

# INSPECTION REPORT

**CARLTON-IN-SNAITH COMMUNITY PRIMARY  
SCHOOL**

Carlton, near Goole

LEA area: North Yorkshire

Unique reference number: 121386

Headteacher: Mr PA Holgate

Lead inspector: Mr A Giles

Dates of inspection: 26<sup>th</sup> – 28<sup>th</sup> April 2004

Inspection number: 255718

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	183
School address:	Townend Avenue Carlton Goole
Postcode:	DN14 9NR
Telephone number:	01405 860736
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Hulme

Date of previous inspection: June 1998

## CHARACTERISTICS OF THE SCHOOL

Carlton-in-Snaith Community Primary school has 183 pupils on roll between the ages of 4 and 11 years. The school is situated in the rural village of Carlton, some 7 miles from the town of Selby. It is on the southern most border of North Yorkshire. The school has falling rolls and is under subscribed at the present time. The school serves the village with a significant number of pupils travelling from other local areas. This is a mixed catchment area with more examples of lower socio- economic groups compared to the time of the last inspection. There is a permanent travellers' site in the village, and presently traveling pupils make up 2 per cent of the school population. There are high levels of pupil mobility in some years with high numbers of pupils entering and leaving on a regular basis. The most recent baseline assessments and other data show the attainment of pupils to be in line with that expected on entry to school. This contrasts with the good language skills identified at the time of the last inspection. The number of pupils eligible for free school meals is 11 per cent, broadly in line with the national average. This has risen since the previous inspection. 15.3 per cent of pupils are on the Special Educational Needs register, which is broadly in line with the national average. Three children have statements of special educational need and this is above average. The school achieved a School Achievement Award in 2001, the International School Award from the British Council and a Special Educational Needs Quality Mark.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17709	Mr Alan Giles	Lead inspector	Mathematics
			Science
			Physical education
			Special educational needs
			English as an additional language
12536	Mrs Sylvia Bullerwell	Lay inspector	
27477	Mrs Josephine Mitchell	Team inspector	Foundation Stage
			Geography
			History
			Music
			Religious education
23375	Mr John Hicks	Team inspector	English
			Information and communication technology
			Art and design
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Carlton-in-Snaith Community Primary is a satisfactory school.** It is a school where staff share a common purpose of commitment and care for its pupils to help them achieve. Children in the reception class receive a good start to their education and this momentum is now better maintained to the Year 2 national tests than in previous years. The school is now working more closely with the Local Education Authority to develop strategic plans to rectify the issues of inconsistency of challenge for all pupils to meet their full potential. Older pupils are making satisfactory progress to meet appropriate targets. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Senior management insufficiently monitors and evaluates school targets and performances.
- Pupils have good attitudes to learning and behave well.
- Standards in writing and mathematics are not as high as they should be.
- Inconsistent expectations and challenges for pupils learning as they move through the school.
- Well above average standards in science and above average standards in information and communication technology.
- Teaching and learning is consistently good in the reception and Year 1 classes.
- Pupils with special educational needs are making good progress.
- 2003 overall attendance figures are below average.
- Very well enriched curriculum.
- Teaching is insufficiently monitored to share strengths and improve weaknesses.
- Links with other schools and with the community are very good; they broaden pupils' learning opportunities and are aiding achievement.

The school has made satisfactory improvement since the last inspection. The Governing Body has fully rectified all breaches of statutory requirements. Although the priorities for school development are relevant, the arrangements for systematically monitoring and evaluating their impact are still not rigorous enough. By adopting national schemes of work for subjects there is a greater degree of consistency in planning and more resourceful support for teachers.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	E	E
mathematics	A*	C	C	C
science	A*	A	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**The achievement of pupils is satisfactory.** The 2003 English results were well below the national average when compared to similar schools. These results can be explained by the very high percentage of pupils who had special educational needs and some low expectations for writing standards. The mathematics results are average when compared to similar schools and standards in science well above those expected. Present reception class children make good progress when measured against their average starting points. Their achievements in communication, language and literacy, personal, social and emotional development and their mathematical development are above those expected at this stage in their education. Present standards in reading and writing are above those expected in Year 2. Present standards in English in Year 6 are in line with those expected nationally but not as high as they could be. This is because writing skills are underdeveloped in comparison to reading. Pupils speak well but underdeveloped listening skills restrict their learning potential. Present standards in mathematics for Year 2 pupils are above those

expected nationally and significantly exceed the standards shown in the recent trend of national tests results for this age. Present standards for Year 6 are in line with those nationally expected at this stage. They are not achieving as well as they do in science. Year 6 pupils have a well above average grasp of a range of scientific concepts and this is reflected in the school's performance in the Year 6 science national tests since the last inspection. Standards in ICT have improved since the last inspection and standards in Years 2 and 6 exceed the expected levels for their age. Standards in religious education are in line with the expectations of the Locally Agreed Syllabus in Years 2 and 6. Music continues to contribute a great deal to the life of the school. Pupils with special educational needs and travelling children who attend the school make good progress.

**Pupils' personal development including their spiritual, moral, social and cultural development is good.** Pupils have a good understanding of their responsibilities and learn how to treat each other with respect. They have an active interest in learning new things and they are interested in the range of activities on offer. The majority behave well in class with a small number finding it difficult to listen. Pupils' understanding and awareness of living in a culturally diverse society is well enriched by the international dimension of the curriculum. Attendance is unsatisfactory after being above average for the previous two years.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education. Teaching and learning are satisfactory.** Although the quality of teaching is satisfactory overall, with numerous examples of good practice, there are areas such as planning and assessment that are unsatisfactory. Some teaching does not have enough challenge and expectations are not geared to different abilities. Pupils respond more enthusiastically when their teachers offer a rich variety of activities and teaching methods to match their learning needs. In the good lessons, teachers are clear about what learning is expected for all levels of ability. In other lessons expectations for what pupils can achieve, using National Curriculum targets, are not high enough. A very good range of extra curricular activities enhances achievement. Pupils' learning is enriched by the introduction of German in Year 6 and all pupils' involvement in the international schools project. The school provides good personal guidance for its pupils. Academic support is satisfactory but requires the use of more specific targets to support learning at school and home. The management and effectiveness of the partnerships with other schools and the wider community is very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership of the school is satisfactory.** Management procedures are satisfactory. There is a strong commitment to achieving the full potential for every pupil but this is not always achieved. Although assessment procedures have improved and tracking of pupils' progress is used, the information gleaned is not used sufficiently well to improve target setting to improve standards. Curriculum action plans have improved the quality and relevance of the school development plan and usefully inform the next stages in the school's development. However, whole-school evaluation and monitoring is insufficiently checking the impact of this especially as it impacts on pupils' achievements. Teaching and learning are not monitored sufficiently well by senior management and subject leaders to share the strengths in practices and improve the continuity in pupils' learning. The governance of the school is satisfactory. They have successfully remedied the issues of non-statutory compliances since the last inspection. They are committed to ongoing improvement but are not monitoring and evaluating the impact of present policies.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils have positive views of the school. Pupils talk positively about the range of activities on offer and their involvement and interest in the life of the school. The parents support the school in a wide range of activities and the school is increasingly involving parents in its work.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- For senior management to use better self-evaluation procedures to set clearer expectations for teaching and targets for pupils' achievements.
- Ensure all teachers improve their use of assessment and planning to set more rigorous and challenging targets for their pupils.
- Improve overall attendance figures.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall achievement throughout the school is satisfactory. Since the last inspection Year 2 pupils achieved standards ranging from average to well below average in reading and writing. Results have been similar in mathematics. The number of pupils in each cohort is small, nevertheless these results are lower than expected when compared with similar schools over the last four years. Present Year 2 pupils are making satisfactory progress in reading, writing and mathematics, with standards in all three areas above that expected for their age. Since the last inspection Year 6 standards in English, mathematics and science have fluctuated between average to well above the national average. With the exception of the 2003 English results this represents good progress compared with prior achievement at Year 2, but leaves scope for still higher achievement. The 2003 English results were well below the national average when compared to similar schools. These results can be explained by the very high percentage of pupils who had special educational needs requirements in both reading and writing. These pupils made good progress and attained standards just below those expected nationally. They were, however, still low enough to significantly alter the overall school grade in comparison to mathematics and science.

#### **Main strengths and weaknesses**

- Well above average standards in science in Year 6.
- Present Year 2 standards are much higher than the previous four years because of better teacher expectations.
- Present Year 6 pupils standards in writing and mathematics are not as high as they are capable of.
- Good progress made by children in the reception class.
- Standards in ICT are above expectations in Years 2 and 6.
- Pupils with special educational needs, including those with statements of their special educational need, make good progress.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
Reading	15.5 (14.8)	15.7 (15.8)
writing	13.8 (14.2)	14.6 (14.4)
mathematics	15.3 (15.8)	16.3 (16.5)

*There were 24 pupils in the year group. Figures in brackets are for the previous year*

#### ***Standards in national tests at the end of Year 6 – average point scores in 2003***

Standards in:	School results	National results
English	25.3 (28.1)	26.8 (27.0)
mathematics	26.8 (27.4)	26.8 (26.7)
science	30.1 (30.0)	28.6 (28.3)

*There were 35 pupils in the year group. Figures in brackets are for the previous year*

#### **Commentary**

1 Present Year 2 pupils entered school with abilities above those normally expected. They are on target to achieve above average standards in their reading, writing and mathematics tests. Up until 2004, and since the last inspection, a significant number of Year 2 pupils of all abilities have not achieved the standards they were capable of in these three subjects. During the same period

the profile of results for Year 6 compared to similar schools is good. Overall, taking all three core subjects, the school rate of improvement has been in line with the national improvement rate. Present English and mathematics standards in Year 6 are in line with those expected, but pupils could be achieving better in writing and mathematics as they move through the school. Standards in science are a strength of the school and have been consistently well above those achieved nationally at this age since the last inspection. Inspection findings confirm these high standards and levels of achievement.

2 Children in the reception class make good progress when measured against their starting points. No comparison can be made with the last inspection as the under fives were not reported on. However, more recent entry profiles show increasing weaknesses in the areas of personal and social skills and many children find it difficult to listen. A well-planned curriculum in all areas of learning enables children to reach all the early learning goals by the end of the year. The standards achieved in communication, language and literacy, personal, social and emotional development and their mathematical development are above those expected at this stage in their education.

3 Present standards in reading and writing are above those expected in Year 2 and in line with those expected in Year 6. Throughout the school pupils speak well in a wide range of contexts. Pupils of lower ability make good progress in broadening their vocabulary in group discussions. Not all pupils listen to their teachers or each other as well as they should. The school has a comprehensive programme to encourage pupils to read. Books are generally well matched to pupils' interests and abilities so that they have the right amount of challenge to develop reading skills. Reading records are carefully maintained and shared with parents so that they are in a better position to help their children improve. Pupils are often imaginative in their writing and many use creative language to good effect, however standards in writing are not as good as those for reading. Handwriting is not a strong feature in most classes and work is not well presented to aid clarity. Correct punctuation and grammar are not consistently emphasised and as a result pupils continue to make elementary errors by Year 6.

4 Present standards in mathematics for Year 2 pupils are above those expected nationally and significantly exceed the standards attained in the most recent national tests. Resources and tasks are used well to increase opportunities to develop enquiring and inquisitive attitudes towards the subject. Present standards for Year 6 pupils are in line with those expected nationally. The majority of the older pupils in Years 5 and 6 are making satisfactory progress and are working at levels expected of them. This is because knowledgeable teaching is improving confidence and attitudes towards the subject. Achievement is improved at this stage by creative use of the National Numeracy Strategy that helps mental awareness and the varied use of appropriate mathematical vocabulary. These levels of challenges were not maintained in earlier years. As a consequence older pupils are not achieving the potential they are capable of when compared to pupils in similar school settings.

5 At the age of 11 pupils have a well above average grasp of a range of scientific concepts and they achieve well in this subject. This level of achievement is reflected in the school's performance in the science national tests for 11 year olds since the last inspection. Pupils have a very good understanding of scientific vocabulary and use this knowledge very effectively in their experimental work.

6 Standards in ICT have improved since the last inspection and pupils' aged seven now exceed the expected levels for their age. Standards for 11-year-old pupils continue to be above the levels expected nationally for pupils of their age. Pupils' confidence in the subject improves as they are given many opportunities to develop and practise their skills both in lessons and during extra-curricular activities. As a result, they are confident about computers and are competent in using a wide range of programs.

7 Standards in religious education are in line with the expectations of the Locally Agreed Syllabus in Years 2 and 6. Pupils respond well to thought provoking questions based on the values of Christianity. They have a satisfactory knowledge of the facts about Islam and Judaism, but less understanding of the values that are important to these religions.

8 Pupils' knowledge and understanding of art and artists from a number of cultures is used well to enliven other areas of their work. Some design and technology work shows good imagination and careful construction. In music the school has maintained the well above standards present at the last inspection and the subject continues to contribute a great deal to the life of the school.

**Pupils' attitudes, values and other personal qualities**

Pupils' personal development is good. The majority of pupils have good attitudes to learning. Pupils' behaviour is good. Attendance is unsatisfactory. Punctuality is good. Pupils' spiritual, moral, social and cultural development is good.

**Main strengths and weaknesses**

- Pupils have a good understanding of the cultural differences in the world.
- A significant number of pupils in each class have unsatisfactory listening skills.
- Overall good behaviour with an absence of bullying or other forms of harassment.
- A good ethos for self-responsibility and respect for other people.

**Commentary**

9 Pupils have a good understanding of their responsibilities and learn how to treat each other with respect. Their questionnaire returns show they have an active interest in learning new things and that they are interested in the activities on offer. For example, Year 6 pupils take responsibility for organising and supervising some stalls at the summer garden party which boosts their self esteem and confidence and helps the school. They feel that teachers give help when it is needed and that there are high expectations for them to work hard. Inspection findings confirm the good behaviour and positive attitudes of the majority of pupils. Although all teachers have high expectations of behaviour a small number of pupils in most classes have difficulty in focussing in lessons. This is frequently observed when pupils call out and talk over each other's answers and explanations. When doing so they do not achieve to their true potential. In the returned questionnaires the overwhelming percentage of parents were happy with an absence of bullying or harassment. During the parents evening they talked very positively about behaviour in the school and the wider community and on external visits. Inspection findings concur with their positive views on overall behaviour.

10 Pupils' attendance levels have been consistently above average for a number of years but dipped dramatically in 2003. This is partly due to traveller children being away from school while still recorded on roll. On one occasion this happened for 22 weeks, which accounted for almost one per cent of all absences. Also a high number of holidays were taken during term time. The school is actively talking to parents about excessive holiday requests and has begun to refuse permission for these over and above the acceptable levels.

**Attendance**

***Attendance in the latest complete reporting year (93.7%)***

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.0.
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
Black or Black British – African

### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
179	3	1
4	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Exclusions**

11 There was one exclusion in the last school year. The same pupil had three fixed period exclusions before being permanently excluded from the school. This was carried out correctly in accordance with school procedures.

12 The school provides well for pupils' spiritual, moral, social and cultural education. Pupils are encouraged to ask questions and to find things out. The school is aware of its role in promoting self-responsibility, independence and community responsibility in pupils. There is a good ethos and harmonious working atmosphere in classrooms. Pupils have an understanding of their class responsibilities and learn how to respect and treat each other. The regular travelling children are integrated into school life very well. A lack of a whole-school forum for pupils means they are not given many additional opportunities to view their ideas, concerns and ambitions for the next stages in the development of the school. Pupils' understanding and awareness of living in a culturally diverse society is enriched by school assembly topics and their involvement in the international schools project which links all areas of learning with schools from other countries. During these links they learn about many differing cultural customs and celebrations. In religious education lessons good emphasis is placed on the significant spiritual and moral contexts of stories. Pupils have a good understanding of the feelings and reasons for the actions of the characters concerned and can adapt these to theirs and others' actions. They have a good understanding of Christian events and their roles in society.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory. Strengths of provision are the good curriculum and care for pupils and the very good partnerships developed with other schools and the community. Assessment of pupils work is unsatisfactory.

#### **Teaching and learning**

The quality of teaching is satisfactory. Pupils learn adequately. The quality of assessment is unsatisfactory.

#### **Main strengths and weaknesses**

- Teachers are not consistently using assessments of previous work in their planning for lessons to set relevant and rigorous targets for pupils of all abilities.
- Teaching and learning is consistently good in the reception and Year 1 classes.
- Expectations for what pupils can achieve, using National Curriculum targets, are not consistently high enough as they move from year to year.
- All teachers have high expectations of behaviour.
- When possible there is good use of support teachers, especially when working with pupils with special educational needs.

### Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	11	9	2	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

### Commentary

13 The quality of teaching is satisfactory overall with many good features. Appraisal of teaching and learning insufficiently informs of the best skills to adopt and share as whole-school practices. As a result, progress is not maximised from year to year and there are gaps in pupils' learning, especially in times of long staff absences. The recent use of an Advanced Skills Teacher from a local school is successfully addressing this issue. Teachers are benefiting from sharing well-taught lessons where good teaching and learning are demonstrated. As a result they are clearer about what needs additional focus and what methods help to do that more effectively.

14 In almost all lessons there is a positive atmosphere for learning. In two unsatisfactory lessons work was poorly matched to pupils' abilities and they became restless. Pupils respond particularly enthusiastically when teachers offer a rich variety of activities and teaching methods. They respond excitingly to the warm-up mental sessions in mathematics that in turn reinforces their understanding of number patterns. Strengths in science can be linked directly to well planned lessons that provide enjoyment in investigation and personal discovery. In English lessons they thrive in answering open-ended questions and refine their thoughts when answering. Involvement through speaking and listening is enhanced in plenary sessions at the end of English lessons where pupils accurately and interestingly describe their tasks to classmates so that learning is shared. However, not all teachers are making use of this successful way to end lessons. Teachers' skills of managing behaviour in lessons are good because of the positive relationships they have with their pupils. As a result the majority of pupils behave well and remain focussed in their lessons. A small number of pupils in some classes have difficulty in maintaining focus because of unsatisfactory listening skills. When this happens there are too many interruptions, which spoil the concentration of the majority and reduces pace and rigour in the lesson.

15 Teachers have at least sound subject knowledge and the use of the national strategies for teaching English and mathematics has improved the breadth of skills learnt by pupils. In the better lessons these are also used well by teachers to clarify what learning outcomes are expected. For example, in a Year 2 mathematics lesson pupils capable of higher levels of work were given additional tasks to further develop their newly acquired understanding of grid references and co-ordinates. In science, teachers of the older pupils have a good knowledge of how to further challenge pupils using the content of the national programmes of study. This is a major reason why pupils increase their levels of understanding in later years. In many other lessons, however, expectations for what pupils can achieve, using National Curriculum targets, are not high enough. Planning for these lessons describes what will be taught but does not identify what learning will take place in relation to the learning capabilities of all pupils. This is the main reason why progress and achievement is not always maximised from year to year. For example, in a good Year 5 mathematics lesson, many pupils struggle to come to terms with what is expected of them because of gaps in their understanding of basic numerical skills normally associated with learning in earlier years.

16 Overall assessment procedures are unsatisfactory. Although teachers keep useful records of pupils' achievements there is insufficient rigour in the way this information is being used to set individual and group targets for improvement. The exception to this is in the reception and Year 1 classes where regular assessments are being made covering all areas of learning. This means that there are relevant steps for all pupils that enable them to reach all their early learning targets. In Year 6 good progress is made in remedying gaps in previous learning. In other years planned tasks often fail to challenge the range of individual abilities in lessons. Teachers are not making enough use of existing assessment records to organise appropriate teaching groups and to plan relevant challenging

tasks based on prior attainment. The marking of work in books is also not linked to specific or relevant learning targets, and does not help pupils to understand what they need to do to improve their work.

17 Records for pupils with special educational needs are well focussed on previous learning. These pupils are given valuable additional help in lessons and make good progress because of it. Classroom assistants combine well with teachers, for example, when they work in small literacy and mathematics' groups to focus their skill development.

## **The curriculum**

Overall the school provides a good range of learning opportunities matched to pupils' needs. Extra activities and enrichment give very good additional support inside and outside of the school day. The accommodation and resources provide a satisfactory support to pupils' learning.

## **Main strengths and weaknesses**

- The curriculum is very well enriched by cross-subject themes and creative enrichment, both inside and outside the school day.
- Good provision for pupils with special educational needs and travelling children.
- There is a good breadth and balance of subjects and activities.
- Low numbers of support staff, especially in the reception class.
- Innovative international dimension to the curriculum that improves pupils' understanding of the wider world.

## **Commentary**

18 The curriculum continues to offer pupils a wide variety of stimulating experiences as identified in the last inspection. This has been further enriched with the introduction of the teaching of German and with greatly enhanced facilities and access to ICT. The school uses the National strategies for literacy and numeracy well to ensure an appropriate emphasis on the core subjects. Subject leaders have relevant policies and schemes of work that have improved the coverage and breadth in all subjects since the last inspection. This also ensures that a wide and interesting range of resources is used to further motivate learning. However, when accessing these plans for individual lessons, teachers do not always consider whether the new tasks are built on pupils' prior learning. A lack of monitoring of planning means these issues are not always rectified.

19 The support for pupils with special educational needs is good. Teaching assistants and support staff play a major role in carefully planning programmes in reading, writing and number. The school has developed effective record keeping systems to track the progress of these pupils and these are well coordinated by the teacher responsible for special educational needs. They are used very well, for example, to maximise the learning of traveling children who return to the school every year. The provision for the more gifted and talented pupils lacks the same level of planned provision. The provision for a blind pupil in Year 6 is excellent. Resources, accommodation and one to one support have been sensitively adapted to his needs. The absence of a fulltime teaching assistant within the reception class results in children having very restricted access to the outdoor curriculum.

20 Pupils' achievement is enriched by access to a vibrant curriculum. Very well displayed work in all classrooms is a feature of the commitment and resourcefulness of teachers and pupils. The curriculum is very well enriched by high levels of participation in a very good range of extra curricular activities such as in music and sport. The high profile of music within the school is a credit to all those involved and pupils' participation in singing and instrumental play continues to contribute a great deal to the life of the school and the local community. Similarly, after school sport clubs and competitions out of school enrich learning further. Strong links with the local secondary schools have been very well developed to ensure a smooth transition in learning. Learning is well enhanced by contact with a variety of other partnerships, external organisations and practitioners and the use of visits to supplement the school-based curriculum.

21 The school is making good progress towards co-ordinating whole-school themes. Regular use is made of book weeks to stimulate interest and broaden pupils' experience across all subjects. The design and implementation of the curriculum makes good contributions to pupils' cultural development. Pupils' involvement in the Comenius Project, an international schools project, has linked many areas of their learning with schools from other countries, and their learning has benefited from international visitors. Reception children have their own enclosed play area but this is very small and there is a lack of resources for outdoor play.

### **Care, guidance and support**

The school makes good provision for pupils' care and welfare and satisfactory provision for their guidance and support. The involvement of pupils in the work of the school is satisfactory.

### **Main strengths and weaknesses**

- Insufficient monitoring of academic achievement.
- The school involves pupils in their work well but have limited procedures for seeking their views on future developments.
- Very good induction procedures to the school.

### **Commentary**

22 The school has good procedures in place to ensure the care, welfare and health and safety of pupils. The school has successfully addressed the previous inspection key issue of formal risk assessment and completes these for visits and for the buildings. A very good annual health and safety review is carried out by the Local Education Authority however not all recommendations have yet been completed. Pupils' medical needs are very well addressed because all teachers are trained in first aid.

23 Parents are fully involved in sharing information with staff before pupils start school. Consultation with parents aids a very good induction process and children settle very quickly into school routines. Visitors to assemblies from the visually impaired service have helped all pupils to understand their own skills and to be considerate and caring for those with disabilities who need extra support. The school has adapted the curriculum very well to include tactile methods of learning. Staff have completed training in meeting the needs of blind pupils. All signs in school are also in Braille. The building has been colour co-ordinated to make mobility around school safe.

24 Although the school recognises and deals well with their monitoring of children's personal and social development, it does not do enough to monitor their academic achievement. The marking of pupils' work is insufficiently informing pupils of how well they are doing and some teachers do not share their learning intentions with the pupils or evaluate the impact at the end of lessons.

25 Pupils are very involved in the international dimension of the school curriculum, including projects that link areas of learning with schools from other countries. They benefit from first hand experiences of student teachers from other countries. Such involvement can be seen with their work with schools in Italy, Germany and Spain to plan and produce a multi lingual Christmas card and calendar. Pupils learn about cultural customs and celebrations. This interesting and exciting dimension to the curriculum is an important factor in motivating the pupils to become interested in their learning. Year 6 pupils are satisfactorily involved in the school's development and work by giving their opinions through questionnaires. The school has itemised in its development plan that a more formal structure, such as a school council for taking all pupils views into account, needs to be implemented in the school.

### **Partnership with parents, other schools and the community**

The school links with parents are very good. Links with other schools and the community are very good.

## **Main strengths and weaknesses**

- Some very good examples of parents sharing in their children's learning.
- Reports for parents do not sufficiently inform them of the progress being made and the next stage targets in learning.
- The positive views parents have of the school.

## **Commentary**

26 The school regards parents very much as partners in the education process and they receive regular information on the initiatives that the school is taking. Most parents support pupils through homework when it is set, although the homework policy is inconsistently used across the school. Parents attend curriculum evenings and assemblies when they learn what happens in school. Courses for parents such as the Year 3 'Share' project are successful in enabling parents to know how to promote their child's learning through joint parent and pupil homework projects. For example, pupils were proud to share their achievements, such as the 'shape snake' with the whole school during assembly. Many parents help in school evidenced by a regular rota system. They support the teacher by helping with tidying, cooking or painting and support and reinforcing pupils' learning during group work in a number of classes. The school has a list of parents' skills and specialisms and uses this very well to promote relationships and learning. Parents meet staff each half term and the support is greatly appreciated by parents, particularly the transition and liaison arrangements to the high school. The reports for parents are unclear about what pupils need to do at the next stages of their learning to improve.

27 The Friends of the School group is active in organising social and fundraising events for parents and pupils. The substantial amount of money raised is used to buy resources such as Year 6 library books or science equipment. The events such as the Auction are supported very well by the community and local businesses through donations and promises. The Star party led by astronomers is a popular family event which extends pupils learning outside of the school day.

28 Links with other schools and the wider community are very good. A number of bridging projects with High Schools aid smooth transition to secondary education. As part of the Comenius project pupils have written letters to members of parliament, embassies, famous explorers and children in other schools. They are very proud of the replies they received. They learn about the wider world by finding out the experiences of real people in other countries. Parents also support their learning by bringing children's' reading books home from holidays so pupils can study language first hand.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory. The leadership of the headteacher and key staff are satisfactory. The governance of the school is satisfactory. The school is dealing satisfactorily with aids or barriers to learning.

## **Main strengths and weaknesses**

- The school development plan accurately identifies the main priorities and initiatives needed to raise achievement but is inconsistently monitored and evaluated against a clear picture of school and national priorities.
- A good team ethos amongst staff, including a commitment to further professional development.
- Staff absences, falling rolls, shortage of support staff and levels of pupil mobility have provided significant barriers to learning since the last inspection.

## **Commentary**

29 The overall leadership is satisfactory. There is a strong commitment to achieving the full potential for every pupil and the school has developed a good ethos for inclusive education since the last inspection. Overall leadership in the curriculum areas is satisfactory. Subject leaders have

been effective in implementing relevant schemes of work in their areas, including a range of resources that have had a positive impact on pupils' learning. An audit of curriculum areas and action plans has improved the quality and relevance of the school development plan and usefully inform the next stages in the school's development. Staff work collectively to share ideas and have combined well to deliver English across the school as cover for the long-term illness of a member of staff. This can be seen in the relevance and commitment to improve writing across the school.

30 Management procedures are satisfactory. The implementation of recent assessment procedures has allowed the school to collate important data relating to pupil performance. Senior management is beginning to make informed judgements to set relevant targets and to track the progress of pupils. However, there has been inconsistency in using this information to effectively set more challenging targets for improvement. This is a major reason why there is still scope to improve the achievement of pupils in English and mathematics by the time they reach Year 6, and why progress has previously been too slow between the reception class and Year 2. The recent use of an Advanced Skills Teacher to share the outcomes of well-taught lessons is addressing the issue of the inconsistent analysis of teaching. Teachers are now sharing strengths in their practices to improve the continuity in learning as pupils move through the school. There are good practices in place that aids the mentoring of new teachers to the profession.

31 The governance of the school is satisfactory. The governing body have successfully remedied the issues of non-statutory compliances since the last inspection. They are knowledgeable about performance data and are aware of how the school is performing, but crucially not in the context of similar school comparisons. They implement performance management procedures satisfactorily to compliment the school development plan and are very committed to ongoing improvement. The governing body is not presently acting as a critical friend in calling the senior management team to account about weaknesses in monitoring and planning. Their visits to school and the validity of the present targets for improvement are not being measured for impact in relation to improved provision.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	467,501	Balance from previous year	1
Total expenditure	466,717	Balance carried forward to the next	783
Expenditure per pupil	2,486		

32 The school is satisfactorily dealing with issues of staffing, falling rolls and reduced budgets that provide barriers to learning. The senior management team and the governing body have a good understanding and practical awareness of the management of their budget, especially within the constraints of falling rolls. Expedient plans are in place should the budget decrease further. The low number of teaching assistants, especially in the reception class, does have a negative impact on learning. However, their whole-school use and deployment has a very positive impact on the achievements of pupils with special educational needs. There have been five extended leave of absences since the last inspection. Several classes have had history of teacher turbulence during their time in school with a corresponding use of supply teachers. Similarly, there are high levels of pupil mobility in certain years, with above average numbers of pupils entering and leaving on a regular basis. Inconsistencies in teaching and assessment policies and practices have compounded these problems and have resulted in inconsistent progress being made from year to year. Financial management has been very effective in supporting the major ICT developments and in the improvements in the school building since the last inspection. The school provides satisfactory value for money when the educational provision and pupils' levels of achievement are set against the financial circumstances in which the school operates.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

33 The quality of provision in the Foundation Stage is **good**.

34 The reception children are taught in one class all starting in the September of the school year in which they are five. Their attainment when they start school spans the full range and is as expected overall. Weaknesses lie in the areas of personal and social skills and many children find it difficult to listen. By the end of the Reception Year they attain the Early Goals for Learning in all areas. They achieve well in communication, language and literacy and in their personal, social and emotional development, and their mathematical development therefore the standards they reach are above those expected at this stage in their education. Their achievement in other areas is satisfactory. No comparisons can be made with the last inspection as provision in areas of learning for children under five was not reported. Assessment throughout the year is good with regular assessments being made covering all areas of learning. The curriculum is well planned for all areas so that there is progression through the various steps, which enable children to reach all the early learning goals by the end of the year. The teacher works well with the parents who come in to give voluntary support. Reception children have their own enclosed play area but this is very small and there is a lack of resources for outdoor play; wheeled toys have to be taken out onto the main playground. The absence of a fulltime teaching assistant within the class results in children having very restricted access to the outdoor curriculum. The teacher plans a weekly session when she expects to have help and then all the children have to be outside together. This situation is unsatisfactory.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Good achievement.
- The teacher provides a good role model.
- Traditional stories are used well to reinforce morals and social behaviour.
- A lack of teaching support constrains some aspects of their learning.

#### **Commentary**

35 In the area of personal, social and emotional development, the children achieve well and teaching is good. During whole class sessions they are encouraged to listen carefully while other children contribute and answer questions, they respond with confidence when it is their turn. Children chose their own activities themselves once any set work has been completed. They cooperate well together to play games and taking turns, but without adult support are unable to stick to the rules so that the expected amount of 'cheating' will take place! The teacher uses stories and traditional tales effectively to reinforce morals and social behaviour. School routines are quickly learnt and the reception children are confident and happy learners.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

#### **Main strengths and weaknesses**

- Good achievement in reading and writing.
- Good teaching of the National Literacy Strategy to improve standards.

## **Commentary**

36 The children achieve well in communication, language and literacy and the teaching is good. They take part in a full literacy hour from the start of the year. Even at this stage of the year when their concentration has lengthened this often requires them to sit for too long. However shared reading is enjoyed and the learning of letter sounds and blends is made exciting by 'magic pots, cloaks and wands.' It is the combination of sitting through assembly, followed by a whole class session on the carpet, then a formal writing task that overloads them even at this stage of the year. Their knowledge of letter sounds and blends is good and they are very proud of the books they are writing independently, telling the story of Jack and the Beanstalk. From a starting point where many children only knew stories through videos, they enjoy books and are well on the road to becoming readers.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Creative use of resources and teaching tasks.
- Teaching periods are too long to sustain concentration.
- Good use of practical investigations.
- There is insufficient adult support for children playing games.

## **Commentary**

37 In terms of their mathematical development, children achieve well and the teaching and learning is good. However the numeracy lesson usually follows after the literacy hour in the morning, this can add up to far too much sitting at one stretch. Number facts and mathematical concepts are taught in an imaginative way. For example, one day, addition and subtraction was taught through the leaves on Jack's Beanstalk while the next day it was based on the song of Five Speckled Frogs. Imaginative resources, consisting of a shiny blue 'pond', five large plastic frogs, all sitting on a real log, (from an old apple tree in the teacher's garden), stimulated children's interest and maintained their concentration, as the important mathematical concepts were reinforced. Children learn to write numerals but most follow up work in mathematics is quite rightly of a practical nature.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- A range of interesting and practical activities is planned to promote learning in this area of the curriculum.
- The well-planned curriculum for this area of learning is the teacher uses incidental opportunities well to promote children's interest in the world about them.

## **Commentary**

38 Children's knowledge and understanding of the world is well developed through practical activities. Beans and sunflowers were beginning to shoot in their pots and incidental opportunities during registration were well used to draw children's attention to the growth, so that they were encouraged to look at them during the day. This they did and were eager to point out the ones that were growing the most. The 'class bears' are well travelled and concentration was good as Sarah Bear's visit to Scarborough was ably described by the child who had looked after it. A map records the bears' visits so children begin to understand different places and environments. The provision for religious education is satisfactory and follows the Locally Agreed Syllabus for reception children.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Weaknesses in the accommodation and resources, which constrain some aspects of their learning.
- Good use of dance and gymnastics to develop fine motor skills.

### **Commentary**

39 In the absence of a satisfactory outdoor play area, the teacher makes good use of the hall for physical development. In a taped dance lesson children had good control of their bodies, changing the speed and size of their movements. Use of space is satisfactory and children moved around the hall safely although they have the tendency to crowd together. Fine motor skills however, are well taught and children have plenty of opportunities to learn correct pencil grips and handle brushes and scissors well.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- The use of music and art to develop creativity.
- Opportunities for role-play are good.

### **Commentary**

40 In the creative area of learning teaching is good overall. Children benefit from the musical expertise of their teacher. They sing confidently and join with the pupils in Years 1 and 2 singing part songs with confidence. Art work on display demonstrates the development of painting skills and good opportunities for creative play are provided in the role play area, currently a garden centre.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

41 It was not possible to give a firm provision judgement on **modern foreign languages** as only one lesson of German was observed. However pupils' work was sampled and schemes of work were scrutinised.

42 Year 6 pupils are making good progress in their second term of learning a modern foreign language. Planning for this subject shows strong links with pupils' cultural development and there are links with a German school. The subject follows a clear scheme of work with flexible use of visitors to enhance the provision. In the one lesson observed pupils actively and confidently shared their ideas in translation about food. They questioned a Swiss teacher very well to extend their understanding of school life in a different community. Dictionaries were used well to aid their word searches.

### **ENGLISH**

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- Achievement in writing and listening by Year 6 is unsatisfactory.
- There is inconsistency in year groups in matching the work to different abilities and the work does not challenge them sufficiently.
- Standards in reading and writing have improved dramatically in Year 2.
- Additional input from an advanced skills teacher is having a positive effect on teaching skills and standards in writing.
- Learning support staff skills are used well in lessons and they enable pupils with special educational needs to make good progress and achieve well.
- The monitoring of lessons is not sufficiently rigorous to raise the standard of teaching further.
- Listening skills are underdeveloped throughout the school.

#### **Commentary**

43 Present standards in reading and writing are above those expected in Year 2 and much higher than the previous four years because of better teacher expectations. Standards are in line with those expected in Year 6. By this age the expectations for pupils to develop their writing and listening skills are unsatisfactory. Older pupils understand what they read but very few develop the ability to read between the lines or make inferences from written text. Standards in writing are not as good as those for reading. Handwriting is not a strong feature in most classes and work is not well presented to aid clarity. Correct punctuation and grammar are not consistently emphasized and as a result, pupils continue to make elementary errors by Year 6. Pupils are often imaginative in their writing and many use creative language to good effect.

44 Pupils have good speaking skills but they do not always listen to their teachers or each other as well as they should. This is particularly noticeable in lessons where their attention is not gained from the very beginning. Pupils also sometimes become bored at having to listen to their teachers for too long at the start of lessons. Most of the current pupils entered school with good standards in speaking and listening. Throughout the school they continue to speak well and in a wide range of contexts. In lessons, they make suggestions and answer questions clearly and in detail. Teachers are good at using the correct vocabulary for different subjects and encourage pupils to develop the same skill. They ask open-ended questions such as, "What do you notice about ....?" so that pupils have to refine their thoughts when answering. In plenary sessions at the end of lessons, pupils accurately and interestingly describe their tasks to classmates so that learning is shared. Classroom assistants reinforce this learning when they help pupils of lower ability to broaden their vocabulary in group discussions.

45 The school has a comprehensive programme to encourage pupils to read and pupils say they enjoy reading a great deal. They are taught how to choose books in a thoughtful way by using the blurb and other relevant features. Books are generally well matched to pupils' interests and abilities so that they have the right amount of challenge to develop reading skills. Reading records are carefully maintained and shared with parents so that they are in a better position to help their children improve. Pupils are taught how to find books in a library and are confident when using non-fiction features such as contents, index and glossary. Many pupils have a sophisticated knowledge of books and discuss features of their favourite authors with enthusiasm and interest. The school regularly uses additional features such as book weeks to stimulate interest and broaden pupils' experience.

46 Standards in writing are not as good as those for reading. Handwriting is not a strong feature in most classes and work is not well presented to aid clarity. Correct punctuation and grammar are not consistently emphasized so that pupils continue to make elementary errors at the end of the juniors. Too much written work on worksheets is unfinished or of limited relevance to pupils' needs. Teachers generally mark pupils' work conscientiously but pupils do not do corrections and the same problems regularly reoccur.

47 The subject manager is on extended leave of absence but staff have worked well as a team to overcome this problem. For example, writing has been identified as an area for development and the school has secured the services of an Advanced Skills Teacher to help them improve standards. This teacher has added to the structure and content of the curriculum by actively participating in staff meetings. Teachers are therefore benefiting from sharing well-taught lessons where good teaching and learning are demonstrated. The school has a suitable system for planning lessons and assessing pupils' work but it is not used consistently by all teachers. When applied meticulously, as in Year 1, accurate records show what has been covered and how well individual pupils achieve. In most cases, however, planning for lessons lacks clear learning objectives and work is not matched to the different needs and abilities of pupils. However, pupils with special educational needs are given valuable additional help in lessons and make good progress because of it. Classroom assistants combine well with teachers, for example, when they work with guided reading groups to focus their skill development.

### **Language and literacy across the curriculum**

48 The development of language and literacy across the curriculum is satisfactory although it is not often planned for systematically. Good examples include Year 6 pupils using their literacy skills well when matching question and answer "flash cards" in a lesson on scientific terms. Year 3 pupils make good links with their lessons in design and technology when they make a list of words they need to use when designing marble games. In all subjects, teachers are careful to develop an appropriate technical vocabulary.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Unsatisfactory appraisal of the quality of teaching.
- Present standards in Year 6 mathematics are not as high as they could be.
- The subject leader has recently implemented systems to track pupils' progress that enables the school to set clear targets for improvement.
- Standards seen are above the national average in Year 2 and achievement is improving at this stage.
- Progress is satisfactory for the majority of pupils however assessment information could be used more effectively to ensure pupils are challenged to achieve more.

## Commentary

49 Teachers use the National Numeracy Strategy well to organise and structure their lessons appropriately so that half-termly planning for lessons has logical progression. However, the planning for lessons is not always rigorous enough to ensure that tasks are well matched to challenge the pupils of all abilities. Although standards in Year 6 have kept pace with the national trend over recent years, they could be higher in relation to pupils' potential. A major reason for this is the inconsistency in practices in earlier years. Recent national test results for Year 2 pupils have been too low when compared to their attainment on entry to the reception. Present standards in mathematics for Year 2 pupils are above those expected nationally and significantly exceed the recent trend of results.

50 Overall teaching, as seen in lessons and via a work scrutiny of every year group, is satisfactory. Questions used during the mental activities at the beginning of lessons improve pupils' thinking skills well. Practical tasks that require an understanding of how problems are solved and show simple patterns and relationships are the most successful for the younger pupils. The better teaching is challenging pupils to use appropriate mathematical language to develop their own problem solving strategies. In a Year 1 lesson, well thought out activities and practical resources are used to involve all pupils in their learning. Through clearly stated learning outcomes Year 6 pupils quickly understand scale to plot points and Year 2 pupils use their newly acquired understanding of grid references and coordinates to decipher simple formulas. This good teaching was also evident in a Year 5 lesson on decimals and fractions with good practices for conversions well established. Much of this good teaching did well to address a lack of understanding of work that would be covered in Years 3 to 4.

51 The subject leader has made extensive use of commercial schemes to keep records of the National Curriculum Levels of pupils. These are especially being used effectively to predict overall target levels by the end of Year 2 and 6. The majority of the older pupils are on track to meet the school targets. However, teachers are inconsistently using the records available that could help them encourage and challenge pupils to achieve at a higher grade within each National Curriculum Level. The absence of managerial systems to appraise the quality of teaching means that senior management are not totally aware of where things need to improve and how to share good practices to improve pupils' learning.

### Mathematics across the curriculum

52 There is a good use of numeracy skills across the wider curriculum. In science studies, measuring and recording skills become more sophisticated as experiments are increased as pupils move through the school. An additional emphasis on ICT is resulting in a widening of opportunities to further develop mathematical concepts. This is seen when pupils use graphical representation and interpretation in their ICT work. Pupils in Year 4 make good links with their study of African art and music when they develop repeating patterns using a similar programme.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- A strong emphasis on practical and investigative work in many classes leads to good achievement and well above average standards by the end of Year 6.
- There is effective leadership from a confident and enthusiastic co-ordinator and this is improving both the audit of needs and actions to improve provision.
- Good community links enhances pupils' learning.
- Under-developed systems for appraising the delivery of science throughout the school mean that there are inconsistencies in provision in certain year groups.

## Commentary

53 The school has a broad and balanced science curriculum that places a consistent emphasis on practical and investigative work as pupils move through the school. The opportunity to explore and experiment for themselves and to develop enquiring and inquisitive attitudes towards learning means they have a very good grasp of a range of scientific concepts by the time they reach Year 6.

54 In a very good lesson in Year 6 the planning emphasised the importance of the use of correct scientific vocabulary in learning. This significantly improves pupils' literacy skills and their use of key words to turn an idea into an experiment that can be tested. Excellent group work ensures that they share their ideas, in this case the variables that affect seed germination, to devise their own experiments. Other work in Year 6 books shows good achievement in experiments with evaporation and filtration, factors for plant growth and light sources. Extended mathematical challenges improve understanding on the relationships between the volume of air in a jar and a burning flame. Extended writing challenges are also beneficial as seen in the explanations of an experiment to dissolve sugar. The present under-developed systems for appraising the delivery of science throughout the school mean that there are inconsistencies in provision. These are highlighted by work in Years 3 to 5 that is not providing a suitable range of tasks to challenge pupils of all abilities. In a Year 3 lesson and in pupils' books there is evidence of tasks being given that are not relevant for the age-range of pupils. In these instances pupils repeat work they have covered before.

55 The science curriculum is enriched well through links with the local community and other schools. Links with the Local Education Authority and local secondary schools has improved teachers' specialist knowledge of the subject, especially in the organisation of experiments. Pupils' involvement in activities have been greatly enhanced by their work in the 'Challenging Industry Scheme' co-ordinated with York University and in association with a local company. This focuses on good practices across all years. Many pupils join the 'young investigators' extra-curricular club and this also prepares them well for future secondary school experiences. Pupils' understanding of animal and plant life and growth is extended through numerous visits, residentials and the work undertaken in the wildlife garden.

56 The subject co-ordinator is new to her post. She has a good understanding of the developing needs for the subject and has begun the process of integrating the use of ICT into teaching and learning. There has also been good progress in improving the resources for the more sophisticated experiments for older pupils. There are good procedures in place for assessing the quality of work produced by pupils. These are not presently used by all teachers. One unsatisfactory lesson used planning that did not ensure that tasks were challenging and relevant for all pupils. This meant they repeated work that had been covered before.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

### Main strengths and weaknesses

- Resources for the subject have been improved and are now good.
- ICT is integrated well into other subjects.
- Pupils have good attitudes to the subject.
- Teachers have all completed national training courses and this is having a positive effect on teaching and learning.
- There is no formal check on what individual pupils have done or achieved.

## Commentary

57 Standards have improved since the last inspection and pupils in Year 2 now exceed the expected levels for their age. Standards for Year 6 pupils continue to be above the levels expected

nationally for pupils of their age. Part of the reason for the overall good standards is the much improved level of resources. Of particular significance is the new computer suite which allows pupils much more hands-on experience with computers.

58 The teaching of ICT is good. Pupils are given many opportunities to develop and practise their skills both in lessons and during extra curricular activities such as visits. As a result, they are confident about computers and use a wide range of programs. For example, Year 5 pupils use an Internet program called "Mr Picassohead" in their art and design lesson to produce pictures in the style of Picasso. Infant pupils are taught how to control devices such as a small robot by programming it to move in a sequenced manner.

59 Pupils clearly enjoy learning about ICT. They show a strong desire to do well and to improve their work. Pupils work together well when sharing computers in the suite so that they share their learning and make good progress. They use correct technical terms in discussions about their work and this is developing their speaking and listening skills in a new context.

60 The subject manager has responded successfully to national initiatives so that resources and teachers' expertise have both been improved. Teachers are well-trained, more confident and are making increasingly effective use of the good range of resources in all areas of the curriculum. All pupils have good access to computer systems in classrooms and during regularly timetabled sessions in the suite. The subject manager maintains an informal overview of pupils' work, including their individual files on the computer system. However, teachers have no way of identifying what this means in terms of pupils' achievement because it is not referenced in any way to what the pupils actually did, or to how well they did and what they need to do next to improve. The sensing element of the subject curriculum needs to be improved so that it is taught to a greater depth, for example, using systems to monitor and measure changes in the environment.

### **Information and communication technology across the curriculum**

61 Pupils continue to use their knowledge and skills in ICT when studying other subjects of the curriculum. They use computers to learn about electric circuits in science. Year 5 pupils learn about Henri Matisse in art and design lessons and produce their own amusing, colourful versions of "The Snail" using a paint program. Pupils in Year 4 make good links with their study of African art and music when they develop repeating patterns using a similar programme. They make very good use of digital photography to record and enrich their visits to places like Drax Power Station. Pupils use their word-processing skills well in English when they write poetry. Older pupils use the Internet to find information and the school maintains a very good website to display and share pupils' work and activities.

### **HUMANITIES**

62 Not enough teaching was seen in history and geography for a firm judgement to be given in these subjects. However, teachers' planning was scrutinised and pupils' work sampled.

63 In **history** work seen and an examination of planning documents indicates that standards are at the expected level throughout the school, as they were at the last inspection. The school has now adopted nationally recognised curriculum guidelines for its schemes of work to ensure that skills are progressively taught. This shows improvement from the last inspection. The school recognises that this guidance requires developing so that it more closely reflects the learning needs of all pupils. Old bears and toys are used well as a starting point for old and new, so that pupils learn the concept of change over time. In Year 6, life in Victorian times is well taught by the experience of a Victorian day in school and issues of the day are taken up by writing letters of protest regarding working conditions of children of that time.

64 Standards in **geography** are at the expected level throughout the school. In Years 1 and 2 geography is based on the travels of Barnaby Bear and his friends as he visits various places with the pupils, sends postcards and keeps a diary, thereby satisfactorily developing pupils' knowledge and understanding of different places. Year 6 pupils include a local study on rivers and work on the

water cycle, using the events of flooding in 2000 to illustrate the problems of living on a flood plain. Both subjects are well supported by a good range of outside visits and by visitors. During the inspection the school had a visiting teacher from Switzerland.

## Religious education

Provision in Religious education is **satisfactory**.

### Main strengths and weaknesses

- The subject makes a good contribution to pupils' spiritual and moral development.
- Religious education makes a valuable contribution to the life of the school and pupils personal development.
- There is a lack of teacher appraisals and assessment practices.

### Commentary

65 As at the previous inspection standards are in line with the expectations of the locally agreed syllabus. Staff recognise the different nature of religious education in comparison with other subjects and lessons are approached with sensitivity. In a lesson based on the parable of the Good Samaritan the teacher emphasised the feelings and reasons for the actions of the characters concerned and gave good support to pupils as they put the story into a modern setting. Pupils responded with thought provoking questions such as 'Would you help someone that had hurt you in the past?'

66 Teachers in Year 5 and 6 clarify what is expected of learning well. Explanations by them set the scene clearly to help pupils to understand the underlying concepts. Year 5 pupils are helped to understand 'neighbour' in a wide context as an introduction to the 'The Good Samaritan.' Year 6 pupils work well in groups using key words such as 'parable' and 'prophecy' to develop their understanding of how the Bible was based on stories developed from oral traditions. Older pupils' listening skills and knowledge are improved by teachers' exciting and enthusiastic delivery of stories.

67 Younger pupils learning about churches as special places for Christians described weddings and christenings and carol services as examples of events that take place in a church. In Year 5 work shows good use of research on the Internet relating to the '5 Pillars of Islam' and other aspects of life in a Muslim society. In Year 6, pupils know stories from the Bible and have an appropriate understanding of the life and work of Jesus. They recall the Easter story well. During these discussions with Year 6 pupils they had a satisfactory knowledge of the facts about Islam and Judaism but little understanding of the values that were important to these religions.

68 The use of visits, for example, to the local churches and to a Mosque in Bradford improves pupils' wider understanding of world religions. There is a strong ethos for the delivery throughout the school with creative use of artefacts making the lessons more enjoyable. There are presently no systems to monitor the teaching of religious education or to assess standards from year to year. The school is not sharing the best of its teaching and learning practices or evaluating whether maximum progress is made from year to year.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69 It was not possible to give a firm judgement on the provision in art and design, design and technology, music or physical education, as not enough lessons were observed. However, pupils' work was sampled and teachers' planning analysed in these subjects.

70 In **art and design** only one lesson was observed during the inspection. Art work in displays was of a good standard although not all pupils' work was represented. Pupils learn about art and artists from a number of cultures and the subject is used well to enliven other areas of the curriculum. For example, Year 4 pupils produce African art using computers to link with their work

in geography. Younger pupils, in Year 2, show good use of colour and line when painting in the style of Monet. Art and design is valued in the school and colourful displays add to the general ethos effectively. Pupils use art and design well when painting sensitive pictures of child evacuees following a visit to a World War 11 prisoner of war camp. The use of visits and visitors is a particularly strong feature of the art and design curriculum and inspires better creativity in the work of the pupils.

71 In **design and technology** very little work was available for scrutiny during the inspection but that seen was of a satisfactory standard. For example, a small display of slippers made by pupils in Year 6 shows good imagination and careful construction. However, a work scrutiny shows the levels of evaluation in pupils' work to be unsatisfactory. In the one lesson seen, pupils in Year 3, helped by a large number of adults, designed and produced marble games of a satisfactory quality using simple tools and techniques. The school uses a nationally agreed syllabus for the subject although work is not formally assessed to check on the progress and standards of different groups of pupils.

72 In **music** the school has maintained the well above expected standards present at the last inspection and the subject continues to contribute a great deal to the life of the school. Although no lessons were observed, evidence was gathered from assemblies, singing practises and discussions with the music co-ordinator. Pupils enjoy singing and the standards they reach are well above those expected nationally. Impressive instrumental solos featured during an assembly. Since the last inspection the school has introduced a comprehensive scheme of work and this together with the musical expertise among the staff has enhanced the provision. Resources have further improved following successful bids to outside bodies by the co-ordinator. The school has entered and won local music festivals. They were also one of 20 schools selected nationally to appear in the Ripley and Scuff television show. The high profile of music within the school is a credit to the enthusiasm and drive of the co-ordinator ably supported by other musicians on the staff.

73 In **physical education** the school follows national guidelines to ensure a good breadth and balance of physical activities are undertaken. It is well enriched with extra-curricular activities and clubs and inter-school activities are a significant strength of this provision.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

74 It was not possible to give a firm judgement on the provision in personal, social and health education, and citizenship (PSHCE) as not enough lessons were observed. However, pupils' work was sampled and teachers' planning was analysed.

75 The school has established a satisfactory **PSHCE** planned programme. There are effective links with local comprehensive schools and in the Comenius programmes, which support the development of citizenship. Citizenship is less developed through pupils' involvement in policymaking and their personal suggestions for improvements to the school.

76 Examples of topics such as health issues, drug and alcohol abuse, personal safety, lifestyles and responsibilities and relationships can be found in schemes of work and are complimented by assembly themes. Timetables do not currently show regular provision for the subject, covering appropriate year plans. As a result, the co-ordinator is unable to effectively monitor its delivery to see whether objectives are met.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*