordinator. She has not yet had time to have an impact on the subject. She has not had any time to monitor teaching and learning in the classrooms to identify areas of good practice and areas for further development. Assessment procedures are unsatisfactory at the moment. There is no guarantee of step-by-step skill development as pupils move through the school. The resources are good in all areas except some aspects of dance. The curriculum is enhanced by a range of good quality extra-curricular activities including hockey, football and netball. Including competitions with other schools.

RELIGIOUS EDUCATION

148. Standards of attainment by the end of Key Stage 1 are at the level expected in the syllabus used by local schools. Pupils achieve satisfactorily and make satisfactory progress. Additional support and full involvement in lessons ensure that pupils with special educational needs make progress in line with their classmates. By the end of Key Stage 2, pupils have achieved well and standards of attainment are above those expected. Pupils with special educational needs receive additional support where necessary and as a result make good progress. There are no issues for the very small number of pupils with English as an additional language. There are no differences in the attainment or achievement of boys and girls. There has been very good improvement since the previous inspection when religious education was a key issue because the syllabus and standards of attainment were unsatisfactory. The syllabus now meets requirements and standards have risen because all elements are taught and the quality of teaching has improved.
149. By the end of Key Stage 1, pupils have a sound understanding of two major religions, Christianity and Sikhism. They know there are special places of worship including churches and Gurdwaras. When talking about the Gurdwara pupils understand that there are rituals such as removing shoes and covering your head. Pupils talk about people who are special to them, for example parents and other relatives. They have a simple understanding of the story of Christmas and Easter. By the end of Key Stage 2, pupils have built on the skills acquired earlier and show a better than expected understanding of the world's major religions. Pupils have a good understanding of Christianity, recalling Bible stories including The Good Samaritan. They link Biblical quotes very effectively to their own life. They talk about the verse Luke 10 v 27 'Love your neighbour as yourself', showing a clear understanding that Jesus was talking about everyone rather than just your immediate neighbours. Pupils talk about forgiveness; expressing the view that although Christians are expected to forgive this is not always easy. Pupils show a good understanding of Judaism, recalling Bible stories, for example the stories of Abraham. They have a satisfactory knowledge of Jewish festivals and the holy Torah Scrolls. Pupils have good understanding of the Five Pillars of Islam and explain why the Qur'an is kept covered on a high shelf within the school. They compare religions, for example they understand that in Islam, Jesus is regarded as a prophet, while in Christianity He is regarded as the Son of God. They recall the story of Muhammad and the Night of Power.
150. The quality of teaching and learning is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers make very good use of visits out from the school to places of worship and then use follow-up sessions effectively to develop learning. Pupils are encouraged to discuss what is special to them and how they feel. There are some times when teachers, particularly in Key Stage 1 spend too much time discussing and as a result opportunities to record are limited. This results in missed opportunities to develop literacy skills. Pupils are challenged in lessons. In a Year 3 lesson on a story about Abraham and the idols, pupils were asked to reflect on idols in their life. They were encouraged very well and talked about love, trust and faith. The teacher asked challenging questions such as 'Why did Abraham disagree with the people of the town?' Teachers have good class management and relationships are good. This results in teachers being able to spend time on educational matters rather than talking about behaviour. Teachers develop spiritual, moral, social and cultural skills very effectively in religious education. On a recent visit to a church, Year 1 children

reflected when a candle was lit and asked if they could pray for a young girl who had died recently in the village. There are many opportunities to think and talk about different beliefs. Pupils learn about the culture and rituals of the major world religions. Teachers give pupils satisfactory opportunities to develop literacy skills in some classes but this is inconsistent. The use of information and communication technology is satisfactory. Teachers make good use of virtual sites, for example the Gudwara. There are limited opportunities for older pupils to use computers for research purposes. The main use of computers is information retrieval, rather than teaching information and communication technology skills via religious education. Marking rarely sets targets for pupils to improve.

151. The head teacher has oversight of the subject since the previous co-ordinator left the school recently. The management of the subject is satisfactory at the present time. It is recognised that the present arrangements for assessment do not guarantee step-by-step skill development as pupils move through the school. Resources are unsatisfactory and the number of artefacts needs increasing. The resources are stored unsatisfactorily with the exception of the Qur'an, which is appropriately kept covered on a high shelf. Visits out to churches and other places of worship and visitors to school by faith leaders have a positive effect on learning.