

INSPECTION REPORT

KNAVESMIRE PRIMARY SCHOOL

York

LEA area: City of York

Unique reference number: 121279

Headteacher: Mrs Carol Weston

Lead inspector: Miss V Rogers

Dates of inspection: 24 – 26 November 2003

Inspection number: 256648

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 years
Gender of pupils:	Mixed
Number on roll:	176
School address:	Trafalgar Street South Bank York
Postcode:	YO23 1HY
Telephone number:	01904 653279
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Appropriate authority:	The governing body
Name of chair of governors:	Mr W Schofield
Date of previous inspection:	14 September 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated within a residential area to the south of the City of York. It is about the same size as other primary schools, with 147 full-time pupils and a further 58 pupils who attend the nursery on a part-time basis (35 in the morning and 23 in the afternoons). The nursery serves other schools within the area so not all the pupils enter full-time schooling at Knavesmire from there. The attainment of the pupils on entry to the Reception Class is broadly average.

Five pupils are registered in the local authority's Hearing-Impaired Base, which is accommodated within the school. These account for the higher than average number of pupils with Statements of Special Educational Needs. The percentage of pupils on the school's register for special educational needs is broadly average (15 per cent). The percentage of pupils known to be eligible for free school meals is below average. The number of pupils whose first language is not English is higher than in most schools, although only one pupil is at the early stage of acquiring English.

The school gained an achievement award in 2002 and 2003 and a Basic Skills Quality Mark this term.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22274	Miss V Rogers	Lead inspector	Mathematics Information and communication technology Music Religious education Personal, social and health education and citizenship English as an additional language
19343	Mrs M Howell	Lay inspector	
21020	Mrs T Galvin	Team inspector	Science Art Design and technology Foundation stage
21910	Mr G Longton	Team inspector	English Geography History Physical education Special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Knavesmire Primary School is a school which has many strengths and provides a **good** standard of education. Teaching and learning across the school are good so that pupils achieve well and reach above average standards in English and mathematics by the end of Year 6. They achieve well in art and history across the school. The headteacher provides good leadership and manages the school well. The governance of the school is very good. The school gives **good value for money**.

The school's main strengths and weaknesses are:

- Provision in the Foundation Stage is good.
- Pupils attain above average standards in English and mathematics by Year 6 and in science at the end of Year 2 and in history and art across the school.
- Teaching is good, although there need to be more opportunities for pupils to develop independent learning.
- Good leadership and management and very good governance.
- The curriculum is broad and is enriched well.
- Pupils have good attitudes towards school; they behave very well.
- The school provides a good level of pastoral care for its pupils.
- The management role of the subject co-ordinators remains underdeveloped.
- Assessment is not used as well as it might be in some lessons.
- ICT is not used sufficiently to support learning in other subjects.

Since the last inspection in 1999, there has been satisfactory improvement in tackling the key areas of weakness identified then. The school has maintained the good quality in teaching, standards have continued to rise and the school has received awards in recognition of pupils' achievements. The school provides more opportunities for pupils with hearing impairment to work and socialise with pupils of the same age. Although the headteacher and senior staff have monitored teaching and learning, this is not yet sufficiently developed within other subject areas. Statutory requirements with regard to information for parents in the prospectus and governors' report are fully met.

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	A	B	C
Mathematics	C	A	B	C
Science	B	B	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 achieve well. Although the results in 2003 suggest that standards achieved in English and mathematics were not as high as in the previous year, in this group of pupils there was a higher than usual number of pupils with special educational needs. The number of pupils who achieved at the higher levels was above average in all three subjects. In relation to their attainment at the end of Year 2 the pupils who left school in July 2003 achieved well above average in English, above average in mathematics and average in science. In the tests, the girls achieved better than the boys. Inspection evidence suggests that the current Year 6 is in line to achieve above average standards in English and mathematics and average standards in science.

Test results at the end of Year 2 indicate that standards in reading were average and below average in writing and mathematics. In this year group there was also a higher than average number of pupils with special educational needs. Inspection evidence shows that Year 2 pupils are achieving well and indications are that pupils are in line to achieve expected standards in English, mathematics and science.

Children enter the nursery with standards that are broadly average. They achieve well and by the time they leave the reception class it is anticipated that most children will reach, and a significant number exceed, the expected goals.

Pupils are in line to achieve the expected standards in ICT, religious education and all the other subjects by the end of Year 2 and Year 6, apart from art and history where standards are above average. Most pupils achieve well largely as a result of the good teaching that they receive, which encourages them to do their best.

Pupils' personal development including their **moral and social development, is good.** Provision for pupils' **spiritual and cultural development is satisfactory.** As a result, pupils' have **good attitudes** towards school and standards of **behaviour are very good. Attendance is satisfactory.**

QUALITY OF EDUCATION

The **quality of education provided** by the school is **good.** The quality of most of **the teaching is good** and pupils achieve well, particularly in English and mathematics. Although teaching in Years 1 to 6 is good, overall, in some subjects there is insufficient use of information gained from the assessment of pupils' work to plan tasks that match the needs of all pupils. In Years 3 to 6 there are insufficient opportunities for pupils to take the initiative for their learning - for example, by carrying out independent investigations.

The school offers a wide range of learning experiences for its pupils. The curriculum is broad and is enriched by a good range of extra-curricular activities, including a broad range of visits and visitors to school. The school has a strong commitment to inclusion and equality of opportunity.

However, there is a need to improve the library provision so that it can be used to promote pupils' research skills and provide more opportunities for independent learning.

The school makes good provision for the pupils' care, welfare and safety. There are good links with other schools and colleges and links with parents are satisfactory. The school is looking at ways in which it can improve the information that is provided.

LEADERSHIP AND MANAGEMENT

The overall quality of the leadership and management of the school is good. The headteacher has a clear vision for school improvement and has implemented many strategies, since her appointment just over a year ago, to make the school more effective. She is well supported in her work by the deputy headteacher. There remains scope for the development of the management roles of the subject co-ordinators to have a sharper focus on raising standards in their subjects. The governors manage their responsibilities very well and have a good understanding of the strengths and weaknesses of the school. This ensures that the school continues to improve.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are happy with the education that the school provides and feel that their children make good progress. They are pleased with the behaviour of the pupils, but would like more information about how their children are progressing. Most pupils enjoy their school, although some feel that lessons could be more interesting and have concerns about the behaviour of others. These views were not supported during the inspection in discussions or through observation.

IMPROVEMENTS NEEDED

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

- Use the newly adopted assessment systems to plan work that is set more closely to the abilities of the pupils.
- Improve consistency in the quality of marking.
- Provide more opportunities for pupils to learn independently and to use their initiative, particularly in Years 3 to 6.
- Increase the use of information and communication technology to support pupils learning across subjects.
- Continue to develop the management roles of the subject leaders, with a sharper focus on raising standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in the nursery and reception classes achieve well so that by the start of Year 1 most have achieved at least the goals expected for their age and a significant number are in line to achieve above average standards. Pupils are in line to achieve average standards in English and mathematics by the end of Year 2 and above average standards by the end of Year 6. Pupils achieve above average standards in science in Year 2 and in line with those expected in Year 6. Standards in religious education and information and communication technology are in line with those expected. There is no significant variation in the standards achieved by boys and girls,

Main strengths and weaknesses

- The pupils achieve well in the Foundation Stage.
- Pupils achieve well. Standards in English and mathematics are average in Years 1 and 2 and above average by the end of Year 6. This is largely because of the good quality of teaching across the school.
- Standards are above average in science in Year 2 and achievement is good.
- Pupils throughout the school achieve well in history and art and standards are on course to exceed expectations at the end of Year 2 and Year 6.

Commentary

1. Attainment on entry to the nursery is average. The children make good progress and achieve well so that by the end of reception the majority are likely to achieve the expected goals in all areas of learning, with a significant number achieving above average. This is because of the consistently good planning, teaching and learning that occur.

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

Standards in:	School results	National results
reading	15.6 (16.5)	15.7 (15.8)
writing	13.7 (15.0)	14.6 (14.4)
mathematics	15.9 (16.4)	16.3 (16.5)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

2. Although the results of the 2003 national tests at the end of Year 2 indicate a dip in each subject from last year, this is largely due to the higher than usual number of pupils identified with special educational needs (19 per cent). As a result, the number of pupils achieving the higher level (Level 3) was below average in each of the subjects. The results do not follow the pattern of above average trends that the school has achieved over the past five years. In the 2003 science assessments, the number of pupils achieving the expected level was above average; those achieving at the higher levels were average. The girls achieved better than the boys in reading, writing and mathematics.

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

Standards in:	School results	National results
English	28.0 (28.8)	26.8 (27.0)
mathematics	27.8 (28.9)	26.8 (26.7)
science	29.1 (29.6)	28.6 (28.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year.

3. The results of the 2003 national tests at the end of Year 6 show that average standards were lower than the previous year, although the school reached its targets at Level 4 and exceeded its target for pupils achieving at the higher level in English. Pupils exceeded their targets in mathematics. Within this group, approximately a quarter of the pupils had been identified as having special educational needs. When compared with those of other schools who scored similarly at the end of Year 2, the pupils' results were well above average in English, above average in mathematics and average in science. When compared with schools with similar levels of free school meals, results in English and mathematics were average and below average in science. The trend in school results is in line with the national trend.
4. Standards of work seen in the present Year 2 indicate that pupils are in line to achieve average standards in English and mathematics and above average standards in science. Pupils in Year 6 are on course to reach above average standards in English and mathematics and are in line with those expected in science. This is largely because older pupils have gaps in their knowledge and understanding in science, due to the lack of consistency in previous teaching.
5. Across the school, pupils' make satisfactory progress in the other areas of the curriculum and achieve the standards expected, with the exception of art and history where they achieve well.
6. Pupils with special educational needs achieve well, although the standards they attain are below average. Pupils who are causing concern are identified early and given extra support in lessons. They are monitored well. Those who are placed on the school's register of special educational needs are set clear targets and they make good progress towards meeting them. This is because they are well supported in the basic skills by the teaching assistants. Pupils with English as an additional language make satisfactory progress.

Pupils' attitudes, values and other personal qualities

The school is successful in promoting pupils' personal development. They have good attitudes to their work and their behaviour is very good. The relationships in school are very good. Pupils' spiritual, moral, social and cultural development is good. Attendance is satisfactory.

Main strengths and weaknesses

- There are very good relationships throughout the school.
- The school has very high expectations of good conduct.
- Pupils can clearly distinguish right from wrong.

Commentary

7. Children in the Foundation Stage are encouraged to take responsibility and try hard when working, behave well and are on course to achieve the early learning goals in their personal, social and emotional development. Across the school, very good relationships exist between pupils and between teachers and pupils. During lessons and breaks pupils work and play well together. They readily offer help to their fellow pupils, and this was illustrated during a Year 1 literacy lesson. The pupils had selected books to read and one was having difficulty with some words in the story. He was soon given help by another pupil and then continued happily reading his book. Pupils listen to their friends and respect their views. The teachers act as very good role models and the pupils follow their example. Consequently, there is a great deal of mutual respect.
8. The pupils live up to the very high expectations their teachers have of them. They clearly know and understand the school rules, and very little time needs to be spent correcting inappropriate behaviour. During lessons they listen to their teachers and quickly settle down to their work. The atmosphere in the dining-room is calm and friendly and the lunch-time supervisors need to spend very little time checking the behaviour of the pupils. Good use is

made of the outdoor play areas and the pupils clearly enjoy using the play equipment provided. The very good behaviour of the pupils makes a significant contribution to the harmonious and friendly atmosphere within the school.

9. The provision of moral education is good and pupils have a good understanding of the distinction between right and wrong. During discussions with inspectors, pupils explained clearly why school rules exist and knew the rewards and sanctions used by their teachers. They like the new behaviour policy and feel the teachers are using it fairly. They are involved in drawing up their own class rules. There are very few instances of bullying in the school, but the pupils know how seriously the teachers view bullying, and to whom they should turn for help.
10. The provision for the social development of the pupils is good. They show concern and compassion for other pupils through their willingness to offer help, both in and out of lessons. They understand that within their own community, and in the wider world, people have differing views and faiths. They also understand the importance of showing respect for such views. They listen attentively when their fellow pupils offer their opinion, and appreciate how their actions may affect others.
11. Provision for pupils' spiritual development is satisfactory. Pupils' spiritual development is promoted through the daily acts of collective worship and religious education. Assemblies are held for the whole school, and for each key stage. However, the quality and content of the assemblies gives little opportunity for the pupils to experience spiritual inspiration. Time is not always given for pupils to reflect on what they have heard and to relate it to their own experiences.
12. The school provides good opportunities for pupils to explore and understand their own culture. Good use is made of the many local museums and historical sites. The school welcomes visiting speakers to further the pupils' knowledge of the wider community. Pupils are also given the opportunity to experience music and dance from a number of different cultures, and have benefited from an exchange visit by a teacher from Japan. The pupils' awareness of our multicultural society could be further developed - for example, through the greater use of displays in the school.

Exclusions

There have been no exclusions in the last school year.

Attendance

Attendance is satisfactory and the school makes satisfactory efforts to improve this. The rate of unauthorised absences is broadly in line with the average. The school stresses the importance of regular attendance, and the majority of parents are very supportive in this respect. Most pupils arrive at school on time, and the school day begins promptly.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good.

Teaching and learning

The quality of teaching and learning is good for children the Foundation Stage and for pupils in Years 1 to 6.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (11%)	26 (68%)	8 (21%)	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.

Main strengths and weaknesses

- Teachers use a good range of teaching methods that are planned well, and this leads to a high level of interest from the pupils.
- Teaching assistants and support staff, including those for the pupils with hearing impairment provide good support to help pupils learn more effectively.
- From Years 1 to 6, teachers do not use the information they gain from checks that they make of pupils' work in planning work that matches pupils' varying needs, except in English and mathematics. Marking is not consistent.
- In Years 3 to 6 teachers do not allow pupils sufficient opportunities to work independently and use their own initiative.
- Teachers do not make enough use of computers to help with pupils' learning in subjects other than in information and communication technology lessons.

Commentary

13. The good teaching in the Foundation Stage and in Years 1 to 6 ensures that pupils achieve well. This is very evident in English and mathematics in Years 1 to 6, and in science in Years 1 and 2. The features of this teaching are that teachers' lesson planning is good. This ensures that pupils know what is expected of them in lessons and their learning is focused. Staff give all pupils an equal chance to do well in lessons. Teachers use a range of good teaching methods, which include whole-class teaching and group and individual work. In mathematics, these include practical, investigative and problem-solving activities. On the other hand, in science in Years 3 to 6 teachers do not develop pupils' practical work sufficiently. Across the school, teachers do not use the information they gain from checks that they make of pupils' work to plan work that matches pupils' varying needs. Exceptions to this are in English and mathematics across the school and in science in Years 1 and 2.
14. Occasionally, teaching is very good; for example, in a Year 2 English lesson. A feature of this teaching was that the teacher had high expectations of what pupils were able to achieve and used the resources very well to make the work interesting and to extend pupils' learning. Consequently, pupils showed high levels of interest, the rate of learning was very good and pupils' achievement was high in relation to their prior learning.
15. Teachers manage pupils' behaviour very effectively. A strength of the behaviour management strategies is in the very good relationships between staff and pupils. There is good use of support staff to help pupils learn. In a good Year 2 science lesson the specialist teaching assistant worked closely with pupils who have special educational needs and lower-attaining pupils. This ensured that they played a full part in the lesson and achieved as well as their classmates. Time is mainly managed well in lessons. Pupils say that lessons are interesting. One of the main reasons for this is that teachers constantly encourage pupils to do their best.

Little time is wasted in lessons because they are well organised, correctly resourced and pupils are clear as to what is expected of them. The effectiveness of the use of homework varies from class to class; it is satisfactory, overall.

16. Although achievement is good, overall, in Years 3 to 6, pupils' progress is slower in Year 3, where teaching, although satisfactory, is not as effective as in the other year groups. In Years 3 to 6 teachers do not allow pupils sufficient opportunities to work independently and use their own initiative. This limits their personal development and academic achievement; for example, in the use of library research skills in English and in other subjects. It is also very evident in science in Years 3 and 6, where teachers mainly ask pupils to copy the information. This does not challenge their scientific thinking or allow pupils to show fully what they know and understand. Therefore, pupils' achievement is only satisfactory in science. Information and communication technology is not used sufficiently to support pupils' learning across the curriculum.
17. Teaching is good in the Foundation Stage. The basis of this teaching is the very good relationships and level of support and care for the children. Staff use well the very thorough checks and reviews of children's work to plan activities that are matched to their varying needs. Teaching and support staff work together very well as a team, but they are not always used as efficiently and effectively as they could be, for example, in lesson introductions, in the outdoor area or when the reception children work independently. On these occasions, the learning of the children is satisfactory rather than good.
18. Teachers quickly identify the needs of the few pupils who learn English as an additional language and they give the pupils the extra help they need. Class teachers work hard to help special needs pupils make progress. Pupils are identified as soon as possible in the nursery and reception class or when they arrive in the school part-way through their primary education. The SENCO and the teacher discuss the pupils' individual education plans, based on targets that need to be worked on. These are shared with pupils and are couched in sufficiently short steps to enable pupils to realise that progress is being made. Support in whole-class lessons for pupils with special educational needs is good. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Specialist learning support staff are effective and they contribute well to the quality of teaching and learning. Pupils from the resource base for the hearing impaired receive particularly skilled help when they are in mainstream classes. As a result, pupils who learn English as an additional language and pupils with special educational needs make good progress in relation to their prior learning.
19. The good assessment procedures in English and mathematics ensure that pupils who arrive in school mid-term are quickly given work at an appropriate level so that they make immediate progress in lessons.

The curriculum

The school provides its pupils with a good range of learning opportunities, successfully meeting their interests, aptitudes and learning needs.

Main strengths and weaknesses

- The provision of learning opportunities for children in the Foundation Stage.
- The effectiveness of the strategies for teaching literacy and numeracy.
- The provision for the support of pupils with special educational needs.
- The ICT suite is too small. It becomes very overcrowded, especially for older pupils. The chairs do not match the height of the computers.
- The school library needs more books, particularly non-fiction to further promote pupils' research skills and provide more opportunities for independent learning.

Commentary

20. The curriculum meets the statutory requirements to teach all subjects in the National Curriculum and religious education. Appropriate schemes of work are in place for all subjects, based on the latest national guidelines. Children in the Foundation Stage benefit from a rich curriculum. Throughout Years 1 to 6 good curricular planning ensures that teachers are provided with a range of suitable topics upon which to base their lessons. During the school's arts week pupils enjoy a wide variety of experiences and produce good quality artwork.
21. Pupils with special educational needs are well supported so they can work alongside their friends to take advantage of the curriculum offered. Provision for pupils with hearing impairment is good. When necessary, the curriculum is carefully adapted to their needs so that the requirements of their individual education programmes are met. The school moves quickly to take effective action when there is a need.
22. The school is implementing the strategies for literacy and numeracy well. This results in pupils of all levels of attainment being provided with a good range of learning opportunities to develop their skills in these subjects. The arrangements for teaching literacy in Years 4, 5 and 6 are proving particularly effective and helping to raise standards. Pupils are beginning to become more confident in using information and communication technology, although this is not yet used sufficiently to enhance work in other subjects.
23. The provision for pupils' personal, social and health education is satisfactory. Although regular time is given to teach the subject, the school does not yet have a policy to ensure the progressive development of this aspect as pupils move through the school. The school has recognised this as an area for development in its school development plan.
24. The school has good arrangements for pupils before they transfer to the next stage of their education. They have established strong links with the local high school, to which most of the pupils transfer. The pupils begin a topic that they start at the primary school and then continue at the high school, which provides a good link. There are visits from the staff of the secondary school and they are well aware of any specific needs of individuals, particularly those with special educational needs.
25. A central feature of the school's work is its determination to value all pupils and to include them in all aspects of its work. Girls and boys have the same access to all parts of the curriculum, including games. For example, during the inspection, all Year 6 pupils enjoyed football training, making very good use of the school's spacious hard surface area.
26. There is a good range of well-supported extra-curricular activities. Pupils and parents particularly appreciate the opportunities the school provides in sport. During the inspection the school choir was observed enthusiastically rehearsing for the Christmas season. An annual residential visit is provided for pupils in Year 6.
27. The curriculum in English and mathematics is constantly checked and improved where necessary. The subject co-ordinators analyse the results of statutory and optional tests and teachers' evaluations to see if there are any areas of relative weakness or potential improvement. This system has not yet been extended to other subjects. Co-ordinators also keep a watchful eye on resources to ensure that teachers have all they need. Good informal communications mean that minor problems are shared and acted upon quickly before they develop into major issues.
28. The school has a dedicated and enthusiastic team of teachers and support staff who work together well. All adults are well deployed to meet the demands of the curriculum and to support pupils' learning needs. Overall, the quality and adequacy of the accommodation for teaching the curriculum are good. However, the suite for information and communication technology is small and the school lacks a well-resourced library to further develop the pupils' research skills. The school governors are investigating the possibility of providing a grassed

area, to improve the school's provision for games. The staff present attractive displays of pupils' work throughout the building and this creates a pleasant and stimulating environment in most classes, though some areas could be improved by dispensing with unwanted furniture. The caretaker and his team ensure a high level of cleanliness. The resources in all subjects are at least satisfactory and in the Foundation Stage, art and design and physical education they are good.

Care, guidance and support

The school makes good provision for the pupils' care, welfare and health and safety. There is good support and guidance for pupils' academic and personal development.

Main strengths and weaknesses

- The pupils trust their teachers and know that they can turn to them for help.
- The school has secure procedures to ensure that pupils work and play in a safe environment.
- There are good procedures in place to meet the personal and emotional needs of individual pupils.

Commentary

29. The pupils have confidence in their teachers and know that they can turn to them for help. They are sure they will be listened to and that any worries will be taken seriously. The very good relationships in the school help pupils to feel valued as individuals.
30. The school provides a safe and secure environment for the pupils. There are systems in place to ensure that all necessary records are kept and procedures followed. Health and safety is now seen as a very important element of school life. Consultations have recently taken place involving parents and local authority road safety officers to find a way of improving access to the school.
31. The pupils' personal development is monitored informally and this works effectively. The teachers know their pupils and their families well. Information is shared between staff and this ensures that the emotional and personal needs of the pupils are met. There are very good arrangements for the sharing of important information relating to the pupils with hearing impairment. The school ensures that new teachers or supply teachers are fully aware of the particular needs of each child.
32. At present, there are few opportunities for pupils to be consulted about the development of the school or for their ideas to be considered. There is no school council, and the main chance pupils are given to express their views is during circle time. The only pupils who are given an opportunity to put their ideas in writing are the ones in the reception class. The value of this exercise will be limited by the age of the pupils concerned and their ability to express their views in writing.

Partnership with parents, other schools and the community

There is good support for the school from the parents. The links between the school and parents are satisfactory. There are good links with other schools and colleges and the transfer arrangements for pupils moving to secondary education are good.

Main strengths and weaknesses

- The parents are happy with the education their children receive.
- The school has good links with other local schools.
- There are good arrangements for the transfer of pupils.

Commentary

33. The views of the parents who returned questionnaires and attended the pre-inspection meeting showed good support for the school. They say their children are happy at school, and that there is good teaching with good extra-curricular provision. They feel the induction arrangements for new pupils are also good, and that they are comfortable about talking to the teachers.
34. The school has close links with the nearby playgroup and with the local child-minder group. The arrangements for new children starting in the nursery and reception class are effective, and the children quickly settle into the daily routines of the school. Parents commented on how well their children had settled into school life and how they enjoyed their time in school.
35. The school also works closely with the secondary schools to which the pupils will transfer. The pupils begin work on topics at the primary school, which they will continue when they move to the secondary phase. This helps the pupils to gain confidence about the move, and to feel that they will be able to cope with the new subjects they will study. The school has also been part of a project that identifies pupils who would benefit from extra support during the transfer time. This helps pupils to talk about specific concerns they may have and enables them to meet other new pupils during the summer holidays. Parents with experience of pupils moving to secondary school said their children had settled well and were well prepared for the transfer.
36. As far as possible the school establishes close relationships with parents of pupils with special educational needs and traveller pupils. This was very well developed when the school welcomed families from a travelling circus. The school visited the circus and established a very good relationship with the families. Parents are also invited to reviews of statements and individual education plans and an increasing number now accept the invitation.
37. Parents are provided with information relating to topics being studied during each half term and have the opportunity to attend two parents' meetings during the year. These meetings are well attended, as is the meeting when governors submit their annual report. This takes the form of an open discussion meeting and parents take full advantage of this opportunity to make their views known. Despite the amount of information parents receive, and the opportunities they have to talk to teachers and the headteacher, a number do not feel they are well informed about the progress their children are making, or about how they can help their children at home. The school is looking into ways of improving the flow of information between school and home.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management of the school is good, overall. The headteacher provides good leadership and has a clear vision of what needs to be done to improve standards and the quality of education. She is supported well by the deputy headteacher. Governance is very good.

Main strengths and weaknesses

- The headteacher has a good understanding of what needs to be done to raise standards and has set about the task with a clear sense of purpose.
- The ethos of the school is both inclusive and supportive.
- The governors have a very good understanding of the school's strengths and weaknesses and carry out their role as critical friend effectively.
- Financial management is very good and specific funding is spent appropriately.
- The school carries out thorough evaluations of its provision and the standards that the pupils achieve.
- The principles of best value are well established.
- The management role of the subject co-ordinators is not yet sufficiently developed.

Commentary

38. The headteacher provides good leadership. She has a clear vision for the future development of the school, particularly with a view to raising standards and maintaining a broad curriculum. She is well supported by the deputy headteacher, who makes a significant contribution to the leadership and management of the school.
39. Since the last inspection there has been a change of headteacher and changes to the teaching staff. During this period the school has gone through a difficult period brought about by staffing concerns, mainly due to lack of funding and some long-term staff absences. Despite the difficulties in staffing, the headteacher has introduced and implemented a number of initiatives with a view to improving the quality of provision. For example, she has focused much of her early work on establishing and promoting a common approach to the management of pupils' behaviour. This is having a positive effect, as seen in the very good standards of behaviour. She and the deputy headteacher have set up clearer systems for monitoring and evaluating the standards that the pupils achieve and they use the information well to track the achievements of individuals and identify areas of common weakness. However, there is a lack of rigour in using this data to ensure that pupils are suitably challenged in the work set for them in lessons other than English and mathematics. The headteacher has been successful in promoting a common ethos of social inclusion and emphasis on higher expectations of the pupils' achievement and behaviour. Pupils of all abilities and backgrounds are happy to come to school; this is reflected in the positive response of the pupils and parents in the questionnaires and at the meeting prior to the inspection.
40. The school carries out a rigorous programme of self-evaluation to cover all identified targets from the previous year. The results of this evaluation provide the basis for the school's improvement plan, which includes any implications for finance and staff development. The procedures for the continued professional development of all staff are good and include regular monitoring of teaching by the headteacher and senior staff. Staff development opportunities are identified through the performance management process as well as those identified in the school improvement plan. There are clear plans to extend the process to include all support staff. There are good procedures to support newly qualified teachers and those new to the school and the school provides good support for student teachers.
41. Because of the staffing changes, the headteacher has recently revised curriculum responsibilities for teachers. There is some variance in the effectiveness of the roles of curriculum co-ordinators. Although there is a shared commitment to raise standards, not all subject co-ordinators have yet had time to develop their role by evaluating achievement, teaching and learning in their subjects in a planned and systematic way.
42. Finances are managed very well. Finance is very clearly linked to the school's priorities and incorporated into the school improvement plan. The finance committee monitors spending appropriately and is aware of the principles of best value. Specific grants are used appropriately and the school takes every opportunity to bid for additional funding from a number of organisations.
43. The management of special educational needs in the school is good. Record keeping and relevant documentation are very well organised, allowing pupils' progress and achievement to be checked quickly and accurately. However, the time allowed for the SENCO to keep track on all that is involved in the provision for pupils with special educational needs is very small compared with other schools of similar size.
44. Staff from the local education authority service for the hearing-impaired offer support and advice and work closely with the school. The management of statements, transition and admission are all managed efficiently.

45. The governing body is very effective, has a clear committee structure and meets regularly. It has a high level of expertise and is both enthusiastic and supportive of the school and staff. Governors ensure that they are well informed about all aspects of school life, through receiving reports, visiting the school, analysing results and taking an active part in some school activities. They have a good understanding of the strengths and weaknesses of the school. The governing body's role as critical friend to the school is well developed, as they are keen to challenge and question as well as support school initiatives.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	551,466
Total expenditure	532,578
Expenditure per pupil	2,573

Balances (£)	
Balance from previous year	5,608
Balance carried forward to the next	24,496

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the nursery and reception classes (Foundation Stage) is **good**. Most children enter the nursery with early learning skills that are average. Children achieve well and make a good start to their education because the quality of teaching and what the teachers plan for them to learn are good. As a result most children reach above the expected standard in all the areas of learning by the time they leave the reception class. Children with special educational needs make good progress because staff identify their needs promptly and give them the extra help they need.

Standards have risen to above average in all the areas of learning since the time of the last inspection because of the good quality teaching and improvements in the way in which teachers plan the work. The links with parents are very good. The main factors that contribute to this are the very good provision for homework and the information that teachers share with parents about their children's achievements at parents' consultation evenings. Parents are very happy with the good arrangements for settling children into school.

Main strengths and weaknesses across all the areas of learning

- Relationships are very good and staff are very caring and supportive.
- They have high expectations of what children are able to achieve in their work and in their personal development.
- Staff make very thorough checks and reviews of what children know, understand and can do and they use these well to match the work to children's varying learning needs.
- Staff work very successfully together as a team, but support staff are not always used effectively.
- Leadership and management are good.

Commentary

46. The quality of teaching and learning are good because teachers plan the work carefully so that it is interesting and practical. They have high expectations of what children are able to achieve in their work and in their personal development. Also, staff make very thorough checks and reviews of what children attain and they use these well to match the work to children's varying learning needs. Therefore, all children achieve well. The leadership and management of the Foundation Stage are good and staff work together very successfully as a team. Support staff contribute significantly to the teaching of the whole class and of smaller groups.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Staff ask children to take responsibility and show initiative in their learning.
- Children try hard in all their work: they are polite and very well-behaved.

Commentary

47. Staff manage children's behaviour very well through the very good relationships that they have with them. They are very caring, supportive and friendly so children feel secure and this gives them the confidence to learn. Therefore, the behaviour of most children is very good: they take turns, share equipment and work sensibly together as friends. Staff ask children to make choices about some of the activities they carry out and, therefore, children show good levels of initiative and responsibility for their age. They have good attitudes to their work: they try hard

and produce a good amount of work in lessons and over time. Staff give children very good activities in which they reflect upon their work and relationships with one another. Therefore children are developing a good awareness that some actions are right and some are wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for this area of learning is **good**.

Main strengths and weaknesses

- The teaching of basic skills is very good.
- Support staff are not always used effectively during the lesson introductions.

Commentary

48. Nursery and reception staff have high expectations of what children are able to achieve. This is very evident when they teach basic skills, such as the initial sounds of letters. The reception teacher builds well upon children's skills in guided reading lessons. Staff inspire children through reading them a variety of interesting stories. As a result, reception children read, spell and write correctly simple words and sentences. Staff use the thorough checks and reviews that they make of children's progress to match the work to their varying learning needs well, such as the books that children read. This ensures the good progress of all children. On the other hand, staff are not always used effectively during the lesson introductions. This is evident when staff (teachers or teaching assistants) sit and watch the person teaching the whole class rather than using the time efficiently, for example, to record the response of the children to the teacher's questions.

MATHEMATICAL DEVELOPMENT

Provision in this area of learning is **very good**.

Main strengths and weaknesses

- The teaching of number work and the correct mathematical vocabulary is very good.

Commentary

49. Staff teach number work very well and they encourage children to use their mathematical skills across the curriculum and, therefore, children make good progress. Nursery and reception staff encourage children to use the correct mathematical vocabulary, for example children know the names of three-dimensional shapes, such as a cylinder and sphere. Staff have high expectations of what children are able to achieve. This is evident when reception children count to a hundred in tens in numeracy lessons. Nursery children count up to ten and reception children build well upon this knowledge when they count and order numbers to ten and beyond. They work out simple calculations involving addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Staff make the learning practical and enjoyable and they give children a wide variety of experiences.

Commentary

50. Staff use the good resources, visitors and visits out, well to make the work interesting and enjoyable - for example, the visit to the allotments. Nursery children help to care for bulbs in the garden and study how plants grow. Reception children talk about the ways in which they are similar or different from one another. Through good teaching, children develop their skills in information and communication technology well. To make a change of construction, nursery children use the mouse with increasing skill and reception children use it confidently to work a variety of computer programs.

PHYSICAL DEVELOPMENT

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Children's skills are extended effectively by lessons in physical education.
- Staff plan the outdoor activities well but there are not always enough staff outside to ensure that children move forward in their learning.

Commentary

51. Staff teach successfully the skills to help children gain safe control of finer movements, such as using glue spatulas, paint-brushes and cutting with scissors. They extend well children's physical skills through lessons that take place in the school hall. Staff plan well the outdoor physical activities to extend not only children's control of larger movements but also their learning across all the areas of the curriculum. On the other hand, there is not always enough staff outside for the number of children who choose to go there. As a result, staff are unable to stay long enough with a group of children in order to move them forward in their learning. Therefore, on these occasions, children's learning is satisfactory rather than good.

CREATIVE DEVELOPMENT

Provision for this area of learning is **good**.

Main strengths and weaknesses

- Children reach high standards in artwork.
- Reception staff do not always spend enough time with children who work independently.

Commentary

52. Pupils achieve well in artwork. This was very evident when reception children sewed felt toys. Also when they looked very closely at pictures of pets and then worked carefully with pastels to represent what they saw. The staff directed the work closely so that the work these children produced was of a high standard. Nursery staff spend time regularly developing children's ideas and language skills when they act out a role in the structured play areas, such as the hairdressers; therefore, children's learning is good. Reception staff take a similar approach when they first set up the play areas. However, within lessons they do not always leave the group they are teaching to spend some time with children who work independently on their chosen activities. Therefore, on these occasions, they do not develop enough the children's ideas and language in order to move them forward in their learning. Consequently, the learning of some children is satisfactory rather than good.

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision for English is **good**.

Main strengths and weaknesses

- The National Literacy Strategy has been introduced very effectively.
- Teachers have good subject knowledge and make lessons interesting.
- Very good subject leadership gives impetus to improvement.
- The school lacks a dedicated and attractive library area.

Commentary

53. Standards observed in lessons and an analysis of work in books indicate that the attainment of pupils in the present Year 2 is average and that for those in Year 6 it is above average. This is an overall improvement since the previous inspection. The improvement in attainment is due to the efficient implementation of the National Literacy Strategy and clear target-setting following effective assessment, especially the new weekly targets set for individual pupils.
54. Pupils throughout the school enjoy English lessons and achieve well. They are given many opportunities to develop speaking and listening skills, which are now above average. For example, in lessons, pupils often discuss with a partner before attempting to write. By Years 5 and 6, pupils attain above average standards in speaking. They converse confidently with adults and read aloud with expression. Pupils' listening skills are very good, especially in situations such as assemblies and group reading sessions. Year 3 pupils listened very well as their friends read the poems they had written to the whole class at the end of the lesson.
55. Teachers have worked hard to improve the standard of reading. Pupils are making good progress. There is additional help for pupils with special educational needs. Classroom support assistants provide valuable help to all pupils. Higher-attaining pupils in the upper juniors are confident readers. For example, they were very familiar with all the 'Harry Potter' books and many are members of local libraries. The school library would benefit from reorganisation and restocking. The school is doing all it can to help pupils who find reading difficult, especially when it comes to tackling unfamiliar words and texts.
56. In writing, pupils of all attainments are now making good progress. They write different types of text; for example, letters on a variety of topics or sequencing instructions. When writing instructions to plant an amaryllis bulb a Year 2 pupil wrote, "Carefully place the bulb in the flower pot and gently put the compost around the bulb".
57. Pupils with special educational needs are well supported through well-focused individual education plans that detail the targets these pupils should achieve. During the inspection teachers and support staff were observed working successfully with groups of special needs pupils. A combination of good subject knowledge, high expectations and very good relationships led to the pupils making clear progress. Support given to pupils for whom English is an additional language enables them to make good progress towards acquiring early skills in reading and writing.
58. The quality of teaching is good, overall. Teachers plan their work well and use a range of strategies that engage the interest and involvement of the pupils. Teachers mark pupils' work conscientiously and sometimes set new challenges and targets for improvement. This is not consistent across the school. Teachers generally use discussion and questioning well during lessons. The ends of lessons are used appropriately, both to reflect on what pupils have learned and in some instances provide further challenges for them to use and apply their skills.

59. The leadership and management of the subject are very good. The co-ordinator's own high level of knowledge and understanding of teaching and learning enables her to support colleagues and to lead by example. She has had an opportunity to monitor the teaching and learning across the school.

Language and literacy across the curriculum

The pupils have satisfactory opportunities to use their reading and writing skills in other subjects such as history, geography and religious education. Although there are some opportunities in a few classes for pupils to use their information and technology skills, particularly word processing and the Internet for research in their work, these opportunities are not yet sufficiently well planned across the school.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards, by the age of eleven, are above average and most pupils achieve well.
- Teaching and learning are mostly good.
- The management of the subject is good.
- Marking is not always used sufficiently well to help pupils improve.
- Marking and assessment targets are not clearly shared with pupils so that they are aware of what they need to do to improve.

Commentary

60. The majority of pupils in Year 2 are in line to achieve the expected standards by the end of the year. In Year 6, standards are in line to be above average by the end of the year. In the most recent national tests, the proportion of pupils achieving both the expected and higher levels at the end of Year 2 was average. At the end of Year 6 an above average number of pupils achieved both the average and above average levels.
61. Since the last inspection, the school has continued to improve provision in mathematics and has maintained the good quality of teaching, although the quality of marking remains a weakness. Although marking is carried out regularly, there is inconsistency with regard to giving pupils direction on the next steps in their learning or how they could improve.
62. Earlier work indicates that, by the age of seven, higher-attaining pupils make good progress through the year and by the end of Year 2 are sequencing, adding and subtracting numbers to 100 and are using their knowledge to solve simple problems. They are beginning to understand the value of money and to solve simple shopping sums with reasonable accuracy. When measuring, they use standard units such as centimetres and metres. The lower-attaining pupils, who benefit from the focused help of the classroom assistants, add two numbers together to the amount of 20 and recognise odd and even numbers to 10. They use non-standard measures when measuring a range of objects and are beginning to understand the value of coins. These pupils make good progress in their learning, so that by the end of the year most are in line to achieve the expected standard.
63. Teachers use the National Numeracy Programme well and, by the age of eleven, most pupils, including the lower-attaining pupils, achieve at the expected standard with a significant number of higher-attaining pupils above average. Older pupils are confident when attempting to draw shapes from the descriptions given by their teacher. They are developing their mathematical language well, such as the names of plane shapes and vocabulary such as *intersect*, *bisect* and *diagonal*. Earlier work indicates that they have a good understanding of place value and four-digit numbers and they apply this knowledge well during the mental and

oral start to their lesson. They are able to work out the perimeter and area of shapes, draw angles carefully using a protractor, and have a good understanding of analogue, digital and twenty-four-hour time.

64. The quality of teaching and learning in mathematics is mostly good, with some very good teaching. In the most effective lessons, teachers have secure knowledge and understanding which are reflected in the good pace, the level of challenging questioning and discussion and in the high expectations of the standards they expect the pupils to achieve. They engage the interest of the pupils through well-planned activities that are clearly matched to their levels of understanding. Pupils particularly enjoy the challenges presented in number, and opportunities to carry out practical investigations, for example, when estimating and placing in order a number of standard measures on a five-metre stick. In the less effective lessons, the pace is slower and pupils therefore lose interest. Assessment information is not used with sufficient accuracy to provide work that is clearly matched to pupils' levels of understanding, so that there is either insufficient challenge or lower-attaining pupils are not secure in what they have learned. There are common strengths in the teaching. These are in the use of correct mathematical language and the requirement that pupils should explain their methods. Other strengths of the teaching include the good quality of relationships between adults and pupils, which encourages pupils to try their best. The teachers make good use of resources and use the high level of support given by classroom assistants well.
65. The school has developed good procedures to assess the achievements of its pupils, based on regular evaluations by class teachers and standardised tests. This information is used well to plot the achievements of pupils and to set targets. However, this information is not used specifically enough to set targets with individual pupils to give them a clear picture of how they are progressing and of the next stage of their learning.
66. The management of the subject is good. The co-ordinator shares responsibility for the subject with the headteacher. Together, they monitor standards by tracking pupils' progress. They evaluate the results in standardised and national tests to identify any common weaknesses and have had the opportunity to monitor some teaching and learning in lessons. They recognise the need to develop provision for gifted and talented pupils and are currently involved in developing this aspect of their work by working alongside other colleagues on a local authority working party.

Mathematics across the curriculum

67. The pupils make satisfactory use of their mathematical skills in subjects such as science, geography and history; for example, when using their knowledge of co-ordinates in geography and time-lines in history, but these opportunities tend to be coincidental rather than planned. There are some opportunities for pupils to use ICT to support their learning in mathematics, for example, when recording data, although this is an area that has been recognised as in need of further development.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good in Years 1 and 2, and pupils achieve well.
- Pupils have good attitudes to learning and work hard in lessons.
- In Years 3 to 6 the marking of pupils' work is unsatisfactory.
- The methods used in some classes to record information do not allow pupils to show fully what they know and understand.

- Across the school teachers make good use of pupils' numeracy skills but not enough use of pupils' literacy and computer skills.
- The school does not have a system for the co-ordinators to check and review pupils' learning.

Commentary

68. The organisation of the school's timetable meant that it was possible to see lessons in Years 1 and 2 but not in Years 3 to 6. Further evidence for judgement on these year groups comes from pupils' current work, last year's work in Year 5, discussion with teachers, subject co-ordinators and Year 6 pupils.
69. In Years 1 and 2 the teaching and learning are good. Teachers plan and organise the lessons carefully and involve pupils in interesting and relevant practical work. Therefore, pupils achieve well. Teachers manage pupils' behaviour very successfully. As a result, pupils' behaviour is very good: they have good attitudes to the work, follow teachers' instructions promptly and work sensibly.
70. In Years 1 to 2, teachers use the checks they make on pupils' work to plan future lessons that meet the needs of pupils of differing abilities. This good approach is not as evident in all classes in Years 3 to 6.
71. In Years 1 to 2, teachers use teaching assistants effectively to help pupils, particularly those with special educational needs, including pupils with hearing impairment, to be fully involved in the lesson, with the result that these pupils achieve at the same good rate as their classmates.
72. In Year 3 to 6, pupils' work indicates that teaching is satisfactory overall and pupils achieve satisfactorily. They reach average standards in Year 6. Discussion with pupils shows that their knowledge and understanding of living things, materials and forces is satisfactory. Pupils enjoy science as the teacher makes the lessons interesting.
73. In Years 3 to 6 opportunities for pupils to design and carry out their own investigations are limited. In Years 3 and 6 pupils have few opportunities to record their work independently as much is mainly copied information. This approach does not allow pupils to show fully what they know and understand or to take the initiative for their own learning. In these year groups the marking of pupils' work is unsatisfactory.
74. Across the school, teachers make good use of pupils' numeracy skills. They do not make enough use of pupils' literacy and computer skills to support pupils' learning in science, except in the Year 1 and Years 4 and 5 classes.
75. Leadership and management of the subject are satisfactory. At present, the school does not have a system for the co-ordinators to check and review pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision and staff expertise have improved since the last inspection.
- Direct teaching of ICT skills is good.
- Too little use is made of ICT to support learning in other subjects.

Commentary

76. Standards in ICT are in line to reach expected levels by the end of Years 2 and 6 and pupils' achievements are satisfactory. Although this is similar to the findings of the last inspection, there have been considerable improvements in provision for the subject, both in resources

and teachers' expertise. Grant funding has been used well to upgrade resources and to improve teaching skills. There is now a computer suite that can accommodate a class, working two to a computer. Teachers and support staff have received training and a good deal of support from the local education authority advisers so that they are competent to teach the required curriculum. This is on-going, with continued support from the local authority's adviser who works with teachers and builds up their confidence in teaching the subject.

77. Pupils in Year 2 develop their word processing skills using the shift key, space bar and enter keys to rearrange text into a list. Most pupils are able to save their work and log off when completed. Pupils in Year 5 use an art package and achieve well when creating designs in the style of Matisse. They design using a range of shapes, which they move around for maximum effect. In Year 6, pupils create a spreadsheet using information they have collected with regard to personal data. After entering the data appropriately, they use this to access information; for example, the average height.
78. The quality of teaching seen was satisfactory, overall. The teachers demonstrate the skills and techniques well so that pupils are able to proceed with their tasks. Although some pupils were seen using the Internet to carry out research about their work in history, there was little evidence of the use of computers to aid learning in other subjects.
79. Lower-attaining pupils and pupils with special educational needs, including those with hearing impairment, are generally given good support from the learning assistants and teachers to enable them to do similar work to other pupils and make satisfactory progress in their learning.
80. The management of the subject is satisfactory. The present co-ordinators have oversight in a temporary capacity, as a newly appointed teacher is to take over the role of co-ordinator on completion of her probationary year. The school has recently reviewed its policy and programme of work and adopted the local authority's recommendations to ensure that all elements of the National Curriculum are planned for. The school is also currently implementing its new procedures for assessing and recording pupils' progress.

Information and communication technology across the curriculum

81. The use of ICT to support learning in other subjects is limited, with too little use made of the class-based computers to support learning. Years 4 and 5 used a CD-ROM to research information in history and Year 6 to produce a database, but there was no further evidence. The school has recognised this as an area for development in its action planning.

HUMANITIES

Two lessons in religious education, one in geography and three in history were observed. Inspectors also looked at samples of pupils' previous work, work on display and teachers' planning.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching in Key Stage 1 is good.
- Not enough time is given to the subject in some classes, particularly for older pupils in Key Stage 2.
- The co-ordinator manages the subject well although there are insufficient opportunities to monitor teaching and learning.

Commentary

82. Standards are in line to achieve those expected by the end of Years 2 and 6. As few lessons were observed and much of the work covered centred around discussions, there was limited written work to examine. However, analysis of the available work and that on display indicates that pupils achieve satisfactorily throughout the school.
83. Pupils in Year 2 are beginning to understand the special nature of symbols and the use of artefacts in religious festivals. For example, they learn the significance of the use of candles in the Advent ring and the symbolic relevance of the Christingle and begin to make links with the Menorah in Judaism and the Diya lamps used in the Hindu festival of Diwali. Good use is made of visits to local churches and the importance of many of the features seen there. In addition to Christianity, pupils learn about Judaism in some depth whilst also considering aspects of other religions such as Islam.
84. From the lessons seen, an analysis of pupils' work and teachers' planning, indications are that teaching over time is good in Key Stage 1 and satisfactory in Key Stage 2. In one lesson seen in Year 2 the teacher made good use of resources, which engaged the interest of the pupils well, enabling them to understand further their symbolic use in the festivals of light celebrated by different faiths.
85. The subject is managed well. The co-ordinator has recently introduced the new locally agreed syllabus but has not yet had the opportunity to evaluate its impact or monitor teaching and learning. Procedures for the assessment of pupils' work are not yet in place, although the adoption of the new syllabus has these built into the structure. The subject is included for review in the school's development planning.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Standards in map reading are good.
- Pupils are very enthusiastic and enjoy geography.

Commentary

86. From the lesson seen and an analysis of pupils' work on display, indications are that teaching is satisfactory and that pupils achieve satisfactorily throughout the school and reach the expectations set nationally. This is a similar finding to that of the previous inspection.
87. Year 2 pupils are familiar with their local environment. They make a good link with their studies in history as they look at houses old and new in the area. Pupils are familiar with maps of the British Isles, Europe and the World and can identify many towns and cities as well as rivers and mountain ranges. Year 6 have attended a special event in York studying the culture of Japan, which added to their interest in that country. Pupils build up their knowledge of map reading by preparing maps before visiting places such as Filey and Scarborough. Year 6 pupils were observed working on maps, using six-figure references to identify places. They enjoyed the challenge; and the very good relationships in the class, which have been built up successfully by the very experienced teacher, ensured that all pupils achieved well as they helped each other come to grips with the difficult task.
88. The co-ordination of the subject is satisfactory, but the co-ordinators have not yet had the opportunity to monitor teaching and learning in the classroom. Resources are satisfactory.

HISTORY

Provision for history is **good**.

Main strengths and weaknesses

- Standards are above those expected nationally.
- There is good coverage of the history curriculum.
- Pupils enjoy making a study of the past.
- Teachers make lessons very interesting.
- There are good opportunities for pupils to practise their literacy skills in history.

Commentary

89. Observation of lessons and an analysis of work on display and in books indicates that pupils achieve well throughout the school and reach above the expectations set nationally. This is a similar to what was found at the previous inspection.
90. Pupils in Years 1 and 2 learn about a range of famous people and important events. Year 2 pupils know about Samuel Pepys and The Great Fire of London and are very knowledgeable about the life and work of Grace Darling. They are very proud of their classroom model, complete with a huge lighthouse, a rowing boat near the rocks in the sea and a figure of Grace Darling dressed in the clothes of the era. They have also visited the Cenotaph in York and understood the significance of Remembrance Sunday. Years 4 and 5 pupils learned what it was like to be poor in Tudor times compared with life today. They studied Tudor buildings in depth on their visit to the centre of York and linked their work very effectively to literacy, art and design technology. The very good relationships established in the class helped all pupils work willingly with one another to produce work of high quality. Pupils with special educational needs, including the hearing impaired, participate fully in the lesson, as they are well supported by the teacher, support staff and other pupils in the group.
91. In the lessons seen, teaching was good, overall. The teachers have a good rapport with their pupils and create a very good ethos for learning. Pupils work hard and achieve well.
92. The leadership and management by the subject co-ordinators are satisfactory. They have not yet had the opportunity to monitor teaching and learning in classes.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One **lesson** in art and design was observed and none in design and technology or music. As no lessons were seen in **design and technology** or music it is not possible to make a secure judgement about provision, teaching or learning in those subjects.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Art enjoys a high profile in the school.
- Standards are above average and pupils achieve well in art.
- Visits and visitors to school provide good enrichment in art.
- Leadership and management of art are good.
- Teachers do not make enough use of information and communication technology to support pupils' learning in art and design and technology.
- The school has only recently put in place systems for assessing pupils' achievements.
- The school does not have a system for the co-ordinators to check and review teaching and learning.

Commentary

93. Art has a high profile in the school. This is very evident in pupils' work on display. Pupils say they enjoy artwork. Evidence about art and design and technology comes from the displays, talking to pupils, teachers and the two subject co-ordinators. Further evidence comes from a Year 6 lesson and the Year 3 art club.
94. The evidence indicates that teaching and learning in art and design are good, overall, and pupils achieve well. Standards are above expectations in art in Year 2 and pupils reach high standards in clay work. Most of the Year 3 pupils attend the art club and these pupils achieve very well. Pupils' achievements in Years 3 to 6 are above average, although pupils' progress slows down in Year 6. This is largely a result of the reduced amount of time given to art in Year 6 than in other year groups because of the strong emphasis on English, mathematics and science in preparation for the national tests. Across the school the quality of the work that teachers plan for pupils is good. Visits out, and visiting artists, add very considerably to pupils' skills. Leadership and management of the subject are good, although the co-ordinators have not had an opportunity to monitor teaching and learning across the school.
95. In **design and technology**, the evidence indicates that standards are average across the school. Pupils' achievement and the curriculum are satisfactory. The standard is above average for some of the products that pupils make, such as the models of Joseph and his multi-coloured coat. On the other hand, pupils' skills in planning and reviewing their work are less well developed. In both subjects teachers make good links with science and history, which extend pupils' learning well.
96. In **music**, no lessons were seen although teachers' planning shows that the subject is taught regularly. Teachers plan their work based on a commercial scheme and the school provides a good range of extra-curricular activities to help develop the pupils' interest and progress. For example, pupils have the opportunity to learn to play the guitar, violin and woodwind instruments or sing in the school choir. There is also a recorder club, led by one of the teachers. However, there are too few opportunities for the majority of pupils to listen to and appreciate a wide range of musical genre - for example, as pupils enter and leave the hall for assemblies. Although pupils sing together during assemblies, it is not possible to make a secure judgement about the quality of the singing as they are accompanied by taped music with a choir singing. On these occasions several of the pupils, particularly the older ones, did not participate.
97. The co-ordinators for music have responsibility for all creative subjects. They are new to the role and have not had an opportunity to monitor the teaching and learning. At present, there are no procedures for assessing pupils' achievements.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The dedication and enthusiasm of the subject co-ordinator.
- Pupils achieve well, because of good teaching across a range of activities.
- There is good achievement in swimming.
- The school's hall is very small and there is no school playing-field.

Commentary

98. Overall, standards are in line with expectations and pupils achieve well across a varied range of activities. They develop their skills in dance, games and gymnastics well. This is a similar judgement to that of the previous inspection. A structured scheme of work promotes good progression and continuity across the school.

99. Swimming is arranged for Year 3 pupils and, by the end of the year, most pupils can swim the expected national distance. Many pupils are very proficient swimmers by the time they leave the school.
100. In gymnastics, Year 6 pupils were observed working with poise, control and creativity in their floor work. They are confident when planning their sequence of movements into a linked programme. Pupils collaborate successfully in order to appraise and modify their work. They use the very limited space quite ambitiously, exploring and using different levels.
101. Teaching is good. Teachers and support staff, as well as all hearing pupils, offer good support to pupils with hearing impairment, who take an active part in all physical activities. Pupils benefit from joining in competitive sports with other schools. The Year 6 residential visit enhances outdoor and adventure skills.
102. The leadership by the co-ordinator is very good. The resources are good and are well managed in the small space available. Although access is difficult, they are used well. Small equipment for use at break and lunch-times is now provided and lunch-time supervisors are receiving training. This helps to sustain the high standard of behaviour.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

103. No lessons in personal, social and health education (PSHE) or citizenship were seen and it is, therefore, not possible to make a secure judgement about provision in this subject. None the less, teachers' planning indicates that weekly lessons are set aside for the subject. Each class has one session of PHSE each week. Some aspects of the subject are integrated across the curriculum with elements taught in science, religious education and physical education.
104. However, the school does not yet have a policy to ensure that all elements are taught progressively. This has been identified as an area of priority for development in the school's improvement plan for the next academic year.

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	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
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	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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