

# INSPECTION REPORT

## **ST. MARY'S CATHOLIC PRIMARY SCHOOL**

Selby

LEA area: North Yorkshire

Unique reference number: 121639

Headteacher: Mr N A Evans

Lead inspector: Mrs J Randall

Dates of inspection: 8 – 10 September 2003

Inspection number: 257823

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: Voluntary aided  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 186

School address: Baffam Lane  
Selby  
North Yorkshire  
Postcode: YO8 9AX

Telephone number: 01757 706 616  
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Appropriate authority: Governing body  
Name of chair of governors: Mr J Savage

Date of previous inspection: 18 May 1998

## CHARACTERISTICS OF THE SCHOOL

This is a Roman Catholic Aided School serving a small town and the surrounding countryside. One hundred and eighty-six boys and girls attend the school with ages ranging from four to 11-years-old. A very small number of pupils are from ethnic minority backgrounds and no pupils speak English as an additional language. The percentage of pupils on the school's register of special educational needs is low (8 per cent) but the percentage of pupils with statements of special educational needs is above average (2.6) and these statements cover physical, behavioural and learning difficulties. The percentage of pupils receiving free school meals is below average (4.8 per cent) but the school does cater for pupils from both advantaged and disadvantaged areas and number of families do not take up their entitlement. Overall prior attainment on entry to the school is average but all levels of prior attainment are represented. A number of staffing changes have affected the school over the last two years. These changes are mainly due to promotions although staff illness has also meant a number of temporary teachers. A new deputy headteacher was appointed in the spring of 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1471	J Randall	Lead inspector	Art and design Geography History The Foundation Stage English as an additional language
13706	G Marsland	Lay inspector	
4926	T Aspin	Team inspector	Mathematics Information and communication technology Design and technology Special educational needs
31175	A Allison	Team inspector	English Science Music Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective school** providing a good quality of education and giving good value for money. The leadership and management are good. The curriculum, teaching and learning are good. Attainment at the end of the Reception class and Year 2 is above that expected nationally. Attainment in the current Year 6 is above that expected nationally in English and science and similar to the levels expected in mathematics. The size and makeup of year groups fluctuates and this affects standards. Changes and difficulties in staffing slowed down curriculum and staff development over the last year and this is why the school is not quite as effective as it was at the time of the previous inspection. However the school is now in a good position to improve further.

#### The school's main strengths and weaknesses are:

- standards in reading, writing, mathematics and science are above average at the end of Year 2 and in Year 6 above average in English and science;
- teaching and learning are good and performance is monitored well;
- the strategies for teaching mental mathematics are not good enough for pupils to attain at level higher than average;
- standards in information and communication technology are below average in Year 6 but improving;
- provision for pupils' personal development is good and their attitudes and behaviour are very good;
- the accommodation is unsatisfactory in Years 1-6 and resources and accommodation are unsatisfactory for the Reception class;
- leadership and management are good and the school is well supported by parents;
- care for pupils is very good and they receive good support and advice;
- the implementation of the marking policy is inconsistent;
- there are not enough opportunities for pupils to learn about life in a culturally diverse society.

The improvement since the last inspection is satisfactory. Although national test results have fluctuated, mainly due to the make-up of different year groups, the school has maintained the good standards found at the time of the previous inspection in reading, writing and mathematics at the end of Year 2 and in English and science in Year 6. The unvalidated results at the end of 2003 show a good improvement on 2002. All the areas for improvement arising from the previous inspection have been addressed but although a marking policy has been implemented this is not yet consistent in its use across the school due to staff changes. Staff training in information and communication technology has been effective in the improving provision.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	D	D	E
mathematics	A	A	E	E*
science	B	C	E	E

*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.  
E\* means that the results were in the lowest five per cent nationally.*

**Overall achievement is good because pupils make good progress in lessons due to the good teaching.** Children enter the school with average prior attainment. **Attainment and achievement in the goals that the children are expected to achieve by the end of Reception**

**are good in personal, social and emotional development, communication language and literacy and mathematical development.** There was insufficient evidence to make a secure judgement on the rest of the Foundation Stage curriculum. **Attainment at the end of Year 2 is above average and achievement is good in reading, writing and mathematics.** At the end of 2002 the results in the national tests and assessments were lower than in previous years and were affected by staff changes. The unvalidated results at the end of 2003 show considerable improvement. **Attainment in the current Year 6 is above average in English and science and average in mathematics. Pupils are achieving well in English and science and satisfactorily in mathematics.** In 2002 the results were below average in English and well below in mathematics and science. When compared with similar schools they were well below in all three subjects and in the lowest five per cent in mathematics. These results were influenced by the makeup of the year group, which had a larger than usual proportion of pupils with recognised learning difficulties, some of whom entered the school in Years 3-6. Unvalidated results at the end of 2003 show considerable improvement in all three subjects. In information and communication technology pupils are reaching the expected levels for their age at the end of Year 2 but below in Year 6. However standards are rising and achievement is good. Attainment in art and design is good because of the enriched curriculum.

**Pupils' attendance is good and attitudes and behaviour are very good, supporting learning well. Provision for spiritual, social and cultural development is good and for moral development it is very good.**

## **QUALITY OF EDUCATION**

**The overall quality of education is good. The quality of teaching and learning is good in the Reception class and in Years 1- 6.** Teachers have secure subject knowledge in English, science and information and communication technology and this supports good learning and achievement. Their strategies for teaching mental mathematics skills are not good enough. **The overall quality of the curriculum is good.** Good opportunities are provided for broadening and enriching the curriculum. The quality of learning resources in the Reception class is unsatisfactory. The accommodation is unsatisfactory and restricts the range of learning experiences that can be provided, particularly in the Reception class. The school cares for its pupils very well and provides good support advice and guidance. The partnership with parents and the community is good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides good leadership. The leadership of other key staff is also good, but less well developed in more recently appointed staff. The headteacher and all key staff manage the curriculum well, identifying and acting on areas for improvement. The work of the governing body is good. It challenges and supports the school effectively.

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

**Parents** are pleased with the school and provide it with good support. They are particularly pleased with their children's progress, and the expectations of hard work. **Pupils** spoke warmly of the school and the friendly atmosphere. They value the rewards they receive for good behaviour and clearly know what to do if they have a problem.

## **IMPROVEMENTS NEEDED**

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

- improve the strategies for teaching mental mathematics and the opportunities for the use of mathematics skills in other subjects;
- raise attainment in information and communication technology and ensure that planning for use of these skills is securely embedded in all subjects;
- improve the accommodation and resources in Reception and the accommodation for Years 1-6;
- gain greater consistency in the implementation of the marking policy;

- plan more opportunities for pupils to learn about life in a culturally diverse society.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Overall achievement is good in the Reception class and in Years 1-2 and Years 3-6. Attainment in the goals that the children are expected to achieve by the end of Reception is good in personal, social and emotional development, communication, language and literacy and mathematical development. Attainment at the end of Year 2 is above average and achievement is good in reading, writing and mathematics. Attainment in the current Year 6 is above average in English and science and average in mathematics. Pupils are achieving well in English and science and satisfactorily in mathematics.

#### Main strengths and weaknesses

- Standards and achievement have improved at the end of Years 2 and 6 since the end of 2002.
- Overall achievement is good because the quality of teaching and learning and the curriculum are good and pupils work hard.
- Attainment in English, particularly in Years 3-6 has improved because of the school's focus on developing better strategies for teaching and learning in writing and the use of these skills in other subjects.
- Attainment by the end of Year 6 in mathematics is adversely affected by weaker skills in mental mathematics.
- Attainment is below that expected in information and communication technology by Year 6 because pupils are still catching up on the experiences they missed in earlier years as the school has only just acquired the equipment to teach these skills. Achievement is good; pupils are making good progress towards the standards required.

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2002*

Standards in:	School results	National results
reading	15.1 (16.4)	15.8 (15.7)
writing	14.6 (14.9)	14.4 (14.3)
mathematics	16.3 (16.9)	16.5 (16.2)

*There were 31 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 2002*

Standards in:	School results	National results
English	25.8 (26.3)	27.0 (27.0)
mathematics	25.1 (28.2)	26.7 (26.6)
science	27.2 (28.6)	28.3 (28.3)

*There were 34 pupils in the year group. Figures in brackets are for the previous year.*

*All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the tests and assessments is used to grade schools each year.*

1. In 2002 the results in the national tests and assessments at the **end of Year 2** were lower than in previous years and were affected by staff changes. The unvalidated results at the end of 2003 show considerable improvement. In 2002 the results at the **end of Year 6** were below average in English and well below in mathematics and science. When compared with similar schools they were well below in all three subjects and in the lowest five per cent in mathematics. These results were influenced by the makeup of the year group, which had a larger than usual proportion of pupils with recognised learning difficulties. Since 2000 there was a downward trend in English and science and the school identified the need to improve pupils' skills in writing. Unvalidated results at the end of 2003 show considerable improvement in all three subjects. Inspection judgements are that attainment **at the end of Year 2** in reading, writing, mathematics and science is above that expected nationally for pupils of this age group. **In Year 6**, attainment is above that expected nationally in English and science and average in mathematics. The clear identification of writing as an issue for development and the work done by the subject leader and staff to develop and improve strategies for teaching and learning in this aspect are supporting a clear improvement in standards. In mathematics the school identified mental mathematics as an area for improvement and this analysis is supported by the findings of the inspection. The school is aware of the need to improve teachers' strategies for teaching mental mathematics. Recent difficulties and changes in staffing have slowed down this staff development but the school is now beginning to work on this. In information and communication technology, pupils are reaching the expected levels for their age **at the end of Year 2** but below **in Year 6**. The below average standards **in Year 6** are because the school has only recently become fully equipped for information and communication technology. However, teachers are now more confident in teaching the subject. Pupils are catching up on experiences missed in earlier years, standards are rising and achievement is good. Attainment and achievement in art and design are good because the school provides a rich curriculum.
2. Attainment and achievement in the goals that the children are expected to achieve by the end of Reception are good in personal, social and emotional development, communication language and literacy and in mathematical development because the teacher has a clear understanding of the particular needs of children in this age group. Evidence for this was obtained from the work and observation of pupils who have just entered Year 1. During the inspection there was insufficient evidence to make judgements on attainment and achievement in knowledge and understanding of the world, creative or physical development as children had only been school a few days.
3. Overall achievement is judged as good. Pupils enter the school with all levels of prior attainment but the overall level is average. Inspection evidence shows variation in the overall prior attainment and size of different year groups. The teaching is good and teachers work hard to help pupils to reach and maintain good standards. The interest provided by the enriched curriculum in other subjects, particularly history and geography, and the opportunities to use literacy skills, particularly in these subjects, supports good achievement. Additional support such as extra literacy sessions and 'booster' classes are used well and contributes to the number of pupils who do reach the expected levels for their age. Provision for pupils with special educational needs is good and they achieve well due to the effective support that they receive in class.

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

**Pupils' attendance and punctuality are good. Their attitudes and behaviour are very good. Provision for spiritual, moral, social and cultural development is good.**

### **Main strengths and weaknesses**

- Pupils behave very well and this is a significant feature of the good learning and achievement.
- Relationships between pupils and pupils and staff are very good.

- Pupils are free from bullying, racism and other forms of harassment because of its good procedures to deal with incidents.
- Very good support is given to pupils to help them distinguish right from wrong.
- Pupils' learning about their own cultural traditions is very good.
- Insufficient opportunities are provided to prepare pupils for life in a multicultural society.

### Commentary

4. Attendance levels are above average for a primary school and most pupils are punctual. Parents provide good support and ensure they inform the school by telephone or letter if their child will be absent. Pupils say that they enjoy coming to a school which has a warm and friendly atmosphere created by the positive relationships between the pupils and between the pupils and staff.

#### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.4
National data	5.4	National data	0.5

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

5. Although incidents of bullying have occurred in the past, pupils and parents have confirmed that good procedures are now in place to deal with any incidents. Bullying is now rare and the pupils know they can confidently inform a member of staff. Parents have confirmed that they have received good support from the school when problems have arisen. No incidents of challenging behaviour were observed during the inspection. The number of exclusions, relating to pupils with learning difficulties in managing their behaviour, has reduced in the last reporting year with some pupils moving to other provision. The school sought and acted upon advice from external professionals and is now more confident in dealing with these issues. During the inspection the behaviour of pupils across the school was very good and this is a significant support for the good learning that takes place.

#### 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	180	8	0
White – any other White background	3	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Any other ethnic group	1	0	0

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

6. **Spiritual development is good.** Teachers receive and value pupils' contributions and so pupils enjoy school and work hard. They show much concern and compassion for others. This was very evident in a discussion with Year 6 pupils who volunteered that 'people can be hurt badly by words; bruises will disappear but unkind words stay in your heart'. In lessons pupils consistently show a respect for others and listen to their contributions and opinions. They understand that pupils with special needs have an equal right to have their contribution valued and are taught to appreciate the needs of those with specific problems, for example

pea-nut allergy. They are encouraged to express feelings, for example about the music they hear.

7. **Moral development is very good.** When pupils behave inappropriately teachers help them to understand what behaviour is acceptable and why. Year 6 pupils are very certain that teachers are fair and help you rather than punish you. Teachers discuss moral issues such as the way in which older pupils treat those younger than themselves and the effect on others of silly behaviour in toilet areas. Many opportunities are provided for pupils to learn about others less fortunate than themselves and support local and other charitable works. In geography, local issues such as the impact of the new bypass are investigated and discussed and this adds to pupils' understanding of the importance of the study of this subject.
8. **Social development is good.** In a drama lesson for example, pupils showed how well they work together, independently and imaginatively. Classroom routines are securely established early in the school term. Pupils respond positively to any opportunity they are given and spontaneously hold open doors or offer their help. About 40 pupils help with the school wildlife garden, using the support from the local wildlife group to develop a good understanding of the importance of preserving the countryside. Pupils support charities and entertain others at Christmas for example. Children in the Reception class make good progress in personal, social and emotional development and by the end of their time in this class all have reached the nationally required targets for this and many are even more mature as illustrated in the way in which pupils in Year 1 who have just completed the Reception year move from one task to another and work independently.
9. **Cultural development is good.** The development of understanding of pupils' own culture is very good, for example through visits to local areas and museums, historical activity days. Very good provision in environmental and local studies in history and geography contributes significantly to this understanding. Pupils benefit from watching live theatre productions and working with artists. Art and music opportunities introduce pupils to the work of famous artists and musicians well. There are incidental visits linked to other cultures, for example a Japanese lady visited the school and provided pupils with first hand experiences of traditional Japanese food, dress and music. Pupils also learn about life in an Indian village through their world studies in geography. Opportunities are provided for pupils to learn about world faiths in religious education lessons as well as their own. However there are not enough planned opportunities within subjects for pupils to learn about and appreciate life in our own culturally diverse society.

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

**The quality of education is good. The accommodation in Years 1- 6 restricts practical work and the resources and accommodation in the Reception class restrict the range of learning opportunities that can be provided. The curriculum is enriched by visits and visitors and the use of the environment as a tool for learning.**

### **Teaching and learning**

**The quality of teaching and learning is good in the Reception class and in Years 1- 6.**

### **Main strengths and weaknesses**

- The quality of relationships and the effective classroom management ensure that good learning takes place.
- Lessons are well planned and work is generally well matched to pupils' needs both in the Reception class and in Years 1-6.
- Teachers' strategies for teaching mental mathematics skills are not good enough.
- Good procedures for tracking and target setting.
- Marking does not always tell pupils what to do to improve.
- Teaching assistants are knowledgeable and used well to support learning.
- Resources are used well to add interest.

- Pace and challenge are good and sometimes very good.
- Teachers have a secure subject knowledge in English, science and information and communication technology.

## Commentary

10. In the Reception class the quality of teaching and learning is good. The teacher plans well for the needs of all children. This planning is based on careful assessment and records of progress. There is an appropriate balance between those activities introduced and led by the teacher and learning initiated by children. She works hard to overcome the difficulties of the accommodation and the shortage of resources but has very little teaching assistance.
11. In Years 1-6 teaching is good, with a significant proportion of very good and excellent teaching. The strongest teaching is in Years 1-2 and Year 4. The quality of relationships between teachers and pupils is good and classroom routines and effective management of behaviour ensure an atmosphere where good learning can take place and time is not wasted. Pupils move smoothly for example from whole class sessions to groups or tasks. Lessons are well planned and work is suitably matched to pupils' individual needs. However marking is inconsistent and does not always lead to enough diagnosis and analysis of difficulties or tell pupils what to do to improve. In almost all lessons the teachers share with pupils at the beginning of the lesson what is to be learned and review this at the end of the lesson so that pupils know the progress they have made. However, this practice is not consistently applied, particularly in mathematics, and this also limits the information that the teacher can use for subsequent planning.
12. In good and very good lessons resources are used well to add interest and to develop understanding. In the very good and excellent lessons the pace and challenge is very high and the teaching strategies are imaginative and pupils' interest and involvement are high. Very good learning takes place without pupils being aware of it. The National Literacy Strategy is used flexibly and well and the quality of teaching in English is good across the school. The recent focus on writing and the provision of books to interest boys has a good effect on attainment. There are good opportunities planned in other lessons to use literacy skills for many purposes and these give pupils good opportunities to extend their learning and to use their skills in different contexts. The use of the National Numeracy Strategy is secure but not used flexibly enough to meet the needs of the school. The quality of teaching in mathematics in Years 3-6 is satisfactory. In some lessons teachers talk too long at the expense of more practical activity. Strategies for teaching mental skills in Years 3-6 are not good enough to ensure that pupils attain well enough in this aspect of mathematics. In science teachers have a good understanding of the subject. They involve all pupils in questioning that challenges thinking and fosters speaking and listening skills. Teachers have benefited from recent training in the latest requirements in information and communication technology and their increased confidence is ensuring that standards are now rising.
13. Teaching assistants are knowledgeable and used well to support learning. Their work is well planned and the extra support for those pupils who need it, particularly for those with learning difficulties, makes a good contribution to their achievement.
14. The school has established good procedures for tracking and target setting from the analysis of national tests, optional tests and other assessments for English, mathematics and science. This enables year-on-year progress to be analysed and action taken, for example to raise the attainment of boys in reading. In English and mathematics individual and group targets are set so that pupils know what they have to do make further progress in the subject and this motivates pupils effectively to improve their work and effort.

### Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	5	15	4	0	0	0

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

### The curriculum

**The overall quality of the curriculum is good. Good opportunities are provided for broadening and enriching the curriculum. The accommodation is unsatisfactory and restricts the range of learning experiences that can be provided at any one time, particularly in the Reception class. Resources for the Reception class are unsatisfactory and there is not enough adult support for the teacher.**

### Main strengths and weaknesses

- The quality of the curriculum is good in Years 1 to 6 and enriched well through visits and visitors.
- The strategies for teaching literacy are good and are improving standards.
- Resources and accommodation for pupils in the Reception class are unsatisfactory and restrict the full curriculum.
- The support for pupils with statements of special educational needs is very good.
- Initiatives taken to improve personal and social education are good.
- The structure of the accommodation for Years 1 to 6 is unsatisfactory and restricts learning opportunities.
- Mathematics and information and communication technology support other subjects but provision is not securely embedded within whole school planning.

### Commentary

15. The curriculum meets statutory requirements for pupils in Years 1 to 6 and is improving. Subjects such as art and design, geography, history and design and technology are often linked together to make good use of time, to reinforce understanding and to use knowledge, skills and understanding in new contexts. Teachers take every opportunity to broaden pupils' experiences through visits to places such as interactive museums and visitors such as theatre groups that make subjects come alive. Special book weeks encourage pupils to read and activity days, for example pretending to be at school in Victorian times, reinforce learning. The carefully maintained Millennium activity garden and wild life area are used effectively to help pupils appreciate their environment. The curriculum for the Reception class is satisfactory overall. It is good in many aspects, particularly in the learning about the world through visits for example to the vet's surgery and visitors such as the fire service (including a fire engine).
16. The National Literacy Strategy is used securely and flexibly to good effect on learning. The use of literacy skills is well developed in other subjects, particularly in history and geography. The National Numeracy Strategy is in place and used well by some teachers. There is a lack of flexibility in the use of the strategy and some insecurity in teachers' understanding of how to develop mental arithmetic skills and this affects standards adversely. Opportunities to use and develop numeracy and information and communication technology skills through other subjects are provided, but these are not securely embedded in whole school planning and so opportunities to develop and use skills for real purposes are missed.

17. The very good support provided by classroom assistants for the above average number of pupils with statements of special educational needs ensures that they make very good progress. They modify teachers' lesson plans carefully to ensure that the individual needs of pupils are met and that they can also take a full and active part in lessons alongside their peers. When the class is being taught as a whole they quietly, sensitively and effectively support the pupils, using additional practical materials where necessary to help them understand concepts and answer questions. Written work is carefully annotated, highlighting achievement so that progress can be tracked. Provision for other pupils with special educational needs is good. Suitable individual educational plans are in place although targets are mainly restricted to literacy and numeracy. There is effective checking of progress and learning and legal requirements are met.
18. Much has been done to improve the provision for personal, social and health education. External advice has been sought; teachers have taken part in training activities and are trying out new materials. Although no formal scheme of work is in place, pupils' personal and social needs take high priority in the school and provision is good and developing. The programme includes use of special groups and visits, particularly in Year 6, to prepare pupils for life, for example that of a drama group who worked with both teachers and pupils to deal with scenarios relating to drugs and other social issues. There is suitable provision for sex and relationships education.
19. The accommodation for Years 1 to 6 is designed so that there are many small areas out of the sight line of teachers. This means there are lots of small spaces that cannot be used effectively all the time and classrooms themselves are small and cramped. Although teachers work extremely hard to compensate and provide a good quality curriculum, practical work is nevertheless restricted by the current accommodation layout. The Reception class has several small spaces that are difficult to use without compromising health and safety, as the teacher cannot see into them, and the class has very limited support from a teaching assistant. The lack of a secure outdoor activity area for Reception children restricts the curriculum in physical development and also in opportunities for creative and personal, social and emotional development and knowledge and understanding of the world. The teacher compensates for this as best she can by using the hall, playground and the Millennium activity garden. Resources for outdoor activity are unsatisfactory and limited to the general school resources for physical education. Other resources in the Reception class are old and worn and the class is insufficiently equipped with 'small world' equipment, tools and construction materials and equipment for creating, building and making to provide the breadth of curriculum required.

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

**Pupils' care, welfare, health and safety are very good. Provision of support, advice and guidance based on monitoring is good. Involvement of pupils through seeking, valuing and acting on their views is satisfactory.**

### **Main strengths and weaknesses**

- Pupils' academic progress and personal development are tracked well and the information used to provide additional support.
- Good arrangements are made to introduce Reception children to school.
- Pupils are known well by teachers.

### **Commentary**

20. The Breakfast and After-School Clubs provide a safe and secure environment before and after school. All staff are aware of child protection procedures and receive annual training. Pupils are well known by their own teacher and others in the school. Their academic and personal progress is tracked and this information is used well to provide appropriate support and advice



and to improve standards and achievement. External professionals are contacted for this when appropriate. The 'worry box' in the Reception area provides an additional opportunity for the pupils to inform the headteacher privately of any concerns they may have. The arrangements in Reception for new children to start school are good. New children are integrated in groups over the first two weeks of term, ensuring that the teacher has time to spend with them and they can be reassured and supported both by the teacher and by other children. Good behaviour is rewarded with certificates, badges, 'sharing assemblies' and letters home to parents.

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

**The school maintains good links with parents and with the local community.**

### **Main strengths and weaknesses**

- Information for parents about the school and the pupils' standards and progress is good.
- The school's partnership with parents contributes to pupils' learning at school and at home.
- The school does all it can to deal effectively with any concerns or complaints.
- The relationship with the Church and local clergy is good.
- The links with local agencies enhance the curriculum for history and geography and support social development.

### **Commentary**

21. The school sends home regular newsletters and curriculum information. Workshops have been held to explain the National Literacy and Numeracy Strategies. The newsletter is also available via e-mail on request. Pupils' progress reports are of a high quality and targets informing parents how their children can improve their work are given for each subject and support the home-school partnership well.
22. Interviews with parents and the inspection questionnaires confirm that parents are pleased with the school and provide the school with good support. They are welcomed into the classroom before and after school should they have any concerns. School events such as assemblies, Sports Day and the recent production of 'Resurrection Rock' are well attended. The Parent, Teacher and Friends Association arranges social and fund-raising activities to provide additional resources such as computers to benefit the pupils. Approximately six parents act as volunteer helpers in school and on educational visits. They also support reading, and swimming sessions at the local pool. Most parents support their children with homework tasks.
23. The school has clear procedures in place for dealing with concerns and complaints. Problems not resolved with the headteacher are referred to the governing body in order to reach an amicable solution. Parents have confirmed that they feel comfortable approaching the school with any problems or concerns, which are usually resolved swiftly. The procedures and policy for dealing with bullying have been revised in the light of experience and governors held a meeting with parents to explain this. These procedures are effective in dealing with any problems that may arise and parents have confirmed their confidence in this.
24. The school maintains a strong link with the Parish Priest and local clergy. Links are also in place with the local wildlife rangers and the local planning department who support the pupils' environmental education. Visitors to the school have included road safety and theatre groups explaining drugs awareness, artists, authors and poets. Links are also in place with the local premiership football club. The pupils visit the local senior citizens at Christmas and attend the local Remembrance Day service.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good. Governance is good. Leadership is good. The headteacher provides good leadership. The leadership of other key staff is also good overall, but less well developed in more recently appointed staff. Management is good overall. The headteacher and all key staff manage the school well.**

### **Main strengths and weaknesses**

- The clarity of purpose, vision and aspirations of the headteacher that is motivating teachers.
- The school's self-evaluation and the very good use made of this to take the school forward.
- The monitoring of performance data, identifying needs and taking action is very good.
- The way in which the governing body challenges yet supports the school is good.
- The commitment of all to providing equally for all pupils is very good.

### **Particular aids or barriers to raising achievement.**

25. A significant number of staff changes, many due to promotion, has slowed the progress towards raising standards across the curriculum. This is also why leadership and management in some subjects are satisfactory rather than good, as subject leaders have not had time to develop their role and there have been a number of interim arrangements.

### **Commentary**

26. The headteacher provides good leadership and this helps to ensure that all teachers, including those very new to the school, are committed to working hard to raise standards. The school's policies and planning indicate a genuine concern to provide for all pupils and this is reflected in the classrooms by the teaching and, for example, the high quality of support provided for pupils with the highest level of special educational need. This is a strength of the school and indicates a good capacity to succeed. All subject leaders have an important part to play in developing their subject, particularly through the annual audit of the subject, though very recently appointed subject leaders have not had time to assess fully the needs of the subject and to develop their role. In the foundation subjects, for example, there is an identified need to train teachers in lesson observation techniques and provide opportunities to observe teaching to help improve the quality of teaching. The school is aware of this and this aspect of staff training is in hand through the procedures for setting and reviewing teachers' targets for development.
27. The key issue from the previous inspection relating to teacher appraisal has been successfully addressed by meeting the latest requirements for checking the performance of teachers and setting targets for improvement. There is a clear procedure for setting and reviewing teachers' targets for development. This is leading to the raising of standards, for example, in relation to pupils' writing. Other key issues from the previous inspection have also been successfully addressed, though that related to the marking of pupils' work needs further improvement. The comprehensive school development plan, to which subject leaders contribute, is now more detailed and covers a longer time scale. This helps the governing body to make more informed budgetary decisions.
28. The school's self evaluation is thorough and realistic. It is closely linked to the standards attained by pupils. The school analyses the results of national and optional tests well and uses this information effectively to identify areas for the school development plan. The decision to provide more non-fiction books for guided reading sessions has helped to improve the attitudes of boys to reading and to raise standards.
29. The governing body fulfils its role well by the way it both challenges and supports the school and by carrying out all its legally required functions. It plays a significant role in prioritising the

budget, placing a heavy emphasis on staffing, in the context of the school development plan. The money carried forward to the current year, for example, is earmarked for spending to meet the staffing needs of the school in the coming two years while pupil numbers are lower. Close attention is paid to 'Best Value' principles when taking decisions. The outcome of spending, for example on a curriculum area, is monitored well through regular visits, particularly by the Chair of the governing body and at meetings of the governing body.

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

Income and expenditure (£)	
Total income	434,666
Total expenditure	463,382
Expenditure per pupil	2,491

Balances (£)	
Balance from previous year	53,135
Balance carried forward to the next	24,419

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

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

30. At the time of the inspection there were only 12 children in the Reception class and four of these started school on the day of the inspection. Entry is staggered over the first two weeks of term with children arriving in groups of four enabling the teacher to give each child sufficient attention to settle down and to become familiar with classroom routines. Evidence in support of teaching was obtained by a series of short visits to the Reception class where very little direct teaching was taking place at this stage of the school year and children were mainly engaged in 'activities' and in very short group sessions with the teacher. The evidence from these visits shows good teaching and achievement is good because of this. Evidence from the teacher's planning file and discussion indicates a good understanding of the development needs of children of this age and a good understanding of the national guidelines for all the six areas of learning. The teacher has a good understanding of the balance between teacher-directed learning and that which children initiate for themselves where they explore and develop creative and imaginative learning. Records show that children entered the school with prior attainment that was broadly average. Evidence for the attainment and achievement by the end of the Reception year was taken from records, scrutiny of books and from observations of pupils who have just entered Year 1 and are judged to be good. There is no significant difference between this judgement and that of the previous inspection report.

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

- The quality of teaching is good and children achieve well.
- The accommodation is cramped and difficult to use and there is no secure outdoor activity area.
- Resources are unsatisfactory.
- The teacher has a good understanding of the national guidance for this stage of learning.
- Good records of children's progress are kept.
- There is very little teaching assistance provided.

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

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

#### **Commentary**

31. The teacher integrates children well into the new environment. Children respond well to her calm and supportive manner and settled well into classroom routines during the time of the inspection. They show average skills in relating to adults and each other and in changing their clothes for physical activity. They quickly learn to take turns and to work together. The behaviour and social skills demonstrated by those pupils having just entered Year 1 indicates good progress and achievement and all reach, and many exceed, the nationally required targets in this area of learning.

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

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

#### **Commentary**

32. During the inspection the teacher interacted well with children by asking questions and developing vocabulary. In a short group session work began well on initial sounds of words based on children's names. Children take books home to share with an adult. Book provision is good. Evidence from the work of children in the last school year shows good progress from

early mark making to writing recognisable phrases and sentences although there too many examples of the use of printed worksheets and copying writing at the expense of more opportunities to write for themselves. Pupils who have just left the reception class demonstrate attainment above that expected nationally with all attaining the required learning goals and with most working well within Level 1 of the National Curriculum.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Commentary**

33. Many opportunities are provided for children to develop mathematical skills and understanding. Children experiment with sand and water to gain an understanding of capacity and volume. There are incidental opportunities to count, weigh and measure. During the inspection children enjoyed a short counting session where they counted to five and beyond and consolidated their skills by singing several number songs. The attainment of the pupils who have just entered Year 1 demonstrates good progress and achievement with all attaining the required learning goals and with most working well within Level 1 of the National Curriculum.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT, CREATIVE DEVELOPMENT**

Provision in these aspects is **satisfactory**.

### **Commentary**

34. The teacher works hard to provide many good experiences and opportunities for learning and the classroom is lively with interesting and well-produced displays of children's work. Last year in a topic on 'people who help us' children learned much about the world around them and produced good writing and drawing in support of this. Children use small construction equipment, puzzles and the computer to develop co-ordination skills. 'Office' and 'home corner' role-play areas give opportunities for creative and imaginative activity but the full range of opportunities expected cannot be provided because the classroom is cramped and the full teaching space cannot be used successfully as there is too little adult support. Resources are unsatisfactory. The class does not have enough 'small world' equipment, building blocks and construction equipment. The lack of an outside area also limits opportunities for development in these areas of learning. The teacher compensates as best she can by using the Millennium garden adventure area and the hall. Equipment for children to work, play and experiment and engage in imaginary and creative activity outside is non-existent beyond that provided for the Years 1-6 physical education lessons. These weaknesses also limit children's personal, social and emotional development. There is insufficient evidence at this stage in the school year to give a judgement on attainment and achievement.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

#### English

Provision in English is **good**.

#### Main strengths and weaknesses

- The attainment of pupils in Year 2 and Year 6 is above the standards expected nationally for pupils of these ages.
- Pupils make good progress as they move through the school and achieve well, with those with the highest level of special educational need achieving very well.
- Teaching is good overall and occasionally very good.
- The use of assessment for tracking the progress of pupils and setting targets for school, groups of pupils and individual pupils is good.
- The opportunities to use English in all subjects contributes well to the progress pupils make in their learning.
- The subject is led and managed well.
- Resources are good and contribute to the standards attained by pupils.
- Marking, though satisfactory overall, does not always contain enough guidance to pupils on how to improve.

#### Commentary

35. Raising standards in English has been a key focus of the school for the past two years. There has been a successful emphasis on enabling higher-attaining pupils to achieve the higher levels in the national tests. Standards have fluctuated over the past few years, but are now similar to those found at the time of the previous inspection and are above those expected by the end of Years 2 and 6.
36. As a result, standards in speaking and listening are above average overall. There are good, planned opportunities for pupils to further their speaking and listening skills in lessons, in collective worship and in school productions. In an assembly led by pupils in Year 6 all pupils listened closely as individuals spoke confidently about their holiday experiences and the good and bad things about returning to school. In a Year 3 music lesson all pupils listened attentively to the music and then explained why they thought, for example, that the bird was represented by the flute.
37. Pupils make good progress in their reading as they move through the school and almost all attain the standards expected for their age, with a significant number achieving at the higher levels. Pupils enjoy reading and take books home daily to read to parents, other adults or siblings. To encourage a greater interest in reading, by boys in particular, more non-fiction texts were purchased for use during guided reading sessions. As a result standards have risen and are above those normally found nationally.
38. Attainment in writing is above the nationally expected level. Handwriting and the presentation of work in books are satisfactory. The thorough, flexible use of the National Literacy Strategy ensures that pupils have good opportunities to practise writing in a range of styles. In a good Year 2 lesson pupils learned how to compile ideas for a story by careful observation of a large poster of a park. The lesson was linked effectively to information and communication technology and pupils learned how to use the 'Enter' key to move to a new line when compiling a list of words and, for higher-attaining pupils, phrases that would help them to write a story setting. Strategies to increase pupils' vocabulary so that they can use a wider range of words to make their writing more interesting are used well, for example when pupils in Year 3 were

working on synonyms. When Year 6 pupils were writing in the style of Robert Louis Stevenson they used dictionaries and an information and communication technology program effectively to help them identify and use words that were commonly used in his time, but are used less today.

39. Pupils with special educational needs are supported well by teachers and learning support assistants in English lessons, those with the highest level of special educational need impressively so. There was a very good example of this in a lesson with in Year 4 where a teaching assistant used a whiteboard to draw aspects of the computer screen to ensure full understanding when learning about how information is presented on a website page. As a result, pupils with special educational needs make good progress and those with the highest level of special educational need make very good progress.
40. Teaching is good overall throughout the school. This is reflected in the good progress made by pupils in lessons. Teaching is good because all teachers have a very secure knowledge and understanding of the National Literacy Strategy and implement this flexibly to good effect. Planning is good and includes challenging tasks that match the prior attainment of pupils. Pupils know what their targets are so they can measure their progress. However, the marking of written work is inconsistent because comments, such as, 'You must develop your punctuation' are not specific enough to take learning forward. All teachers expect and get high standards of behaviour. Good resources are chosen well to match the intended learning, for example when pupils in Year 4 compared how information is presented on a website with a non-fiction book. Learning support assistants contribute well to pupils' learning. As a result all pupils work hard, both independently and collaboratively. This results in good progress. In the best lessons more imaginative approaches are used to engage the interest of the pupils from the very start of the lesson, the pace is unrelenting and the tasks often draw heavily on pupils' previous experience in English and in other subjects. This was exemplified very well in a drama lesson with pupils in Year 5 when pupils worked in groups and gradually built up a picture of the world using the words 'black' and 'white' and varying the dynamics and tempo of the drama. Consequently all pupils made very good progress in their learning.
41. The subject is led and managed well. There is a clear understanding of what will improve pupils' learning opportunities, based on an annual audit of the subject and the analysis of the results of national and optional tests. A diagnostic reading test was instrumental in putting strategies in place that have raised attainment in reading, notably that of boys. The library, an issue in the previous report, has been largely restocked. All books are now classified and colour coded so that pupils can locate them when needing to carry out research showing an improvement from the time of the previous inspection. All classes have timetabled sessions where they are taught how to find information. Most pupils are now confident in their ability to locate books and to use the contents and index pages efficiently. Older pupils use the glossary and the higher-attaining pupils skim read to find information more quickly.

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

42. The emphasis on providing planned opportunities to write in other subjects such as writing about Selby in geography, the Norse gods in history or listing what they did to design and make a pop-up book in design and technology enables all pupils to consolidate and extend their writing skills. Similarly pupils have good opportunities to practise the skills of finding information from non-fiction books and from websites on the Internet.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Standards are above average by the end of Year 2 and pupils achieve well.
- Standards of attainment in Year 6 are average overall and not as high as those observed in the previous inspection. Mental arithmetic skills are below those expected.
- Teaching is good in Years 1 and 2 and excellent in Year 4.
- Marking is inconsistent and does not give older pupils enough guidance how to improve.
- Pupils do not have enough time in lessons to consolidate their learning through independent work.
- The use of mathematics in other subjects is not securely embedded in overall planning.

### Commentary

43. Pupils in Years 1 and 2 achieve well, due to good teaching, and as a result standards are above those expected. This matches those seen at the time of the previous inspection. Although pupils in Year 6 reach standards that are broadly average, mental arithmetic skills are unsatisfactory and impede learning. For example, pupils with higher or average attainment find it difficult to recall rapidly enough the basic multiplication tables that they are expected to know by Year 4. Although teachers are attempting to develop these skills in the numeracy lessons, they are not all secure in using techniques that stimulate learning and improve pupils' knowledge of facts. Standards in Year 6 are not as high as those observed in the previous inspection due to many changes in staff and fluctuations in the make-up of year groups and achievement is satisfactory.
44. The quality of teaching is good in Years 1-2 and satisfactory in Years 3-6. The quality of teaching in Year 4 is excellent. A new teacher has already established very good relationships with the pupils and is able to keep them interested and enthusiastic throughout the lesson by her imaginative use of practical resources. Her very good subject knowledge means that concepts are presented clearly and accurately leaving no room for the development of error in pupils' minds. Correct mathematical vocabulary is used and reinforced constantly. Classroom assistants are well informed and prepared in advance and provide invaluable support for those pupils with major learning difficulties, adapting materials where necessary. In the lesson seen pupils with all levels of prior attainment very quickly grasped an understanding of negative numbers and those with the highest attainment were already beginning to add and subtract using combinations of negative and positive numbers mentally without realising they were doing it. In Years 1 and 2 lessons are carefully planned and structured. Work is accurately matched to pupils' needs and practical activities used very effectively to interest pupils and build a firm foundation for future work.
45. Pupils had been in their new classes for only three days at the beginning of the inspection and teachers had not had time to establish marking routines. However a scrutiny of books from the previous year shows that marking is not rigorous enough. It is not used sufficiently to diagnose pupils' learning difficulties and help them improve their work. In some instances untidy written work and badly drawn and labelled graphs and diagrams were accepted and sometimes work that is incorrectly presented was marked right. This allows pupils to develop bad habits that impede learning.
46. Some teachers talk for too long in lessons, leaving little time for independent work. Teachers' planning and pupils' work show that topics are often visited too briefly, giving pupils too little opportunity to consolidate their learning before they move on to something new. This is because teachers are not using the National Numeracy Strategy flexibly enough to match the needs of all pupils in the class.





47. The interim arrangements to lead and manage the subject are good and are continuing to support development well. The school has already identified the issue of improving teaching and learning in mental mathematics.

### **Mathematics across the curriculum**

48. Although there are examples of mathematical skills being used in art and design and science, the development and use of numeracy skills in different subjects are not securely embedded in planning to make the best use of time and to extend skills in a range of contexts.

### **SCIENCE**

Provision in science is **good**.

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

- Above average attainment of pupils in Year 2 and Year 6.
- Good teaching that enables pupils to make good progress and achieve well.
- Very good behaviour and good attitudes of pupils to science support learning well.
- Leadership and management in the subject ensure curriculum development.
- The environmental garden supports learning very well.
- Marking, although satisfactory overall, does not contain often enough sufficient guidance to pupils on how to improve.

#### **Commentary**

49. The majority of the pupils are working at the expected level for their age and over a quarter are working at a higher level. Consequently attainment is above average in Year 2 and Year 6. All pupils, including those with special educational needs, make good progress and achieve well. This is similar to the findings of the previous inspection and is being achieved despite the number of staff changes.
50. The quality of teaching and learning is good overall. All teachers have a good knowledge and understanding of the subject and use this effectively to plan well, sharing the learning intentions with the pupils. A strong feature of the teaching is the insistence by all teachers and learning support assistants on high standards of behaviour. They achieve very good behaviour largely by making the lessons interesting and moving learning along at a good pace. Teachers also involve all pupils in questioning that challenges thinking and fosters speaking and listening skills. For example pupils in Year 6 were asked to predict the outcome of an investigation using two pieces of paper of the same type and size, one flat and one crumpled up and then to explain what did happen and why. These strategies effectively promote the enjoyment and interest in the subject by all pupils, and attitudes to the subject are good. The difference between the good teaching and the satisfactory teaching seen lies in the better match of the task to the teachers' planning for what pupils would be expected to learn.
51. Leadership and management of the subject are good. One successful initiative is the identification of web sites to support teaching and learning in science. To help raise standards there is assessment at the end of each topic to check understanding and knowledge. There are good procedures for tracking pupil performance, particularly to see whether any pupils are underachieving and taking action to rectify this. Assessment in science has been identified as an area for further development so that pupils have individual targets. Marking of work, however, though satisfactory overall, does not give sufficient guidance often enough on how pupils may improve. Whilst resources are satisfactory overall, the environmental garden project supports learning in science very well.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Teachers and support staff have developed the confidence and skills needed to move forward.
- Teaching in specific lessons for information and communication technology is good.
- Standards in Year 6 are below those expected for their age, but improving.
- The lack of a network where computers can communicate with each other and the lack of e-mail facilities impede learning.
- Provision for the use and development of information and communication technology in other subjects is not securely embedded in planning.

### **Commentary**

52. By the end of Year 2 pupils' attainment is similar to that expected nationally. Standards in Year 6 are below those expected for their age but are improving. In the previous inspection they were considered to be at the level expected nationally. Since then the requirements of the subject have increased considerably. There is suitable provision to cover the full curriculum, except for the use of e-mail, but skills have not been developed consistently in the past due to a lack of suitable equipment and so pupils have not had sufficient practice to consolidate their learning. Pupils do not find letters on the keyboard quickly enough and some are insecure with basic skills such as logging on to the Internet, editing and filing information.
53. Teaching is good and this is now ensuring rising standards and giving pupils confidence. Because of this achievement is good. Teachers and classroom assistants are well prepared and work is well matched to pupils' needs. Pupils respond well to the teachers' high expectations of behaviour and thus little time is lost when they are using computers and other forms of information and communication technology equipment. All teachers have undertaken training to update their skills, and have suitable subject knowledge. They are willing to try out new techniques and equipment. For example they are beginning to make use of a new interactive whiteboard.
54. There is now a spacious and well-used computer area, although this is a passage way to all classrooms. Computers are not networked and so teachers cannot produce one piece of work and load it into a master computer for several pupils to use on different computers at the same time. There are suitable plans to improve provision further. Interim arrangements to lead and manage the subject are good and the subject is developing well.

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

55. This is a developing area. A new subject leader has been appointed who understands the need to develop guidance for the selection of materials and resources to support learning in other subjects. The Internet is being used for research, for example in history. In one English lesson there was a good balance between the development of English skills and information and communication technology skills when pupils were editing text and finding more interesting words to change the mood of a piece of writing. The link between information and communication technology and other subjects is incidental and not yet efficiently planned.

## HUMANITIES

**Religious education** was not inspected as this is a Roman Catholic Aided School.

### History and geography

Provision for history and geography is **good**.

#### Main strengths and weakness

- Visits, visitors and the use of the environment contribute significantly to learning and attainment.
- Links with other subjects are strong.

#### Commentary

56. ***No lessons were observed in history and only one in geography.*** Insufficient evidence was available to make a secure judgement on standards and achievement. Evidence taken from displays of work indicates that these subjects are well supported by practical work and visits and visitors and offer breadth and enrichment to the curriculum. The studies of Selby and Sedbergh show a broad range of skills, knowledge and understanding developed and a strong contribution to pupils' personal development and knowledge of the environment. Good use of literacy skills was displayed in pupils' writing about the visit to the Bagshaw Museum and pupils learned much about the work of archaeologists. Good links with other subjects are evident in the very good display of work about the Anglo Saxons where pupils had created jewellery and runes, linking skills in art and design, design and technology and information and communication technology. Viking long ships and posters of the 'most wanted Viking' also show an excitement in learning. The teaching in the one geography lesson observed in Year 2 was very good. In this lesson pupils very successfully modelled an ideal town or park using a variety of different construction equipment. The teacher very skilfully used discussion about the work of one group to lead pupils into the early stages of drawing plans and birds' eye views. In this lesson there were very strong links with design and technology, mathematics, and speaking and listening. The subjects make a strong contribution to pupils' personal development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Inspection evidence for music is based on an analysis of pre-inspection documents, discussion with the subject leader, two lesson observations (Year 3 and Year 4) and observation of singing during collective worship. Inspection evidence for physical education is based on an analysis of pre-inspection documents, discussion with the subject leader and one lesson observation (Year 5). Evidence for art and design is based on the displays on the walls. One lesson was observed in Year 2. No lessons were observed in design and technology and only a limited amount of evidence was available on display. Discussions were held with subject leaders.

### Music

Provision in music is **satisfactory**.

#### Main strengths and weaknesses

- Positive attitudes to the subject.

## Commentary

57. Teaching and learning in Years 3-6 are satisfactory. Of the lessons observed one was taught well and the other was satisfactory. The singing in collective worship indicated that all pupils enjoy singing. Teachers have a good knowledge and understanding of the requirements of the National Curriculum. The learning aims for the lesson are shared with the pupils at the beginning of the lesson. Teachers have high expectations of work and behaviour and pupils respond very well to these. In Year 4 the teaching was good and the lesson included all the elements of the music curriculum. Pupils had the opportunity make progress in their ability to sing in tune, to compose using instruments or voice, to perform for others and to listen closely to and appraise music. In this lesson the listening opportunity was music from Indonesia and this made a good contribution to pupils' cultural development. The teacher's good intervention strategies enabled pupils to improve their performance. The learning support assistant worked well with a pupil with special educational needs, who was sufficiently confident to perform for his peers. All pupils made good gains in their learning in this lesson and achieved well. There was not enough evidence to make a secure judgement on attainment and achievement or teaching and learning for Years 1-2.
58. Leadership and management of the subject are satisfactory. The subject leader has only recently been appointed to the school. She has reviewed the provision and has identified areas for improvement, for example by purchasing ocarinas to help further pupils' knowledge and understanding of notation. Pupils have the opportunity to learn keyboard, cello and wind instruments, although this has to be paid for by the parents. A choir is being established for older pupils. These opportunities enrich the music curriculum.

## Physical education

Provision in physical education is **satisfactory**.

## Main strengths and weaknesses

- Provision for swimming is good.

## Commentary

59. There was not enough evidence to make secure judgements on attainment, achievement or teaching and learning in either Years 1-2 or Years 3-6. In the lesson observed teaching was good because the lesson was planned well, moved along at a brisk pace and the teacher had high expectations of behaviour and work. She also had a good relationship with the pupils. All pupils showed enjoyment of the activities, listened carefully to instructions and concentrated well on the tasks. They also co-operated well in group tasks. As a result all pupils made good progress in their learning and achieved well.
60. Provision for swimming is good because all pupils in Years 3-5 have swimming instruction in both the autumn and the summer terms. All pupils in the current Year 6 except one meet the nationally expected level for swimming.
61. Leadership and management of the subject are satisfactory. The subject leader has only recently been appointed to the school. She has a clear vision of how the subject and the extra-curricular provision should be developed to raise standards.

## Art and design

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

## Main strengths and weaknesses

- Standards are above those expected at the end of both Year 2 and Year 6.

### Commentary

62. Evidence taken from the work of the previous year's pupils and from photographs shows attainment above that expected nationally. No judgement has been made on achievement or teaching and learning as there was not enough evidence to do this. Work is often linked with other subjects, particularly history and geography, where it contributes to a good understanding and knowledge in these subjects, for example the Egyptian paintings from the previous Year 4. Pupils gain a knowledge and understanding of the work of famous artists such as Van Gogh. They use information and communication technology programs to create, for example, pictures of aliens. There are good links with literacy when pupils use *The Iron Man* as a stimulus for art. The photograph album shows many examples of three-dimensional work and is evidence of a rich curriculum but very little evidence of introducing pupils to the art of cultures other than western European. Work is very well displayed and this quality adds much to the value of pupils' work and to their self-esteem. The new subject leader has had little time or opportunity for subject development but has a good vision for the future of the subject. The teaching in the one lesson observed was good.

### Design and technology

Provision for design and technology is **satisfactory**. Work on the walls and planning from the previous year shows that all required elements of the curriculum are covered. No judgement was possible on standards, achievement or teaching and learning.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

### Commentary

63. Personal, social and health education was not inspected. The school teaches this as part of religious education and other subjects and through a class discussion time known as 'circle time'. The school is currently developing its provision and this is detailed in the section of the report relating to the curriculum.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	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
<b>Overall standards achieved</b>	3
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).*