

INSPECTION REPORT

WEST CLIFF PRIMARY SCHOOL

Whitby

LEA area: North Yorkshire

Unique reference number: 121346

Headteacher: Mrs J Bell

Lead inspector: Mrs J Morley

Dates of inspection: 23rd - 25th February 2004

Inspection number: 258350

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	209
School address:	Church Square Whitby North Yorkshire
Postcode:	YO21 3EG
Telephone number:	(01947) 602 510
Fax number:	(01947) 821 069
Appropriate authority:	The governing body
Name of chair of governors:	Ms Diana Jeuda
Date of previous inspection:	21 st September 1998

CHARACTERISTICS OF THE SCHOOL

- This is an average size primary school and it caters for pupils aged four to 11.
- It has 209 pupils on roll, all of whom attend full-time.
- It holds a BT Award for information and communication technology (ICT) (2003), and Activemark (2004).
- Almost all pupils are white, British - although there are two from elsewhere.
- Social and economic circumstances are broadly average.
- There are two pupils for whom English is an additional language, one asylum seeker and no refugees or pupils in care.
- Attainment on entry to the school varies from year to year but is broadly average.
- The proportion of pupils on the special educational needs register (26 per cent) is above average. Four have statements of special educational need and seven more have significant difficulties. Of these 11: one pupil is dyslexic; one has moderate learning difficulty; one has severe learning difficulty; five have social, emotional and behavioural problems; one is physically impaired; one is autistic; and one has speech and communication difficulty.
- Other than at the usual time of doing so, 11 pupils joined and 16 left the school last year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25470	J Morley	Lead inspector	English Art and design Personal, social and health education Citizenship Design and technology
19443	N Walker	Lay inspector	
25623	T Cox	Team inspector	Mathematics Geography History Physical education Special educational needs
20038	G Watson	Team inspector	Science Information and communication technology Music Religious education Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school has many good features but specific aspects of its work require attention. Two key strengths are the good quality of teaching and learning in five of the eight classes and the energy and drive of the headteacher in broadening the range of opportunities on offer to pupils. The key shortcomings relate to the way that those who lead the school monitor and take appropriate action on the unsatisfactory quality of the remaining teaching and learning and their ineffective use of assessment to raise standards. Standards vary from year to year. Over time, however, the picture is that children join the school with average attainment and, because they are taught well, they attain above average standards by the end of Year 2. By Year 6, despite good teaching in this class, standards are satisfactory. **Overall, the quality of education is satisfactory, but the school has serious weaknesses.** It provides sound value for money.

The school's main strengths and weaknesses are:

- Teaching is consistently good from Reception to Year 2 and in Year 6. In the other classes it is variable, but unsatisfactory overall.
- The use of assessment to raise standards is poor.
- The monitoring of teaching and learning lacks rigour.
- Writing standards are weak in Years 3 to 6.
- Provision for pupils with special educational needs is good.
- Opportunities outside lessons are good, as is the level of care for pupils.
- The impact of external expertise to teach music is very good.
- The school has good relationships with parents and the community.

The school has not made satisfactory progress since the last inspection because it has not kept a close enough eye on pupils' progress, particularly in Years 3, 4 and 5. It has dealt successfully with the key issue relating to attendance. However, it does not use assessment information well enough and the proportion of unsatisfactory teaching has risen. There has been some improvement in standards at the end of Year 2 but none thereafter. Pupils' behaviour and attitudes are less good than at the time of the last inspection, as is provision for their spiritual, moral, social and cultural development.

STANDARDS ACHIEVED

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

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.

Overall, achievement is satisfactory: good from Reception to Year 2 and in Year 6, but unsatisfactory elsewhere. By the end of the Reception Year most children attain – and some exceed - the standards in relation to the goals they are expected to reach. Inspectors find that the same good progress continues through Years 1 and 2. Currently, standards in Year 2 are above expectations in reading, writing and science and average in mathematics. Years 3 to 5 do too little to add to pupils' attainment and the shortfall is too much to be fully recouped in Year 6. The current Year 6 cohort is particularly weak and standards are below average. No secure judgement on standards in information and communication technology (ICT) is possible.

Provision for pupils' spiritual, moral, social and cultural development is satisfactory. Pupils' behaviour and attitudes are satisfactory overall, but variable because they mirror the quality of teaching. Attendance and punctuality are sound.

QUALITY OF EDUCATION

The quality of education is satisfactory. Overall, **the quality of teaching is satisfactory.** However, this disguises a range in quality that extends from excellent to poor. In the five classes where teaching is consistently good or better, it is because there are high expectations of behaviour, of work rate and of what pupils of all abilities can achieve. The reasons for less than satisfactory teaching vary. In one class behaviour is poor and there is too little help on offer. In the others, the pace of teaching is slow and expectations of pupils' conduct and of the quality and quantity of their work are too low. In all three, marking is unsatisfactory. The outcome is that pupils learn erratically: well in some classes and badly elsewhere. Some teachers have an unrealistic understanding of the quality of their work, thinking it good when it is barely - or less than – satisfactory. The curriculum is good, giving each subject an appropriate amount of teaching and learning time and resulting in a broad range of experiences for pupils. This is further enhanced by a good range of activities outside the school day, some of which lead to national awards: the school, for example, has Activemark in recognition of its commitment to a healthy lifestyle through sport. The school is largely successful including all its pupils in what is on offer.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Some elements of the headteacher's leadership are strong and purposeful, particularly in securing funding for the school, leading initiatives such as French tuition, facilitating sporting and residential opportunities for pupils and in providing a good level of social and emotional care. The deputy headteacher oversees good provision for pupils from Reception to Year 2 and, throughout the school, for those with special educational needs. Overall, however, assessment is not used well enough to raise standards and teaching and learning are not monitored with rigour. Some key co-ordinators charged with this monitoring task lack the skill to undertake it satisfactorily. Overall management of the school is satisfactory. Governance is sound, given that many governors are new to their posts. They are knowledgeable about the strengths of the school but have been unable to hold the school to account because they have not been well enough informed about its weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think highly of the school. Inspectors agree with some of their views but do not agree that all teaching is good or that all pupils achieve well. Pupils like school but are correct when they say their classmates do not always behave well.

IMPROVEMENTS NEEDED

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

- Eliminate unsatisfactory teaching and learning.
- Monitor teachers' work with rigour.
- *Improve writing standards in Years 3 to 6.
- Improve the way that assessment is used to raise attainment.

**Denotes an issue already identified and in the school improvement plan*

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils in Reception achieve well overall: satisfactory in physical development and well in all other areas of learning. Pupils in Years 1, 2 and 6 also achieve well. Achievement in Years 3 to 5 is unsatisfactory. As a result, from broadly average attainment on entry, pupils attain above average standards by Year 2. Through the next three years they make slow progress, but improve sharply in Year 6 to reach standards, which, over time are broadly average.

Main strengths and weaknesses

- Standards vary from year to year but are currently above expectations in Year 2 and below expectations in Year 6.
- Unsatisfactory achievement in Years 3 to 5 has been a problem over the last three to four years that has not been satisfactorily addressed.

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

Standards in:	School results	National results
reading	16.3 (16.7)	15.7 (15.8)
writing	14.4 (15.7)	14.6 (14.4)
mathematics	16.6 (17.8)	16.3 (16.5)

There were 41 pupils in the year group. Figures in brackets are for the previous year.

1. The table above shows that Year 2 test standards in 2003 in reading, writing and mathematics were broadly average. Currently standards in reading, writing and science are above expectations. Mathematics standards meet expectations. The Year 6 table below shows average standards in mathematics, above average standards in English and well above average standards in science. Currently English standards in Year 6 are well below expectations and those in mathematics and science are below average. Just over a quarter of pupils have special educational needs and nearly one third of these – over half of the age group - are in Year 6. This contributes significantly to the below average standards in that year group and exemplifies the variation in attainment from year to year.
2. Pupils with special educational needs benefit from the specific support they receive in lessons and when withdrawn for extra help in small groups. Their individual education plans are well written with achievable targets that match pupils' needs. The achievement of pupils with special educational needs matches that of other pupils: good in Years 1, 2 and 6 but unsatisfactory in Years 3 to 5.

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

Standards in:	School results	National results
English	27.4 (26.6)	26.8 (27.0)
mathematics	27.2 (27.4)	26.8 (26.7)
science	30.2 (28.6)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

3. If viewed over time, this school's test data show that, in both Year 2 and Year 6, attainment varies from year to year. Inspection evidence confirms that the difference in the proportion of pupils with special educational needs between one year group and the next can be stark.

Currently, Year 3 and Year 6 are weak in comparison to other year groups in the school. For this reason, a more accurate picture of attainment is obtained by looking at test data over several years. Doing so shows that pupils in Year 2 have achieved standards that, overall, have been above average. Standards in Year 6 have been average. This indicates that progress through Years 3 to 6 is too slow.

4. This possibility of unsatisfactory progress is further reinforced by looking at nationally published data showing 'value-added' from Year 2 to Year 6 - a measure of the relative progress that primary schools help their pupils to make. Data for this school from 2001, 2002 and 2003 shows the following value-added information. It is clear that, taken overall, it is below average.

	2001	2002	2003
English	Well below average	Below average	Well below average
mathematics	Below average	Average	Well below average
science	Average	Average	Average

5. This finding was further reinforced during the inspection because:
- half of the teaching seen in Years 3 to 5 was less than satisfactory;
 - pupils' recorded work was of an unsatisfactory standard and, too often, unmarked (see the teaching section for more details); and
 - the school's own data from annual tests published by the Qualifications and Curriculum Authority (QCA) and taken annually by pupils in Years 3 to 5 show unsatisfactory progress (or value-added) from one year to the next. This has been consistently the case since 2000.
6. A closer look at QCA data will highlight the extent of the problem. Value-added calculations were completed for reading, for writing and for mathematics for each pupil in each of the following six groups: the current Year 6 pupils when they were in Year 3, Year 4 and Year 5; the current Year 5 pupils when they were in Year 3 and Year 4; and the current Year 4 pupils when they were in Year 3. This provided 18 individual scores and covered the years 2000 to 2003 and showed that, in three terms, pupils in Years 3, 4 and 5 have been progressing, on average, by a term-and-a-half or a term-and-three-quarters. This is unacceptable. The Year 6 national test results over time confirm that this is too great a shortfall to be fully recouped in this final year, no matter how good the quality of teaching and learning.
7. Standards are above expectations in art and design and in design and technology in Year 2 and in music throughout the school. Standards in all other subjects meet expectations (although no secure judgements were possible in geography or ICT).

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and many other personal qualities are satisfactory: less good than at the time of the last inspection. Attendance and punctuality are satisfactory an improvement since the last inspection.

Main strengths and weaknesses:

- Pupils' attitudes and behaviour are variable but satisfactory overall.
- The spiritual, moral, social and cultural development of pupils is satisfactory.

Commentary

8. Attendance rates are slightly below the national average but have improved significantly since the last inspection. The school took swift action and secured the co-operation of parents. There

have been no exclusions for the last 18 months. Punctuality is satisfactory, so there is little time wasted at the start of the school day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.0
National data	5.4	National data	0.4

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

9. In classrooms, pupils' attitudes to learning and their behaviour vary according to the quality of teaching they receive. At best they are good. In these classes pupils take some pride in the quality of their work and settle well to their task when not under the direct supervision of their teacher. In other classrooms attitudes and behaviour are unsatisfactory. Pupils talk loudly when they are supposed to be working and much of this chatter is unrelated to what they should be doing. This shows a lack of self-discipline and a lack of respect for their teachers. Although pupils can be noisy and inattentive, no animosity was seen.
10. Satisfactory provision is made overall for the spiritual, moral, social and cultural education of pupils. The spiritual content is satisfactory with some good features, particularly when the school involves local church ministers. Year 1 children explore spirituality when they choose what to paint as 'the most beautiful thing in the world'. On other occasions pupils can be disrespectful. In a religious education lesson, for example, when waiting to see Internet pictures of a journey to Mecca, pupils shouted out, 'You've won 50 million pounds' and 'You've got two messages'. Most pupils know right from wrong and are polite and helpful. Behaviour in some classrooms, however, suggests that pupils sometimes do not behave in a way they know to be right. The school deals effectively with the rare incidents of bullying and parents agree with this view. Relationships throughout the school are good. So, too, is pupils' interest in the out of school activities on offer. In conversation, most pupils are polite and sociable but a significant proportion are shy and lacking in confidence when speaking to adults. Cultural provision is satisfactory. Pupils develop a sound awareness of local culture, for example through visits to the council chamber and to places of historic or geographical interest. They study an Indian village in geography, the work of artists from different countries and there is a range of multi-ethnic books in the library. There is limited access to artefacts representative of different faiths.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The overall quality of teaching is satisfactory: good in Reception and in Years 1, 2 and 6 and unsatisfactory elsewhere. Learning mirrors teaching. Assessment is poor.

Main strengths and weaknesses

- Teaching and learning are good in five of eight classes.
- Some teachers have weaknesses in their own practice and expect too little of pupils.
- Worksheets are overused.
- Pupils benefit from learning conversational French.
- Provision for pupils with special educational needs is good.
- The use of assessment to raise standards is poor.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	4 (12%)	13 (39%)	9 (27%)	5 (15%)	1 (3%)	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.

11. Teaching and learning were consistently good in the five classes for Reception and Years 1, 2 and 6 pupils. This is because:
- Teachers manage pupils' behaviour skilfully and ensure they are ready to learn. Even the youngest children understand that if they want to say something they need to put up their hand and wait for their teacher to ask them. Year 6 pupils behave very well because their teacher knows what is possible and will accept nothing less.
 - The pace of lessons is brisk and activities are engaging. Pupils respond well and answer with enthusiasm. In a Year 1 history lesson the teacher captured the imagination of the class immediately by showing them a beautiful toasting fork that her family had used in the 1940s. In a challenging Year 2 mathematics lesson pupils were bubbling with excitement and asking their teacher for harder questions.
 - Work is well matched to pupils' capability, but challenging. In a Reception class music session, for example, children attained very well in singing and in accompanying this with untuned percussion instruments.
 - Pupils do their work sensibly, even when not under direct adult supervision; those in Reception, Year 1 and Year 2 consistently behaved much better than those in the three classes above them. Additionally, in a Year 6 design and technology lesson pupils worked together in a mature and sensible way, negotiating with other members of their group as they tried to get their fairground rides moving.
 - Pupils exhibit genuine delight in learning when activities are fun. Year 2 pupils, for example, responded brilliantly to their 15-minute conversational French session because the hats and the actions of their teacher captivated them.
 - While not all marking was good, most was. This was because it showed pupils how to improve.
12. There were several reasons why teaching was less than satisfactory in the remaining classes:
- A teacher in one class who acknowledged her difficulty in maintaining order in the classroom had not been afforded the support she needed in dealing with this class, or the training in behaviour management that could have helped her. A significant proportion of her pupils presented particularly challenging behaviour.
 - The pace of a number of lessons was slow and pupils did not complete the work planned. Some lessons overran with the result that the time for later lessons was significantly reduced – in one case, by half.
 - The work set does not always take account of the range of ability in the classroom. In one lesson, for example, pupils were given a lengthy text to read. The most able in the class could read it competently, those of average capability experienced some difficulty in understanding it and those who were least able could barely read it at all. This was inappropriate as it meant that a significant number of pupils were unable to take part in this key part of the lesson.
 - The noise level deemed to be acceptable in one classroom was, in fact, excessive and too much of pupils' talk was nothing to do with the work that their teacher had set them. While under the direct control of their teacher their behaviour at times was barely satisfactory. For example, although relatively quiet in a literacy lesson, this only became possible through constant reminders not to shout out answers. When working independently of their teacher, pupils' behaviour was unsatisfactory.

13. Teachers' marking was poor. In one class, for example - in the file for pupils' work in science, geography, history and religious education - close to 80 per cent was totally unmarked. Of the remainder, almost all had a cursory tick. No work had a comment that could act as a reminder to the pupil in future lessons as to what they could do to improve. In addition, incorrect answers in mathematics books had been ticked.
14. The quality of handwriting accepted by teachers is unsatisfactory. Expectations are far too low. In one class the work filed was in random order and dishevelled. This gives the wrong message to pupils.
15. In the school as a whole, worksheets are overused. Many serve no useful purpose and a large-scale reduction would go some way towards providing pupils with the opportunity to write independently that they do not have at the moment. This practice is much more prevalent in Years 3 to 5 than in Years 1 and 2.
16. Within this very mixed picture of teaching quality, pupils with special educational needs and those whose second language is English are catered for well in the majority of lessons. Where teaching is good or better, a key feature is the skill with which teachers use questioning targeted at specific groups of pupils. This was particularly skilfully executed in a Year 1 literacy lesson to include pupils with special educational needs and those whom the school has identified as talented. In these good lessons, all pupils have work which challenges them yet is achievable and those who find learning most difficult usually have additional support from their teacher or a classroom assistant. Occasionally, provision is unsatisfactory. This was the case in a literacy lesson for Year 5 pupils where a significant proportion of them could not read the text on which the lesson was based. Conversely, talented gymnasts in Year 5 were given tasks that made them work to higher standards than the rest of the class. Not all teachers have good enough strategies to manage pupils whose special educational needs include behavioural problems and this slows down the pace of learning for all pupils in the class.
17. All pupils from Year 2 upwards benefit from a weekly lesson in French conversation. These lessons are skilfully taught by a visiting teacher who spends an afternoon in the school - a short but valuable session with each class. Pupils clearly enjoy these sessions and are well prepared for their secondary school studies in the subject.
18. The school carries out an adequate number of assessments but makes poor use of the data. Teachers do not have an adequate understanding of the National Curriculum sub-levels at which their pupils are working at the beginning of the year and of the progress they should make. They do not compare data at the end to establish how much progress has been made. The school is using a tracking system that looks at the ranked position of pupils over time – to see if they have 'moved up' or 'moved down' within their class. This system sidelines the real issue of pupils' progress against national expectations. Marking is poor in several classes and satisfactory in the rest. Poor marking does nothing to help a pupil move on and the failure to demand higher standards of presentation sends the wrong message to pupils about acceptable standards and about how much the teacher values their work.

The curriculum

The quality and range of the curriculum are good. A broad range of curricular activities meets pupils' needs. The curriculum makes good provision for pupils' personal, social and health education. The school offers pupils very good opportunities to extend their interests outside school lessons, in particular in sporting activities.

Main strengths and weaknesses

- The school has put into place effective arrangements to manage the problems of the mixed age class.
- A good range of extra-curricular clubs, visits and visitors enrich the curriculum.

- Very good use is made of nearby sports facilities.
- Provision for pupils with special educational needs is good.
- Provision for personal, social and health education is good.
- The system of withdrawing pupils for small group work means that some do not get their full entitlement to all subjects.
- Accommodation and resources are satisfactory.

Commentary

19. The school has put in place effective arrangements to manage problems created by the need to teach pupils in Years 3 and 4 in a mixed age class. In literacy and numeracy lessons, pupils work on the same objectives. This enables Year 4 pupils to revise what they know when Year 3 objectives are discussed; the more able Year 3 pupils are presented with more challenging work when Year 4 objectives are discussed. In subjects such as history, geography and science, pupils follow the Year 4 programme of study. Careful records are kept of what Year 3 pupils study so that any areas missed can be covered in later classes.
20. The school makes very good use of the nearby leisure centre to compensate for the lack of a school field. All pupils in Years 3 to 6 have swimming lessons for three terms and over 90 per cent of them leave school being able to swim 25 metres. Year 2 pupils have swimming lessons for two terms. Sports skills are taught in the sports hall and a parent has recently started an after-school hockey club there. Although the game is relatively new to pupils, they have already had success in tournaments against other schools. Pupils also compete against other schools at football, rugby, netball, rounders, swimming and cross-country.
21. There is a good range of non-sporting activities. Pupils play chess, learn dancing and consolidate their computer skills in out-of-school clubs. Visiting theatre companies, mime artists and Indian dancers develop pupils' cultural interests and pupils have taken part in public speaking events.
22. Provision for pupils with special educational needs is good. In most lessons, teachers plan work for them well and they are well supported by teachers and classroom assistants. This enables these pupils to access all areas of the curriculum. The current system of withdrawal from subjects such as science, for small group work to support pupils' social skills and running from February to July of 2004, means that some pupils do not get their full entitlement to these subjects. Overall, however, all pupils have equal access to what is on offer, including the good range of opportunities that add breadth to this curriculum.
23. Good arrangements are made for pupils' personal, social and health education. There are policies for sex and drugs education and the school nurse talks to pupils about both of these topics. Teachers have recently undertaken training to help them teach about the dangers of drugs. Pupils take part in *'Crucial Crew'* at Scarborough, a day-long range of experiences designed to help them live safely in the modern world. Discussion of aspects of school life is a regular feature on the school timetable. The school is sensitive to the beliefs of parents and gives them the opportunity to view materials used to teach about puberty.

Care, guidance and support

Attention to pupils' care, welfare, health and safety is good. The support and guidance available to pupils are satisfactory. The involvement of pupils in decision-making is sound: largely through seeking their views via classroom discussion and the school council.

Main strengths and weaknesses

- Pupils have a good and trusting relationship with one or more adults in school.
- Support for their personal development is good but that for their academic achievement is limited.

Commentary

24. There are very good procedures to ensure that pupils work in a healthy and safe environment, both in school and on visits. The school carries all the required safety testing of equipment and emergency procedures to ensure everyone's welfare. Child protection arrangements are good.
25. There is good support for pupils' personal development, based on formal and informal monitoring. Pupils say there is someone they could talk to if they were worried. The school is aware of the difficulties that some pupils face and does all it can to help them. The headteacher takes an active role in such support. Support for pupils' academic development is unsatisfactory; the school is still working on the issue raised at the last inspection: to set individual learning targets. When asked, a number of pupils could not say what their targets were and there was little reference to them in lessons.
26. In lessons, pupils learn about personal hygiene and safety and are actively encouraged to eat a healthy diet. An excellent range of appetising meals is on offer. The school has secured an award in recognition of its commitment to health through sport. A number of external agencies visit the school to promote care. The school nurse deals with issues relating to sex education and alcohol and drug misuse.
27. Before the youngest children are first admitted to school, the school makes very good induction arrangements by meeting parents and children at home. For those who join later, provision is sound.
28. Pupils with special educational needs are well supported by school staff. They are quickly identified and strategies to support their achievement are put into place. For example, a pupil who has only been in school a few days has already been provided with adult help and suitable work. Pupils' achievements in basic skills in literacy and numeracy are well supported by the current strategies of in-class support and small withdrawal groups. Pupils in Years 1 and 2 receive support early if they are experiencing difficulty with literacy. This support is continued throughout Years 3 to 6 and is supplemented with extra help for poor readers, in spelling and mathematics. Particularly good provision is made for a disabled pupil whose aide works very hard to make sure the pupil takes an active part in all lessons and provides activities that the pupil finds beneficial, stimulating and enjoyable.

Partnership with parents, other schools and the community

Partnerships with parents, the wider community and other schools are good but not as good as when the school was last inspected.

Main strengths and weaknesses

- Parents support their children's learning well.

Commentary

29. Links with parents are good because they help their children at home on a regular basis. Their attendance at parents' meetings is often 100 per cent, several help in school and many help with fund raising. They adhere to the school's expectations of attendance, punctuality and school uniform. Parents expressed some concern – and inspectors agree with them - about a lack of privacy at parents' meetings, as there are often other parents in the classroom at the same time.
30. The school provides parents with information of satisfactory quality. It is actively seeking to provide them with better information about what is being taught on a termly or half-termly basis. At the moment this varies from teacher to teacher. The prospectus and governors' annual

report to parents lack detail, especially about what is taught and national comparative data on standards achieved. Hence, parents have no way of knowing how well their child and this school are doing in relation to what is expected nationally. Information on pupils' progress in end of year reports is variable, but satisfactory overall. There is too much emphasis on what has been covered in lessons, rather than on how well the child has done.

31. Pupils benefit from links with the community. The Family Learning Scheme (SHARE) has a positive effect and the school is involved in the Business in the Community initiative, '*Right to Read*'. The school is one of nine in the area involved in the lottery funded arts based Coliseum Project. It is establishing a link with a school in France, which will facilitate videoconferencing. It is involved in joint science and top sport projects with the local secondary school and these links help to facilitate a smooth transfer at the end of Year 6.
32. The parents of pupils with special educational needs are given suitable opportunities to discuss their children's difficulties and progress with school staff. These are both informal, in the daily contacts between parents and staff and on formalised occasions. Examples of these are the termly consultations for parents, reviews of pupils' individual education plans and at the annual reviews of those pupils who have statements of their special educational needs.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The governance of the school is satisfactory. The leadership and management of the headteacher are satisfactory.

Main strengths and weaknesses

- The headteacher has a talent for and is very successful in, finding projects, competitions and events in which the pupils can take part in order to broaden their experiences.
- She is extremely active in locating extra funding for the school.
- Not enough importance is given to monitoring progress between year groups.
- The monitoring of what is happening in classrooms lacks rigour.
- The subject leaders' observations of classroom practice rarely evaluate the teaching or indicate areas for development.

Commentary

33. The headteacher's devotion to this school and her personal commitment to it are not in doubt. She has taken the school into projects and fund raising ventures, often in the full knowledge that they would demand a great deal of her time, out of school; for instance the pioneering use of the playgrounds for charged parking during holidays and at weekends. When other, external agencies said that it could not happen, she put their fears to rest and made it happen. She has developed the teaching of French throughout the school and established pupil videoconferencing links with a partner school in France. The school is frequently involved in events and festivals in the community as well as several national competitions and she is invariably there to support them. The deputy headteacher oversees good quality teaching from Reception to Year 2 and manages provision for pupils with special educational needs well.
34. Throughout the school, with the exception of Years 2 and 6, where statutory testing takes place, voluntary tests are given to pupils. The great majority of schools throughout the country have adopted this testing regime. In this school, too little use is made of the resultant data. There are well-established, national average rates of progress. The results of the tests can be compared with national averages to check on progress across age groups and from year to year. The analysis of these results (necessary in order to monitor progress, identify any problem areas and be ready to intervene) is inadequate. Also inadequate is the monitoring of pupils' recorded work and of teachers' marking.

35. There is a structure of senior management that consists of the deputy headteacher and leaders of Years 1 and 2 and 3 to 6. These teachers largely have the responsibility to observe teaching within their year groups. The deputy headteacher also observed the two newly qualified teachers in her role as mentor, last year. In addition to these observations, some subject leaders observe teaching in their subject. Overall, however, the written records of observations are often simply descriptive and do not inform the reader of strengths and weaknesses in lessons. All of this contributes to insufficient information being available on which to act where necessary.
36. The special educational needs co-ordinator manages the provision for special educational needs well. Regular reviews of individual education plans, written by the special educational needs co-ordinator, are carried out. The plans are easy to read and follow a common format using a recently introduced computer program. However, the co-ordinator has not yet had time to amend the database of comments to make it personal to the school. She has established good links with the support services and early contact has been made with the receiving secondary school. The school has recently drawn up a register of gifted and talented pupils and has appointed a co-ordinator to oversee provision for them. However, the school is not yet sure how to define 'gifted and talented' and has already amended its list. Few teachers are setting work specifically for these pupils and, because lessons plans are not rigorously monitored, this shortcoming has not been identified.
37. A number of key governors are new: either to the governing body as a whole or to their role within it. Within those parameters, their work to date has been satisfactory: they have taken steps to learn about their responsibilities, have involved themselves in school life and are already aware of what the school does well. However, they have not been provided with the information they need to understand the weaknesses of the school, particularly in terms of the progress pupils make in each class.
38. The arrangements for the induction of staff who are new to the school are good. Recently, two newly qualified teachers joined the school. The guidance received from the deputy headteacher gave them support and security in their planning and teaching objectives through regular meetings with and classroom observations by, their mentor.
39. All aspects of good financial management are well established and are capable of responding to agreed purchasing requests from individual teachers with a minimum of their involvement. The 11 per cent balance is earmarked for further improvements to the building.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	516,475
Total expenditure	538,917
Expenditure per pupil	2,530

Balances (£)	
Balance from previous year	79,347
Balance carried forward to the next	56,905

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is good. It was very good at the time of the previous inspection. Since that time, however, the education of the under fives has gone through major changes in the way it is structured and in its planning. Additionally, over the past year, new arrangements for assessment have been produced and this has had a further impact on practitioners. The noise from the hall continues to affect lessons but the school's current building plans include soundproofing to be carried out later this year.

Main strengths and weaknesses

- The children achieve well in personal, social and emotional development; communication, language and literacy; mathematical development; and, knowledge and understanding of the world.
- In music, as part of their creative development, they achieve particularly well.
- Overall, teaching is good. In some aspects of individual areas it ranges from satisfactory to excellent.
- The partnership between the class teacher and support staff, as well as with adult volunteers is very good. They work effectively together so that children receive good levels of support.
- Links with home before children start Reception class are very good and an exciting new project with adults is being very well received.
- The adjacent hall has a major impact on lessons, especially when music or physical education are being taught.

Commentary

40. When children start their year in Reception class, they attend full-time and most of them have attended a pre-school group that operates in part of the school... just along the corridor! This familiarity with the building and being used to being left there, eases the transition. In addition, the reception class teacher makes valuable home visits in the summer term prior to children starting in the following September. This gives her the opportunity to meet the families and explain the provision for this stage of their child's learning. A well-recognised form of assessment is used to enable the teacher and her support staff to understand the range of abilities of the children very early in the autumn term. Children are reassessed in the second term and the final assessment - used in the summer term - forms the basis of the report to parents and informs the receiving teacher in Year 1. The outcome of the tests so far this year, shows that their average attainment on entry is slightly above the national average and this margin is maintained throughout the year. Over time, however, children's attainment on entry to the school is broadly average. The great majority of children achieve the Early Learning Goals in all areas of learning and some exceed them. All children, including those with special educational needs, are prepared well for the next stage of their learning. Leadership and management of the Foundation Stage are good. The teacher is aware of improvements that need to be made to the physical environment, including the control of noise from the hall and the further development of the outside area. She is also planning for her own professional development in relation to 'role play' provision. She forms an effective team with support staff and has embarked on a scheme to train adults associated with Foundation Stage children. They meet each fortnight. In the time between meetings they have developed resources at home or implemented learning support methods to help their own children/grandchildren in numeracy and literacy. At the end of the course, the adults can gain accreditation in recognition of their achievements. This is a very worthwhile project that will increasingly benefit the children's early development.

41. In the area of **personal, social and emotional development**, children achieve well through good teaching. The great majority show that they can maintain a good level of concentration and behave well. Whilst this was good when working with the teacher as a whole class, when they worked in small groups on their own activity, their attention was even better. They show confidence when answering questions, individually and when part of a group. When they are working in small groups and there is some free choice, children are welcoming to others who wish to join in. In discussions with a small group, they showed a need to think about what we say to others, "...or else we might make someone sad". When the children get ready for movement and apparatus work in the hall, almost all of them carefully changed, leaving their school clothes neatly stacked on the tables. This also reflects the attitude of the teacher and support staff. They have appropriate expectations of the children and only intervene if someone is in difficulties whilst changing.
42. Children achieve well in **communication, language and literacy**. The teaching is good. The lessons at this stage of the year have developed into a focused, teacher-centred session for whole class work before they go to work in groups. This pupil organisation is appropriate to their maturing learning needs and will equip them well for work in Year 1. The great majority are confident speakers when in small and large groups. They were heard planning their activities in the travel agent's role-play area. They enjoy the songs, stories and rhymes that help them consolidate their learning. Their activities are well matched to the objectives of the lesson; for instance, identifying and sorting articles from the environment or a treasure box that start with a particular letter. They then practise the letter's formation in a wide range of media. Additionally, many children are able to identify the end sound in a word as well as the middle vowel sound. They concentrate on letter and word based work, as well as on texts that the teacher introduces to them as a class. Several children are making good progress in writing simple sentences with clear letter formation and plausible spelling. The children hold a book the correct way up and can model reading direction with their finger. They join in with the teacher when reading from the 'big book' and can identify and read repeated phrases.
43. Their **mathematical development** is good. Teaching is good and uses many opportunities in the environment and at many times of the day to reinforce numbers and counting. All children count to ten and back along a number line. Most of them recognise the numerals to nine and can sort them on a line when they have been moved. They use a wide range of small objects and activities in their counting. Many of them can say what is one less and one more than a number. They link this to the equipment that they are using. Some children can, when ordering a set of ten items, use appropriate language of addition. 'Oscar' is a fantasy machine that leaves a message each day, letting the children know what he wants to eat. The teacher uses this very effectively to support their learning in shapes. She writes the 'Oscar note' to indicate that he wants to eat only things that have three corners! The children find his triangular food for the day. They use appropriate measuring language at the sand and water areas including, full, empty, smaller, bigger etc. When they are working on small group activities, their use of language often includes words and phrases that describe the position of something.
44. Children have a wide range of opportunities to develop their **knowledge and understanding of the world**. The teaching is good. Part of every child's day provides 'free choice' activities and the teacher and support assistant make the most of these times to plan activities that extend their knowledge and experiences. When they were sowing seeds, an additional sand-based activity was planned for them to find seeds in a container, full of sand. Some children quickly realised that the sieve could be used to help. They watched as the sand ran through the sieve exposing the seeds. They use the computers to help them consolidate their learning, particularly in numeracy. Most of the children's mouse skills are well developed and they are engaged by what is happening on-screen, especially when a character confirms that what they have done is correct! At least one mouse and the speakers were not functioning properly, and there were no headsets. Hence, the extra information conveyed by the audio element of the software was not available to the children. Visitors are planned to come to the class and to

speak about their lives and interests. This gives the children a good insight into the past of others and they find it particularly engaging when they know the visitor.

45. Children's **physical development** and its teaching are satisfactory. When children are involved in small group activities, they use a good range of tools as well as small and large construction equipment. Their ability to shape dough is sufficiently well developed to enable them to model letters and numerals and create replicas of items to use in counting. Their control with needle and thread is good. Many can form small stitches as they apply their felt initials to a cloth background. The children move around the hall with confidence and avoid each other, even when travelling at speed. In one lesson, they practised simple sequences, involving running, jumping and stopping and developed a good degree of accuracy in their timings. Using the apparatus they move around, over and climb. The teacher asked them to move along apparatus, come to a stop, jump off and land properly. Others had slightly different tasks to work on. This part of the lesson lasted too long. It could have been structured so that children stopped work and watched as a group or an individual demonstrated their achievements. Then others could have improved their own activity or moved on to another. There is a fenced outdoor activity area with a rubberised surface. Unfortunately, children could not be observed using it during inspection, due to weather conditions.
46. Provision for their **creative development** is good and teaching is good. Their development in music is very good due to excellent teaching supporting very good achievement. A wide range of activities is available all through the day when they are not involved in other whole-class teaching sessions. Work on the walls shows experience in using paints and gives a clear sense of skills development. The paint has been applied using different equipment and the children have mixed the colours. They have made plate faces representing themselves, using a paper plate finished with paint, paper, wool etc. A set of collage work is rich in different colours, shapes and textures. Butterflies have been made that included simple printing and other colouring techniques. Children go into the hall for music with a visiting specialist whose expertise is very high and this enables her to set challenging, but achievable expectations. The outcome is that they sing with very good quality and play a wide range of percussion instruments with accuracy, as they accompany their own singing. The standard of their work is beyond Level 1 of the National Curriculum. When they returned to class, they made 'rainmaker' instruments, choosing the material to seal inside, that would make an appropriate sound when the tube was turned.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Current Year 2 standards are above average.
- Current Year 6 standards are below average overall.
- Writing standards are poor in Years 3 to 6 and achievement in these classes is unsatisfactory.
- Leadership and management of the subject are unsatisfactory.
- Support for pupils with special educational needs is usually good.

Commentary

47. Standards in Year 2 have improved since the last inspection. Those in Year 6 have broadly been maintained although the current cohort is particularly weak.
48. Pupils in Years 1, 2 and 6 listen carefully to their teachers and put up their hands when they want to contribute. They listen well to instructions and know what they have to do when working

independently of their teacher. In other classes pupils shout out and do not listen respectfully. In one Year 4 lesson (the class in which a job-share operates) although the teacher was insistent on 'hands-up', this needed reminders every few minutes. This is because both members of staff do not enforce this routinely. In another lesson in the same class a number of pupils did not do the work their teacher intended because they had not listened to her instructions. The vocabulary of younger pupils is adequately developed and includes a range of technical vocabulary. Older pupils are less adept at speaking in full sentences or at greater length.

49. Most pupils, particularly those in Years 1 and 2, take a reading book home on a regular basis and an adult hears them read. This makes a valuable contribution to the standards they achieve. Pupils in Years 1 and 2 are reading at a level above that expected for their age. Thereafter, standards fall below those expected. While most current Year 6 pupils can read with some fluency, their understanding of what they have read is limited. They find it difficult to understand figurative language or inference.
50. Writing standards are good in Years 1 and 2. This is because pupils have fairly regular opportunities to write at length. In addition, they are frequently expected to write 'from scratch': using just paper, pencil and an idea. The teachers in Years 1 and 2 have worked hard and successfully, to raise writing standards. Good marking praises pupils for their success and tells them how they can improve further. The quality of presentation is satisfactory and, with consistent encouragement, pupils write more neatly. Further progress could still be made if teachers reduced the use of worksheets to a minimum. Writing standards in Years 3 to 6 are poor. In most classes worksheets abound and they stifle pupils' chances for improvement. Handwriting of a very poor standard goes without comment and slack marking leaves pupils with the impression that their teachers place little value on their work. As a result, they take little pride in its presentation. The legacy of work of this standard is hard to overcome in Year 6, despite good quality teaching.
51. Pupils with special educational needs often receive additional support during lessons from the school's support staff. This makes the content of lessons accessible to them. Where (as is the case in most classrooms) this is combined with good quality teaching, progress is good. Where teaching is weak, their progress is dampened.
52. Since the last inspection standards have improved in Years 1 and 2 but this improvement is not being carried through into the years that follow. The subject co-ordinator does too little to raise standards because her expectations of what pupils can and should achieve are ill-informed. In addition, teachers in Years 3 to 6 have not had access to all the data that has been accrued over a number of years. That accrued from national and from QCA reading and writing tests shows that progress through Years 3 to 5 has been unsatisfactory. Hence, the use of data to raise standards has been poor.

Language and literacy across the curriculum

53. Once the nuts and bolts of literacy skills have been taught in literacy lessons, other subjects of the curriculum need to shoulder the responsibility for practising, consolidating and developing them. This is not happening. Of the work completed in science, geography, history and religious education, for example, there are significantly too few opportunities beyond Year 2 for pupils to write at length on a regular basis.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching in Years 1, 2 and 6 is good and sometimes very good.
- Progress is unsatisfactory in Years 3 to 5.

- The quality of teaching and learning are not monitored often enough.

Commentary

54. Standards in the current Year 2 are average, but they are below average in Year 6. This is because the current Year 6 cohort is particularly weak. In 2003, the overall progress (the value-added) of pupils from Year 2 to Year 6 was well below that of similar schools and inspectors find that school data is consistent with that judgement. Standards have fallen since the previous inspection. Pupils with special educational needs achieve as well as their classmates. Teaching is better in Years 1, 2 and 6.
55. Some very good teaching was seen in both Year 2 and Year 6. In a very good Year 2 lesson the lively mental session got pupils on their toes very well. Previous work was very effectively revised. Pupils consolidated their learning and were made to think hard because the teacher changed the way she asked questions; for example, saying, 'Add six to itself'. When she deliberately showed an incorrect answer, pupils of all abilities immediately spotted the mistake. As the lesson progressed, pupils became ever more keen to outwit their teacher, asking her for 'a tricky one' as she thought up new questions. Planning was very clear. The work matched the needs of different groups of pupils. Those with special educational needs were given work that matched their individual needs and the targets in their individual education plans. The teacher has very good subject knowledge and her love of the subject is effectively communicated to pupils. By the end of the lesson pupils had made very good progress in counting multiples of five. The teacher made good use of a computer to allow pupils to reinforce the number work. She used the interactive whiteboard well to illustrate the lesson, as did the Year 6 teacher in showing pupils how the internal angles of a triangle add up to 180° . In this lesson pupils developed a good understanding of the correct vocabulary connected with triangles, confidently referring to obtuse, reflex and acute angles. They used protractors to draw angles of specific sizes. Pupils were business-like in the work because the introductory mental work was conducted at a rapid pace. The work was challenging and they were made to explain their working when adding decimal numbers. This enabled the teacher to assess how well pupils understand what they are doing.
56. Teaching is unsatisfactory overall in Years 3 to 5. In Years 3 and 4, work is often too easy for higher attaining pupils and pupils of lower ability are not always given the help they require. Too much time is spent keeping pupils quiet and this means that they do not get as much done as they should. New work is sometimes not taught effectively. For example, Year 5 pupils were told the formula for working out the area of a rectangle without being given the chance to work it out for themselves. Checking work in pupils' books shows some unsatisfactory teaching when work is not matched to pupils needs. Marking is too often careless in Year 5, with wrong answers marked correct and incorrect ways of setting down fractions accepted. As a consequence of these shortcomings, pupils in Years 3 to 5 make unsatisfactory progress.
57. The co-ordinator is knowledgeable and is keen to raise standards. Pupils are tested at the end of each year and the results of the tests are used to give pupils targets to achieve. Her analysis of national test results shows that pupils' problem solving skills are weak. However, the school does not have a structure for the regular monitoring of teaching, learning and progress across year groups, or the standard of work in books. Consequently, the co-ordinator is not able effectively to raise standards.

Mathematics across the curriculum

58. Limited evidence was seen of mathematics being used in other subjects. In Year 1, pupils use data handling programs in ICT lessons to produce graphs of hair colour and the types of houses they live in. In science in Year 3, pupils test the strength of magnets and present their results as bar charts.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in Years 2 and 6 were good in the lessons observed. In the latest national tests for 11-year-olds, they were well above average.
- The teaching in Years 1, 2 and 6 is good, giving guidance to pupils in well-planned lessons.
- The organisation, quality and amount of recorded work is unsatisfactory, as is its marking.

Commentary

59. Since the last inspection, the standards overall have remained unchanged, although those attained by pupils in Years 1, 2 and 6 have improved. However, given the range of abilities of the current Year 6 pupils, these standards are not expected to be maintained in the 2004 national tests. Teaching quality has remained good in Years 1, 2 and 6. In a Year 6 lesson, the teacher very soon established with the pupils:
- the relevance of the lesson to the level of their previous work, in the same topic, in earlier years;
 - the need for good quality work, especially when working in groups; and
 - what they should achieve by the end of the lesson.
60. This effectively involved the pupils by giving them a sense of reason and purpose to their work. They went on to work well together and make contributions in their groups on the topic of plant and animal feeding: similarities and differences. Because they had been given clear instructions at the start and good levels of guidance throughout the lesson, the groups were able to record valid responses and report their findings to the whole class. Lessons in Years 1 and 2 were effective in extending pupils' knowledge of magnetism as a force and the changing states of water. Both of these lessons included attention to important skills in scientific investigation and pupils were given opportunities to explore and observe at first hand. In Year 4, teaching was less effective because knowledge and understanding gained by pupils in lessons two years earlier were not sufficiently taken into account. The pace of the lesson was slow and each stage was heavily directed by the teacher.
61. Throughout the school, teachers mark pupils' science work with insufficient rigour. Marking very rarely includes explanatory remarks or identifies next steps for individuals. There is too much work using photocopied worksheets that demands little effort. Pupils' recording of their experimental work is underdeveloped. Too often, the work found in pupils' files is poorly organised and, particularly in Years 3 to 5, there is too little requirement of the pupils to plan, hypothesise and to record results and conclusions. Bearing in mind that writing is a priority of the school, this is a missed opportunity. The co-ordinator has not identified these weaknesses and has, therefore, made too little impact on standards. As with other subjects, assessment is not an effective tool for raising standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

62. Only one ICT lesson was seen, although discussions were held with pupils in Years 2 and 6 and teaching was observed in other subjects, where ICT was involved. A secure judgement on attainment is not possible.
63. Pupils in Year 6 talked enthusiastically about their use of the web cam and the interactive whiteboard display when they have an audio-visual link with a French school. This is a good example of the impact of ICT on pupils' learning in a way that could not occur using 'traditional' means. In a Year 1 lesson, pupils concentrated well whilst the work they were to undertake was being described to them. It involved using several features of a mouse, including 'double-clicking' in order to launch a program. They used a modelling application to dress a screen-based teddy bear. Earlier the teacher had dressed a real teddy bear and the pupils were able to comment on how much easier the task was when using the computer. Other discussions

with pupils established that they have a satisfactory range of studies and experiences in ICT by the time they are in Year 6, including control. Here, they control a motorised model through an interface attached to the computer. However, pupils in Year 2 have no recall of using a programmable toy or making things move on screen, other than with the mouse.

Information and communication technology across the curriculum

64. Teachers who have access to the interactive whiteboards are using them, particularly at the beginning of lessons, in ways that engage the pupils and give greater impact over traditional resources. The need for ICT to be used for teaching and learning in English and mathematics is one of the school's priorities and is being developed. In mathematics for instance, pupils use the computers to 'assess' their calculation work and receive immediate feedback. In addition to the use of ICT in other subjects, writing is a current priority and ICT but is not planned to make a significant contribution. Its use in teaching French through videoconferencing is innovative. When the technology is used in subjects such as religious knowledge and history for finding information, especially from the Internet, care must be taken to avoid the sites that include inappropriate material such as 'banner advertising'.

HUMANITIES

Too little evidence was available to support firm judgements on provision in geography and religious education.

65. Only one lesson was seen in **geography**. Consequently, it is not possible to make judgements about provision. Discussions with pupils show that by Year 6, they describe the water cycle and how rivers are formed. They understand that rivers flow quickly through mountainous and hilly country and carry material that is deposited when the rivers cross low-lying country. However, their knowledge of technical terms such as *meander* is weak. Pupils have a good understanding of the importance of tourism to Whitby. The overuse of unchallenging worksheets, requiring pupils to supply missing words in sentences and to complete ready-drawn maps means that their geographical skills are not developed as well as they should be. In Years 3 to 6, pupils' work is often poorly presented and teachers do not have high enough expectations of what they can produce.
66. Pupils in Year 2 know that the island of St Lucia is a Caribbean island with a typically hot climate. They know some of the exotic fruits that grow there. They begin to learn mapping skills when they draw maps of the island and include a key to identify features, show the height of mountains and identify the main settlements. Pupils compare Whitby with the imaginary island of Struay. However, their progress is not as good as it should be because all the pupils, irrespective of ability, copied the main piece of writing on this topic.
67. It is clear from the planning for **religious education** that requirements are being met. Teachers use the Locally Agreed Syllabus as the basis of their work and expectations of standards are clearly set out for each year group. The pupils from Year 6 spoke about the Old and New Testaments, recalling stories, important people and significant events. They have a developing understanding of modern day conflicts in the Middle East and the importance of particular sites to people of different faiths. They shared the opinion that people should respect the feelings and beliefs of others and that this would help solve many problems. This is evidence of their learning, not only *about* religions but also *from* religions.
68. Whilst not all learning in religious education will be written, there is a lack of recorded work and what is available is poorly marked and sometimes copied. This makes reaching an accurate understanding of their progress and standards very difficult.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- There is some very good teaching in Years 1 and 2.
- By the end of Year 6, pupils do not develop the skills of research and interpretation well enough because they complete too many undemanding worksheets.
- Pupils have access to a good range of artefacts in some lessons.
- There is a shortage of information books in the library for pupils to use in research.
- Pupils have good knowledge of local history.
- The lack of monitoring means that the co-ordinator does not have a clear view of standards.

Commentary

69. Although only one lesson was seen, discussions with pupils and checking work show that teaching and learning are satisfactory overall across the school. Standards are at expected levels and this reflects the judgement at the previous inspection.
70. By Year 6, pupils talk knowledgeably about the life in ancient Egypt, their current topic of study. They know about the importance of the River Nile to the people of that time. Pupils know the details surrounding the discovery of the tomb of Tutankhamun and how it gave us a better understanding of burial customs. However, their knowledge of topics studied previously is vague. For example, they have a weak understanding of the differences between the states of Athens and Sparta. They do not develop skills to research information and interpret what they find out because they complete too many worksheets that do not make them think hard enough. Pupils do not write enough about their topics and this does not support the school's target of improving writing standards. They know about the family life of Queen Victoria and Prince Albert and that many inventions happened in Victorian times. Pupils have a good understanding of the history of Whitby. They know about sailors such as Captain Cook and William Scoresby and that the latter invented the crow's nest. Similarly, by Year 2, pupils know some of the history of Whitby Abbey and that Captain Cook's ship was called the '*Endeavour*'. They have sound knowledge of the Great Fire of London and the importance of Samuel Pepys' diaries. Pupils were fascinated that Pepys buried a block of cheese to save it from the fire. They know that Florence Nightingale was a nurse but are uncertain in which war she was involved.
71. Overall, teaching is satisfactory. In a very good lesson in Year 1, the teacher provided a very good range of artefacts to show pupils what life was like in the past. Pupils discussed the use of toasting forks and washing bowls. They acted out a school day and were animated in their discussions and acting. Teaching is less successful when the teacher spends too much time keeping pupils quiet. Arrangements for monitoring teaching and learning are not well established. Consequently, the co-ordinator does not have a clear view of standards. As with several other subjects, assessments record whether a pupil has reached, exceeded or fallen short of the expected standard, but this information is not used well enough to raise attainment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Too little evidence was available to support firm judgements on provision in art and design, design and technology and music.

72. The **art and design** work on display in classrooms in Years 1 and 2 was generally of a good standard. Year 1 pupils had experimented with paint and learned to make many shades of one colour. They had then used this skill to produce some attractive sunset pictures. Jackson Pollock was the inspiration for work in Year 2. Pupils produced a small design using pencil and crayon and then tried their skill at enlarging it and then using either paint or collage materials. Other pupils copied the style on the computer. In **design and technology** Year 2 pupils had constructed a pulley system to raise and lower a mini-beast in a box painted with an

appropriate setting and had also produced some attractive hand sewn glove puppets in felt. Work in Years 3 to 6 was generally of a satisfactory standard although there was some good collaborative design and technology in Year 6, using construction materials. Year 4 pupils produced their versions of Henry VIII by combining drawing and collage and had designed and made chairs using waste material and fabric. The pastel 'vases of flowers' produced by Year 6 were often composed well but showed some lack of care or dexterity in use of the medium. The Year 5 lesson observed was timetabled for an hour but an overrun from the previous lesson reduced it to 30 minutes. This is unsatisfactory. Pupils were *told* how a cam works and they then attempted to design a toy using a cam mechanism. The opportunity for pupils to *investigate* how a cam works was missed.

73. In **music**, instrumental work and singing were observed, as were the contributions of visiting, teaching specialists.
74. Wherever and whenever singing is heard in this school, it is of high quality. The pupils adopt good posture and have very good control over their breathing, dynamics and pitch. In a singing lesson led by a music specialist from a local secondary school, more than 20 pupils, playing a wide range of orchestral and electronic instruments, accompanied the singing. Pupils' efficient preparation of their instruments, tuning and organising the written music provided a good atmosphere filled with anticipation. It also helped to give a sense of occasion and encouraged increased levels of effort and quality. A recently retired teacher with music expertise makes a major contribution to teaching and pupils' learning. She has high expectations of their attitudes and approach to their singing. She is involved in the festivals, competitions and musical events that give pupils of this school very good opportunities to enrich their musical experience.
75. There is a good range of traditional and ethnic, untuned, classroom instruments. These give good tonal variety for pupils to use and explore. Some of the tuned instruments, such as xylophones and metallophones are earmarked for overhaul, as they are not in playable condition. This is particularly important as class music is frequently taught to joint classes. The lack of a large number of tuned instruments, in good condition, inhibits pupils in their composition work.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Good use is made of facilities of the leisure centre to teach swimming and ball skills.
- Good use is made of staff expertise.
- Lack of monitoring means that the co-ordinator does not have a clear idea of standards.
- Inclusion is good, with good arrangements for pupils with special educational needs.

Commentary

76. Not enough evidence was seen to judge standards in Years 1 and 2 but by Year 6 standards are at the expected level. This reflects the judgement at the previous inspection. Very good use is made of the local leisure centre and pupils are given many opportunities to take part in sports.
77. The school places great importance on teaching pupils to swim. All pupils in Years 3 to 6 have swimming lessons for two terms each year at the nearby leisure centre. Three members of staff hold Amateur Swimming Association coaching qualifications and others follow guidance published by that association. Pupils benefit from being able to use the leisure centre sports hall for physical education lessons and out-of-school clubs such as hockey. The school makes good use of staff expertise. In a good lesson, the Year 5 teacher taught basketball skills to some Year 6 pupils. The teacher had high expectations of what pupils would achieve.

Pupils were taught the correct ways to stretch before exercising and made to repeat exercises when their efforts were too casual. The rest of the pupils learnt how to hit a tennis ball against a wall and then between each other. They managed this well but have not yet mastered the technique of turning sideways to hit the ball. Pupils in a good lesson in Year 1 were given a great deal of praise and this encouraged them to move in imaginative ways across the floor and apparatus. Teachers and support assistants include all pupils in their lessons. For example, in the Year 1 lesson, the support assistant worked very hard to encourage a disabled pupil to join in. She made sure that the pupil carried out the correct exercise in this lesson and in the swimming pool. This ensured that the pupil benefited from the lessons and thoroughly enjoyed them. In a Year 5 lesson, gifted gymnasts were given exercises that matched their abilities well.

78. The school provides a wide range of activities out-of-school hours. For example, a parent has recently started a hockey club and pupils have performed with success against older pupils from other schools. However, arrangements for monitoring teaching and learning are unsatisfactory and the co-ordinator does not have a clear enough idea of standards.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. Pupils' personal skills develop unevenly because teachers' expectations of them vary as they work their way through the school. However, out of school activities and residential visits help them to learn to get along with others. By the time they reach Year 6, pupils do this well. The school's recent receipt of the Active Mark in recognition of its commitment to encouraging a healthy lifestyle through participation in sport is commendable. In addition, the school has taken much time and trouble to offer pupils an excellent choice of food at lunchtime, again in its pursuit of showing pupils how to keep themselves healthy. It has worked hard towards the Healthy School Award and hopes to receive recognition of its hard work next month (March 2004).
80. Pupils learn about life in a democracy through the elections for the school council, through involvement with local politicians and through visits to the local council chamber. They learn that their views are important. For example, they wanted to know how clean the cutlery was at lunchtime so they were taken into the kitchen to satisfy their concerns. Other requests have been met: soft toilet paper and soap dispensers, for example! They are involved in the design of a play area for the younger pupils. Pupils are encouraged to use their initiative.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	6
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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