

INSPECTION REPORT

CASTLEDYKE PRIMARY SCHOOL

Barton-upon-Humber

LEA area: North Lincolnshire

Unique reference number: 117967

Headteacher: Mrs R Pugh

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 5th – 8th July 2004

Inspection number: 255733

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:	3 to 11
Gender of pupils:	Mixed
Number on roll:	287
School address:	Castledyke West Barton-upon-Humber North Lincolnshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Smith
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Castledyke Primary School is a large primary school situated in Barton-upon-Humber in the county of North Lincolnshire. The school has a nursery with 35 full time places. The school is at present applying for recognition to become a Children's Centre. Twenty six per cent (above average) of pupils are eligible for free school meals. Twenty seven per cent (well above average) are on the register for special educational needs, three per cent of whom have statements of special educational need. The range and nature of pupils' special educational needs include general learning difficulties, social, emotional and behavioural difficulties, and speech and communication difficulties. Pupils' attainment on entry to the school is below the level that is typical for their age. A significant majority of pupils have speech and language difficulties. The school has recently undergone a very large rebuilding programme, which has caused considerable disruption to the daily activities of school life. The school received a Charter Mark in 2001, a Healthy Schools Award in 2002 and in 2003 it received the Investors in People Award. The vast majority of pupils are white British and no pupils have English as an additional language. The socio-economic circumstances are varied but unfavourable overall. Whilst the school does not have major issues of mobility a few pupils enter the school at other times than normal admission. Nursery provision is limited in Barton and so the school's nursery admits many children who will go to other schools closer to their homes. Many children attending the Foundation Stage, especially those who are higher attainers, leave the school before entering Year 1.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	B Matusiak-Varley	Lead inspector	Areas of learning for children in the Foundation Stage
			Science
			Music
			Physical education
9652	C Herbert	Lay inspector	
11642	C Parkinson	Team inspector	English
			Art and design
			Design and technology
			Religious education
20568	M Rothwell	Team inspector	Mathematics
			Information and communication technology
			Geography
			History
			Provision for pupils with special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which is improving rapidly. Standards are average in English, mathematics and science, and pupils' achievements are good. Teaching is good, with very good features, and pupils learn well. Pupils have good attitudes to learning and behave well. The school is well led and soundly managed. Governance is good and the school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are average by the end of Year 2 and Year 6. However, there are strengths in reading, number and experimental and investigative science, which are above average in the infants and juniors and in these aspects pupils' achievements are very good.
- Standards of presentation of pupils' work, spelling in the juniors and systems for implementing individual target setting are unsatisfactory.
- Teaching in the infants and juniors is generally good, with very good features, and the use of support staff is very good.
- The leadership of the headteacher is good and she has established a clear educational direction for the school and has very good interpersonal skills and, as a result, relationships throughout the school are very good.
- Resources in the Foundation Stage are unsatisfactory and the outside area is not yet sufficiently developed as a learning environment, which limits children's progress.
- The use of assessment in subjects other than English and mathematics is not yet firmly embedded in the school's practice and tasks set do not always meet the needs of more able pupils.

Improvement since the last inspection of 1998 has been good, in spite of the severe disruptions caused by building work. The school has successfully tackled the issues raised during the previous inspection and has raised standards. Standards in information and communication technology (ICT) now meet national expectations. Planning in the Foundation Stage has improved and is good overall, good improvement has been made in the leadership of the school by most of the subject leaders but financial planning is not linked to raising standards in subjects because of a variable income dependent on short term grants and the demands of the new building.

STANDARDS ACHIEVED

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

*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.*

Pupils now achieve well overall and attain average standards. Since 2002, because of changes in senior management, there has been underachievement in English and mathematics but the headteacher has now addressed this issue successfully by effective school evaluation, the high quality leadership of the headteacher, good monitoring and in-service training, resulting in good teaching. From a below average starting point, children in the Foundation Stage achieve satisfactorily but do not attain the expected standards in most areas of learning by entry to Year 1 except for physical development. By the end of Year 6, standards in reading, number and experimental and investigative science are above average and pupils' achievements are very good.

Inspection findings show that, in English, mathematics and science, pupils attain average standards and achieve well. By the end of Year 2 and Year 6 in other subjects, where judgements were made, pupils' achievements are satisfactory. The 2003 national test results and teacher assessments show that by the end of Year 2, in comparison with all schools, standards in reading and mathematics were above average. Standards in writing were average. Standards in science were below average. In comparison with similar schools, standards were well above average in reading and mathematics and were above average in writing. By the end of Year 6 national test results show that, in comparison with all schools, standards in English were well below the national average, in mathematics standards were below the national average and in science pupils attained average standards. However, in comparison with similar schools, standards were well below average in English and were below average in mathematics and science. Inspection findings differ from national test results and present a better picture as the recent focus on raising standards in writing and in number is now paying dividends. The high percentage of pupils with special educational needs has repressed test scores. The achievements of higher attaining pupils are variable because, as yet, individual target setting is not fully implemented. However, teachers know their pupils well and the achievements of higher attaining pupils is satisfactory overall. Pupils with special educational needs achieve well and attain standards similar to those of most pupils. **Pupils' personal development, including spiritual, moral, social and cultural development, is good overall** with particular strengths in moral and social development, contributing to pupils' good attitudes and behaviour. Attendance was below average last year but has improved and is now on target to be satisfactory.

QUALITY OF EDUCATION

The school provides a good quality of education with strengths in teaching. Teaching is good overall with some examples of very good teaching, especially in English, mathematics and science. Pupils generally learn well. The curriculum is satisfactory and meets statutory requirements but is not sufficiently developed in the teaching of subject specific skills in subjects other than English, mathematics, science and ICT. The curriculum is enriched well with visits and visitors and by sport in particular. Pupils are well looked after by hard working and dedicated staff. Accommodation is very good and resources are good, except in the Foundation Stage where they are unsatisfactory. Links with parents are satisfactory and the partnership with the community is good. Overall, the support, care and guidance of pupils are satisfactory but care for pupils' emotional well-being is good.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are good. The leadership of the headteacher and senior management is good. Management is satisfactory. The headteacher has a very clear and powerful educational vision for the school and management systems of matching strength are being developed. The headteacher is ably supported by the deputy headteacher.

Leadership and management of special educational needs are good and that of the Foundation Stage is satisfactory. Governance is good, statutory requirements are met and governors are very supportive of all aspects of school life. In the 18 months that the headteacher has been in post she has built a good team which is capable of taking the school forward. Administration of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are pleased with the school. Pupils have positive views about the school and are very fond of their teachers. The school is working very hard at ensuring that parents are seen as true partners in their children's learning but too few parents are involved with the life of the school.

IMPROVEMENTS NEEDED

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

- Spelling in the juniors and presentation of pupils' work throughout all subjects.
- Ensure that above average attaining pupils are sufficiently challenged by the continuous use of assessment to inform the next steps of their learning.
- Improve resources in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Standards are improving rapidly and by the end of Year 2 and Year 6 are average overall in English, mathematics and science. In the infants and juniors all groups of pupils achieve well with the exception of higher attainers, whose achievements are satisfactory. Pupils achieve best in reading, number work and experimental and investigative science. Children's achievements in the Foundation Stage are satisfactory overall but they do not attain the expected standards in all areas of learning.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' achieve very well in reading, number and experimental and investigative science and standards are above those expected of seven and 11 year-olds.
- Pupils have good skills of performance, especially in choral poetry, and instrumentalists make good gains in learning.
- Pupils who are higher attainers make satisfactory progress but, as yet, the use of target setting for individual pupils is underdeveloped and this prevents pupils from achieving more.
- Standards of pupils' handwriting and spelling are below those expected by Year 6.
- Many pupils have significant barriers to learning and staff work hard at ensuring that a "can do" culture is firmly established across the school. As a result, pupils with special educational needs achieve well.
- Standards are rising in English, mathematics and science due to good teaching.

COMMENTARY

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

Standards in:	School results	National results
reading	16.5 (14.0)	15.7 (15.8)
writing	14.7 (13.4)	14.6 (14.4)
mathematics	17.4 (14.5)	16.3 (16.5)

There were 38 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	25.0 (25.1)	26.8 (27.0)
mathematics	26.1 (25.5)	26.8 (26.7)
science	28.4 (28.8)	28.6 (28.3)

There were 47 pupils in the year group. Figures in brackets are for the previous year

1 The 2003 national tests results show an improving picture on previous years test results apart from the standards that pupils in Year 6 attained in 2001 which were high. Whilst the 2004 national test results have not yet been corroborated, there is evidence to show that more pupils in both the infants and juniors are attaining the higher levels in English, mathematics and science. Overall, over the past four years, standards have not been high enough for these pupils but the school had many problems to surmount. There had been inconsistencies in staffing and management and this prevented the school from moving forward. Staff morale had been low and many teachers lost confidence in their abilities. When the present headteacher took over she set about appointing some new staff, built up existing staffs' morale and put rigorous systems in place for staff training. This has had a positive effect on pupils' achievement.

2 In 2003 in comparison with all schools nationally, pupils in Year 2 attained above average standards in reading and mathematics and average standards in writing. In science, pupils attained standards that were below average. In writing too few pupils attained the higher levels. In comparison with similar schools standards in reading and mathematics were well above the national average and standards in writing were above average. By the end of Year 6 in comparison with all schools nationally, standards in English were well below average, standards in mathematics were below average and standards in science were in line with national averages. In writing too few pupils attained the higher levels. In comparison with similar schools nationally, standards were well below average in English and were well below average in mathematics and science.

3 There were no significant differences in attainment by gender. The school's data suggests that a contributory factor to the low scores in English and mathematics in 2003 the group of pupils taking the test had a high percentage of pupils who were below average attainers and had special educational needs. In the infants, the trend in the school's average national curriculum points for all core subjects was above the national trend, in the juniors it was below the national trend.

4 The school has to contend with several factors that challenge the skills of the teachers and present significant barriers to learning for several pupils. These include:

- Underdeveloped skills of writing and number on entry to Year 1 because many children attending the Foundation Stage, especially those who are higher attainers, leave the school before entering Year 1 because parents choose to send them to schools closer to their homes;
- A significant minority of pupils have behaviour problems and find it difficult to concentrate and stay on task;
- Many children in the Foundation Stage start their education with communication, language and literacy skills that are well below average and it takes them a long time to acquire basic vocabulary;
- In the juniors, several pupils are disaffected learners and give up easily when presented with challenging work; their self-esteem is low, a few have come from other schools where they experienced difficulties in overcoming their barriers to learning;
- A minority of pupils come from homes where learning is not sufficiently valued and these pupils do not receive sufficiently stimulating experiences to develop their language.

5 The school, under the good leadership of the headteacher, embraces these problems and the dedicated and hard working staff ensure that pupils work in a safe and secure learning environment. Staff concentrate hard on giving all groups of pupils their full entitlement to the curriculum and pupils are encouraged at all times to do their best. The present arrangements for withdrawal groups, when pupils work with teaching assistants, are good. The rationale for withdrawal is well founded and convincing and is helping to raise standards because these pupils receive good quality support. The school has also recognised that standards have not been high enough in recent years, especially in the juniors, and on her appointment, the headteacher set about introducing a series of strategies aimed at raising standards. These included: rigorous implementation of staff training, including that of support staff, monitoring of teaching and learning and a greater emphasis placed upon the accountability of support staff who worked with small groups of pupils, helping them overcome their barriers to learning. However, national test results in Year 6 do not fully reflect the hard work that has gone into raising standards because as yet not all pupils have had the full advantage of benefiting from the good teaching now found across the school.

6 Inspection findings show that these strategies are beginning to have a positive effect, with standards beginning to rise, as evidenced by the recent uncorroborated national test results

of 2004. These show a good improvement in the proportion of pupils attaining average and above average standards in English, mathematics and science in Year 6. Although standards in the current Year 2 are not as good as last year, this is because there are more pupils with special educational needs and those who are below average attainers in this group and this depresses results.

7 By the end of Year 2, standards in speaking, listening and writing are in line with those expected, but in reading standards are higher and are above average. Pupils achieve well overall due to the good quality of teaching and effective use of support staff, although achievement in reading is very good. By Year 6, pupils have continued to achieve well to reach average standards in English because the quality of teaching has improved. The deputy headteacher, who is an effective practitioner, is now teaching in the juniors and is providing a good role model for the staff. Support staff are targeting pupils to raise standards by providing short, sharp sessions aimed at overcoming specific difficulties highlighted for improvement by class teachers. The good work of the literacy co-ordinator has had a positive effect. Pupils achieve very well in their speaking and listening skills. Pupils have particularly good skills of performance, especially when reciting choral poetry. They are confident, articulate and have a good awareness of audience. Standards in writing are improving but there are nevertheless weaknesses in spelling in the juniors and pupils throughout the school do not present their work neatly. In mathematics, pupils develop a good knowledge of number and are making good gains in problem solving. Pupils know their number bonds and, in the juniors, they learn how to apply the four rules of number and quickly work out number problems in their heads. They know their tables but have difficulty in extrapolating data from charts. Overall, standards are average and pupils achieve well.

8 In science, by the end of Year 2 and Year 6, pupils meet the national expectations of seven and 11 year-olds and their achievements are good. Achievement in experimental and investigative science is very good and pupils achieve standards that are above national expectations. The school has worked very hard to address the issues identified as weaknesses in its evaluation of standards. Having recognised that experimental and investigative science was an issue in the national test results, the headteacher and staff set about providing more opportunities for pupils to develop these skills. Furthermore, the use of a trained counsellor, to help pupils cope with their emotional problems, is having a positive effect on raising standards. A few pupils struggle with evaluating their findings in light of their hypotheses, but their knowledge of what constitutes a fair test is good. In ICT, standards are in line with those expected in Years 2 and 6. As yet the school does not have a systematic approach to ensure that ICT is rigorously used in all subjects and this slows down pupils' rates of progress, especially higher attainers who are capable of achieving more, particularly in their handling of data. However, pupils in Years 3 to 6 achieve well in relation to their prior attainment, with the exception of higher attainers whose achievements, whilst satisfactory, could be better with more precise use of target setting.

9 In religious education, pupils meet the expectations of the Locally Agreed Syllabus and achieve satisfactorily but there is insufficient recording of written work. Pupils know more than they write, for example in both the infants and the juniors, pupils have sound knowledge of creation stories and the parables that Jesus told, but this is not apparent from their written work. The school has recognised this as an area for development in its school development plan. Pupils have good skills of empathy and know how different religions celebrate festivals.

10 In all other subjects inspected such as history, art and design and geography, pupils meet the national expectations and their achievements are satisfactory overall. No judgements were made in physical education, design and technology and music as insufficient teaching was seen. However, instrumentalists throughout the school achieve well and make good progress. At present there are inconsistencies in the way that pupils acquire subject specific skills in subjects other than English, mathematics and science; this is because they are not sufficiently well identified in planning. Co-ordinators are aware of this and plans are in place to rectify this aspect of curriculum planning.

11 Pupils with special educational needs make good progress. Support staff ensure that they are well taught and have full access to the curriculum. Their achievements are good but,

too often, they are withdrawn from lessons to work in small groups and occasionally miss the work that other pupils are following. Despite the fact that they miss opportunities to work alongside their peers, they are now able to access the curriculum. The school is reviewing its practice and, as a result of improvement in classroom teaching, is beginning to reverse its policy of the withdrawal of these pupils from lessons. The headteacher and special educational needs co-ordinator are already looking at more ways of integrating these pupils into mainstream classes but, at present, the school's rationale for keeping these pupils in small groups is well founded and convincing and their assessment records show that they are making good, and often very good, progress.

12 Children who are in the Foundation Stage achieve satisfactorily but do not attain the expected standards in all areas of learning on entry to Year 1. A contributory factor to this is that almost 50 per cent of higher attaining pupils do not continue their education into Year 1 and leave to go to other schools. Furthermore, there is a lack of resources, apart from books, in all areas of learning, many resources are unattractive to young children and this slows down their learning. Standards are not as high as judged at the previous inspection but the school is now admitting more pupils who are below average attainers and who have special educational needs. Parents are pleased with the standards their children attain and commented on how well their children are learning since the appointment of the present headteacher.

13 Improvement since the last inspection has been good in that standards in ICT are now in line with those expected due to improved resources, and good opportunities provided for staff training. Planning has improved in the Foundation Stage and is now good, and the proportion of pupils in Years 1 and 2 attaining the higher levels has improved due to the good quality of teaching.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils have good attitudes to learning and behave well. Pupils' personal qualities are good. Their attendance at the last reporting period was unsatisfactory. Provision for their spiritual, moral, social and cultural development is good, with particular strengths in moral and social development.

Main strengths and weaknesses

- Pupils enjoy lessons and try hard to succeed.
- Relationships between pupils and adults are very good.
- Behaviour in most lessons is good.
- The use of a trained counsellor is proving to be effective in helping pupils deal with their emotional problems.

Commentary

14 Pupils generally have good attitudes to learning and behave well. There are a few pupils with significant behaviour problems and several disaffected learners, mostly boys. The school has recognised these problems and is working very hard at finding strategies that bring these pupils on track. For example, the regular use of a counsellor, who leads individual and small group sessions, is helping pupils, especially in the juniors, regain their self-esteem and therefore try harder with their work. The school has high expectations of pupils, and adopts a consistent approach to developing pupils' personal qualities, particularly their attitudes to learning, and moral and social development. In lessons, pupils generally behave well and work

together co-operatively. In all lessons seen, relationships between adults, including support staff, and pupils are very good. This is a positive feature, and ensures that all pupils, including those with special educational needs, make good progress. There are clear rules which are well displayed in every classroom. These encourage pupils to have a respect for, and pride in, the school. By the end of the Foundation Stage, children do not attain the expected standards in their personal, social and emotional development but their achievements are satisfactory. A few children in the Foundation Stage have difficulty in completing tasks because they enter the school with underdeveloped skills of starting a task and finishing it through to completion.

15 Pupils with special educational needs have good attitudes towards their work and do their best. They are especially co-operative when they work in small groups because they have very good relationships with staff.

16 Pupils' successes and good behaviour are celebrated weekly in assemblies and these contribute well to pupils' personal development. However, too few opportunities are provided for higher attaining pupils to develop their skills of independent study and this restricts their personal development. Provision for pupils' spiritual, moral, social and cultural development is good, for example, at present the school is in the process of developing more rigorous management systems to enable staff to identify opportunities for spiritual, moral, social and cultural development in their planning. Examples of this do happen incidentally in lessons because staff are experienced and take the opportunities to heighten pupils' awareness of these issues. During the inspection, no instances of bullying were seen, and interviews with pupils indicate that the school deals with this issue promptly and effectively. There have been no permanent exclusions over the last academic year, and only one fixed term exclusion. The pupil concerned has been re-integrated into the school.

17 Pupils are keen to be involved in school life, and take part in a range of activities, including the breakfast and luncheon clubs. Through the school's council, pupils also develop an understanding of citizenship and self-responsibility. In subjects such as history and geography, pupils learn about their own heritage. Yearly visits to Belgium are a good feature, and help to develop pupils' European awareness. The school has maintained the strengths in pupils' attitudes, behaviour and personal development listed in the previous inspection report.

Attendance

Attendance in the latest complete reporting year (93.7%)

Authorised absence		Unauthorised absence	
School data:	6.2	School data :	0.1
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.

18 Attendance for the last reporting period was unsatisfactory, and below the national average. However, the school is working hard to ensure that pupils attend on a more regular basis, and there are clear signs that this is having an impact; every effort is being made to improve the attendance rates and, because of the good systems implemented, attendance has now improved. Pupils arrive on time and punctuality is satisfactory. Recent statistics collected by the school show that attendance rates have improved, and are now similar to the national average. Unauthorised absence rates are also similar to the national average.

Exclusions

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	285	1	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. The curriculum is satisfactory; it is broad and balanced; all statutory requirements are met. The quality of teaching is good with very good features and, overall, pupils learn well. Pupils are well cared for emotionally and support, guidance and pupils' welfare is satisfactory with good features. Partnership with parents is satisfactory and links with the community and secondary schools are good.

TEACHING AND LEARNING

Teaching is good overall, with very good features, and pupils learn well. In the Foundation Stage, the teaching is satisfactory with good features. Assessment procedures are satisfactory but their use to inform the next steps of pupils' learning, whilst satisfactory overall, is variable throughout the school.

Main strengths and weaknesses

- English, mathematics and science are taught well and pupils make good gains in learning.
- A wide range of teaching methods is used to encourage pupils to stay on task.
- Relationships between pupils and teachers are very good and pupils feel secure in their learning.
- The use of assessment to inform the next steps of learning is variable whilst satisfactory overall; there are, nevertheless, occasions when above average attainers are not sufficiently challenged.
- Support staff make a very valid contribution to pupils' learning.
- Pupils' writing skills are developed well in English but are not consolidated through written work undertaken in other subjects.
- The teaching of pupils with special educational needs is consistently good with examples of very good teaching seen.
- Insufficient emphasis is placed on correct letter and number formation in the Foundation Stage; resources are too few and this restricts children's rates of progress.
- Teachers manage their pupils' behaviour well and this enables effective learning to take place in the classrooms.

COMMENTARY

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (10%)	29 (57%)	17 (33%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

19 Teaching is good with very good features in the infants and juniors and is satisfactory with good features in the Foundation Stage. English, mathematics and science are taught well and pupils make good gains in learning. However, whilst pupils' writing skills are developed well in English too few opportunities are provided for them to practise what they have learnt in other subjects. Pupils learn well but, at times, higher attaining pupils are not challenged sufficiently, especially in the foundation subjects where, too often, they are set tasks that are similar to those that the rest of the class are undertaking. This is largely due to the fact that, at present, the use of individual target setting is unsatisfactory. Whilst group targets are set for pupils they do not always take into account the needs of individual pupils. Assessment procedures are satisfactory. They are good in English and mathematics and mostly satisfactory in other subjects. Overall, the use of assessment data to plan the next steps of pupils' learning is inconsistent but is unsatisfactory overall. Teachers know their pupils well and use good questions to challenge their thinking but there are inconsistencies among year groups in the way that assessments are used to challenge all groups of pupils, especially the

higher attainers. The school has recognised this as an area for development and can build on some of the more effective examples in some classes, such as the way that assessments are used to plan work for pupils who have special educational needs. There is no unsatisfactory teaching throughout the school, although there are several areas for development in the satisfactory teaching seen:

- Too few opportunities are provided for pupils who are higher attainers to develop their skills of independent learning;
- The use of assessment and personal target setting is underdeveloped and unsatisfactory overall, and similar tasks are set for pupils of different capabilities;
- Insufficient opportunities are provided for pupils to use their skills of what they have learnt in literacy, numeracy, ICT and other subjects;
- On occasions explanations given by teachers are too long and the end sessions (plenaries) of lessons do not always take into account pupils' views of what they found easy or difficult in learning;
- In the Foundation Stage teaching is uneven; the verve, enthusiasm and spontaneity for teaching, as demonstrated by the co-ordinator, is not always apparent in the teaching of other Foundation Stage practitioners.

20 Parents are pleased with the teaching of their children and the very good relationships that exist between teachers and pupils. Pupils like their teachers, and feel that they are made to work hard, that their lessons are fun and that help is available when they are stuck.

21 Teachers generally have high expectations of their pupils and help them overcome their barriers to learning, for example, when teachers see that several pupils do not understand an explanation first time around, they quickly find a different method of presenting learning. Support staff make a very valid contribution to pupils' learning. They are well informed about pupils' difficulties and their individual needs in learning and make every attempt to ensure that all pupils have equal access to the curriculum.

22 Pupils who are higher attainers make satisfactory progress overall but, at times, the work is not sufficiently challenging, especially in science and foundation subjects, as there is a lack of individual target setting based upon rigorous use of assessment to inform the next steps of pupils' learning. On occasions teachers' marking does not sufficiently alert pupils about how they can improve the quality of their work.

23 Good classroom management is a key factor which contributes to the good quality of learning which is evident throughout the school, and all teachers work hard at ensuring that pupils are fully aware of what is acceptable and unacceptable behaviour. This has a positive effect on learning.

24 In the very good lessons seen, teachers were relentless in ensuring that pupils kept up their concentration; for example, in a very good literacy lesson in the lower juniors, where pupils were presenting a well formed argument for abolishing school uniforms, pupils made very good gains in using opening statements such as: "One of the reasons why many pupils wear school uniform is that ". The class teacher had previously made sure that pupils worked in groups which enabled pupils to feel secure in their learning because they had been given the opportunity to rehearse their arguments. Where learning is acquired at a slower pace, teachers do not plan different activities for the various attainment levels of their pupils because of variances in practice of the use of assessment. The headteacher has identified that this is an area for development on the school development plan. This results in learning slowing down. Sometimes higher attainers are not given sufficient activities that would challenge them

even further, for example, they are expected to write a few sentences more than pupils who are average attainers and this limits opportunities to develop their skills of independent learning. Whilst these pupils make satisfactory progress over time, their rates of learning could be faster. Until the appointment of the new headteacher, staff had experienced many difficulties in classroom behaviour management, resulting in a lack of confidence in letting pupils work on their own. They are now well placed to develop this aspect of their teaching because effective systems of behaviour management have been put in place.

25 The teaching of pupils with special educational needs is good and these pupils are well catered for. In a very good English lesson, pupils achieved very well in learning how to sequence events in order and how to identify meaning from bold text. The pitching of tasks at just the right levels for these pupils enabled them to make very good gains in learning. Pupils felt confident and secure with their teacher and learnt very well. Teachers teach the basic skills of reading, writing and number well. ICT is taught satisfactorily and teachers are just coming to grips with some of the interactive whiteboards that have recently been purchased but, as yet, ICT is not fully developed as an integral part of pupils' learning in most subjects.

26 The teaching of children in the Foundation Stage is satisfactory overall but good in lessons given by the foundation co-ordinator, who is providing a good example for her team to follow. Good planning is in place. The day is divided into short, manageable sessions. There is an appropriate balance between formal teaching sessions and opportunities for pupils to learn through well structured play activities. Short whole class teaching sessions have a clear focus and staff explain to children what is expected of them. Planning is based around a theme, which lends coherence to all of the activities undertaken during the week and links all areas of learning around a common theme. This helps children to consolidate their vocabulary in different contexts and has a positive effect on learning. Staff interact well with the children and teachers ensure that children are familiar with routines and this helps them to be actively involved in learning. However, there are times when insufficient emphasis is placed on correct letter and number formation and this restricts children's rates of progress. Whilst the school has spent a considerable amount of money on purchasing resources, there are nevertheless examples of resources which are too old to inspire children's interest levels. Resources for teaching correct letter and number formation using ICT are unsatisfactory.

27 Teachers go to great lengths to stimulate and interest the pupils. For example, a teacher's vibrant personality and enthusiasm in one lesson, good use of resources, calm but firm handling of a minority of inattentive pupils and use of brain breaks² to refocus concentration in other lessons are all regularly observed throughout the school.

28 Since the previous inspection improvement has been good, especially in the Foundation Stage, where the planning is now more focused and relevant to the children's needs. The previous report identified that planning for the Foundation Stage did not sufficiently take into account pupils' transition from a Foundation Stage curriculum to the demands of the National Curriculum. The links with the National Curriculum are now more closely identifying the needs of Year 1 pupils. Teaching has improved in English and mathematics and is now good. Parents are pleased with the quality of teaching pupils receive.

The Curriculum

The curriculum is satisfactory and meets statutory requirements though planning sometimes curtails the needs of the more able. It is enriched well and has a good range of extra-curricular activities. Accommodation and resources are good overall except in the Foundation Stage.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good.
- Medium and short term planning does not always meet the needs of higher attaining pupils.
- The planning of religious education has weaknesses as insufficient distinction is made between skills of religious education and those of personal, social and health education.
- Planning of subject knowledge is better than that of planning and identifying skills acquisition.
- Pupils' use of literacy, numeracy and ICT across the curriculum is inconsistent.
- Resources in the Foundation Stage are unsatisfactory, which impacts on children's achievement and acquisition of skills.

Commentary

² Planned rests where pupils undertake a series of short exercises to re-focus.

29 The curriculum is satisfactory. It is broad, balanced and meets statutory requirements, including provision for religious education and collective worship. The school has rightly focused on improving standards in English, mathematics and science which has been successfully accomplished and is now developing its provision for the foundation subjects. There is still quite a lot of work to do as yet. The national guidance adopted for foundation subjects has not been fully evaluated to meet the needs and interest levels of the pupils. For example, from scrutiny of teachers' plans, there is a lack of identification of skills progression in foundation subjects and, too often, teachers emphasise subject knowledge rather than focusing on developing subject specific skills. The school has identified this as an area for development in the forthcoming year.

30 Medium term planning is satisfactory. There is now consistency of approach, staff use a common format for planning but there are, nevertheless, weaknesses in planning in religious education as, occasionally, teachers spend slightly more time on developing pupils' skills of personal, social and health education rather than those of religious education. This occasionally restricts pupils' understanding of learning about values through religion.

31 Opportunities for learning are enriched well with a good range of extra-curricular activities, support for learning outside the school day, visits and visitors. This has a positive effect on pupils' attitudes to learning because they enjoy the new experiences and knowledge they encounter. This helps to improve their personal development and to equip them well for secondary school. For example, the residential trips undertaken by junior pupils contribute to their self-confidence and development of social skills. Pupils thoroughly enjoy working with artists and musicians. Visits from students attending the local secondary school are appreciated, especially in music, pupils are developing a strong sense of audience and instrumentalists perform well.

32 The satisfactory quality of the curriculum has been maintained since the last inspection. Scrutiny of pupils' work shows that there is too little challenge for more able pupils throughout the school as the output of their work is similar to that of average attaining pupils. This is largely due to the fact that, when the present headteacher was appointed, her first goal was to raise standards in English, mathematics and science which she has done successfully. Now staff can concentrate on developing curriculum planning in foundation subjects. As yet, identification of planning opportunities for pupils to develop their skills of literacy, numeracy and ICT is unsatisfactory overall, although some effective examples of writing were seen in Years 3 to 6 in history.

33 Arrangements for pupils' personal, social, health and citizenship education are good. This provision includes teaching about the dangers of smoking and abuse of drugs and alcohol. Appropriate arrangements are made for pupils to follow a programme on sex and relationships education.

34 The curriculum for children in the Foundation Stage is satisfactory. It is well planned and covers all areas of learning a good improvement on previous inspection findings. Children have plenty of opportunities to have hands on experience but planning for outdoor provision has weaknesses because, as yet, this area of learning has not been sufficiently developed due to the recent building works undertaken. Provision for pupils with special educational needs is good. Planning is very good and meticulously presented by teaching assistants and other adults. Contributions to pupils' individual education plans from outside agencies are well implemented and these pupils make good progress because of the high level of co-operation between the school and the speech therapy department. Support for pupils with mild and moderate learning difficulties is delivered outside the classroom this results in focussed teaching aimed at helping pupils to overcome their difficulties. Whilst these pupils are

receiving tailor made support in withdrawal groups, plans are in place to include these pupils more in mainstream lessons. Classrooms have been enlarged very recently. Pupils with statements of special educational need are very well supported and all legal requirements are met.

35 The headteacher monitors pupils' access to the curriculum to ensure that all pupils receive their full entitlement. As yet, co-ordinators have not yet undertaken a rigorous audit of how skills are systematically taught throughout the year groups. This is because they have had a tremendous amount of work to do with ensuring that the transition of moving into new classes did not disrupt the day to day teaching of the children. The number of qualified teachers is satisfactory and there is a good number of teaching assistants. Accommodation is very good. The new school has been erected very recently; however, there are some areas still to be finalised and the school is working hard to develop the outside play areas for pupils in the Foundation Stage. Resources are satisfactory in the infants and junior school but unsatisfactory in the Foundation Stage as the present basic resources in the reception and nursery classes are not plentiful or attractive enough to inspire and engage children with the exception of those in the "Atelier"³. This makes the work of keeping the children on task more difficult for all staff and results in achievement being satisfactory rather than good. Parents are pleased with the learning opportunities provided for their children, especially those in the Foundation Stage. They appreciate the hard work that goes into the good provision for extra-curricular activities.

Care, guidance and support

The school provides a good level of care, welfare, health and safety for its pupils. It provides a satisfactory level of support, advice and guidance and it makes good provision for involving pupils by valuing and acting on their views.

Main strengths and weaknesses

- The pastoral care of all groups of pupils is very good and there are very good trusting relationships throughout the school.
- The school provides good opportunities for pupils to contribute their views about various aspects of school life.
- The school works well with outside agencies.

Commentary

36 The school looks after its pupils well, especially in relation to their social and emotional development, and has maintained its good provision identified in the previous inspection report. Sound procedures are in place for monitoring academic progress and staff know their pupils well. Parents are happy that their children are well cared for and treated fairly at school.

37 The school provides good opportunities, through class councils and circle time, for pupils to contribute views and ideas for school improvement. They have made many suggestions about decoration for different areas in the new school building and these have been put into effect. Members of the school council have lively and worthwhile debates on how to improve aspects of school life, such as provision for lunchtime play, and a highly dedicated governor ensures that pupils run their meetings efficiently. Pupils know that the school will listen to their concerns and that, when necessary or suitable, they will be acted upon. The

³ A multi-sensory area devoted to pupils exploring a range of natural and man-made materials.

school provides suitable forums for pupils to express their views. This sets a good example of how to consider the views of others and how to be inclusive of all people at school. The school works very well with a range of different specialist agencies, for example the school nurse, the educational psychologist and the behaviour management team, and all of their recommendations are firmly implemented. This provides a high quality of provision for pupils with special educational needs. The special educational needs co-ordinator has ensured that all documentation for pupils with special educational needs is in place.

38 The school has been recently rebuilt and the governing body is ensuring that all health and safety procedures are firmly established. For example, regular checks are undertaken to ensure that the school's new entrances are safe and secure. Credit has to be given to the governing body and all staff for the way they have striven to provide a stable learning environment for all pupils. In spite of the many setbacks associated with the rebuilding process, the strong team spirit, high staff morale and the relentless pressure to see through the completion of the new building has been successful.

39 Relationships between pupils and adults are very good. The pastoral care of pupils is very good; a contributory factor to this is the provision of a trained counsellor who deals effectively with pupils' emotional needs effectively as and when they arise. Pupils' emotional needs are well met by all key staff who recognise and act on pupils' needs immediately to ensure that they have full access to learning. This has helped to ensure that pupils have remained ebullient and motivated despite the many hardships that the school has had to endure due to the extensive building works.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The partnership between the school and parents is satisfactory. Good links have been established with the community and with other schools and colleges.

Main strengths and weaknesses

- There are good links with the local secondary schools to facilitate transition into Year 7.
- Community links are good.
- The school seeks parents' views regularly and parents in the Foundation Stage receive good quality information.
- Although parents receive satisfactory information on their children's progress, a minority expressed a desire to receive more information on their children's progress in subjects other than English, mathematics and science.

Commentary

40 Partnership with parents is satisfactory and has been maintained since the previous inspection. The school is a friendly and welcoming place but not all parents make full use of opportunities to be sufficiently involved in their children's education. Parents of pupils with special educational needs are kept well informed and involved in their children's progress. The school has worked hard at ensuring that parents are given opportunities to come and work alongside their children but not all parents facilitate themselves of this service.

41 The information in the school prospectus is accurate and is of good quality, clearly explaining what is covered during the term but a few parents would like more information on what their children are learning per half term so that they can help out at home. Parents are pleased with the information that they receive on their children's progress and the quality of pupils' academic reports is good. However, a minority of parents, with children in the infants and juniors, would welcome more information about their children's progress, especially in foundation subjects.

42 The school opens its doors wholeheartedly to members of the community, especially in relation to the pre-school group where parents can bring their toddlers. Senior citizens enjoy coming to school and welcome the opportunity to see children perform in class assemblies. Pupils visit members of the town council to learn about its function and they have good opportunities to be involved in the town's activities. This good relationship ensures that children transfer from one stage of education to the next with little fuss.

43 Parents are appreciative of the time allocated by the headteacher and staff during parents' meetings in helping them to understand the problems and successes that their children encounter. Parents are very supportive of the headteacher and everything that she is trying to accomplish. One parent said "Since she has arrived, she has made a big difference to our community." Parents are also pleased with the help that they get in managing their children's behaviour at home because staff, together with the trained counsellor, make it their business to help parents who experience difficulties in identifying boundaries with their children.

44 The school has worked very hard to extend and improve links with the secondary school and these are now good. Older pupils have been very involved in painting murals around the school and pupils of Castledyke eagerly look forward to the musical productions performed by their older friends. Parents' views are regularly sought through questionnaires and informal interviews.

45 Governors now play a more active part in developing relationships with parents than they previously did as identified in the previous report. Parents of children attending the

Foundation Stage receive good quality of information, both on topics their children are learning and on their progress.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are good. Leadership of the school by the headteacher is good, management is satisfactory. Governance of the school is good. Key staff perform their duties well.

Main strengths and weaknesses

- The headteacher has good leadership skills; she is very popular with parents, pupils and staff and is totally committed to ensuring that all pupils have full access to the curriculum.
- Whilst satisfactory overall, management systems are not sufficiently rigorous to ensure that effective monitoring of the school development plan is undertaken.
- Governors have been instrumental in supporting the headteacher to establish her vision for the school and are very supportive of all aspects of school life. They perform their duties well
- The leadership and management of special educational needs are good and these pupils are well supported.
- Teamwork is good and a positive work ethos permeates all aspects of school life.

Commentary

46 The school has undergone considerable changes due to the major building work that has been recently undertaken. Many new work practices, such as revamped assessments in curriculum planning, have been undertaken and implemented at a very fast rate and, as yet, the headteacher has not had sufficient time to evaluate how effective her systems have been in raising standards and judging cost effectiveness of spending decisions. The headteacher, fully supported by the governing body and staff, has ensured that, during this very difficult period, the school functioned as normal and pupils' education was not disrupted. This clearly demonstrates the high levels of the staff's professionalism and dedication to their pupils and their welfare. The headteacher has good leadership skills and she has created an effective team of teachers who are hard working, professional and keen to do their best. The headteacher is effectively supported by the deputy headteacher, who manages special educational needs well. The leadership and management of special educational needs are good. Record keeping is meticulous, relevant and keeps all those involved well informed. Teaching assistants make a very good contribution to the way pupils with special educational needs learn. All statutory requirements are met. The headteacher and senior management team ensure that every step is taken to ensure that all pupils have full access to the National Curriculum. Key staff perform their duties well and have been instrumental in raising standards in English, mathematics, science and ICT. Improvement since the last inspection has been good, especially in the development of the role of the governing body and in the leadership and management of the headteacher.

47 The headteacher has a good, clear, vision to take the school forward. However, whilst satisfactory overall, in terms of identifying main areas for development, the school's strategic planning is not fully underpinned by rigorous systems of monitoring and evaluation. This results in the curriculum not being sufficiently well monitored for systematic skills progression.

48 Subject co-ordinators for English, mathematics, science and ICT generally perform their duties well and provide good role models for their colleagues. The leadership and management of the Foundation Stage are satisfactory. The co-ordinator is knowledgeable and enthusiastic. She has a heavy workload as, at present, having to co-ordinate ICT throughout the school, as well as perform her duties as Foundation Stage co-ordinator. This prevents her from monitoring and developing the quality of teaching and learning in the Foundation Stage.

49 The school's self-evaluation is satisfactory, if not slightly over ambitious, as reflected in certain discrepancies between the way the school sees itself and inspection findings. This is because the success criteria, as identified in the school development plan, are too vague for

effective and rigorous monitoring to be undertaken. The headteacher and senior management team know what needs to be done and the school has a good system for ensuring that all staff are appropriately trained. This is having a positive effect on developing the quality of teaching and learning and pupils' good achievement throughout the school.

50 A good programme of staff development has been established, which is having a positive effect on teaching and learning and has arisen out of satisfactory implementation of performance management. Teachers are clear about what they need to do to raise standards and the school has satisfactory systems to ensure that the quality of teaching and learning is monitored in order to ascertain training needs. Support staff are involved in the performance management process and it is proving to be effective in ensuring that pupils learn well as evidenced by the examples of good teaching seen. The governance of the school is good and good improvement has been made since the previous inspection. The governing body are hard working and are taking the lead in many aspects of school life, such as helping create a responsible school council. They know the school's strengths and weaknesses well and offer good quality support to the headteacher. Each governor is allocated an academic subject, which they monitor, and governors are well informed of the thorough analysis of performance data which is undertaken by the senior management team. Governors are regular visitors to the school and take an active interest in all aspects of school life. All statutory requirements are met. Governors ensure that best value principles are strongly adhered to in relation to spending. The headteacher is good at seeking extra funding to develop provision for her pupils, for example, she has secured funding for the employment of a trained counsellor who is helping to raise pupils' self esteem, attitudes and behaviour. Financial management is satisfactory; governors are well informed about the budget and there is an authorised overspend due to costs incurred as a result of the extensive building works undertaken. Recruitment, retention, deployment and workload of staff are well managed and the headteacher is totally committed to developing staff welfare.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	714 973	Balance from previous year	47 409
Total expenditure	735 203	Balance carried forward to the next	27 180
Expenditure per pupil	2 298		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

51 Provision in the Foundation Stage is satisfactory with some good features, a good improvement on previous inspection findings. Planning is now satisfactory and there are closer links with the National Curriculum. The use of support staff has improved and is good. The leadership and management of the Foundation Stage is satisfactory with good features. The co-ordinator is knowledgeable, loves her job and plans the curriculum well but is not yet fully monitoring the quality of teaching and learning by other staff. Good assessment procedures are now in place. Children enter the Foundation Stage just after their third birthday. There are 21 full time children in reception and nine full time and 58 part time children in the nursery. Overall, children's attainment on entry to the nursery is below national expectations of children of this age but it is well below expectations in personal, social and emotional development and communication, language and literacy. Over half of the children who have attended the nursery do not continue their education at this school and leave to go to other local schools, which are closer to where they live. Children make sound gains in learning overall but good gains when they are taught by the Foundation Stage co-ordinator who inspires them to learn by her infectious approach to teaching basic skills. Overall, teaching is satisfactory, with good features, and good assessment procedures are in place, which enable teachers to keep track of children's achievements. Children with special educational needs make good progress but higher attaining children are not sufficiently challenged in the reception class and their rate of learning in some activities is not fast enough.

52 The new purpose-built foundation unit is large and spacious, and accommodation is very good. However, the outside area is not yet fully equipped as an outdoor class and, as a result, valuable learning opportunities are lost when children play outdoors and this slows down learning. Plans are in place to develop the outside area but these have been impossible to implement due to the extensive building of the school. However, resources are unsatisfactory in all areas of learning, with the exception of those in the Atelier where they are good and contribute well to the overall satisfactory provision for children's creative development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships between children and adults are very good.
- Children are taught at an early age to be independent.
- The quality of teaching is good.

Commentary

53 Children's achievements are satisfactory in spite of them not attaining the expectations for their age. The quality of teaching is good; children have very good relationships with their teachers and are developing in confidence. Teachers know the children's families well and every effort is made to enable pupils to feel secure. Children are

developing good attitudes to learning and staff ensure that they are encouraged to name emotions so that they can identify their needs. When getting their snacks, children are taught how to say “please” and “thank you”, take turns and share with others. However, in the reception class, there are several pupils who have severe behavioural problems and find it difficult to co-operate with others and constantly seek the teacher’s attention. Every step is taken to ensure that pupils with special educational needs receive the support that they need. Teachers establish clear boundaries and do not tolerate poor behaviour. Most children are clear about what is expected of them, this helps them to develop both sensible and mature attitudes and distinguish right from wrong.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Higher attaining children are not sufficiently challenged in the reception class.
- In the reception class the rate of children's learning in some activities is not fast enough because on occasions the pace of teaching is slow.
- Teachers model correct speech patterns well.
- The teaching of letter sounds is good.
- Too many children do not form their letters correctly, especially in the reception class.
- Resources are unsatisfactory.

Commentary

54 Most children will not attain the expected standards by the end of their reception year but their achievements are satisfactory. Teaching is satisfactory but in the reception class occasionally the pace of teaching is slow and, as a result, children do not learn fast enough. Children enjoy listening to stories; these opportunities help them to develop both their interest in books and their listening skills. Resources are unsatisfactory overall, there is a lack of big books, overhead projectors and ICT resources to support correct letter formation, which prevents children from developing their communication, language and literacy skills at a faster rate as they often cannot see the printed word.

55 Children have difficulty in finishing their work and, too often, there is a lack of teacher intervention in keeping children concentrating and insisting that they form their letters correctly, especially in the reception class. Children can identify speech bubbles and many know their initial sounds. The teaching of letter sounds is good but, when writing, too many children do not form their letters correctly. When children are taught by the Foundation Stage co-ordinator, they make good progress because she offers good explanations and consistently checks children's understanding. When reading the "Rainbow Fish" she used the puppet to ask children questions. They squealed with delight when the Rainbow Fish uttered that she liked bacon and eggs for her breakfast. In the reception class, higher attaining children are not sufficiently challenged in literacy lessons as they do not receive sufficient extension activities when they have finished their initial tasks. Children are given good opportunities to form their letters "writing in the air" with their magic finger and this helps them gauge the correct patterns needed for writing.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Good emphasis is placed on developing children's mathematical language.
- The outside area is not sufficiently well developed to enable children to undertake mathematical activities outdoors.
- Higher attainers are not sufficiently well challenged in the reception class and, whilst they make satisfactory progress over time, they could be achieving more.

- The jigsaws used are well worn and do not stimulate in children a desire to use them and finish their work.
- Not all children form their numbers correctly.
- Puppets are used well to support learning.

Commentary

56 Children do not attain the expected standards by the time they enter Year 1 but overall their achievements are satisfactory. Teaching is satisfactory. Staff have secure subject knowledge and take every opportunity to develop children's mathematical language by intervening in their learning. As a result, children acquire mathematical language such as 'more than', 'less than', 'next to' at a fast rate. In the reception class, children made good gains in learning when reciting the number rhyme "Ten in the bed". The teacher demonstrated the meaning of a minus sign by using puppets and writing clearly on the flip chart the number that was left when one of the animals fell out of the bed. However, in the activities where children are learning independently, they often struggle with forming their numbers correctly and too few extension activities are provided for those children who are higher attainers to move them on in their learning.

57 Teachers give good explanations and support staff make a valuable contribution to children's learning. The use of puppets to support learning is good and has a positive effect on children's interest levels. Resources are unsatisfactory; they are too few in number and there is a lack of good quality jigsaws to enable children to develop their skills of hand-eye co-ordination and matching and knowledge of shapes. The outside area is not yet fully developed into a learning environment which is conducive to enabling children to develop their mathematical concepts through well structured play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are given good opportunities to use ICT to develop their skills and support their learning.
- The curriculum is enriched with a good range of visits and visitors.

Commentary

58 Children do not attain the expected standards by the time they enter Year 1 but their achievements are satisfactory overall. Children show a strong curiosity about how things work and are very interested in the topics presented. They love working on computers, they can confidently control the mouse, click and drag to move items on the screen. Children are aware of the locality around them and can identify old and new toys. They enjoy talking about how plants grow and love making fish cakes. They are very interested in learning about what sea divers wear when they dive under the sea, and they are fascinated by the range of different sea creatures. This area of learning is enhanced well by a good range of visits and visitors. Children have good opportunities to explore the local area, including shops, and they thoroughly enjoyed the visit of a diver who showed them how to use underwater equipment.

59 The quality of teaching is satisfactory with good features. Planning is good and ensures that children follow a broad and balanced curriculum. Good opportunities are provided for children to learn using their senses and particular attention is paid to developing children's vocabulary.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Children enjoy their physical development sessions in the hall.
- The outdoor play area is not sufficiently well developed to ensure that it caters for a wide range of learning activities where children can play and learn through discovery.

COMMENTARY

60 On entry to Year 1, children do not attain the expected standards but their achievements are satisfactory. Children enjoy their physical development sessions in the hall in spite of their difficulties in following instructions. They can run, skip, jump and manoeuvre large wheeled toys well. However, in class they have difficulties in using fine motor skills, for example in cutting precisely and in sticking small objects on to joint collage work. Whilst the school has made great efforts in ensuring that the playground is fenced off for children in the Foundation Stage, there is still work to be done in ensuring that there are sufficient resources to develop the outside area into a rich learning environment. For example, there is a lack of climbing frames which restricts achievement as children do not have sufficient opportunities to develop their skills of spatial awareness, climbing, swinging and balancing. It is difficult for staff to provide children with the challenges they need to work at different and more demanding levels because of a lack of equipment.

61 The quality of teaching is satisfactory. Teachers plan their lessons well and make careful observations of the children's attainment. However, they do not sufficiently extend children's responses. For example, in a satisfactory lesson exploring the movement of sea creatures, teachers too readily accepted children's stereotyped movements without upgrading their responses through modelling the actions, which slowed down children's rates of learning.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Good opportunities are provided for children to learn through role-play.
- Too few opportunities are provided for children to learn independent skills.

COMMENTARY

62 On entry to Year 1, children do not attain the expected standards but their achievements are satisfactory. Children slip easily into role-play situations as they take on different characters such as teachers, parents, deep-sea divers and characters from nursery rhymes. Children can sort objects by one function such as choosing silver squares to put onto their collages of The Rainbow Fish. They can identify whether the strips of tissue paper used for making fins and tails are dull or shiny. They can name a range of instruments and know which sound can be associated with a shark, crab or octopus. However, too few opportunities are provided for them to develop their skills of independence, especially when mixing paint and choosing their own resources for learning.

63 The quality of teaching is satisfactory. Teachers have good subject knowledge and intervene well in children's learning, consistently upgrading their vocabulary, especially in the role-play area. They encourage children to use their skills of imagination and have high expectations of them, encouraging good listening skills and enabling them to link musical sounds with animal movement.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards in reading are above the national average.
- Presentation of pupils' work is unsatisfactory.
- Teaching is good with very good features across the school, especially in the teaching of basic skills.
- The leadership and management of English are good.
- Provision for pupils with special educational needs is good.
- ICT is not used sufficiently well to support learning and is unsatisfactory overall.
- Individual target setting is not yet fully in place and on occasions higher attaining pupils are not sufficiently challenged especially in a Year 6 class.
- The use of literacy across the curriculum is unsatisfactory.

COMMENTARY

64 Inspection findings show that standards are rising. The school has tackled pupils' previous underachievement successfully by its focused approach to raising standards brought about by thorough analysis of test results. Pupils achieve well and, by the end of Year 2 and Year 6, standards in reading are above those seen nationally and in speaking and listening and writing standards are similar to those expected. There is an early indication that, in the 2004 national tests and teacher assessments, standards have improved and more pupils are attaining higher levels.

65 Previously standards in 2002 and 2003 have been too low, when compared both with all schools and with similar schools. Pupils enter school with speaking and listening skills which are well below average. The school recognises that this prevents pupils from fully participating in the curriculum and works very hard at providing good learning experiences for them to develop their speaking and listening skills, such as using drama and providing opportunities for choral speaking. As a result standards in speaking and listening are similar to those expected nationally of seven and 11 year-olds, with some weakness in vocabulary. Overall, pupils' achievements are good. Standards are rising rapidly in reading throughout the school because of the good quality resources and good teaching of guided reading. The recent emphasis on purchasing a range of quality books has given pupils a love of reading. Book fairs are well attended and pupils have a good knowledge of authors. The use of class stories is also having a positive effect on developing pupils' interest in books.

66 Standards of pupils' writing are broadly average and pupils have a satisfactory range of activities and writing opportunities. For example, in Year 3, pupils write arguments for and against wearing school uniform, while pupils in Year 6 create a letter they would have written to Dr Menzies in Florence Nightingale's hospital at Scutari, complaining about the conditions for patients. Presentation of pupils' work, however, is untidy and there are weaknesses in spelling in the juniors, though not in Year 2, where pupils' writing reveals that spelling is broadly average

and letters are properly formed. The school has focused appropriately on teaching letter sounds and patterns. Its effect is best seen in the infants, where pupils are developing good writing skills. As yet pupils' present good achievement has not had time to filter its way through the juniors. In the infants the quality of teaching is never less than good, as a result pupils learn well but achievement is less good in Year 6 because the use of individual target setting is not yet fully in place, as a result, on occasions higher attaining pupils are not sufficiently challenged. Pupils with special educational needs achieve well throughout the school because of the targeted support they receive from support staff.

67 The quality of teaching is good with some very good examples. Basic skills of reading and writing are taught well. In the teaching of reading, teachers demonstrate correct intonation and emphasise important words in reading. They teach phonics well and this enables pupils to both segment and spell out new words in their reading. Teachers' subject knowledge is good and they place good emphasis on ensuring that pupils speak correctly. They link reading and writing appropriately to improve comprehension. This is having a positive effect on raising standards because pupils are becoming familiar with new vocabulary as they have good opportunities to hear, see and write a range of different language structures. The pace of teaching and engagement of pupils by focused questioning are good throughout and pupils are keen to learn and enjoy their lessons, as a result pupils have good attitudes to learning. Humour is used effectively. Teachers and pupils share jokes and there is a lively, happy atmosphere in the classrooms. Teachers offer good explanations and carefully explain contexts for writing, as a result the content of pupils' writing and their understanding of its different purposes are improving rapidly. For example, good examples of drafting, story openings, characterisations and book reviews were seen in Year 6. The summing up of lessons is satisfactory but, on occasions, opportunities are missed for pupils to explain any difficulties encountered. Support staff make a very valid contribution to pupils' learning, they know their pupils well and encourage pupils with special educational needs to stay focused during lessons.

68 At present the use of ICT in English is unsatisfactory overall. ICT is underused to support pupils' learning and the interactive whiteboards, a very recent addition to a few classes, are not yet in regular use, for example to present text clearly in a way that pupils can see how grammar principles underpin correct writing. While resources are satisfactory, the lack of equipment to share text visually, through the use of overhead projectors or whiteboards, means that teaching is made more difficult and valuable opportunities are missed for pupils to see grammatical rules in text.

69 Subject leadership and management are good. The co-ordinator is knowledgeable and passionate about raising standards. She offers good quality support to staff and sets a very good example by being an effective classroom practitioner. The school has improved standards rapidly because weaknesses were identified and acted upon through thorough subject evaluation, and the plans put in place, such as providing extra training for staff to improve subject knowledge, have been successful. Assessment procedures are good and the use of assessment is satisfactory, although pupils do not have individual targets to help them know how to improve their work, and this occasionally slows down the rates of progress of above average attaining pupils.

70 Raising standards has been a priority and improvement since the last inspection has been good. The rates of pupils' progress have improved due to the hard work of all staff. The wide range of training that staff have undertaken is paying dividends.

Language and literacy across the curriculum

71 The use of literacy across the curriculum is unsatisfactory. Whilst an effective start has been made for pupils to use their skills in other subjects, this is not yet fully embedded either in practice or in teachers' plans. Pupils have satisfactory opportunities to use literacy in historical topics, record scientific experiments and have good opportunities to write in geography and personal, social and health education but this is not consistent across the school.

MATHEMATICS

Provision in mathematics is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Teaching of number is effective and pupils' achievements are very good but there is insufficient planning for use of mathematics across the curriculum especially in identifying opportunities for using mathematical charts and graphs.
- Pupils thoroughly enjoy mental mathematics due to the good use of quick fire questioning.
- The summing up of lessons misses opportunities for pupils to explain their difficulties in learning.
- Leadership and management are good overall and the co-ordinator has been instrumental in raising standards.
- The use of assessment data is not yet fully established in challenging higher attainers.

COMMENTARY

72 Evidence gathered during the inspection indicates that standards are in line with what is expected for pupils in Years 2 and 6 but, in number, pupils' achievements are very good. Overall most groups of pupils achieve well. Pupils who are higher attainers achieve satisfactorily over time because the use of assessment data is not sufficiently embedded in teachers' practice and, at times, these pupils do the same work as their peers, although they are capable of achieving more. The school is working hard at tackling this issue and the most recent 2004 results show that standards are rising, and this year more pupils achieved the higher levels. The school has gone through some difficult times with a succession of acting headteachers before the appointment of the permanent headteacher.

73 Due to a thorough analysis of standards, undertaken by the headteacher and subject co-ordinators, considerable work has been done since the last inspection to improve achievement in problem solving and number. This effort has resulted in the majority of pupils handling number activities confidently and accurately. A good feature of mathematics lessons throughout the school is the use of thoughtful questioning to consolidate and develop pupils' understanding. Quick fire questions are used to develop pupils' mental mathematics strategies. Pupils thoroughly enjoy having to work against time and this contributes to their good knowledge of number and good attitudes to learning.

74 Although standards have fluctuated from year to year good improvement has been made overall since the last inspection, especially in developing the quality of teaching, which underpins the overall good achievement of pupils. In Year 6, teachers skilfully use practical

demonstrations to ensure all pupils understand the concept of area. In the best lessons, challenging activities are provided for the most able pupils, although this is not a consistent feature in all classes. The school is aware of the need to ensure consistency of approach in using assessment data to inform the next steps of learning for these pupils. At present group targets are in place but individual targets are not yet used regularly. Since the last inspection the school has made good improvement in developing its assessment procedures, which are now good but there is still work to be done in assuring that data from assessments is rigorously used to plan the next steps of pupils' learning and to set rigorous individual targets for improvement.

75 Standards of teaching for all pupils are good overall, and are particularly effective for pupils in Year 2 where pupils are taught by the numeracy co-ordinator; as a result, pupils have good attitudes to learning and behave well. Teaching of pupils in Years 1 and 2 is of a good standard overall. In Year 2, the pace and variety of activities ensures all pupils achieve well. In most lessons, teachers plan carefully for special educational needs pupils, and provide activities matched to their abilities. These pupils are well supported by classroom assistants and other adults, and achieve well in mathematics and impressively so in national tests. In the best lessons, teachers conclude by posing challenging questions or brisk consolidation activities. However this is not a consistent feature, with some lessons ending abruptly. The summing up of lessons has weaknesses as pupils are not always encouraged to talk about what they found easy or difficult in learning.

76 The subject is well led and managed. The co-ordinator is an effective classroom practitioner and has done much to raise standards. She has an informed overview of mathematics, and has carefully used analysis of national test results to inform teaching and further development. This has resulted in focused support and careful preparation for national tests. Whole school planning is firmly based on the National Numeracy Strategy, which most teachers use well.

77 Assessment procedures are good but the use of assessment, whilst satisfactory overall, is inconsistent in certain year groups. Throughout the school, pupils' knowledge of their own learning for the next stages of learning is underdeveloped. Teachers' marking does not always inform pupils on how best they can improve their work. The use of ICT in mathematics is satisfactory, especially when pupils are learning about shapes, space and measurement.

Mathematics across the curriculum

78 The use of numeracy in other subjects is unsatisfactory. Although graphs and charts are sometimes used in science, history and geography, their use is often incidental and not clearly identified in teachers' planning.

SCIENCE

Provision in science is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Weaknesses in teaching experimental and investigative science have been rectified and pupils' achievements are now very good in this aspect of science.
- Higher attaining pupils, whilst making satisfactory progress, do not have sufficient opportunities to be responsible for their own learning.
- The presentation of pupils' recorded work is untidy, especially in relation to the labelling of scientific drawings.
- Support staff make a very valid contribution to learning.
- Assessment data is not used sufficiently well to plan the next steps of pupils' learning and its use is unsatisfactory overall.
- Use of ICT is unsatisfactory.

COMMENTARY

79 Standards, as identified by national tests and teacher assessments of 2003, show that by the end of Year 2, they were below national average, with very few pupils attaining the higher levels. By the end of Year 6, in comparison with all schools, standards were average. However, in comparison with similar schools, standards were below average. The percentage of pupils attaining the higher levels was close to the national average. The good analysis of test results by the headteacher and deputy headteacher has been effective in raising standards as the 2004 test results show an improving picture. There has been a strong emphasis on developing and improving pupils' knowledge and skills of experimental and investigative science. In both the infants and juniors, pupils achieve very well and have a good knowledge of fair testing. This year there is a high proportion of pupils in Year 2 and Year 6 that are identified as having special educational needs and this depresses results. The whole school emphasis on raising standards is paying dividends and pupils are achieving well, with the exception of higher attainers whose achievements are satisfactory. This is largely due to the fact that teachers are not yet fully using data from assessment to plan the next steps of pupils' learning and, whilst test results show that an above average proportion of pupils in Year 6 attained the higher levels, this is not fully borne out by the scrutiny of work undertaken during the inspection.

80 Pupils' achievements are good overall, with very good achievement seen in experimental and investigative science. In the oldest classes many pupils struggle with evaluating their findings, in light of the hypothesis stated, in sufficient detail. Nevertheless, pupils throughout the school have good subject knowledge. By the end of both Year 2 and Year 6, pupils know about the conditions needed for plants to survive, they know how to

construct circuit boards with different levels of complexity, for example, in Year 6, pupils can give reasons about why a bulb gets brighter. Pupils in Year 2 know different types of forces and the properties of materials. In both the infant and juniors, pupils have good subject knowledge and they know more than they actually write. For example, in an interview with several Year 6 pupils, they talked authoritatively on the differences between condensation and evaporation and reversible and irreversible changes and could name the main functions of the human organs. The presentation of pupils' work is unsatisfactory. It is better in the infants than in the juniors but, too often, work is unfinished, in the juniors diagrams are not clearly labelled and teachers accept work which is clearly not the pupils' best.

81 In lessons, pupils have good attitudes to learning and are keen to get on with their work. Occasionally, in the juniors, too much time is given to explanations and pupils get restless because they want to get on with learning. Overall, pupils behave well but, on occasions, especially in the juniors, when a minority of below average attainers do not fully understand the explanations given, behaviour deteriorates. Support staff intervene very well and pupils then get on with their work. Support staff make a very valid contribution to learning; they know their pupils well and help them overcome their difficulties in learning. Improvement since the last inspection has been good in that more pupils are attaining the higher levels in national tests as evidenced by the uncorroborated data of the most recent 2004 test results. The quality of teaching has improved and is now good due to the effective monitoring of teaching and learning by the headteacher and deputy headteacher.

82 The quality of teaching is good overall. Teachers know their pupils well and encourage them to do their best. Teachers have good subject knowledge and offer good explanations but, at times, they do not give the higher attaining pupils sufficient opportunities to become responsible for their own learning, for example, pupils do not undertake in depth research of topics covered and too few opportunities are provided for them to present their findings in a variety of ways. This is because the use of rigorous data from assessment to inform the next steps of learning is not sufficiently well embedded in the school's practice. Assessment procedures are satisfactory overall but data from assessment is not sufficiently well used to plan the next steps of pupils' learning and use of assessment is unsatisfactory. The 2004 uncorroborated test results show that many more pupils attained the higher levels and were well prepared for the tests, especially in answering questions in a set amount of time. The use of ICT in science is unsatisfactory. Too few opportunities are provided for pupils to record their findings in a variety of ways with the use of charts and graphs. The school has recognised this as an area for development.

83 The leadership and management of the subject are satisfactory. The co-ordinator is knowledgeable and has worked very hard at putting a scheme of work in place. He has not yet had the opportunity to monitor it for skills progression therefore continuity and progression cannot be assured as the study of certain topics, such as electricity, overlap in the infants and juniors and there is very little difference in the work studied.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- There has been a significant improvement in resources, especially through the creation of a designated ICT suite.
- When pupils work in the ICT suite they make good progress due to good quality resources.
- Teachers' confidence in ICT has improved but use of assessment to inform the next steps of learning is unsatisfactory.
- The use of ICT in other subject areas is underdeveloped and is unsatisfactory.
- Pupils are less confident with control technology and data handling.

COMMENTARY

84 The school's progress in ICT has been severely disrupted over the past year by extensive building works. For much of this period, the original ICT system was closed down. However, the very recent installation of a well equipped ICT suite has placed the school in a position to improve the achievement of its pupils further.

85 Standards are now in line with what is expected of pupils in Years 2 and 6 and pupils' achievement is satisfactory. This is satisfactory improvement on the unsatisfactory standards reported at the last inspection.

86 Pupils' word processing skills are satisfactory, and throughout the school they make good progress in basic computer skills. By the end of Year 2, pupils use ICT to present poetry, prayers and letters. They control the mouse efficiently when producing graphic illustrations of fruit and vegetables. Although older pupils have only limited experience of the ICT equipment, they confidently use PowerPoint to create their own presentations on Victorians and local football. In these activities, they work together co-operatively and with increasing independence. Year 6 pupils have a good understanding of the use of the Internet, and successfully download images to merge with their own text. Pupils are less confident with control technology and data handling, and are currently given limited opportunities to develop these skills but, overall, pupils' achievements are satisfactory. However, the use of charts and graphs is underdeveloped in science. The teaching of ICT is satisfactory overall; teaching and learning are satisfactory and have improved since the previous inspection. All teachers have now had training and are competent with the basics of ICT. Behaviour is managed well, pupils do not waste time, and equipment is looked after properly. Where pupils work with computers, there are good relationships and many of the pupils who are confident support classmates who have difficulty. The school has improved its resources, an issue identified in the previous report.

87 Other issues raised at the last inspection have been addressed well. A detailed assessment sheet has been introduced by the subject leader, although its full use has been curtailed by building works. Assessment procedures are satisfactory overall but there are weaknesses in the use of assessment to inform pupils' next steps in learning. This is unsatisfactory overall.

88 Teachers have received appropriate training, and their confidence has increased significantly. Many are very enthusiastic about the newly installed, interactive whiteboards, which will further enhance teaching in ICT.

89 The leadership and management of the subject is satisfactory. The co-ordinator has worked very hard at ensuring that staff are up to date on the use of various programs. She is

knowledgeable and enthusiastic but has had too little time to monitor the quality of teaching and learning.

Information and communication technology across the curriculum

90 The use of ICT across the curriculum is unsatisfactory. Although word processing is used to support English, ICT is not used in a systematic way throughout the curriculum. Teachers' planning for other subjects does not feature ICT, and there is no whole school strategy for its application in the curriculum.

HUMANITIES

91 Geography and religious education were inspected fully. History was sampled as only one lesson was observed and so no clear judgement could be made on overall provision, although pupils' work and teachers' planning was scrutinised.

92 In **history**, Year 6 pupils' books show that they acquire a historical knowledge of their own locality, and make comparisons between the nineteenth century and present times, for example when using archive photographs of Barton railway station and town centre. Younger pupils retell stories of historical personalities such as Guy Fawkes, and make observations on buildings around their school. Currently, literacy, numeracy and ICT skills are not fully exploited in history, and pupils have few opportunities to produce extended pieces of writing in the subject. Teachers' planning is satisfactory, and the use of a national scheme ensures coverage of what pupils should learn. However, there is a lack of emphasis on identifying historical skills in mixed age classes. For example, there is little difference between what pupils are taught about chronology in Year 2 and Year 4. Artefacts, including reproduction Roman armour, are used well to support pupils' learning and understanding. Resources are good; the school makes very good use of local education authority artefacts and there are good quality books to support learning.

GEOGRAPHY

Provision in geography is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Good emphasis is placed upon learning about environmental issues and the locality.
- Too few opportunities are provided for higher attaining pupils to use their literacy, numeracy and ICT skills.
- Assessments are underdeveloped and are unsatisfactory overall.
- Skills progression has not been sufficiently well identified in planning.

COMMENTARY

93 Standards in geography are in line with national expectations of most seven and 11 year-olds and pupils' achievements are satisfactory. A similar picture was noted at the last inspection, although fewer pupils are currently achieving the higher levels. This is because assessments are underdeveloped, and are unsatisfactory overall and teachers do not provide sufficient extension activities for higher attaining pupils, such as enabling them to develop their skills of literacy, numeracy and ICT. Improvement since the last inspection has been satisfactory and pupils are attaining what is expected nationally.

94 Evidence from the three lessons seen during the inspection, indicates that teaching is satisfactory, with good features and pupils learn well. Pupils have good attitudes and behave well. By the end of Year 2, pupils can confidently use aerial photographs and translate these into simple maps. They are aware of local landmarks such as the Humber Bridge, and physical features including the River Humber, cliffs and coastline. Teachers develop geographical vocabulary through careful, focused questioning, although the lack of correct compass direction is an aspect for development. In Year 6, pupils have a good understanding of settlement, and correctly identify hamlets, villages and cities. They relate this knowledge to local maps, although again their directional vocabulary is insecure. Opportunities to use extended writing skills, and apply numeracy to geographical data, for example, are limited. ICT is also under-used in geography lessons. Overall, this is unsatisfactory. The school has recognised this as a pointer for improvement. Skills progression has not been appropriately identified in planning and the co-ordinator has not monitored teachers' planning for skills progression.

95 Leadership and management are satisfactory with good features. The subject co-ordinator has good knowledge, and attends regular training events. Unfortunately, she has little time to systematically monitor pupils' work or teaching, and this limits her overall understanding of standards throughout the school. Long term planning for the subject is in place, but has not been reviewed to take account of recent changes in class organisation and, as a result, the co-ordinator has identified this as an area for urgent review.

96 Improvement since the last inspection has been satisfactory and the school has maintained its satisfactory provision.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils are developing good skills of empathy due to good use of Bible stories.
- Teachers' planning occasionally confuses skills and knowledge of personal, social and health education with those of religious education.
- Assessment is unsatisfactory.
- Too few opportunities are provided for pupils to record what they have learnt.

COMMENTARY

97 Standards at the end of Year 2 and Year 6 are broadly similar to those identified by the Locally Agreed Syllabus and pupils' achievements are satisfactory. Improvement since the last inspection has been satisfactory; the school has maintained its satisfactory provision. By the end of Year 2, pupils have visited a church and learn about prayer, the role of the vicars and the work that they carry out. Pupils know many Bible stories and are aware of the teaching of Jesus. They are developing skills of empathy at a fast rate due to good use of Bible stories. For example, they know how difficult it must have been for the father of "The Prodigal Son" to accept him back into the family. Pupils learn about, and from, religion and gain a good grounding in different world religions and faiths. Whilst there are good links with personal, social and health education, and pupils are given good opportunities to reflect on improving human values, some of the teachers' planning places more emphasis on this subject than on religious education. Religious education contributes well to pupils' spiritual, moral, social and cultural development. Pupils develop their ideas of praising God and present their ideas through dance, drama, speaking and prayer to an invited audience. By Year 6, pupils have learned about pilgrimages in different religions and consider the journey of life through reflecting on different values such as trust, strength and courage. Progress and achievement are satisfactory overall. Pupils with special educational needs make good gains in learning.

98 Teaching is satisfactory. Teachers have good subject knowledge; they offer good explanations but do not provide sufficient opportunities for pupils to record what they have learnt. Pupils' attitudes to the subject are good. They listen carefully and are keen to understand and learn new ideas. Lessons are prepared well and introductions are particularly effective because, through their good exposition skills, teachers capture pupils' interest and help them understand the significance of different beliefs and values that affect the way we live, for example, the Islamic rules of prayer, food and drink.

99 Subject leadership and management are satisfactory. The school has identified the need to be more precise in ensuring that personal, social and health education and religious education are taught as separate subjects and that they do not overlap. Assessments are unsatisfactory and do not inform teachers of what pupils' strengths and weaknesses are in learning. This results in all groups of pupils following the same work because teachers are unaware of where to pitch the teaching, so it is usually aimed at average attaining pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

100 Not enough lessons were observed in art and design or music for a firm judgement to be made on overall provision, and no lessons were observed in design and technology or physical education, so these subjects were sampled.

101 In **art and design**, evidence of pupils' work, and a scrutiny of displays, indicates that a broad curriculum is followed but that pupils do not develop their skills incrementally as they move up the school. For example, pupils' skills of shading and colour mixing are similar in Year 2 and Year 4. This is because the school has concentrated on preparing pupils for the national tests and improving their skills of literacy and numeracy which had previously been too low. Not enough evidence was seen to make a secure judgement on the quality of teaching and learning. Pupils in Years 1 and 2 handle different types of collage and create bold, colourful images of plants, flowers and fruit. Year 3 and 4 pupils make striking tie-dye fabrics, featuring a range of subtle tones and colours. By the end of Year 6, pupils have developed

good observational skills, which they apply well when drawing the Victorian townscape. However, their use of line, density and shade in drawing is less secure. Three-dimensional work, particularly for older pupils, is narrow, and there is a lack of art inspired by the traditions of other cultures and eras. Pupils' experience of a range of famous artists and designers is also limited. The subject leader has very little time allocated for evaluating art and design, and her role is currently very restricted. She has, however, undertaken a rigorous review and identified strengths and areas for development, and has recently introduced portfolios to aid assessment. The school invites artists to work with pupils, and has been involved with a number of craft activities at the Rope Walk, a local arts centre. Pupils enjoy art and design and ICT has been used satisfactorily to support learning, especially in the use of drawing programs.

102 The curriculum for **design and technology** is satisfactory in breadth but does not define skills and knowledge specifically enough or ensure that the same work is not repeated as pupils move up the school.

103 In a good lesson observed in **music** in Year 2, pupils sang tunefully with expression and breathed correctly in order to emphasise diction and phrasing. When singing “This old man”, pupils kept their concentration and even when the bell rang they did not want to stop singing. In Year 6 examples of very good relationships between the teacher and pupils ensured that a very positive atmosphere for learning was created. Instrumentalists (violinists, recorder group and guitar group) make good gains in learning and have good skills of performance. Pupils follow appropriately detailed schemes of work. Those interviewed said that they enjoy music lessons and were able to talk about the lives of various composers and eagerly referred to their participation in workshops on African drumming and samba rhythm. There have been good links with the local education authority adviser and staff have received good quality training. Lunchtime supervisors have put into practice various recommendations and the younger children eagerly sang rhymes when waiting in a queue for their lunch. Pupils have composed their own music and, in Year 2, they understand the meaning of “layering” (adding sounds) to develop the sound of thunderstorms. The use of ICT is underdeveloped and is unsatisfactory overall; it must be remembered that the ICT suite is new and, as yet, the ICT co-ordinator has not had sufficient time to develop this aspect of the curriculum.

104 Interviews with Year 6 pupils suggest that an appropriate curriculum is followed in **physical education**, including games, gymnastics and dance, is provided by the school. Discussions with the headteacher indicate that the majority of pupils learn to swim by the age of 11. Older pupils are offered a residential visit, involving outdoor, adventurous activities, and coaching sessions are provided by local organisations such as Scunthorpe Football Club.

PERSONAL. SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

105 Very few lessons were able to be observed so this subject was sampled by scrutiny of teachers’ planning and pupils’ work.

106 The programme for personal, social and health education is satisfactory. From an early age in the Foundation Stage, children are taught how to identify their emotions and learn what is acceptable behaviour and what is unacceptable. In the infants and juniors, good opportunities are provided for pupils to learn about their rights as a citizen and specialist input provided by the local community police officer and school nurse supports the school’s work on drugs education and bullying. The use of the school counsellor is very effective and pupils are very keen to debate conflict resolution. Pupils are making good gains in becoming aware of the need to look after our environment. Bullying is not tolerated and pupils are aware of what needs to be done if anything arises that they are uncomfortable with. Pupils know that there are different types of responsibility, rights and duties at home and why rules must be obeyed. Pupils are confident and they are well prepared emotionally for secondary school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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