

# INSPECTION REPORT

Barwic Parade County Primary School

LEA area : North Yorkshire

School Register Number : 121444

Headteacher : Mr M Cook

Reporting inspector: Mr D Brown  
T12110

Dates of inspection : 30 June - 3 July 1997

Under OFSTED contract number: 507768

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## Information about the school

Type of school :	Infant & Junior
Type of control :	L.E.A.
Age range of pupils :	3 to 11
Gender of pupils :	Mixed
School address :	Barwic Parade Selby North Yorkshire YO8 8DJ
Telephone number :	01757 705591
Appropriate authority :	Governing Body
Name of chair of governors :	Mr J Simm

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## **Main findings**

1. This very good school is successful in meeting its stated aims and in providing a happy, caring, disciplined environment in which children are helped to learn at a pace which is right for them. The staff work well as a team and there is consistency in the teaching. Children feel secure and able to learn. Work of a very high quality decorates the rooms and corridors. The local community is heavily involved in the life of the school and this adds to the quality of education for all pupils.

### **Standards achieved**

2. Children enter the Nursery with a limited ability to communicate and low awareness in number. Although good progress has been made, by the time they are five years old, attainment is still low. By the end of Key Stage 1, attainment for the majority of pupils in English, mathematics and science is in line with national averages. This means that very good progress has been made by the majority of pupils. Attainment in all other subjects is at least in line with national expectation and is above in music and art at both key stages and in history at Key Stage 2.
3. By age seven, pupils write independently using their knowledge of phonics and read with appropriate fluency. They measure carefully in mathematics and have a good understanding of plants and animals in science.
4. As they leave the school at eleven years of age, the attainment of the vast majority of pupils is in line with national averages in English, mathematics and science and good progress has been maintained. Pupils write for a wide range of purposes, have good knowledge of shape and show precision when drawing angles in mathematics. In science, pupils are able to investigate the best growing materials for seeds and understand the effect that sunlight has upon the plants.
5. At both key stages, pupils' two-dimensional art work is very well developed and a range of high quality drawings and paintings is produced. Pupils design and make models for many purposes using different techniques to join materials and refine the finished product. In history, pupils use historical sources to answer questions about the past and in geography pupils have a sound grasp of maps. Singing is very good and pupils are confident in playing musical instruments. Performance in gymnastics is good. Pupils are good at using computer systems in many subjects to help them learn. Pupils' knowledge is good in the festivals and ceremonies of Christian and other religions.
6. Pupils show very positive attitudes to their work. They are interested and most concentrate well when working by themselves or with others. They are courteous to adults and take great care of teaching areas and the equipment. Pupils are very well behaved in lessons and around the school. Following educational visits, the school is frequently congratulated on the very good behaviour of the pupils. Relationships are very good and pupils learn to respect other people's feelings, values and beliefs. Attendance is good.

### **The quality of education**

7. Over 70 per cent of teaching was good or very good and there was no unsatisfactory teaching.
8. There are many strengths in the teaching. Teachers plan interesting activities which stimulate the children to learn and to achieve well. Every attempt is made to make the lessons imaginative and there are good links between the subjects.

9. Planning takes account of the areas of learning for the under fives and includes all subjects of the National Curriculum and religious education. Subject co-ordinators help the class teachers as they plan lessons, this ensures continuity in the subjects. Planning sets out what children are expected to learn by taking part in the activities.
10. Teachers have secure knowledge of the subjects they teach and are skilful in the way they use questions to check on pupils' learning. The knowledge of teachers is used to good effect when they teach their special subject to other classes. They stress the importance of neatly presented work and use appropriate ways of celebrating the very good quality of work produced by the pupils. Education support staff play an important role in helping the pupils achieve the standards attained.
11. Teachers expect pupils to work well and to behave properly. The school's policies and procedures are consistently applied by all members of staff.
12. National Curriculum tests are used to check pupils' progress. The school knows that it needs to use a broader range of tests to help in this. There are some very good examples of teachers making careful notes on the progress of each child and using these to plan future lessons as well as for writing annual reports to parents. These examples should be used as models of good practice for all teachers.
13. Provision for pupils with special educational needs is very good and is a strength of the school. Each pupil on the special needs register is given a suitable curriculum which helps him or her to make progress which is better than might be expected. Older pupils on the special needs register are encouraged to set targets for their own learning and to keep a check on the progress they are making.

#### **Pupils' spiritual, moral, social and cultural development**

14. Many activities in the lessons and in the life of the school successfully promote pupils' spiritual, moral, social and cultural development. Pupils are valued as individuals and kindness and caring are important aspects of school life.
15. From an early age, pupils are taught right from wrong. The school fosters honesty, fairness and respect. There are many links with the local community, including the church and the community centre. Pupils are encouraged to appreciate music and art and to learn about other civilisations.

#### **Management and efficiency of the school**

16. The school benefits from the strong leadership provided by the headteacher as he gives clear direction to its work. In this he is ably supported by the senior management team and the hard working staff, working in close partnership with the governing body. All are involved in the creation of policies and in the preparation of the school's development plan, which guides the future development of the school. As yet there are no formal procedures for evaluating the success of developmental work in raising attainment. The role of subject leaders is developing well and now needs to be formalised and focused to achieve a greater impact on teaching and learning.
17. There is a positive ethos throughout the school and pupils are expected to give of their best. Relationships are very good and there is a caring atmosphere in which teaching and learning takes place. The very good care, safety and general well-being of the pupils are the foundations upon which the school is built and this makes a major contribution to the standards achieved.

18. Administrative procedures are efficient, effective and ensure the smooth running of the school. Monitoring and control of expenditure are efficiently carried out, this has been confirmed by the latest auditor's report. Accommodation is limited and rooms are small for the size of the classes. Teachers work hard to overcome this and effective use is made of all parts of the building. Resources for learning are adequate for the subjects of the National Curriculum and religious education and are stored carefully in the confined space to be accessible to teachers and pupils.
19. Efficient use is made of all available resources to bring about the attainment and good progress of the pupils. In so doing, the school gives very good value for money.
20. **Key issues for action**
  - Use the very good examples of day-to-day assessment of pupils' progress as a model for all teachers;
  - Extend the procedures for monitoring learning by the use of a wider range of appropriate tests and the analysis of results from those tests for each child and for year groups;
  - Establish procedures by which teaching and learning will be monitored by co-ordinators and agree timetables linked to the school development plan for this work to be undertaken;
    - Use all information gathered by the above means to establish clear future priorities and to evaluate the effects of developments on pupils' attainment.

## **Introduction**

### **Characteristics of the school**

1. Barwic Parade Primary School serves a council housing estate on the southern edge of Selby. It is housed in buildings opened in 1976; there is a main building, a Nursery held in a separate building and two temporary class rooms.
2. The buildings are situated adjacent to a public play park and suffer frequent attacks of vandalism. The area served by the school is economically disadvantaged following the closure of traditional sources of work and unemployment is high. There are significantly high incidences of the types of social problems associated with areas of deprivation and a variety of initiatives have been set up to help promote a positive image.
3. The Nursery provides part-time places for 50 children, this is the equivalent of 25 full-time places. In the main school there are 255 pupils, with more boys than girls in most age groups. An above average number of pupils are eligible for free school meals. Currently there are 88 children on the register of special educational needs and five children have statements of need. The attainment of many children on entry to the Nursery is low and many lack the ability to communicate their needs adequately. Number awareness is poor.
4. The school aims to provide a happy, caring, disciplined environment in which children are enabled to develop in a way and pace appropriate to them.
5. Specific targets set by the school include the improvement for all pupils in writing skills, reading and spelling. There are specific written policies for each of these objectives.

## 6. Key indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1995-6	22	15	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	19	19	20
	Girls	13	13	13
	Total	32	32	33
Percentage at NC Level 2 or above	School	86 (66)	86 (81)	89 (76)
	National	78 (78)	79 (80)	82 (78)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	18	19	20
	Girls	13	13	13
	Total	31	32	33
Percentage at NC Level 2 or above	School	84(83)	87(76)	89(84)
	National	79(80)	82(79)	84(84)

### Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1996	11	17	28

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	6	6
	Girls	7	9	9
	Total	9	15	15
Percentage at NC Level 4 or above	School	32(33)	54(54)	54(77)
	National	58(48)	54(44)	62(70)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	7	7
	Girls	10	10	10
	Total	14	17	17
Percentage at NC Level 4 or above	School	50(55)	61(63)	61(74)
	National	60(56)	60(54)	65(64)

<sup>1</sup>

Percentages in parentheses refer to the year before the latest reporting year

<sup>2</sup>

Percentages in parentheses refer to the year before the latest reporting year

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year :

		%
Authorized Absence	School	6.2
	National comparative data	6.0
Unauthorized Absence	School	0
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year :

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	24
Satisfactory or better	100
Less than satisfactory	0



## **PART A: ASPECTS OF THE SCHOOL**

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

1. At the time of entry to the Nursery, the vast majority of children have very low language, literacy and numeracy skills. By the age of five, whilst they have made good progress, attainment in these areas of learning is still low. Their ability to use information technology and their standards of physical development meet the desirable outcomes for their age and they handle construction materials and tools confidently.
2. In English, mathematics and science, attainment of the majority of pupils at the ages of seven and eleven is in line with national averages. This generally reflects the National Curriculum test results for 1996 in English for Key Stage 1 and in mathematics and science at both key stages. The test results in English for Key Stage 2 were below national averages but results have improved in 1997. Attainment of a significant number of children at both key stages in areas of the core subjects is above the national average.
3. In English lessons, pupils listen well to their teachers and to each other. By seven, they write independently using their knowledge of phonics and word books to write simple stories. By eleven, they write for a wide range of purposes. Pupils read with appropriate fluency and accuracy for their age. In mathematics, children at Key Stage 1 measure skilfully. At Key Stage 2, the knowledge of shape and pupils' precision in measuring and drawing angles is especially good. The use of mathematics in other subjects is also a good feature. By the age of seven, in science pupils know about sources of light, the effects of filters, the names of the parts of plants and how to classify living things by observing similarities and differences. By the end of Key Stage 2, pupils have investigated the best growing materials for plants and understand the effect of light upon them.
4. In all other subjects of the National Curriculum, attainment of the majority of pupils is at least in line with national expectations at the end of each key stage. It is above national expectation throughout the school in music and art and in history at Key Stage 2.
5. The quality of singing is very good, pupils perform accurately and confidently when playing musical instruments. Two-dimensional art is very well developed and pupils produce a wide range of high quality drawings and paintings. In history, pupils show skill in the use of historical sources to answer questions about the past. Information technology is used effectively to extend learning in many subjects. In design and technology, by the age of seven pupils have learnt a range of techniques and join materials in a variety of ways. By the end of Key Stage 2, pupils pay greater attention to the quality of finish on the models they have made. Attainment in gymnastics is good in physical education, and in geography pupils have a sound understanding of maps.
6. Attainment in religious education is above the level expected by the North Yorkshire agreed syllabus. Pupils' knowledge of festivals and ceremonies associated with Christianity and other religions such as Judaism and Islam is good.
7. There are no particular differences in attainment due to gender, ethnicity or background.

8. At Key Stage 1, pupils make very good progress towards reaching the national averages in the core subjects by the time they are seven. Progress in Key Stage 2 is good and enables children to sustain their levels of attainment and, for a significant number, to attain above average levels in some areas of English, mathematics and science. Progress in English has been successfully promoted through action plans written following an analysis of the school's performance in the 1996 National Curriculum tests. This has resulted in improvement in the targeted areas of reading, writing and spelling. Sound progress has been made in mathematics in mental skills and in science in the development of fair testing and, by the age of eleven, in the identification of variables in investigations.
9. Very effective provision results in pupils with special educational needs making better than expected progress towards the targets that are set for them in their individual education plans. Activities are carefully matched to their needs and the high quality of support enables them to participate fully in the curriculum. Progress is very well supported by older children being encouraged to set their own learning targets and to keep a check on the progress they are making towards them.

### **Attitudes, behaviour and personal development**

10. Personal and social development is a priority in the Nursery, the programme helps to ensure that, as they leave the Nursery many children attain the national expectation for this area of learning. The children feel secure and enjoy the activities provided for them. They show interest and are willing to share experiences. Concentration is usually good at story times and when working in a group. The children behave well and show respect for the feelings of others and for property.
11. The school builds upon this good start and at both key stages pupils' personal development is very good. They show very positive attitudes to their work; they listen attentively to what they are told and settle quickly to their work. At discussion times, pupils show a willingness to contribute, although many have a somewhat limited vocabulary. When offered the opportunity, many pupils are competent in the development of personal study. Pupils are interested in their work and many concentrate and sustain their efforts whether working by themselves or in groups.
12. Pupils are courteous to adults. They look after the teaching areas and handle books and equipment with care. Adults are able to place trust in the pupils who, in turn, are willing to accept responsibility. Pupils are very well behaved in lessons and when moving around the school. This has a positive effect on attainment and progress. The school is held in high esteem because of the very good behaviour of the pupils on educational visits. Many complimentary messages are received by the school as a result of this.
13. Relationships at all levels are very good. Pupils form constructive relationships with each other and are able to work collaboratively. Relationships with adults are very good and these help to promote attainment and progress. Pupils develop respect for other people's feelings, values and beliefs through the curriculum. Pupils with special educational needs set their own learning targets and evaluate their progress towards reaching them. The pupils enjoy celebrating their success in this.

## **Attendance**

14. Attendance in all classes and year groups is good. Pupils arrive punctually and lessons begin promptly. The school works hard to encourage regular attendance and this contributes positively to standards achieved.

## **Quality of education provided**

### **Teaching**

15. In over 70 per cent of lessons, teaching is good or better and in all lessons teaching is at least satisfactory. This high quality of teaching is the main contributor to the good progress made by the pupils and to their attainment.
16. There are many strengths in the teaching. Teachers have secure knowledge of the subjects being taught and have good skills in asking questions which help children think more deeply about their work. All lessons begin with a clear introduction about the work to be undertaken and teachers explain very carefully what the pupils are to do. In many lessons, teachers tell the pupils how much time they have to complete the work, all lessons are conducted at a good pace; this helps to ensure that pupils concentrate well and persevere with their work.
17. Teachers organize the work to build upon what the pupils already know and to provide them with new challenges to help them learn. Activities are imaginatively planned and there are many very useful links between the subjects - for example, when skills learned in technology are used during history lessons to build wooden frameworks for models of Viking homes. Teachers stress the importance of good presentation and are particularly successful in raising the standards of neatness for all pupils; work of a high standard is celebrated in classroom displays, this further motivates the pupils to give of their best. Teachers provide very good support for pupils by talking to them about their work as it is being undertaken and by arranging easy access to suitable learning resources, including computer systems. The specialist knowledge of the teachers is used to good effect.
18. Planning takes account of the areas of learning for the under fives and the subjects of the National Curriculum and religious education. It sets out what children are to learn and summarizes the activities and the resources required. Subject co-ordinators support the teachers as they plan, this helps to ensure that there is continuity and progression in the subjects. It is also a significant factor in providing an interesting programme for the pupils and in raising attainment.
19. Teachers are careful to include suitable activities for pupils with special educational needs (SEN) and are helped in this by the very competent special educational needs co-ordinators. This arrangement effectively contributes to the good progress made by those pupils. Care is taken at the times when pupils with SEN work in groups away from the class, that no part of the curriculum is missed. Older pupils with SEN are encouraged to write targets for their own learning and to keep a check on the progress they are making as well as the accuracy of the work being produced.
20. Teachers know the children very well and use this knowledge when managing the classes. There are very high expectations about the behaviour of the pupils and the school's policy is consistently applied. There are examples of very thorough assessment notes being written so that future lessons more closely match the abilities of the pupils, this approach should be more widely used.
21. Staff consistently apply the school's policies and procedures and have developed an ethos in which good work is celebrated and in which the confidence and self-esteem of the pupils are fostered. The school is successful in this and pupils' attainment is further raised.

### **The curriculum and assessment**

22. The curriculum for the under-fives makes a significant contribution to the educational standards for pupils. It is well planned, broad and balanced and covers all the recommended areas of learning and experience, although priority is rightly given to the development of language skills. Procedures for assessment are clear and the results are used effectively to inform future planning.
23. The curriculum of the school is balanced, broadly based and successfully promotes the intellectual, physical and personal development of the pupils. All statutory requirements are met, including those for health and sex education. As part of the programme for health education, proper attention is given to the effects of the misuse of drugs. Teachers are often innovative and imaginative in the way they present the curriculum in order to give the pupils a broad range of experiences. The curriculum meets the needs of all pupils, including those with special educational needs whose very good provision is carefully matched to their needs identified in their individual educational plans.
24. The interesting curriculum is further enriched by effective educational visits and by visitors to the school bringing their special knowledge for the benefit of the pupils. There is a full extra-curricular programme, including sporting and musical activities, organised and run by six teachers and attended by the vast majority of Key Stage 2 pupils.
25. Planning is extensive and detailed, relying heavily on the local education authority's planning method, which identifies some subjects to be taught as part of topics and some to be taught as single subjects. Every opportunity is taken to make the curriculum more coherent for the pupils by the effective links between one subject and another. Care is taken to ensure full coverage of the National Curriculum requirements and to ensure that the curriculum provides continuity and progression of learning.
26. At present, formal assessment is confined to National Curriculum testing, which is completed effectively and efficiently. The school has recognised the need to use a broader range of testing mechanisms, including standardised tests, with which individual and group progress can be checked and resource needs identified. Analysis of such test results would provide valuable information to inform future target-setting based on achievable goals. Some teachers keep detailed notes on the progress of each pupil in the class. These notes are useful in informing the next stage of lesson planning and in providing a source of information for completing the annual written reports to parents. This best practice needs to be extended to all teachers so that there is consistency in practice. Written reports conform with National Curriculum requirements.

### **Pupils' spiritual, moral, social and cultural development**

27. The school makes very good provision for the spiritual, moral, social and cultural development of its pupils. It is promoted through the curriculum and assemblies and supported by the high quality of relationships between children and adults. It is enriched by the school's links with parents, its commitment to the local community, visits and visitors to the school.

28. The school provides a safe, happy and welcoming environment in which all pupils are valued as individuals and where kindness and caring are very important elements of the school life.
29. Spirituality is developed in assemblies through musical appreciation and the tuneful and expressive singing of hymns. It is enhanced by stories on themes such as listening and sharing, which encourage pupils to reflect on aspects of their own lives. In religious education, in the study of festivals and ceremonies associated with Christianity and other faiths, children learn about the different values and beliefs that people have. Pupils' writing about the sea, the seasons and the environment, provides examples of the spiritual awareness they are developing. Spirituality is also very prominent in the beautiful and expressive singing of the school choir in the presentation of the story of St. Benedict, the founder of Selby Abbey.
30. Under-fives are made aware of acceptable and unacceptable behaviour and this is built upon as children move through the school. This awareness forms the basis for moral development in which the principles which distinguish right from wrong are firmly established. The school also fosters honesty, fairness and respect for truth and justice.
31. Pupils are encouraged to relate positively to others and to take responsibility for their own activities. They regularly work in co-operative situations and are given opportunities to take responsibility. They are taught to appreciate and respect resources, the environment, other pupils and adults. This results in a high level of success in promoting social development.
32. A sense of belonging to the school and its place in the wide community gives children an insight into their own culture. The school has links with the local church and regularly supports the activities in the nearby community centre. Pupils are also involved in a project to improve the town environment, participate in visits to places of interest and are supported in their activities by local business and people.
33. Both cultural and multi-cultural awareness is developed during lesson time. Children are encouraged to appreciate music and art and to study other civilizations such as the Romans and religions such as Judaism and Islam. The activities associated with the recent visit of an African dancer gave children an insight into the music and dance of another culture.
34. The school's success in the provision of spiritual, moral, social and cultural development is shown by the sense of purpose, honesty and fairness which is a feature of the school.

### **Support, guidance and pupils' welfare**

35. The school provides very effective support and advice for its pupils. Staff enjoy very good relationships with pupils and possess good knowledge of their needs. Individual pupils' progress is monitored to ensure that teaching is effectively matched to their needs and that appropriate support and advice is provided.
36. Pupils with special educational needs are provided with very effective support that enables them to meet the objectives in their individual education plans. Good links with a range of support agencies enhance provision further.
37. There are effective policies for attendance and behaviour and the consistent implementation of both promotes good attendance and very good behaviour. No aggressive behaviour was observed during the inspection. Procedures for promoting personal development are effective. The school follows the guidelines of the local education authority on child protection and staff are fully aware of procedures involved.

38. The very good care and concern for the safety and general well-being of the pupils is the foundation on which the school is built and make a major contribution to pupils' progress and attainment.

### **Partnership with parents and the community**

39. The school works hard to encourage all parents to become fully involved in their children's education. A small number make a regular contribution by working as classroom helpers and all parents are encouraged to read and work with their children at home. School events, some of them organised by a small group of parents as the Friends of Barwic Parade, are well supported. Many events are used as an opportunity for fund-raising and parents' financial donations to the school's resources are greatly appreciated. Parents make a useful contribution to the standards which their children achieve.
40. The school provides a good range of information to parents, who are welcome to come in to the school to talk to staff at convenient times. There are meetings to explain school routines before their children enter the Nursery or Reception class. The parents' brochure and the annual report of the Governor are comprehensive. There are regular letters to parents about school life and events. The school arranges open-days in the autumn term and parents' evenings in the Autumn and summer terms, when parents have a private discussion about their child's work. Parents of children with special educational needs meet teachers regularly to discuss progress. The pupils' annual written reports are thorough in describing the progress and attainment.
41. There are very good links with the local community and this enhances the quality of education which the school provides. The school creates many opportunities for the pupils to meet their neighbours and there are strong links with the local community centre as well as residential homes in the vicinity; the pupils donate gifts to local residents at harvest festival. The sports teams visit many other schools in the area and they represent the school and themselves with credit.
42. The school welcomes many visitors, who contribute to topics and pupils' personal and social development. These include the police and emergency services, health visitors, as well as professional sportsmen who have led coaching sessions. Staff organise a wide range of visits which support the subjects and topics of the curriculum. Some of these are quite local, such as the use of the estate for mapping work; others take pupils further afield and involve residential projects. These visits, visitors and activities in the wider community extend pupils' experiences beyond the normal curriculum and greatly enrich their education.

## **The management and efficiency of the school**

### **Leadership and management**

43. The school benefits from the strong leadership provided by the headteacher, ably supported by the senior management team. There are clear statements of aims for the school and for the curriculum and these are being successfully achieved. They provide clear educational direction for the work of the school. The governors, headteacher and all staff work well together and are committed to the provision of a broad and balanced education for all pupils. Relationships at all levels are very good and there is a caring environment in which to teach and learn.

44. The governing body plays a full part and works closely with the senior management team on all aspects of budgeting, the preparation of the school development plan and the creation of whole-school policies. Some governors are able to visit the school regularly to increase their personal understanding of educational issues.
45. Responsibilities and procedures are all clearly defined and this contributes to the smooth running of the school on a day-by-day basis. The role of the co-ordinators is developing; their monitoring role needs to become more focused to achieve greater impact on teaching and the curriculum. Support staff play an important part in the standards achieved and the quality of education provided. The work of the Nursery staff lays secure foundations for future learning in the National Curriculum.
46. Opportunities are provided for all pupils to have equal access to a broad and balanced curriculum. The arrangements for identifying and supporting pupils with special educational needs are set out clearly in the comprehensive policy and this is reflected in the progress which they make. The joint leadership of the provision is a significant factor in its success.
47. Progress towards the stated targets in English has been successfully promoted through action plans, written following an analysis of the school's performance in the 1996 National Curriculum tests. This has resulted in improvement in the targeted areas of reading, writing and spelling.
48. Statutory requirements, including those for equal opportunities and collective worship, are met.

#### **Staffing, accommodation and learning resources**

49. There is a suitable number of adults qualified to teach the six areas of learning to the under fives and there are sufficient teachers suitably qualified and experienced to teach the National Curriculum and religious education. Education support staff are appropriately trained and experienced and make a significant contribution to the central work of the school. They provide very good support for the teaching.
50. Appraisal procedures are in place and are effectively linked to the professional development of staff. All staff have attended appropriate recent training courses to become more knowledgeable and confident in their subjects.
51. The accommodation is just adequate to teach the National Curriculum and religious education. Classrooms are very small for the large classes, but staff work hard to overcome this and rooms are well organised for effective learning. Storage space for resources is very limited. Very good use is made of all the limited space in the school and the whole internal environment is very effectively enhanced by good displays of pupils' work to create an aesthetically pleasing and stimulating working atmosphere.
52. Children attending the Nursery class are housed in a purpose built building and are provided with a separate and secure hard play area. The facilities provided for the preparation of food and drinks for snack time are in the children's toilet area, this is unsatisfactory.
53. Resources are generally very accessible and are very effectively used despite the marked lack of storage facilities. Lunch is eaten in teaching areas, with pupils carrying chairs because there is nowhere to store extra chairs and tables. Library provision is satisfactory and computer systems for information technology are adequate. Resources for learning are greatly and effectively enhanced by the programme of extra-curricular activities, educational visits and visitors to the school.

#### **The efficiency of the school**

54. The school has thorough and well-organized procedures for financial management. The governing body, through the work of the finance and staffing committee, is fully involved in the management of

the budget and the school development plan. Both of these are extended beyond the current year in an outline form and take into account the expected number of pupils, funding trends and local developments. They ensure that budgets are allocated to meet the general aims and educational priorities of the school following advice from the headteacher. The finance committee receives regular reports by the headteacher and the monitoring and control of expenditure are efficiently carried out.

55. The governors visit the school regularly and provide support for the efforts to achieve value for money in purchasing and expenditure on resources. As yet, there is no procedure for assessing value for money in terms of educational outcomes. Appropriate funding is directed towards supporting pupils with special educational needs and it is used effectively to support their better than expected progress.
56. The school administration is of a very high standard and makes a significant contribution to the efficient day-to-day running of the school. The most recent local education authority audit confirmed that financial management procedures were effectively carried out.
57. Staff are deployed efficiently and in relation to their interest and expertise. Support staff are well deployed and work closely with teachers to contribute to the standards achieved. The role of the co-ordinators is still developing and more efficient use of their time needs to be made through a more focused and systematic approach to monitoring the work of the school. Accommodation, which is limited, is used very well. Resources are managed well, suitably located and used to very good effect in supporting pupils' learning. Considering its achievements in relation to costs, the school provides very good value for money.



## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **Areas of learning for children under five**

58. Provision for the pupils under five consists of a 25 place Nursery for pupils aged three or over and two classes which have Reception and Year 1 pupils. The pupils have part-time places in the Nursery and full-time when they transfer to the Reception classes. At the time of the inspection there were no under fives in the Reception classes.
59. The majority of pupils enter the Nursery with a limited range of language skills. They lack clarity and fluency in speech and find difficulty in expressing their thoughts to adults. By the time they are five good progress has been made but attainment is still low. Pupils listen attentively in small and large groups and talk confidently about themselves, their homes and families. They respond well to stories, songs and rhymes and enjoy taking part in role play. They are learning to recognise that words and pictures carry meaning. Although they are learning to write their names and attempting to form letters correctly, pencil control is not well developed.
60. Pupils' understanding of number is limited. By the age of five, they are familiar with number in nursery rhymes, songs and counting games but many have not yet established a firm grasp of the use of numbers to ten and an awareness of addition and subtraction. They know the names of some basic shapes and understand simple language of position, size and quantity. They enjoy making patterns with different objects, can sort a set of articles according to attributes and arrange objects according to size and make appropriate comparisons. They recognise and use money in role play as was seen in their activities in the fish shop which had been created after a visit to the sea-side.
61. Pupils are gradually building up an understanding of the world. They talk willingly about homes and families and experiences in school. The photographic record of events, such as books about the visit to Bridlington and the visit of the policeman to the school, help to stimulate talk. A good range of tool handling skills are used to support technological experiences. Pupils explore the properties of different materials and can join and stick them together to create pictures and models. They use the computer with confidence.
62. Pupils enjoy physical challenges and are developing climbing and balancing when using the outdoor equipment. Most pupils handle tools and construction materials confidently and with care. They are gradually developing the skills required for handling objects which require accurate control such as pencils, paint brushes and scissors.
63. Pupils use a variety of creative media to express their ideas, although development is limited by the difficulty pupils have in communicating and expressing their feelings. They learn new songs and perform confidently, singing with enthusiasm and use musical instruments appropriately.
64. Overall, pupils make good progress. They feel secure and are interested in what they are doing. Pupils with special educational needs are identified early and given effective support.
65. The teacher and nursery nurse work well together to produce a broad programme of interesting activities, which includes an appropriate mix of direct teaching and structured play. Careful attention is paid to assessment and recording and this informs planning. The policy of grouping pupils according to age or level of maturity, which has already been established, should be extended to enable more specific learning targets to be set.

### **English, mathematics and science**

#### **English**

66. Attainment in English is in line with national averages at both key stages. The pattern of attainment is reflected in the latest results of National Curriculum tests. The progress made at Key Stage 1 is very good and it is sustained at Key Stage 2. Pupils with special educational needs benefit from a structured programme of basic skills and effective extra support and make very good progress.
67. Throughout the school pupils listen attentively - for example, in assemblies and at story time. The majority of pupils enter school with restricted language development and great emphasis is put on speaking and listening activities in the early years. By the age of seven, pupils can talk about their experiences and answer questions appropriately, although the responses of a significant minority are rather brief and the range of vocabulary used is restricted. In class, they listen well to each other and to their teacher and are able to follow instructions. By the time they are eleven, pupils can listen for extended periods and generally express themselves more clearly. Although most pupils are developing the confidence to express their ideas and opinions, they have insufficient opportunity to improve their speaking and listening skills through drama and role play.
68. In relation to their ages, pupils read with appropriate levels of fluency, accuracy and understanding. Good routines in reading are established quickly and parents are encouraged to become involved. By the age of seven, pupils have developed a basic knowledge of phonics which helps in reading unfamiliar words. Some have the confidence to read to an audience and are able to state preferences - an example of this was a lesson where pupils were reading to the class a favourite extract or poem. By the time they are eleven, most pupils can talk confidently about what they have read and some express views and opinions about content, although their knowledge of authors is limited. Pupils use a range of sources in researching topics of interest, although library skills are under-developed.
69. Most seven year olds can write independently, using their phonic knowledge and word books to write simple stories. They write for a range of purposes, such as letters to pupils at another school. Good use is made of writing in other subjects, such as instructions for making a robot and why seeds need water. By eleven, pupils use a greater variety of forms of writing including reports, poems, notes and extended stories. Imaginative writing is well developed. Pupils are encouraged to explore and create mood and feelings. Writing is often linked to topical issues such as the arguments for and against a royal yacht and the handing over of Hong Kong to China. An example of writing for a specific purpose was applications for the post of Santa Claus. Drafting skills are not well developed. Throughout the school, standards of handwriting and the presentation of work are very good and reflect the priority which has recently been given to these skills. Illustrations of good quality enhance the work. Information technology is used well to aid learning.
70. Pupils show consistently good attitudes to their work. They are interested in what they are doing and work is well presented. They are attentive and behave well in class. They work well independently and co-operatively and are willing to share responsibility for tasks.

71. The quality of teaching is never less than sound. At Key Stage 1, half the teaching was good or very good and at Key Stage 2, almost all was good or very good. Teachers plan a wide and interesting range of activities which are often linked to other areas of the curriculum. Good use is made of photographic evidence as a stimulus for discussion or writing. Lessons are usually well organised and whole-class presentations, involving question and answer sessions, are of a high standard. Classes are well managed and good use is made of praise to encourage improved performance. Clear appropriate objectives and high expectations of the amount and quality of work expected have a very positive effect on standards and progress.
72. The school development plan identifies English as a major priority for development and much work has recently been done to improve planning and assessment in order to ensure continuity and progression. Regular monitoring of the curriculum takes place; a more specifically focused approach would provide more useful information about the quality of teaching and learning. Statutory requirements are met

### **Mathematics**

73. Attainment is in line with national averages at both key stages. By the age of seven, most pupils understand place value to three figures, add and subtract accurately and can match the appropriate number function to a basic problem to find an answer. They use money competently and have knowledge of simple number patterns such as odd and even and tables of two, five and ten. They understand fractions and can name common plane shapes and solids. They draw and interpret graphs and record data in other ways. They understand the difference between non-standard and standard measure and show good skills in using these.
74. At eleven years, most pupils use decimals, vulgar fractions and percentages accurately and are becoming increasingly confident in using these skills to solve problems. They understand patterns such as square and prime numbers, and can use this understanding to predict answers. They can find the perimeter and area of squares and rectangles and some have extended this skill to circles. They know the names and properties of a range of plane shapes and solids. They are particularly skilful in drawing and measuring angles and have a very good understanding of degrees as a measurement of turn.
75. Attainment in using and applying mathematics is promoted successfully in other subjects. Regular reference is made to time lines in history; in geography, mathematics is used in work on maps which involve scale, direction and co-ordinates; graphs are drawn when investigating the growth of plants, or whether girls are taller than boys; accurate measuring is used when finding the size of leaves in environmental topics. Younger children have developed their number work through the story of the 'Hungry Caterpillar' and recorded data such as favourite pets on block graphs. Information technology has also been used to support learning particularly in handling data.
76. The overall progress in lessons is satisfactory. Improvement over time in number skills shows that Key Stage 1 pupils make very good progress. In Key Stage 2, progress is good and this enables children to sustain their levels of attainment and some to improve upon it. Pupils with special educational needs make very good progress towards the targets that are set for them. Progress is well supported by the good quality of the planning and individual assessment. The school has identified mental mathematics as a target for improvement. The response by some pupils to oral questions indicates that, in some classes, there has been progress towards this target.

77. The overall response of pupils is good and in a number of lessons it is very good. They behave extremely well, listen carefully to the teaching, participate in questions and discussion and settle quickly to their work. They concentrate well and co-operate with others in a sensible manner. They present their work accurately and neatly and show interest in what they are doing.
78. The quality of teaching is never less than satisfactory, it is often good and sometimes very good. Lessons are very well organised and teaching methods are used which meet the needs of all the pupils. Teachers have a secure knowledge of the subject and successfully match lesson content to children's age and abilities.. Resources, including computers, are used well to support learning. Work is marked carefully and, in some classes, used as an effective tool to inform children about what they have to do next to improve their work. Statutory requirements are met.

## **Science**

79. Attainment in National Curriculum tests and assessments is in line with national averages at the end of both key stages. Evidence from the inspection confirms this pattern. Very good progress is made at Key Stage 1 as the pupils develop skills in categorizing living things using their increasing knowledge of life processes. Good progress is made at Key Stage 2 as the pupils learn to name and describe the functions of organs in humans and plants. By the end of Key Stage 2, higher attaining pupils identify the variables which need to be considered to achieve a fair test. Pupils with special educational needs have the support of specialist teachers and are able to repeat investigations in smaller groups when necessary; this level of support helps the pupils make progress which is better than would be expected.
80. By the age of seven, most pupils know about the sources of light and its effect on living things. They are able to use prisms and filters to study the light spectrum and use their knowledge to design and make jointed shadow puppets. The pupils know about the properties of different materials and how they decay and apply this knowledge when investigating the lives of worms in a wormery.
81. By eleven years of age, pupils' knowledge of life processes has increased, and they understand how sunlight effects processes within the plants. They are able to investigate different growing materials for plants and use sophisticated mathematics in controlling the variables. Pupils are able to identify foods by type and classify them into fats, carbohydrates and protein. They are able to carry out fair testing when investigating lung capacity.
82. Pupils' attitudes are very good; they listen attentively to the teacher and to each other. They are willing to take part in discussion and give answers as full as their language skills allow. Behaviour is very good and they settle quickly to their work. They are willing to give of their own time to help maintain the wild planted area as part of caring for the environment.
83. Teaching is never less than sound, and is often good. Teachers' plans show a clear development of lessons, and include specific points to be made at the review session at the end of the lesson. There are good links with other parts of the curriculum, and effective use is made of pupils' learning in other subjects. Staff have good knowledge of this subject and good direct teaching is a feature of all lessons. Clear instructions about their work are given to the pupils, and skilful questioning techniques are used to check on what the pupils have learned. Teachers expect pupils to work hard, and to behave properly, and there is a consistent application of the school's policies and procedures for these matters.

84. Monitoring of work in this subject focuses on written plans and the accessibility of suitable resources for learning, although the co-ordinator advises colleagues as required. Focus on teaching and learning would provide more information as part of monitoring the work of the school. The subject meets statutory requirements.

## **Other subjects or courses**

### **Art**

85. Attainment in art at the end of both key stages is above national expectations. Two-dimensional work is particularly well developed.
86. From an early age, pupils are introduced to works of famous artists and are encouraged to experiment with colour and texture to create different effects. By the end of Key Stage 1, they have good observational skills and produce high quality paintings and detailed drawings using a range of media. Art is effectively used to support other areas of the curriculum as seen in drawings and paintings of plants and animals.
87. At Key Stage 2, pupils continue to develop their skills using a wide range of materials in both two and three dimensional work. By the end of the key stage, they have experienced a structured programme of imaginative activities requiring them to use specific skills and knowledge. Several examples were seen where pupils had interpreted a chosen subject using a range of media. Pupils develop a critical awareness of their work and suggest modifications.
88. Pupils enjoy their lessons and make good progress. They respond well to instruction and use materials with care. They learn the importance of close observation and usually work with concentration and involvement. They talk readily about their work, giving reasons for choices and methods of working.
89. The quality of teaching overall is good and occasionally very good. Teachers provide a wide variety of interesting activities, using a good range of resources. They have high expectations. Care is taken to make links with other subjects. Older pupils benefit from effective specialist teaching and this helps to ensure continuity and progression.
90. The development of skills is clearly seen in the high quality displays which enhance the appearance of the learning environment and make a very positive contribution to the ethos of the school. Statutory requirements are met.

### **Design and technology**

91. Attainment at the end of both key stages is at least in line with national expectations and is higher for some pupils in their control and careful use of tools. Progress for all pupils is sound as they learn appropriate skills, then use these skills to support their work in other subjects - for example, when making the wooden frame for a Viking home as part of a history topic. As part of the design process, pupils use computer systems, modifying the images until satisfied with the quality.
92. At Key Stage 1, pupils are able to design, make and test their models. This was seen when pupils designed seed packets as part of their work on the life processes of plants, then tested their envelopes to check if seeds were retained for storage. Pupils work with a range of materials and learn different ways of joining them. By the end of Key Stage 2, pupils have extended their skills and are able to sew with neat stitching, make quills for jewellery and card, spin and weave sheep's wool which they have previously dyed. Sawing techniques have been developed so that there is greater accuracy and the quality of finished models has improved. Work in this subject makes a significant contribution to pupils' understanding in other subjects, and to their creative development.

93. The attitudes of the pupils are never less than good and are sometimes outstanding. All the pupils work hard and concentrate for long periods. They are prepared to improve the quality of their models - for example, when making clay pots as part of a history topic, pupils shaped and joined clay using the correct slip methods and eliminating surface cracks.
94. Teaching is never less than good and is often better. Teachers have good subject knowledge and they frequently pass on their enthusiasm to the pupils. Many interesting and challenging activities are prepared and very good use is made of the specific skills of adult helpers to extend the learning of the pupils. New activity planning sheets have made a positive contribution to work in the subject and the co-ordinator plans shortly to review the written policy. The advisory role of the co-ordinator is established and monitoring is carried out through a number of appropriate methods. Statutory requirements are met.

### **Geography**

95. Attainment for most pupils at both key stages is in line with national expectations. At the end of Key Stage 1, pupils are able to recognise and make observations about features of a variety of places, including the locality and can make suggestions for improvement. They can use and draw simple maps and plans and can use coordinates to identify position. Progress is satisfactory.
96. By the time they leave the school at eleven, they have developed a good knowledge of countries and cities in Europe and the world. They are able to use a range of maps and atlases and can identify locations using six-figure references. These skills are further developed on field trips, which are a positive feature of the provision. Pupils are able to understand how processes can change features of a place and how these changes can affect the lives of the people living there. This was seen in the work done on the rain forests, when pupils considered the impact the loss of the forest will have on the people. Progress is satisfactory and in mapping skills progress is good.
97. Attitudes are good. Pupils are positive and enthusiastic in their work. They show a willingness to work together and are adept at research using the books in the library and also the CD ROMs.
98. Teaching is never less than sound and is often good or very good at both key stages. Lessons are well prepared and planned and have clear purpose. A good range of resources is made available and the challenge of tasks is appropriate. Good links are made with other subjects of the curriculum and statutory requirements are met.

### **History**

99. Pupils attain in line with national expectations at the end of Key Stage 1 and above this level at the end of Key Stage 2. The progress made by pupils in each key stage is good. Children with special educational needs are well supported and make very good progress towards the targets that are set for them

100. By the age of seven, children have a clear understanding of past and present and make distinctions between their own lives and those of past times. Through looking at artefacts and visiting places such as the Bradford Industrial Museum, they have developed skills in classifying objects in a historical context. They understand aspects of history associated with their own family, particularly with regard to how everyday life has changed during the last century. By the age of eleven, pupils' skills, knowledge and understanding have been extended through the study of ancient civilisations - such as the Egyptians and Greeks - and Roman and Viking invaders of this country. This has given pupils an insight into the ideas, beliefs and attitudes of people in the past. This has been effectively linked to time lines to teach children about chronology.
101. There is some particularly good work on the Vikings, successfully promoted through a visit to the Viking village at York. Children have researched the everyday life of Viking invaders, how longboats were made and used and how houses were built. Effective links have been made with design and technology to extend pupils' understanding. Work on the Tudors is illustrated by a very good model of a street displayed in the school.
102. Pupils' response to history is very good. They are very interested in the subject, especially when presented with first hand experiences. They are attentive in lessons, work hard and sensibly on their tasks and behave extremely well. They record their work with a great deal of pride and talk knowledgeably about it.
103. The quality of teaching is good. Lessons are well planned, have clear learning aims and are well presented. Teachers' methods and organisation promote learning and very good use is made of both primary and secondary resources. Relationships are very secure and the content of lessons is invariably interesting and stimulating. Teachers have high expectations of children and the subject meets statutory requirements.

### **Information Technology**

104. Standards of attainment in information technology are at least in line with national expectations at both key stages. The capacity to work independently and use information technology to support learning is a particular strength.
105. At Key Stage 1, pupils operate simple programs on the computer, follow instructions and use keyboard commands. By the age of seven, they are proficient in their use of the arrow keys and the mouse, can select programs and save and print their work. They have developed word-processing and picture-making skills, which they use in other subjects - for example, when studying the life cycle of the frog. They use programs to reinforce work done in English and mathematics. They create and follow simple commands using a programmable floor toy.
106. By the age of eleven, pupils can draft and edit work, and use desk top publishing programmes. They use the CD ROM to gather information on topics such as food or the Vikings. They create data bases and use the information to produce spreadsheets and graphs. They compose music for a range of instruments using an appropriate program.
107. Pupils show positive attitudes to learning and make good progress. They are enthusiastic and interested. They are willing to share their skills with one another and enjoy working collaboratively. Older pupils are capable of working unsupervised for long periods.

108. Little direct teaching was seen during the inspection, so no firm judgement can be made on the quality of teaching. However, in discussions teachers demonstrated good subject knowledge and confidence in the subject. Tasks are well chosen and imaginative. Care is taken to ensure that pupils understand what is required of them. A carefully structured programme of work has been produced which ensures continuity and progression and enables the tasks to have direct relevance to other areas of learning. Useful records of progress are kept.
109. Information technology is developing in the school and much progress has been made over the past two years. Useful links are being made with the local secondary school, which have the potential to increase the range of opportunities available to some pupils. Statutory requirements are met.

### **Music**

110. Attainment is above national expectations at both key stages. At the end of Key Stage 1, pupils are able to sing a variety of songs from memory. They can play and perform pieces of music, make expressive use of musical elements and show an awareness of phrase. They listen attentively to a range of music and can compare moods and feelings generated by the music.
111. By the time they leave the school at eleven, pupils have made good progress. They perform accurately and confidently with voice and a range of instruments, including guitar and recorder, making effective use of musical elements to capture the mood and emotions of the piece. The singing in assemblies illustrates this well. Pupils respond to the words of the hymns by varying the dynamics of their singing. Pupils have developed good composition and skills using information technology and can talk about their compositions using appropriate musical language. The non-selective choir achieves very good standards in singing. They sing sweetly and with expression and transmit the mood of the songs to listeners.
112. Attitudes to music are always very good. Pupils enjoy the subject and participate with great enjoyment, displaying very good concentration and application. They work very well together and are prepared to listen to each other's ideas and discuss them.
113. The quality of teaching is good or very good throughout the school. Lessons are very well prepared and organised. They are stimulating and include challenging activities. High expectations of behaviour and performance make a significant contribution to the good standards achieved. Provision for the subject is further enhanced by a range of extra-curricular activities that include guitar, recorder and choir. Good use is made of visiting musicians from a variety of cultures.
114. The subject is co-ordinated well by a talented musician. He teaches most of the Key Stage 2 classes and provides good guidance and support for the other teachers. He has made a major contribution to the development of music, which is now a strength of the school.

### **Physical education**

115. Attainment in physical education in both key stages is at least in line with national expectation, with some pupils at Key Stage 2 achieving highly in gymnastics.



116. At the end of Key Stage 1, pupils are developing the skills of sending and receiving a ball and other similar equipment. They are able to travel in a variety of ways using hands and feet and are developing a growing awareness of the space around them. They balance and leap and can combine several elements to form a sequence. They can perform movements and patterns from existing dance traditions. Progress is satisfactory.
117. By the time they leave the school at the age of eleven, pupils have made good progress. The vast majority are swimmers and all have participated in outdoor and adventurous activities during field trips and educational visits. They have developed a range of athletic skills including running and jumping and the majority have become sufficiently skilled in a range of traditional games to be able to play in competitive games.
118. In dance, pupils move in response to music showing expression of feelings and mood. In gymnastics, pupils attain highly. They are very adept at creating sequences involving movement and balances on the floor and on the apparatus.
119. Pupils' attitudes to the subject are always good or better. Behaviour is always very good and pupils are able to sustain good levels of concentration in a range of activities. Collaborative work is particularly good - for example, in one lesson pupils developed sequences of movement and the co-operation shown produced outstanding results.
120. Provision is further enhanced by a range of extra-curricular activities which include netball, football, rugby league, gymnastics and more recently cricket, through links with Yorkshire County Cricket. A total of 160 pupils have participated in these activities during the year, supervised by three teachers.
121. Teaching in both key stages is generally good or very good and never less than satisfactory. Lessons are well prepared and organised and have a clear purpose identified. Lessons are conducted at a good pace and teachers' expectations are high in terms of behaviour and performance. The subject meets statutory requirements.

### **Religious education**

122. At the end of both key stages, attainment is above the expectations of the locally agreed syllabus for religious education. Pupils, including those with special educational needs, make good progress.
123. Pupils have a good understanding of the Christian faith, know about events in the life of Jesus, some of the parables He taught and the miracles He performed. They are aware of important Christian festivals and ceremonies and celebrate a number of these. Through the study of other faiths, such as Judaism and Islam, they have developed an appreciation of the beliefs of other people. The lesson in which a class of younger pupils were participating in a typical Passover Feast was particularly good in this respect. The subject is used very effectively to promote pupil's spiritual, moral, social and cultural development through stories such as the Good Samaritan and those from other sacred books such as the Koran.
124. The high priority given to this subject is illustrated in the musical production of the life of St. Benedict, the founder of Selby Abbey, written by a member of the staff, which the school choir is performing. The story includes many aspects of religious education that are extremely well illustrated by the excellence of the singing by the choir.

125. Pupils' response to lessons is very good. They behave extremely well, are always attentive and keen to take part in questions and discussions. They work conscientiously at their tasks and record their work accurately and neatly. They respond particularly well when lessons are linked to aspects of their own lives.
126. Teaching in half the lessons observed was good and in the others very good. Lessons are well planned and prepared. There are clear learning aims to which pupil's tasks are well matched. The content of lessons is interesting and teachers have high expectation of pupils' application to their work. Very good use is made of resources, celebration of events in the calendar and visits to places of worship. Teaching is also enhanced by regular visits from the local clergy. The school fully meets the requirements of the agreed syllabus for Religious Education.

## PART C: INSPECTION DATA

### 1. Summary of inspection evidence

- The school was inspected between 30<sup>th</sup> June and 3<sup>rd</sup> July 1997 by a team of five inspectors who spent a combined total of 19 days in the school;
- Documentation provided by the school was scrutinized prior to and during the inspection;
- A meeting was held for parents;
- Questionnaires were distributed to the parents and their responses were analyzed;
- 75 hours were spent collecting first hand evidence;
- Pupils representing the full ability range in each year group were heard to read and talked about their reading;
- Pupils talked about their work in the lessons inspected;
- 127 observations were recorded, including lessons, assemblies and playtimes;
- All members of staff answered questions about their roles and responsibilities;
- Discussions about their responsibilities were held with members of the governing body;
- Written and graphic work of pupils representing the full ability range in each year group was scrutinized;
- Work displayed around the school was scrutinized;
- Attendance registers were scrutinized;
- The behaviour of pupils at playtimes and during the lunch break was observed.

### 1. Data and indicators

#### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	255	5	84	87
Nursery Unit/School	50	0	4	0

#### TEACHERS AND CLASSES

##### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	10.4
Number of pupils per qualified teacher	24.5:1

##### Education support staff (YR - Y6)

Total number of education support staff	3
Total aggregate hours worked each week	42

**Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	25

**Education support staff (Nursery school, classes or unit)**

Total number of education support staff	1
Total aggregate hours worked each week	32.5

**[Primary and Nursery schools]**

Average class size:	<table border="1"><tr><td>32</td></tr></table>	32
32		

**FINANCIAL DATA**

Financial year:	<table border="1"><tr><td>1996/97</td></tr></table>	1996/97
1996/97		

	£
Total Income	376,500
Total Expenditure	390,400
Expenditure per pupil	1,501
Balance brought forward from previous year	44,000
Balance carried forward to next year	30,100

## PARENTAL SURVEY

Number of questionnaires sent out:

228

Number of questionnaires returned:

65

Percentage return rate:

29

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	17	58	9	14	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	26	57	5	11	2
The school handles complaints from parents well	11	45	29	9	6
The school gives me a clear understanding of what is taught	14	57	18	8	3
The school keeps me well informed about my child(ren)'s progress	23	51	18	5	3
The school enables my child(ren) to achieve a good standard of work	18	65	12	3	2
The school encourages children to get involved in more than just their daily lessons	23	57	11	8	2
I am satisfied with the work that my child(ren) is/are expected to do at home	22	54	14	8	3
The school's values and attitudes have a positive effect on my child(ren)	17	52	25	3	3
The school achieves high standards of good behaviour	11	55	20	12	2
My child(ren) like(s) school	43	38	12	5	2

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