

INSPECTION REPORT

NEW PASTURE LANE PRIMARY SCHOOL

Bridlington

LEA area: East Riding of Yorkshire

Unique reference number: 117909

Head teacher: Mrs V Small

Reporting inspector: Mrs J Bell
2456

Dates of inspection: 19 – 22 June 2000

Inspection number: 192234
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Burstall Hill Bridlington East Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs F Spink
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J Bell	Registered inspector	Science	Characteristics of the school
		Design technology	The school's results and achievements
		History	How well are pupils and students taught?
		Physical education	Leadership, management and efficiency
		Areas of learning for the foundation stage	
		Equal opportunities	
		Special educational needs	
Mrs A Longfield	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs M McLean	Team inspector	English	
		Music	
		Religious education	
Mr A Scott	Team inspector	Mathematics	How good are the curricular and other opportunities?
		Information technology	
		Art	
		Geography	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the northern edge of Bridlington in a large housing development of mainly social housing with some owner occupied property. It serves its immediate area and also admits pupils from other parts of the town. A few pupils come from transient families, housed in temporary accommodation. The school is of average size, with 246 pupils on roll, plus 52 children who attend the nursery part-time. The pupils are from white, English speaking families. There are two pupils from travellers' families. The school has 74 pupils who are eligible for free school meals, 31 per cent of the school population, which is above the national average. There are 35 pupils are on the register of special educational needs, six of whom have a statement, which is well above the national average. The attainment of children entering the reception class is at the level expected for their age.

HOW GOOD THE SCHOOL IS

The school is not making effective provision for pupils' learning. The school is not well led; the governors and senior staff work hard but the school lacks a clear direction from the head teacher. The situation in the school reflects a long period of ineffective management and standards are well below average, particularly in English, mathematics and science. The school is not achieving well in comparison with similar schools. The quality of teaching is unsatisfactory and often poor in a third of lessons; this results in poor behaviour and many pupils fail to make sufficient progress during their time in school. The school provides poor value for money.

What the school does well

- The teaching in the nursery is good and children make a good start to their education.
- There is good teaching in Year 6 and a few lessons in Key Stage 1.
- The classroom assistants and support staff work hard and provide effective help to pupils, particularly those with special educational needs.
- The school uses the specialist skills of staff; music is well taught and this promotes pupils' learning.

What could be improved

- The management of the school in order to ensure that there is a clear direction for improvement.
- The monitoring and evaluation of teaching and learning in order to deal with the high proportion of weak teaching.
- Teachers' expectations of pupils so that they provide work that is sufficiently demanding for all groups in the class, particularly in the core subjects of English, mathematics and science.
- The teachers' use of the information gained from the regular assessment of pupils' progress to plan new work that builds more precisely on what they already know.
- The standards attained by pupils, particularly in English, mathematics, science and information technology.
- The management of behaviour, particularly in Key Stage 2.

The areas for improvement will form the basis of the governors' action plan.

In accordance with section 13(7) of the Schools Inspections Act 1996 I am of the opinion and HMCI agrees, that special measures are required in relation to this school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very poor progress since the last inspection in 1997. The standards achieved by 11 year olds in the national tests have declined over the last four years and are well below average. Few of the action points identified in the last report have been tackled. The school has not dealt with the large amount of unsatisfactory teaching and its effect on pupils' attainment; teaching has declined and the proportion of weak teaching is higher now. The way the school checks on teaching and learning is superficial and management have not identified weaknesses. The use of assessment identified as poor in 1997 is still an issue. In most classes work does not build on what pupils already know and lacks challenge, particularly in many lessons at Key Stage 2. With the exception of the nursery, Year 6 and a few lessons in Key Stage 1, pupils have few opportunities to solve problems or be involved in discussions and practical work. This is particularly so for the more able pupils. There is still no whole school understanding of how to develop pupils' spiritual awareness within the curriculum. There are still gaps in teachers' subject knowledge and expertise. Staff morale is low and many pupils are disaffected; the school is not well placed to meet its identified targets or to manage the needed improvements without help.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	E	E	well above average A
mathematics	E	E	E	E	above average B
					average C
					below average D
science	E	E	E	E	well below average E

Pupils do not achieve as well as they should and by the age of 11 standards are well below those attained nationally and those attained in similar schools. Standards have remained low over the last four years. Current work indicates that pupils have not made sufficient progress and standards in English, mathematics and science are well below average. The school has analysed test results and used the information to set realistic targets for improvement. However, these have not been monitored and have had little impact on current standards.

Children under five make good progress in the nursery and by the time they enter the reception class their attainment is at the level expected for their age. This progress is not maintained in the reception class and by the age of five, attainment is often below expectations for their age, particularly in language and literacy. Standards in the national tests in reading and writing at the end of Key Stage 1 have remained very low and are in the lowest five per cent found nationally. Standards in the mathematics tests were well below the national average and when measured against similar schools. Teachers' assessments of pupils' attainment in science are well below average.

Standards in information technology are below average at the age of seven and well below average by the time pupils are 11. Key Stage 1 pupils make sound progress in religious education but this is not maintained in Key Stage 2. The school has only recently adopted East Riding's new Agreed Syllabus for this subject in Key Stage 1 and it is too early to judge whether its requirements are met for each key stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good in the nursery, sound at Key Stage 1 and are often unsatisfactory at Key Stage 2.
Behaviour, in and out of classrooms	At Key Stage 2 behaviour is unsatisfactory out of classrooms and is unsatisfactory and often poor in most lessons.
Personal development and relationships	Most pupils form sound relationships. Pupils' personal development is satisfactory.
Attendance	Unsatisfactory, below the national average.

In a few lessons at Key Stage 2, teachers find it difficult to maintain control and behaviour can become unsafe as pupils throw books and pencils. Behaviour outside classrooms is better although still unsatisfactory at Key Stage 2. Parents' concerns about fighting and bullying are justified. There were nine exclusions last year. There have been no exclusions in the current school year.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Poor

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Too much of the teaching is unsatisfactory. It was satisfactory in 38 per cent of lessons, with 24 per cent of lessons where teaching was good and 6 per cent that was very good. Teaching was unsatisfactory in 33 per cent of lessons, including 8 per cent that was poor and 2 per cent where the quality of teaching was very poor.

The quality of teaching in the nursery is good and sometimes very good. This ensures that the children make a good start to their education although this is not maintained in the reception class where teaching is often unsatisfactory. Teaching is improving and is broadly satisfactory in Key Stage 1, with a few lessons where it is good, and occasionally very good. The quality of teaching is poor in Key Stage 2. As a result of this weak teaching pupils make little progress in their learning throughout the key stage. Teaching is good in Year 6, but although progress improves pupils' work is often of a low standard.

Pupils with special educational needs make sound progress when supported by the specialist classroom assistants. However, their progress often becomes unsatisfactory when taught in classes without support staff because their individual education plans are not used sufficiently to enable them to practise the skills identified for them.

Teachers are implementing the Literacy and Numeracy Strategies satisfactorily and teaching is mainly sound in the whole class literacy lessons where the clear structure of each session aids teachers' organisation and use of time. Other aspects of literacy teaching are unsatisfactory due to a lack of challenge in the work. Teaching is mainly sound in numeracy in Key Stage 1 but unsatisfactory and sometimes poor in Key Stage 2. Pupils' opportunities to use literacy and numeracy skills in other subjects are too few.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the school curriculum are unsatisfactory.
Provision for pupils with special educational needs	Unsatisfactory although pupils are well supported by specialist staff, the work in class when they have no extra help is not well matched to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is unsatisfactory. Provision for pupils' social and cultural development is satisfactory but is unsatisfactory in respect of their spiritual and moral development.
How well the school cares for its pupils	Unsatisfactory. Teachers provide sound care for the day-to-day needs of their pupils. However, there are no effective whole school procedures for recording and monitoring the pupils' academic and personal development or behaviour.

Many parents are supportive of the school. They help their children's learning through hearing reading, accompanying school trips and supporting events and fundraising through the 'Friends of the School' association. The school meets statutory requirements for the curriculum, with the exception of some aspects of information technology. The curriculum opportunities for children under five in the nursery are good and they make a good start to their education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school is not well led and managed by the head teacher, although there is sound support from the governors. The deputy head teacher and senior staff work hard to support the management of the school.
How well the governors fulfil their responsibilities	The governors work well through their committees to support the school but they have not dealt with the weaknesses identified in management.
The school's evaluation of its performance	The monitoring and evaluation of the school's performance is very poor; initiatives are superficial and have not had impact on improving the school.
The strategic use of resources	The school makes unsatisfactory use of the available resources to support pupils' learning. The school does not have sufficient resources in all subjects.

The head teacher does not give a clear direction for school improvement. Staff morale is low and many staff do not feel supported. Much of the day-to-day management of the school is delegated to the senior administrative assistant who works very effectively and carries out many extra duties to support the running of the school. In the absence of the head teacher during the week of inspection, the school was well managed by the deputy head teacher and senior teacher. The many weaknesses in the school reflect a long period of poor leadership and no clear direction to effectively manage the school. This has resulted in a decline in standards and the school does not enable pupils to do as well as they should. The school has sufficient teaching and support staff and the accommodation is satisfactory. The governors and senior administrative assistant are committed to getting good value for goods and services and manage the budget carefully. The school does not apply sufficiently the principles of best value in its use of resources; taking account of the pupils' attainment on starting school, the low levels attained by the end of Year 6 and the quality of education provided, the school provides poor value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy going to school. • The teaching is good. • The school helps pupils to become mature and responsible. • The school is well led and managed. • The school's expectations that children will do their best. 	<ul style="list-style-type: none"> • Behaviour, in particular instances of fighting and bullying. • Homework. • Information about how children are progressing. • The provision of activities outside lessons.

Inspectors agree with the parents that many children like school. The inspection findings show that parents' views on teaching are inaccurate; although teaching is good in some areas of the school there is a substantial amount of unsatisfactory and poor teaching. The school helps children to become mature and to take responsibility in the nursery and Key Stage 1 but the poor teaching and behaviour in Year 3, 4 and 5 limits this in Key Stage 2. Inspectors cannot support views that the school is well managed since it lacks clear direction and leadership is poor. The school's expectations that pupils will do their best are inconsistent. The low standards achieved do not support parents' views. Parents are right to be concerned about behaviour; it is poor in many lessons at Key Stage 2. The amount and type of homework is similar to that of other primary schools but the frequency and amount varies from class to class and is not always sufficiently demanding for higher attaining pupils. The information provided about pupils' progress could be improved. The staff provide a satisfactory range of extra curricular sporting, music and computer activities. There are no other out of school activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 The school admits children from across the full range of attainment and previous experience. The school's own assessment of children entering the reception class shows a wide variation in attainment. The assessment data shows a significant minority of children have poor language and mathematics skills but a similar number are above average. The overall level of attainment on entry to the reception class is broadly in line with what is expected of children at the age of five. This has remained constant since the last inspection of the school in 1997. The school admits a few pupils from transient families throughout the year but the numbers are too low to have a substantial impact on standards.

2 The last inspection report stated that the progress of children in nursery was good and this has been maintained. The effective teaching in the nursery means that children have a good start to their education and have sound early reading, writing and number skills by the time they transfer to the reception class. The good progress is not maintained in the reception class set up for the youngest children. Teaching in the reception class varies and is unsatisfactory in a majority of lessons due to the inconsistencies in the way learning is organised and managed. The oldest children in the reception year are taught with a group of Year 1 pupils. The school has not made sufficient provision for the reception year to have the broad range of activities and experiences suited to their age and this slows their progress. For example, there are too few opportunities for these children to make choices from a range of practical activities or to conduct their own investigations that would enable them to underpin future learning through first-hand experiences. By the age of five early reading and writing skills are below expectations for this age, although speaking and listening and early number skills are sound. The children's personal and social development is good in the nursery and sound in the reception class, where they have fewer opportunities to become independent learners.

3 The pupils do not make sufficient progress in their learning as they move up through the key stages and by the end of Year 6 standards are too low. With the exception of Year 6, teachers do not have sufficiently high expectations of all their pupils and do not use assessment information to match work to what pupils already know. Much of the work in Key Stage 2 is not well matched to the ages and interests of the pupils and does not challenge or motivate them. For example, much of the work in science is at a level more suited to pupils in Key Stage 1 and often includes activities that pupils have done before and so require little thinking. This results in poor behaviour that is not well managed and pupils' learning is poor. Standards have declined since the last inspection and results in the national tests for 11 year olds have been well below national averages in English, mathematics and science over the past four years. When compared to schools with a similar intake of pupils, standards in these subjects are also well below average.

4 The head teacher has been in post two years and has worked with the deputy head teacher to analyse these test results but subject co-ordinators have not been involved and initiatives to raise standards are superficial and have had little impact. The school has set realistic targets for the future but the standard of work seen is low by the end of Key Stage 2 and the school is unlikely to reach the targets set.

5 In the national tests at Key Stage 1, standards in reading and writing have declined over the past years and were in the lowest five per cent nationally in 1999. They were also at this low level when compared to similar schools. Pupils in Key Stage 1 are beginning to make satisfactory progress in reading but by the end of Year 2, the current group of pupils attain standards that are below expectations for their age. The structure of the Literacy Strategy is beginning to have a positive effect on reading and pupils enjoy sharing stories and when reading with adult support they use the contents page accurately. However, by the end of Year 2 only a few pupils read fluently and with expression. Many pupils misread or guess at

words and are unsure about building unfamiliar words. Pupils' progress in writing is unsatisfactory and standards are well below average by the end of Year 2. They do not consistently use capital letters to start a sentence and use them in other parts of a sentence where they are not needed. They have too few opportunities to practise handwriting.

6 By the age of eleven, pupils have not made sufficient progress in their reading although most have a range of ways of dealing with new words. Standards are still well below what is expected at this age. Higher attaining pupils read fluently and reach the standards expected of 11 year olds, but most choose texts that are too easy. Lower attaining pupils lack effective reading strategies and struggle to read unfamiliar words. By the end of Year 6, most pupils know how to find information from reference books but their learning is limited due to the poorly organised central library and class libraries. Pupils' learning of writing skills is unsatisfactory throughout Key Stage 2. Although they make more rapid progress due to the good teaching in Year 6, their handwriting, spelling and grammar are unsatisfactory. Standards are well below average. There is little use of computers to support their work.

7 Throughout the school pupils make satisfactory progress in speaking and listening. By the age of seven, pupils listen well to stories and respond confidently to teachers' questions. Speaking skills are sound and pupils organise and share their ideas. In many lessons in Years 3, 4 and 5, pupils have sound skills but are disaffected and behaviour is not well managed. As a result they do not listen to teachers or each other. Pupils at the end of Year 6 have sound speaking and listening skills. Most pupils listen carefully to their teacher and each other. Speaking skills are developed well in drama in this class and pupils confidently speak to an audience. There are few opportunities to apply literacy skills in subjects such as history, science and geography since much of the work is on undemanding worksheets.

8 The standards in the 1999 tests in mathematics at the end of Key Stage 1 were well below the national average and well below that in similar schools. However, the sound teaching in Key Stage 1 is starting to improve pupils' learning in mathematics and attainment has risen recently, although that of less able and more able pupils is still too low. The improvement has been mainly in number skills. Pupils' attainment in other areas of mathematics is still weak and the standard of work is below average. By the age of seven, pupils are not confident enough to use mathematics to solve problems but can cope with tasks involving addition, subtraction and simple multiplication. They know the names of some two and three-dimensional shapes, but do not have sufficient practice in measuring length, weight or volume, using standard or non-standard units. They have only limited opportunities to present their findings in simple graph or chart form.

9 By the age of eleven, pupils have poor number skills and make many errors because they do not know and apply their times tables. Pupils perform a range of addition and subtraction tasks and have some understanding of measurements and shapes. Their work is done at a level much lower than expected for eleven year olds in Year 6. They rarely use computers to handle data. Numeracy skills are only rarely used in geography, science or design and technology.

10 The 1999 teacher assessments in science showed that at the end of Key Stage 1, the pupils attained well below national averages. The school has adopted recent national guidance at Key Stage 1 and this provides a clear framework for teachers' planning. As a result pupils are beginning to make good progress in their learning in science. Standards are improving although the changes are recent and by the end of Year 2, the work seen is still below expectations for seven year olds. They are beginning to understand the need for a fair test and are gaining an awareness of forces and can investigate the properties of materials but written work shows that their understanding is often at a superficial level. By the end of Year 6, pupils have an understanding of food chains and the habitats of different animals. They are developing an understanding of the importance of science in their lives. A few, more able, pupils attain the levels expected for their age but many attain standards well below those expected for the end of Key Stage 2. Much of their work is based on similar activities to those done at Key Stage 1 and they can anticipate results before doing experiments. For example, Year 5 pupils easily predicted that a bulb wired to a

powerful battery would give a brighter light than with a low powered battery. Experiments at this level have little challenge or effect on learning. A great deal of their work is poorly presented and is often unfinished.

11 Pupils in Key Stage 2 make poor progress in information technology. The standard of their work is well below what is expected for their age and the school has done too little to raise standards since the last inspection. The recently created computer suite and the teaching of pupils in small groups has begun to improve the situation but this is too recent to have had an impact. By the age of eleven, more able pupils use a word-processor; they can locate and open documents and print their work. Few pupils have the skills to use computers to prepare and present data in graphical formats. More able pupils can use the Internet to look for information, but most need the regular adult guidance. Pupils do not use computers to record scientific measurements or set up sequences of commands to control devices. At Key Stage 1, pupils make unsatisfactory progress and their level of attainment is below that which is expected for pupils of their age. By the age of seven, they control a mouse well to move objects on the screen and use a paint program to draw pictures of reasonable quality. They have a little experience of using information technology to control devices, such as a floor robot. Word processing skills are poor. Pupils at both key stages do not receive enough practical time at computers to develop their skills. The school has not yet improved teachers' expertise and confidence in the subject and this limits pupils' learning.

12 The school has only recently received the new East Riding Agreed Syllabus for religious education and there is insufficient evidence to make judgements about the pupils' ability to meet the requirements identified for their age. However pupils make good progress in their learning at Key Stage 1. By the end of Year 2, they are developing a good understanding of some religious beliefs and ceremonies. Pupils know about the Bible, and recognise the difference between the New and Old Testament. In Key Stage 2, pupils make unsatisfactory progress in their learning. By the end of Year 6, pupils know some basic differences between Christian and Muslim worship but their knowledge and understanding about the world faiths is fragmentary.

13 Pupils consolidate their earlier work in most subjects as they move up through the school. Pupils make sound gains in their learning in art, history and physical education; standards of work are mainly at the level expected for their age. Progress in geography is poor at Key Stage 1 and pupils have a limited knowledge of the world about them. Learning is unsatisfactory at Key Stage 2 and pupils' knowledge of other places is thin and mapping skills are weak. Standards in music are often good in singing and music making due to the use of specialist teaching. There is insufficient work in design and technology on which to make a judgement.

14 Pupils with special educational needs are supported satisfactorily in both their group and individual activities when working with support staff. In these sessions, the pupils with special educational needs make sound progress against the realistic targets set for them. These are clearly identified in their individual education plans that are often useful, with work that builds on what pupils have already learned. However, the pupils with special educational needs often make slow progress when taught in class. Assessment information is not used well to match work to the needs of these pupils and work is not sufficiently linked to their specific targets. Work set is often too easy or too difficult and this limits pupils' learning.

Pupils' attitudes, values and personal development

15 Pupils' attitudes to work and their behaviour have deteriorated since the time of the last inspection. Many pupils have an unsatisfactory attitude to learning and this is a serious weakness of the school. It is particularly noticeable in lessons where teaching is also unsatisfactory but is also evident in other lessons. Many pupils, especially in Key Stage 2, have difficulty in concentrating for even short periods of time and need constant encouragement to get on with their work. A significant number of boys and girls chatter to one another while their teachers talk and ignore instructions unless they are repeated

several times. In contrast to this when they are interested they listen carefully and are keen to answer questions. They were very interested in the assembly led by the local minister, when they all paid close attention to what he was saying. Few pupils have the self-discipline to work without supervision and especially the older pupils who have to be reminded several times before they get on with their work.

16 The children under five in the nursery are eager to come to school, are enthusiastic and listen well to their teachers' instructions. This was seen to good effect during a literacy lesson when they were excited to recognise the letter 'R' in their names. The older pupils, in Key Stage 1, also have a satisfactory attitude towards their work. This was seen in a Year 1 history lesson about the seaside and during a Numeracy lesson when pupils completed a number chart. They work industriously and conscientiously. The older pupils, in the school, generally have a less satisfactory attitude towards their work. When they are motivated they are capable of sustained concentration, but more often their attitudes are not so positive, they lose interest and become bored. This results in very little learning and poor standards of work and behaviour.

17 Pupils' behaviour in lessons is mainly sound at Key Stage 1 but often poor at Key Stage 2, and this is a serious weakness of the school. Few pupils listen to the teacher and there is a lot of shouting out in response to questions when the teacher is talking. In a few lessons teachers find it difficult to maintain control and behaviour can become unsafe as pupils throw books and pencils. Water is thrown about in art lessons and there are sporadic outbreaks of fighting as pupils wait to go out at the end of some lessons. Behaviour outside classrooms is better although still unsatisfactory at Key Stage 2. Parents' concerns about fighting and bullying are justified; there is too much rough, physical behaviour in three of the four classes at Key Stage 2.

18 Most pupils form friendships and appropriate relationships with one another and generally work and play well together. There were nine exclusions last year; these involved four pupils. The school has not excluded any pupils during this school year.

19 Pupils' personal development is satisfactory. Most pupils are willing to accept responsibility when the opportunity is given and carry out duties in class and the Year 6 pupils have special responsibilities around the school. There are few opportunities for pupils to extend their capacity for independent work. The recently formed School Council is organised by Year 6. At present it is collating information regarding bullying in the school. These pupils are concerned about this aspect and feel that the current level of behaviour in Key Stage 2 has resulted in an increase in bullying. The inspection findings show that there is some bullying behaviour as classes are not well controlled in some lessons.

20 Attendance is unsatisfactory and has declined since the last report. It is below that of similar schools nationally. There is a high rate of authorised absence. Most pupils are punctual and lessons start promptly as a result, so that little time is wasted at the start of school sessions.

HOW WELL ARE PUPILS TAUGHT?

21 The quality of teaching is unsatisfactory and has deteriorated since the last inspection. Teaching is satisfactory or better in two thirds of lessons, and good in over half these lessons. However there is unsatisfactory teaching in a third of all lessons with poor and very poor teaching included in this number. The substantial amount of weak and poor teaching limits pupils' learning and does not support their progress. Where teaching is good it promotes sound standards of work and behaviour. But in too many lessons this is not the case and the school has not responded to the issue raised in the last inspection to monitor teaching and to remedy weaknesses.

22 The quality of teaching in the nursery is good and sometimes very good. This ensures that the children make a good start to their education. The wide range of activities stimulates their interest and

ensures that their learning is effective across many of the areas of learning. This is not built upon sufficiently in the reception class, where the organisation and strategies to manage learning and behaviour are not always well matched to the ages of the children. As a result the independence learned in the nursery is not maintained and they lose interest in the many over-long sessions directed by the teacher. Teaching is improving and is broadly satisfactory in Key Stage 1, with a few lessons where it is good, and occasionally very good. In well-taught music lesson in Year 2, the teacher managed the pupils very well and they were well motivated by the well-chosen music, 'Rain Song' and the good range of percussion instruments such as maracas, shakers and wood blocks, plus natural resources such as pebbles and shells. Her very good subject knowledge enabled her to build effectively on previous lessons to develop the pupils' recognition of the sounds and names of different instruments. The teacher skilfully used the lesson to reinforce pupils' listening and speaking skills as they enjoyed different pieces of music and described their feelings.

23 The quality of teaching in Key Stage 2 is poor. Teaching is good in Year 6 but it is unsatisfactory and often poor, or very poor, in half the lessons in Years 3, 4 and 5. This weak teaching results in poor behaviour, slower learning and lower attainment for the pupils. They make little progress throughout the key stage, and although progress improves in Year 6, pupils' work is often of a low standard. The work reflects the low expectations of teachers, particularly of the higher attaining pupils and the lack of challenge in the work presented to all pupils. For example, experiments in science topics in Years 4 and 5 would be better suited to younger pupils. In a Year 3 class, pupils soon lost interest and behaved badly when required to colour in and cut out printed shapes on a worksheet of the human body showing different aspects such as the skeleton and major organs. In Years 3, 4 and 5, the pupils have often lost interest because work does not challenge them. Their poor behaviour is not well managed; teachers often continue to talk above the noise created by pupils or fail to deal with potentially dangerous behaviour.

24 Many pupils in these classes have lost respect for staff and are insolent to teachers, call out, run about classrooms and, in some lessons, throw books and pencils. In a few lessons teachers find it difficult to maintain control and behaviour can be unsafe. Staff are not well supported in these classes; they have had no opportunities to develop more effective skills in organising learning or managing behaviour. There has been little guidance from management on how to improve pupils' motivation through more challenging work or intervention to deal with poor behaviour. This has resulted in low morale among staff, particularly in this key stage. The pupils who want to work have little opportunity to do so. Learning is not well organised in these classes and pupils have little pride in their work. The quality and amount of finished work in Year 6 where the teacher has high expectations of work and behaviour, is better. However, even here the pupils can be unsettled and the teacher did not wish to leave them with supply staff during the inspection because of fears for poor attitudes and behaviour.

25 The pupils with special educational needs receive extra help; they are well supported by the specialist classroom assistant and make sound progress. Their progress often becomes unsatisfactory when taught in classes without support staff. Their individual education plans are not used sufficiently to enable them to practise the skills identified. The day-to-day assessments of pupils' progress are rarely used to match work to the needs of all pupils. Teachers fail to build on what pupils know and can do and as a result their progress is slowed.

26 Teachers' subject expertise is mainly sound in most subjects throughout the school. However subject, expertise is weak in religious education at Key Stage 2, where teachers are insecure in knowledge and understanding of teaching the world faiths. Teachers' confidence and knowledge in information technology is unsatisfactory. They are implementing the Literacy and Numeracy Strategies satisfactorily and teaching is mainly sound in the whole class literacy lessons where the clear structure of each session aids teachers' organisation and use of time. Other aspects of literacy teaching are unsatisfactory due to a lack of challenge in the work. Although teachers plan well for the first half of the Literacy Hour, with clearly identified objectives for what pupils are to learn, their planning for pupils' group activities is not so clear. Pupils of all levels of attainment move round and complete a carousel of activities over the course of the week, irrespective of whether they matched well to their needs. Teaching is mainly sound in numeracy

in Key Stage 1 but unsatisfactory and sometimes poor in Key Stage 2, although the mental arithmetic sessions are having a positive impact on the speed at which pupils work things out in their heads. There are some planned opportunities for pupils to use their literacy and numeracy skills in other subjects but these are too few. For example, there is only a small amount of written work in geography and history. Numeracy skills are occasionally applied to measuring in design and technology and in science where pupils sometimes present findings in graphs and tables but these are usually simple bar graphs and there is limited use of data handling in Key Stage 2. There is only a limited use of computers to support learning in numeracy, literacy or other subjects.

27 Marking varies; in the best practice teachers make positive and constructive comments to help pupils to improve their learning but this is not agreed practice throughout the school. The teachers make regular and accurate assessments of pupils' work, usually at the end of a topic or unit of work. However, the information gained from these assessments is not used regularly to plan work that builds on what pupils already know. Teachers' weekly and daily planning is rarely modified to take account of gains made by individuals and groups of pupils and the same work is often presented to all pupils in the classes. Planning does not take account of the full range of attainment in the class and the higher attaining pupils are rarely given work that provides sufficient challenge. The analysis of test results has not involved all co-ordinators for the core subjects and so far the targets set for English, mathematics and science are not yet identified in teachers' planning and have had little impact on standards.

28 Although most teachers use a range of strategies that include whole class, group and individual work these are not effective in lessons where behaviour is poor and pupils are not well managed. The pace of lessons is good in the nursery, sound at Key Stage 1 and in Year 6 but time is not managed well in other classes. Resources are well chosen and managed in the nursery, where children are very independent learners. In the most effective lessons, pupils are encouraged to make choices of equipment and materials and to take responsibility for getting out and returning them but teachers expectations of pupils varies from class to class and does not build well on what is established with the youngest children.

29 Relationships are very good in the nursery class and mainly good in the reception and Key Stage 1 classes. The poor attitudes and disaffection in most Key Stage 2 classes means that relationships between teachers and pupils, and often between pupils, are strained. Support staff are well deployed in the nursery and in classes where there are pupils with special educational needs. Their role complements that of the teaching staff. Throughout the school, teachers give homework that supports pupils' reading, spelling and learning of number facts. In Key Stage 2, pupils are sometimes required to find information to support topic work. However, the amount and frequency of homework varies from class to class and does not challenge more able pupils. Pupils do not know what to expect and lack interest as they move through the school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

30 The quality and range of the school curriculum are unsatisfactory. The school does not provide a full curriculum in information technology, as it does not provide proper time or opportunities for acquiring skills in control technology and measuring. This means that the school does not meet statutory requirements, and this is a weakness. There is a lack of range in subjects such as design and technology and geography. The school meets the requirements for children who are under five years of age. It is implementing the National Literacy and Numeracy Strategies but not all teachers are fully conversant with the structure of the literacy and numeracy hour, and this can influence the quality of, for example, speaking and listening opportunities. The school is currently phasing in new national schemes of work to support all other areas of the curriculum but has not yet adapted the schemes of work to suit the particular needs of its pupils. Although the half-termly plans for each subject are sound, the actual curriculum that pupils receive does not always reflect the original planning.

31 The quality of the curriculum varies throughout the school. The school's provision for children under five in the nursery is good but is unsatisfactory for those in the reception class. In Key Stage 1, the provision is satisfactory with all areas of the curriculum covered, although some subjects like information technology and geography are only just satisfactory and could be improved with a broader range of activities. However, the curricular provision for pupils in Key Stage 2 is unsatisfactory. This is due in part to the shortfalls in the information technology curriculum, but also because the work set does not challenge the abilities of the pupils. This is particularly true in the case of more able pupils. Teachers mostly provide exactly the same work for all pupils without regard for pupils' different abilities. As a result, many pupils do not receive enough challenge in the curriculum and this restricts their progress.

32 The provision for pupils with special educational needs is unsatisfactory overall and funding is not used to get best value. The head teacher is the co-ordinator but does not work with class teachers to write and monitor the individual education plans for these pupils and the school buys in extra time from the local authority support service to do the work that would normally be the responsibility of the co-ordinator. This means that no one in the school has a day-to-day overview of the effectiveness of these plans. However, pupils are well supported by local authority staff and classroom support staff and make sound progress. Their learning is less good in class lessons where there is no extra support, since teachers rarely take sufficient notice of the learning programmes for these pupils. For example, some pupils may struggle to read the instructions of a science or history task.

33 The school does not promote a fully integrated curriculum. Teachers do teach basic literacy skills which help the pupils in their work in other subjects. Occasionally, teachers use opportunities in subject like geography to develop literacy skills. For example, some pupils wrote poems to describe a river. However, teachers are not yet teaching basic numeracy skills to underpin their work in subjects like science and design and technology. For example, there is limited data handling beyond simple charts and bar graphs. In addition, teachers do not use information technology enough to supplement and expand other subjects, as in historical research. Teachers do not plan consistently well enough to enable pupils to apply and further their skills across the curriculum.

34 The school offers sound provision for pupils' personal, social and health education. The school has a sound policy for sex education, and teaches this and issues like drugs awareness through its science curriculum and special lessons.

35 The school provides a satisfactory range of extra-curricular activities such as netball and football teams, orchestra and a cyber-cafe, which help to broaden pupils' overall experiences. Teachers enrich the curriculum further through class visits to places of interest, such as Burton Agnes Hall and the Seaside Museum, and by inviting specialist visitors to the school. For example, a former evacuee from World War 2 came to describe wartime experiences.

36 The school encourages pupils to develop links with local sports clubs and the school field is used for community sport. A local charity has provided funds towards the redecoration of the computer suite. Visitors from the local community come to broaden the pupils' curriculum, such as representatives from the parish who lead school assemblies. The school also benefits from close links with other schools in the area. Subject co-ordinators attend meetings together and share information. The school teams play against other local schools. However, the school recognises that the links with these schools could be developed further and intends to strengthen its relationship with them.

37 The school has satisfactory links with the local community. Pupils distribute the harvest produce to the residents of the local sheltered accommodation. The residents are also invited to all school productions. Local businesses donate prizes for the annual summer fair, but there are limited links with local industry. The school has satisfactory relationships with the local playgroup and secondary school.

38 The provision for pupils' spiritual, moral, social and cultural development is unsatisfactory. Provision for pupils' social and cultural development is satisfactory. However, the school has made

unsatisfactory progress against the key issue in the last inspection to improve the opportunities for spiritual development.

39 There is no whole school planning for the provision of spiritual, moral, social and cultural development across the curriculum. Spiritual development is identified clearly in the new Agreed Syllabus for religious education, but this has only been put in place this term, and the effect of this provision is only beginning to be evident in Key Stage 1, where teachers are planning carefully from the syllabus. For example, in Year 1, pupils have written about their understanding of the story of Noah, and they have shared their own reflections about the importance of promises. Spiritual development is not promoted well through assemblies. There are opportunities for pupils to reflect, and join in prayers, but these opportunities are very brief. Teachers do not have a common understanding of how to promote spiritual development across the curriculum. Opportunities in art and music are often missed.

40 Provision for pupils' moral development is unsatisfactory. This is reflected in the standards of behaviour seen during the inspection. There is a school code of conduct, but this is not always given prominence in classrooms. In one classroom, it is stuck on the water heater, over the sink. There is no simplified version of the school code for younger pupils to understand. Class based rules are inconsistent, and vary from three well-considered rules which promote moral development well, to a list of eight rules, in one classroom. Rules are not carefully considered to ensure they promote positive behaviour effectively. For example, some rules begin with 'Do not'. Expectations for behaviour are not always consistent even within some classrooms. Only in one Year 6 lesson, were pupils seen discussing moral values in relation to the text they were sharing in the Literacy Hour.

41 Provision for pupils' social development is satisfactory. Pupils have monitoring roles to take care of resources and to look after classrooms. Other pupils have minor responsibilities around the school, which include taking registers and looking after the library. In Year 6, pupils have been learning the importance of good citizenship, by writing a letter of complaint to the local Council about the dangerous condition of their estate's play park. At the Parents' meeting, parents praised the Year 6 School Council. A few members of Year 6 have been elected by other pupils to form this School Council. However, few meetings have yet taken place. There is also good provision for pupils' social development in Year 6, when pupils work collaboratively in drama activities. However, a residential visit, which used to take place, has now been suspended. The school indicates that this is for reasons of safety. Parents are concerned that they were not consulted about the decision. There are few extra-curricular activities apart from sport, computing, the orchestra and choir. Personal and social development is identified on most teachers' timetables, and is often linked to religious education. In one lesson in Year 6, pupils were learning to respect the beliefs of other people, and they were developing an awareness of racist issues through the teacher's well-directed discussion.

42 Provision for pupils' cultural development is satisfactory. Pupils learn about their own cultural heritage through subjects of the curriculum. They learn about some famous composers and artists, but their knowledge of the work of artists and composers from other cultures is less well developed. Children in the Reception class and pupils in Key Stage 1 have learnt about the Jewish celebration of Shabbat. In Year 3, pupils have created Ghanaian Adinka cloth, and bark painting, designs in art. Pupils in Year 5 have painted scenes from Africa. In Year 6, pupils are corresponding by E-mail with a school in Sweden. However, pupils do not make progressive gains in knowledge and understanding about the ancient cultures of Egypt and Greece, or the world faiths that should be studied in Key Stage 2. As a result, pupils' multicultural awareness and understanding is less well developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43 The school's procedures for child protection and for promoting well being, health and safety of all pupils, is unsatisfactory. This area has deteriorated since the last inspection.

44 The school has a child protection policy and all teaching and non-teaching staff are aware of their responsibilities. They are kept up to date with child protection issues. However, there is some confusion as to who is the designated person in the absence of the head teacher. First Aid and medical arrangements are satisfactory. Required health and safety measures and procedures are in place and regular risk assessment inspections are undertaken. There are some health and safety issues, which have been identified during the inspection. These have been formally identified to the acting head teacher and governors.

45 Procedures for monitoring and promoting attendance are unsatisfactory. The registers are monitored and unexplained absences followed up. In view of the low rates of attendance there are no incentives to encourage good attendance.

46 The school's procedures for monitoring pupils' behaviour are poor. Although the school has a code of conduct for behaviour and discipline the pupils do not always follow it, therefore it fails to promote good behaviour in classrooms or to deal with the fighting in some class bases as pupils wait to go out. The school has a record book to record incidents at lunchtime but no records were kept in this book between June 1999 and March 2000. The deputy head teacher keeps her own records and treats any incidents of bullying seriously and takes immediate and firm action. There are informal procedures to promote the pupils' personal development.

47 The school's procedures for assessing and recording pupils' progress are unsatisfactory. The school uses a recognised and efficient system of evaluating children's levels of attainment upon entry to the school. This early checking has proved useful to teachers and the school is in the process of extending it into Year 1 this year. Apart from the annual national tests at the end of Years 2 and 6, the school has only just begun to assess pupils formally this year. They have introduced standardised tests for all pupils in Key Stage 2 in English, mathematics and science, but it is not yet possible to judge their effectiveness. They also use a commercial test to monitor progress in English and mathematics. However, teachers do not have systematic and efficient methods of assessing pupils' work on a regular basis throughout the year. Teachers do select examples of pupils' written work in English once a term to assess its quality, and some teachers have very recently started to maintain a checklist of topics covered and skills acquired in mathematics and English. This is also beginning to happen in information technology, but there is a lack of consistency and rigour in the school's approach. Teachers tend to follow their own systems and there is insufficient supervision of these systems to ensure consistency. What records the teachers have are very new, and this gives grounds for concern. The annual reports to parents gives a broad indication of what a pupil can do, but are not specific enough in identifying areas of development for each pupil.

48 Pupils with special educational needs have suitable targets identified in individual education plans that are reviewed regularly with parents. Pupils are well supported by specialist staff but their individual targets are not always met in whole class situations when they have no extra support.

49 Teachers' use of assessment results to guide the planning of the curriculum is poor. Whilst teachers use their knowledge of pupils' abilities to create sets or groups within classes, they do not provide work that is based on what the pupils know and can do. For example, most teachers provide the same level of work for all pupils, even in the main subjects of English, mathematics and science. This is poor practice and severely restricts the pupils' proper academic development. In a mathematics class, for example, a pupil who appeared confident in solving problems concerning the use of time, spent an hour on unnecessary repetitive work. When teachers sometimes provide different work for groups, the difference is slight and learning objective remains virtually identical. Teachers' marking is intermittent and rarely contains useful advice or insistence on corrective work. Sometimes, teachers set targets to focus on particular problems but may later neglect to refer to them during activities. This was the case with some pupils who had targets to improve sentence punctuation.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50 Parents' responses to the questionnaire show that they are pleased that their children like school, there is good teaching, that the school has high expectations that pupils will do their best, the school is well-managed and is making their child responsible and mature. The inspection team does not agree with all of the parents' views. Inspectors agree with parents that many children like school but find that parents do not have an accurate awareness about the quality of teaching. Although teaching is good in some areas of the school, there is a substantial amount of unsatisfactory and poor teaching. Whilst the school enables children to become mature and to take responsibility in the nursery and Key Stage 1, the poor teaching and behaviour in Year 3, 4 and 5 limits personal development in Key Stage 2. Inspectors cannot support views that the school is well managed since it lacks clear direction and leadership is poor. The school's expectations that pupils will do their best are inconsistent and the low standards achieved do not support parents' views.

51 The relationship between many parents and the school has deteriorated since the time of the previous inspection. A significant number are concerned about their children's progress, poor behaviour and bullying and the lack of homework given to children. Parents are right to be concerned about behaviour; it is poor in many lessons at Key Stage 2. The amount and type of homework is similar to that of other primary schools but the frequency and amount varies from class to class. As a result pupils do not always know what is expected as they move through the school. Homework is not always sufficiently demanding for higher attaining pupils and is mainly linked to simple worksheets to practise work already done. The staff provide a satisfactory range of extra curricular sporting, music and computer activities, although there are no other out of school activities.

52 The quality of the information about the school provided for parents is satisfactory. The school brochure contains all the necessary information and there are regular informative newsletters that give an account of the varied activities of the school and the parent body. The pupil's annual progress reports meet statutory requirements and parents are invited to termly consultation evenings. In the questionnaires a substantial minority of parents commented that they would prefer more information and this view is supported by the inspection findings. The information provided about pupils' progress could be improved. Although reports meet statutory requirements they do not contain detailed information about any individual targets to enable pupils to improve their work or the sufficient detail of the progress made in all subjects.

53 There is an active Friends Association, which organises social and fund raising events for children and parents. The funds raised purchased musical instruments for the school. The parents painted the mobile classroom to be used by the new reception class children. A number of parents and friends regularly help in the classrooms and on educational trips.

54 The school has recently introduced the Home-School Agreement but all the parents have not signed it. The majority of parents support their children by listening to them read at home and supervising the homework set for them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55 The school is not well led and the head teacher has failed to give a clear direction for improvement. The management of the school has focused on minor issues and there has been little attempt to grasp the important problems in the school. Many initiatives have been started but are superficial; they have not been firmly established and therefore there has been little impact in the school. For example, the monitoring and evaluation of the work of the school have been identified by the head teacher as areas where there has been a great deal of work done in order to improve standards. This has mainly focused on monitoring linked to the national strategies for literacy and numeracy. The school's initiatives have focused on the analysis of planning and test results but the use of the information has had little impact on the teaching and learning in classrooms. The monitoring of teaching and learning is poor and the school's

management is therefore unable to sustain effective practice or to assist in reducing ineffective teaching. There has been little support for weak teachers and supply staff; many staff do not feel supported and morale is low. The current situation in the school reflects a long period during which poor standards in teaching, in pupils' work and in behaviour have not been tackled. The management role of the subject co-ordinators has not been supported and they have only a peripheral role in monitoring the effectiveness of teaching and the impact on learning. As a result, standards in the core subjects of English, mathematics and science have remained well below national averages for the past four years and are well below those attained in similar schools.

56 The head teacher was not in school during the inspection and there is another member of staff on long-term absence. The deputy head teacher managed the school well and supported staff during the inspection. However, she also taught her class during that time since she was unwilling to have supply staff observed teaching the class; she feared behaviour would deteriorate and impact on the teaching seen.

57 The governors are supportive of the school and during the week of the inspection the chair, vice chair and others were frequently in school to support staff and to share concerns about the school. They work hard within committees to support the management of the school but have relied on the head teacher's reports to gain an understanding of developments. They have had no role in monitoring the effectiveness of the school and the chair and vice chair have only in recent months become aware of the strengths of the school and of the many areas where the school needs to improve. They are realistic about the priorities for the school and aware that the level of commitment in the school is not sufficient to tackle the current problems without support.

58 The school has made very poor progress since the last inspection in 1997. Most of the concerns identified then have not been removed. The school has not focused on the attainment of pupils in lessons where teaching is unsatisfactory and has not monitored the quality of teaching to identify and reduce weaknesses. There is still only a limited use of assessment to ensure that planned work builds upon what pupils already know and provides increasing challenge as they move through the school. With the exception of the nursery, Year 6 and a few lessons in Key Stage 1, little has been put in place to provide opportunities for all pupils, particularly the more able, to solve problems, or to be involved in discussions and practical work. There is still no whole school understanding of how to develop pupils' spiritual awareness within the curriculum. Provision in Key Stage 1 has begun to improve this term with the guidance in the new Agreed Syllabus for religious education but the provision for spiritual development remains unsatisfactory.

59 The day-to-day management of the school is good and dealt with by the senior administrative assistant. Her role goes beyond that usually seen in schools and she takes responsibility for much of the running of the school. A part time assistant deals with matters such as registers and dinner monies and provides sound support. The head teacher has no role in financial management and the administrative officer manages all financial matters, including setting the draft budget. She is a member of the senior management team and has a clear view of what is happening in the school; she ensures all curriculum guidance and documentation is dealt with and helps staff to manage their budget allocation and to access resources. Together with the governors she ensures that the school gets best value for the supplies and services it buys. However, principles of best value are not applied consistently in areas such as special educational needs and planning to improve resources for learning. They manage the budget carefully. However, taking account of the pupils' attainment on starting school, the low levels attained by the end of Year 6 and the quality of education provided, the school provides poor value for money.

60 The number of pupils with special educational needs is average for a school of this size, although the number of pupils with statements is high. The provision is unsatisfactory overall and funding is not used to get best value. The head teacher is the co-ordinator but does not work with class teachers to write and monitor the learning programmes for special educational needs pupils. Instead, the school uses some of the funding for these pupils to buy in extra time from the local authority support service to do the work that would normally be done in school by the co-ordinator. This means that no one in the school has a day-to-day overview of the effectiveness of the individual programmes for these pupils. However, the work of the local authority staff and classroom support staff is effective and pupils are well supported by these specialist staff and make sound progress. Their learning is

less good in class lessons where there is no extra support. The use of assessment to match work securely to what pupils already know is weak and so pupils with special educational needs, as well as more able pupils, do not often have work that reflects the targets set for them.

61 Relationships within the school are mainly unsatisfactory and do not support the provision of a quality learning environment. Although most pupils form sound relationships with each other, those with staff are often unsatisfactory at Key Stage 2. The school provides equality of opportunity for most pupils. However, the needs of both the higher and lower attaining pupils are not fully met within the current programmes of teaching and learning.

62 The school is adequately staffed to enable the curriculum to be covered for all pupils. There are sufficient support staff who work well with pupils with special educational needs. Arrangements for the induction of new members of staff are unsatisfactory and permanent and supply staff are not well supported and this impacts on morale. The school's system for the regular formal appraisal of teaching staff is currently in abeyance. Arrangements for the professional development of teachers have mainly focused on the recent literacy and numeracy initiatives and have not taken account of the lack of staff expertise in information technology and this limits pupils' learning in this subject. The training of staff is linked to priorities in the school's development plan but these are not based on information gained from monitoring the effectiveness of teaching and learning. The weaknesses in teaching have not been identified or dealt with; those teachers requiring support have not had training to improve their organisation of learning or management of behaviour. Priorities identified by the school to raise standards have failed to deal with the fundamental problems in teaching and learning that limit pupils' progress. The school had the benefit of many extra volunteer helpers who came into the school just for the inspection. This made it easier for staff in Key Stage 1 to ensure that groups of pupils worked with an adult and that their behaviour was supported. However, these helpers were not always clear about their role and in some lessons the many adults in the room confused the pupils, who were unsure who to approach.

63 Resources are not sufficient in quantity and quality to meet the needs of all subjects of the National Curriculum, religious education, provision for children under five and pupils on the special education needs register. Resources for music and physical education are used well by teachers to promote pupils' learning in these subjects. The suite for information technology contains six computers, and there is access to the Internet. However, resources are inadequate to teach the full range of the information technology curriculum. There is only one computer in each classroom. Software is limited and linked to very few subjects. There is little reference material to promote pupils' independent research. Resources for geography are inadequate. For example, there are few good maps or mapping books. The school's reading scheme is out of date, and many books are worn. Fiction books in the library are inadequate to meet the needs of pupils, particularly readers at the end of Key Stage 2. This shortfall has an impact on the standards in reading. Although the school makes use of the school's library loans service, there is still an urgent need to improve the book provision throughout the school. Very few subject co-ordinators have produced inventories of resources in their subjects. At present, resources are stored at various places around the school because the mobile classroom, which was the central resource base, is being used as a reception class base. This has resulted in their underuse.

64 The quality of accommodation is satisfactory. There are sufficient classrooms for the current number of pupils. The large number of pupils in some of the Key Stage 2 classes restricts the amount of practical work that can be done and this limits progress in science and design and technology. The accommodation for the children under five in the nursery is good with a fenced off area for outdoor play. The school library, situated in the corner of the Year 6 classroom is too small and under stocked. This results in too few opportunities for pupils to use books to find information to support their learning and limits their progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65 In order to improve the quality of education provided and to improve standards, the governors, head teacher and staff should:

1. Improve the effectiveness of the management of the school by:-
 - ensuring that there is clear leadership to develop the school;
 - improving the school's procedures for the monitoring and evaluation of its effectiveness;
 - ensuring that staff morale is improved and staff are involved in decision making supported in the identification of their professional needs;
(paragraphs 4, 24, 55, 57, 58, 60, 79, 87, 95, 96, 105, 109, 110, 115, 139)
2. Improve the substantial amount of unsatisfactory and poor teaching by:
 - monitoring and evaluating teaching and learning to identify strengths and to support where there is weakness;
 - ensuring that these staff have suitable training to support classroom management;
(paragraphs 2, 15, 21, 23, 24, 26, 66, 68, 73, 85, 86, 93, 102, 143)
3. Establish whole school procedures to assess and record pupils' progress and ensure that the information is used in planning work that builds on what pupils already know.
(paragraphs 3, 14, 25, 27, 47, 49, 61, 85, 93, 104, 119, 120, 143)
4. Raise standards in English by:
 - ensuring that teachers have high expectations of pupils based on a clear assessment of what they already know;
 - improve reading and writing standards through discussing and ensuring pupils understand what they read.
 - ensuring that the group activities in literacy sessions extend and challenge all pupils;
 - improving the organisation of the library and ensuring that pupils use it more regularly to support study skills and to find information.
(paragraphs 5-7, 70, 71, 79-84)
5. Raise standards in mathematics by:
 - improving teachers' expectations of all pupils in respect of the standards of work;
 - providing suitably challenging work to meet the different needs of all pupils;
(paragraphs 8, 9, 23, 88-93)
6. Improve standards in science by:
 - providing more opportunities for pupils to conduct their own investigations;
 - ensuring that work is sufficiently challenging for all pupils and based on their previous learning;
 - ensuring that pupils set out and organise their work correctly.
(paragraphs 10, 97, 98, 100, 101)
7. Improve standards in information technology by:
 - meeting the statutory requirements in providing all aspects of the curriculum;
 - improving teachers' confidence and expertise in the subject by means of training;
 - improving the amount of curricular time for all pupils;
 - ensuring there are sufficient resources to teach the whole curriculum.
(paragraphs 11, 30, 33, 62, 122, 123-127)

8. Improve behaviour, particularly at Key Stage 2 by:

- ensuring that pupils are challenged and involved in the curricular activities presented;
- ensure that staff have suitable training to develop strategies for classroom management;
- give pupils greater responsibility for their learning and behaviour and encourage independence and self discipline.

(paragraphs 3, 7, 15, 17, 23, 24, 46,94, 102, 108, 143)

The following minor weaknesses should also be considered as part of the governors' action plan:

- the curriculum and organisation for children under five in the reception class; (paragraphs 2, 66, 68, 73, 74)
- the quality of information provided for parents about pupils' progress; (paragraph 52)
- attendance. (paragraphs 20, 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

52

Number of discussions with staff, governors, other adults and pupils

31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	6%	24%	38%	23%	8%	2%

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	246
Number of full-time pupils eligible for free school meals		74

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	37

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence

	%
School data	10.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	17	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	11
	Girls	9	12	12
	Total	16	21	23
Percentage of pupils at NC level 2 or above	School	44%	58%	64%
	National	82%	83%	87%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	14	15
	Girls	10	12	12
	Total	20	26	27
Percentage of pupils at NC level 2 or above	School	56%	72%	75%
	National	82%	86%	87%

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	16	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	14
	Girls	7	6	6
	Total	18	20	20
Percentage of pupils at NC level 4 or above	School	51%	57%	57%
	National	70%	69%	78%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	15	15
	Girls	8	7	8
	Total	19	22	23
Percentage of pupils at NC level 4 or above	School	54%	63%	66%
	National	68%	69%	75%

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	246
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	9	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	30.8
Average class size	35.1

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	158

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999 – 2000
	£
Total income	450,255
Total expenditure	429,724
Expenditure per pupil	1,761
Balance brought forward from previous year	4,912
Balance carried forward to next year	25,443

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	241
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	40	11	2	0
My child is making good progress in school.	44	46	9	1	
Behaviour in the school is good.	35	38	18	4	5
My child gets the right amount of work to do at home.	21	55	19	3	3
The teaching is good.	39	54	1	1	4
I am kept well informed about how my child is getting on.	37	44	16	3	0
I would feel comfortable about approaching the school with questions or a problem.	52	35	11	1	0
The school expects my child to work hard and achieve his or her best.	56	39	1	1	2
The school works closely with parents.	44	42	9	4	1
The school is well led and managed.	44	41	9	4	1
The school is helping my child become mature and responsible.	44	40	8	4	5
The school provides an interesting range of activities outside lessons.	27	40	17	8	9

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66 The nursery continues the good provision for children under five identified in the last inspection. The staff in the nursery class work closely together to provide a stimulating curriculum and wide range of activities that ensure that the children get a good start to their education and enables many of them to make good progress. The nursery caters for three and four year olds and the children are often admitted soon after their third birthday. They enter the nursery with a broad range of prior attainment and experience but most attain the standards expected for their age by the time they transfer to the reception class. This rapid progress is not maintained in the reception class. This was set up for the children transferring after Easter and they will have only one term in the reception class before transfer to Year 1. Older reception age children are taught in a class with Year 1 pupils and are included with Key Stage 1 for the purposes of this report. However, the school's current organisation for the children in the reception year does not ensure that they all have sufficient access to the broad range of activities expected for their age. While the provision in the nursery is good it is unsatisfactory for the children in the reception year.

67 The children in the nursery are eager to learn and they make good progress in their personal and social skills. They are very independent, make choices of activities and take out and return equipment to complete their tasks. Children understand the routines of the nursery and are very confident when moving about the class base. They respond well to the staff's established strategies to promote independence. For example, they know it is time to put away equipment and to tidy up before 'snack' time when the teacher plays different pieces of music using the CD-ROM on the computer. They listened to the music that had been chosen for the week and recognised the opening bars of the '1812 Overture'. One child asked 'What are you playing? Is it Tschaikovsky?'. The children in the reception class enjoy school but have fewer opportunities to build on their independent learning and to make choices. The teacher more frequently directs the activities and learning is less rapid. However, their personal and social development is mainly satisfactory by the age of five.

68 The quality of teaching in the nursery is mainly good, and sometimes very good. As a result, the children achieve well and make good progress in their skills and understanding across all the areas of learning. All staff have a good awareness of the learning needs of young children. They know the children well and monitor their progress carefully to ensure that work is well matched to what the children already know. Teaching in the reception class varies and is unsatisfactory in a majority of lessons due to the inconsistencies in the way learning is organised and managed. The children are not well settled in the class and the routines are not sufficiently established to ensure that they respond to what is expected. The teacher's strategies for managing the children are not always well matched to the age group. In some sessions they sit for almost fifty minutes on the carpet; they lose interest in these oral activities and behaviour slips. In other lessons the briefing session is too short and children are unclear about what they are to do. Children with special educational needs are well supported by specialist staff in both their group and individual activities. They make sound progress.

69 The teaching of early language skills is good in the nursery and enables the children to make a good start in their language and literacy skills. The staff plan well together to provide opportunities for children to practise their speaking and listening within all activities. In both the nursery and reception classes the children quickly develop a confident approach to speaking and listening activities with adults and when sharing ideas before small groups of other children. They work well in small and larger group situations, co-operating and learning to take turns in their speaking. Role-play promotes the development of language and social skills and children use experiences from outside of school to act out different situations. For example, in the nursery they create the house of the three bears and retell the story in their own words and reception children work in the 'travel agents' and take 'telephone bookings', write out 'tickets' and discuss brochures. In both nursery and

reception children listen carefully to stories and know many action songs and rhymes by heart. By the age of five, many children have sound speaking and listening skills for their age.

70 Children share and enjoy a wide range of stories and rhymes with adults and visitors in the nursery. Most children take books home each week to share with their families. They know how to use books. Children learn to recognise their names from their name cards and can find these readily. They are beginning to recognise some letters, for instance, in books and in their names. They chant the names of letters of the alphabet and copy the teacher's demonstration of letter sounds enthusiastically. The children responded well when working with the letter 'r' and were able to identify pictures of objects beginning with this initial letter. They joined enthusiastically in making the sound 'rrr-like a dog' and one child volunteered that in one picture a character was 'reading a book with a rabbit' and identified the two words beginning with 'r'. Most children in the reception class recognise a small number of commonly used words and can interpret labels and captions around the classrooms. A few repeat simple sentences from early reading books, and a few can use the letter sounds to read unfamiliar word. Although children make sound progress in the sessions when the teacher shares a book with the class, they do not recognise all their letter sounds. These skills are not sufficiently developed within literacy sessions and early reading skills are below expectations for their age by the start of Year 1.

71 Children in the nursery are beginning to make attempts at their own writing, and some write their own names or make marks that include recognisable letter shapes. Children make slow progress in letter formation and early writing in the reception class. A few write independently but many still write over or copy teachers' script. Standards in writing are likely to be below expectations for their age by the time they transfer to Year 1. Attainment in language and literacy is below average for many children at the age of five.

72 Children in the nursery learn mathematical skills through playing a wide range of games that enables them to sort, count and create sets of objects by colour, shape and size. During an effective lesson the nursery nurse encouraged the children to count up to six objects. The more able children knew the relationship between the written numbers and the objects. Many show sound pencil control and make good progress in writing numbers to six. Work is well matched to the range of abilities in the class and staff reinforce counting and number skills within all activities. For example, children learn about volume and capacity through practical activities that enable them to use sand, water and counters to fill different shapes and sizes of container and to compare how much each will hold. They are beginning to use vocabulary such as 'full' or 'empty' and understand the terms 'more than' and 'less than'.

73 In the reception class, lessons initially follow the format of the numeracy hour with a short oral session. The children's learning in lessons is sometimes unsatisfactory because they are not sure about what is expected. In a lesson where children were working with two and three-dimensional shapes the activities were not well matched to the children's prior learning and some questions were too difficult. Other activities were too easy and children became bored. For example, some were required to draw round shapes such as triangle, square and circle and to colour them in to form continuous patterns. The work was superficial and only a few children made any effort to do the task. Other children were not well managed and one group merely sat on the carpet and threw shapes over the floor or gathered them up and refused to share. The teacher's management of the learning was not effective and the strategies failed to keep the children working; their poor behaviour was not dealt with. By the age of five, children's mathematical skills and understanding are close to the expectations for their age.

74 The nursery staff provide the children with a range of experiences that will enable them to gain a greater knowledge and understanding of the world about them. These activities are a sound foundation for the children's future work in science, design and technology, history and geography. They practise skills using computers and listening centres to support their learning. The children baked buns with a parent helper and carefully measured, mixed and prepared the buns for cooking. They volunteered sensible hygiene suggestions and knew that the heat of the oven would change the texture and colour of the mixture.

Children have learned about magnets and are encouraged to experiment independently to try to pick up objects with different sizes and shapes of magnets. In the reception class, children have made pictures to show the differences between day and night. They have produced picture maps of routes to the houses of 'three little pigs' and show an understanding of change over time through their work contrasting the toys they used as a baby, as a toddler and those used now. However, in a session where children were to investigate how to make toy cars go faster, the learning was limited because for much of the long session they sat on the carpet as passive observers since the activity was mainly led by the teacher. Pupils' knowledge and understanding of the world about them is at the level expected by the age of five except in early science where progress is limited by too few opportunities for children to conduct and to record their own investigations.

75 Children use computers and show sound control as they use the mouse to manipulate cursors and move pictures on the screen. The programs are used well by staff to ensure that programs reinforce basic skills in literacy and numeracy. Many children use computers confidently and in a lesson well taught by the nursery nurse, the children worked sensibly together with the program 'Just Grandma and Me'. The session was organised effectively to enable children who did not know the program to watch a more experienced child and then to try it. After observing, children were quick to learn how to click on the mouse to move graphics to create different activities on the screen, for example, moving a fish from a pool into a net. They were encouraged to talk about their game and they predicted what might happen next. The children listened well to instructions and responded quickly. In the reception class the children build on these skills.

76 In the nursery staff ensure that creative activities are available on a daily basis and children have free access to paint, paper and collage materials at all times. Children enjoy painting pictures, and use a range of colours and brush sizes. In the reception class children have produced a lively collage of life under the sea. Nursery children regularly experience musical activities; they memorise counting and action songs and learn to sing in tune. The reception class has been recently set up in a mobile classroom and children have few opportunities for music making as a choice activity but learn songs and rhymes by heart. They have a few opportunities for practical work with malleable materials such as clay and this limits their manipulative skills. However, by the age of five standards in creative development are at the level expected for children of this age.

77 The children in the nursery develop confidence and control of the way they move through opportunities for outdoor play. They use a range of wheeled toys and manoeuvre them carefully. Children skilfully avoid obstacles and play a variety of imaginative games. During their physical education lessons in the school hall, the staff reinforce very effectively the children's confidence in using space. They support the children's personal and social skills by enabling them to get out their own skipping ropes and set them out in different shapes. Staff in both the nursery and reception classes reinforce safety points and remind the children about the effects of exercise on their bodies. The children in the nursery showed good co-ordination and persevered with difficult tasks as they hopped around ropes laid on the floor of the hall or jumped across them. In the reception class most children have sound ball skills for their age and aim with reasonable accuracy to get a beanbag into a hoop. By the age of five children's physical development is sound.

78 The children in the nursery enjoy their activities and respond well to adults; many are keen to ask and answer questions, work well together in pairs and small groups and sustain concentration within activities. Their behaviour is mainly very good. The attitudes of children in the reception class are mainly good but, because the class routines are not well established and tasks are not always well matched or clear to the children, their behaviour deteriorates and this slows learning. Resources are deployed and managed well in the nursery to promote independence. However, the reception class is less well resourced and the teacher often directs activities. The nursery teacher establishes good links with parents through the programme of home visits. The induction of children into the nursery and reception classes works well and includes visits before they start nursery or move into the reception class. The useful written guidance helps parents to prepare their children for school.

The provision for children under five is managed well and the co-ordinator works well with her colleagues to support their work.

ENGLISH

79 Inspection findings show that the good progress in the nursery is not sustained in the reception class. However, pupils are making steady progress in Key Stage 1, but by the end of Year 2 the standards of work in English is below the levels expected for their age. This is an improvement on the results in the national tests for seven year olds in 1999, where standards were very low and in the lowest five per cent nationally in reading and writing. Progress is unsatisfactory in Key Stage 2, until Year 6, where progress is satisfactory. This is a result of the teacher's high expectations of pupils' behaviour and work. However, by the end of Year 6, the standard of work seen remains well below the average seen in other schools, and reflects the results in the national tests for 11 year olds in 1999 where standards were also well below these averages. In Years 3, 4 and 5 teachers do not have high enough expectations of pupils' behaviour and attainment. Together with a succession of temporary teachers who have not been well supported, this has resulted in unsatisfactory progress in these classes.

80 By the end of Years 2 and 6, standards in speaking and listening broadly match the expectations for pupils' ages. In Key Stage 1, pupils listen well to stories. They show they have listened by responding to teachers' questions. In Year 2, pupils listen to their teacher's instructions, and know clearly what they are going to do in their group activities during the Literacy Hour. They speak audibly and organise their ideas when sharing their understanding of the text. Until pupils reach Year 6, they do not listen well in lessons, nor are they prepared to listen to each other. However, they make good progress in Year 6. They listen very carefully to their teacher, and to each other. Their speaking skills are developed very well in drama. They speak clearly, are gaining confidence speaking to an audience, and listen carefully to their teacher's feedback on improving their performance.

81 By the end of Year 2, standards in reading are below the expectations for pupils' ages, but they are making satisfactory progress in their learning. By the end of Year 6, standards are well below the expectations for pupils' ages, and progress is unsatisfactory in Years 3, 4 and 5. By the end of Year 2, only a few pupils read fluently and with expression. Other pupils frequently misread, or guess, some words-for example reading 'all' for 'I'll'. Pupils are hesitant, and unsure about the sounds of combined letters such as 'oa' and 'ar'. One pupil could not build up the word 'floated'. In Years 3, 4 and 5 there is no regular time for reading other than the weekly group 'guided reading' session. Pupils lack confidence, and many are hesitant readers struggling to read unknown words. By Year 5, pupils read more fluently, but even higher attaining pupils still use a finger to follow the text. Pupils make good progress in Year 6. Higher attaining pupils are 'free' readers, but their choice of text is usually well within their capabilities. They know how to find information in non-fiction books, but low attaining pupils are confused about the purpose of contents and index pages. Pupils are taught library skills such as scanning and skimming, and higher attaining pupils explain the purpose of these skills. Nevertheless, despite this late spurt of progress in Year 6, pupils' attainments are well below the expected average.

82 The school library is inadequate and poorly organised. It is part of the Year 6 classroom. Class based library areas are generally unattractive, and books are poorly organised. In one classroom, the books are inaccessible because furniture is placed in front of them. The school's reading scheme and many fiction books desperately need replacing, and a wider range of fiction is needed. Many books are in a poor condition. One pupil in Year 6 was reading a book with torn and crumpled pages. These poor resources contribute to the low standards in reading. Throughout the school, the majority of pupils regularly take reading books home. Many parents conscientiously listen to their child read, and initial the pupil's home reading records. However, these are unattractive photocopied sheets that do not provide a useful record.

83 By the end of Years 2 and 6, standards in writing are well below the expectations for pupils' ages. In Key Stage 1, and until Year 6 in Key Stage 2, pupils make unsatisfactory progress in all aspects of

writing. Pupils frequently work on worksheets, with all pupils wasting time colouring pictures. In Year 1, several pupils are still struggling to separate words when writing. By the end of Year 2, pupils do not consistently begin sentences with a capital letter. Some letters are poorly positioned and pupils often write capital letters in the middle of sentences where they are not needed. Handwriting practice is not given regularly. Spelling is poor. For example, higher attaining pupils spelling 'forest' as 'foest' and 'princess' and 'prinsses'. In Year 3, most pupils are beginning to write using a joined script, but the presentation of their work is poor. Pupils still spend time colouring in numerous worksheets. Many pupils still do not consistently use full stops correctly and spelling is weak. In Year 4, pupils spend a lot of time writing out spellings, and composing sentences which use their spellings. Higher attaining pupils sequence sentences, but grammar is poor-for example, 'had took her away'. Average ability pupils write without using full stops, and the letter 'w' is still written as a capital letter in sentences as in Year 2. This slow progress continues in Year 5. There is no evidence of improvement by lower attaining pupils. Some pupils' handwriting has deteriorated, and only higher attaining pupils consistently use a joined script. The work of higher attaining pupils is often unfinished and mis-spelled. Pupils still draw and colour in pictures to accompany some of their written work. Apart from higher attaining Year 5 pupils, the presentation of written work is poor.

84 Pupils make good progress in Year 6. They write widely. They have written letters of complaint to the local council about the dangers of their estate's play park. Their writing is often linked well to other subjects. Pupils have researched and written a report about an R.A.F. Officer in the Second World War, and they have written letters as though they were prisoners of war. In music, they have written an account of the characters represented by instruments in Peter and the Wolf. Pupils write a range of poetry, choosing words for effect. They write persuasively, for example when they wrote posters banning fox hunting. However, progress in skills of handwriting, spelling and grammar is still unsatisfactory. Capital letters and full stops are still not used consistently. Spelling and grammar are poor. Capital letters are not used correctly for names, such as when writing 'bridlington'. Some higher attaining pupils are using a variety of punctuation, and organising their writing into simple paragraphs, but spelling is often as it sounds. Throughout the school, computers are rarely used to support pupils' written work. Literacy skills are not used well in other subjects. Displays give little indication of pupils using their writing skills across the curriculum, apart from in Year 6 in history and music.

85 Teaching is unsatisfactory at Key Stage 1, and often poor at Key Stage 2. This is because, although teachers plan well for the first half of the Literacy Hour, with clearly identified objectives, their planning for pupils' activities is not so clear. This was particularly evident in the poor lesson, where planning was very brief; activities were rotated on a carousel system over the week, with little regard for the abilities and previous learning of the pupils. This was not reflected in the pupils' written work but was linked to teachers' training in implementing the Literacy Hour. In the whole class sessions, teachers used sound questioning skills to reinforce pupils' previous learning, and they taught correct terminology. They had little effect on the pupils' learning because these skills were not reinforced in the independent and group activities. Work in these sessions was not matched well to pupils' abilities, slowing pupils' learning. Too often, higher attaining pupils are given activities to do, which are not sufficiently challenging. Some lower ability pupils do not understand what they are expected to do, although they are supported well in lessons by non-teaching adults. Scrutiny of pupils' previous work indicates that pupils are not making sufficient progress in the skills of handwriting, spelling, punctuation and grammar. There is a too heavy reliance on the use of worksheets. This slows the rate of progress, particularly when pupils spend time colouring in. In Years 1, 2 and 6, pupils are managed effectively with high expectations of pupils' behaviour, which supports their learning. However, in other classes, there are low expectations. This is evident in the poor quality of the presentation of pupils' work and marking which lacks constructive comments or sets targets for improvement.

86 Teachers were supported effectively in lessons by the high proportion of adult helpers who were in the school. This was not always an effective use of adult support, when, for example, they sit as passive observers during the whole class session of the Literacy Hour. Teachers' plan well for group guided

reading activities, which take place outside of the Literacy Hour. In some classes this works well, but in classes where the teacher does not manage pupils effectively, there are frequent interruptions to manage the behaviour of the remainder of the class. Where teaching is good, in Year 6, this has a positive effect on pupils' learning. They behave well, are generally interested, and lesson planning provides opportunities for pupils to write for a variety of purposes. Pupils with special educational needs make satisfactory progress throughout the school. They are supported well by non-teaching staff working alongside them in classes but are less well supported when there is no extra help.

87 Monitoring of teachers' planning is unsatisfactory and there is no evidence during the year of improvements in planning to match the needs of pupils more closely. The school's management is therefore unable to sustain effective practice or to assist in reducing ineffective teaching. There is inadequate support for temporary teachers planning their lessons. Although regular assessments take place in writing, the results of these are not used to guide teachers' planning. Reading records are of variable quality. Many do little more than list the date and titles of books read. There are few examples of comments in pupils' books, which support their progress in the development of reading skills. Consequently, assessment and record keeping has little impact on raising pupils' attainment or improving the rate of progress they make. The school has insufficient strategies in place, aimed at raising standards in English.

MATHEMATICS

88 Pupils make poor progress in their learning at Key Stage 2 and their standard of work continues to be well below the national average. The results of the 1999 national tests show that pupils achieve results that are well below that of pupils in similar schools. The unsatisfactory quality of teaching throughout most of the key stage has restricted pupils' learning. This severely undermines the better quality of teaching in Year 6. Standards have not improved at all since the last inspection and there is no sign yet that they will do so in the near future. Pupils have weak skills, particularly in the use of number, which greatly limits their effectiveness in other areas, such as measuring and handling data. This is true of all pupils, including less able pupils who struggle to achieve acceptable results as well as more able pupils who are not achieving higher levels in the national tests.

89 Learning is just satisfactory in Key Stage 1 and progress over time has been slow. The standard of work is below expectations for seven year olds. In the national tests in 1999, pupils' attainment in mathematics was very low compared to that of similar schools. However, the sound teaching in the key stage is starting to improve pupils' attainment. This has been especially the case in pupils' number skills, although their skills in other areas of mathematics are still weak. Standards, therefore, are starting to improve when compared to those in the previous report, although the attainment of less able and more able pupils is still a cause for concern.

90 By the age of seven, pupils are not confident enough to use mathematics to solve problems. They know enough important mathematical language to deal with tasks involving addition, subtraction and simple multiplication. Many pupils can work out answers to simple problems like the correct sequence of numbers or patterns, and some pupils have strategies to support their work, like the use of number charts. However, most pupils do not use different ways of thinking to solve problems in general. By the age of eleven, pupils still lack the confidence to solve real-life problems effectively. They learn one method of dealing with an issue, write out the procedure and then practise this without experimenting enough to find different strategies of their own. For example, they know how to measure an obtuse angle on a line but are not quickly aware of its correlation with the acute angle at the same point, which would aid calculation. Pupils have too few opportunities to develop these skills. Pupils are beginning to set out their work in an organised way, but only higher attaining pupils present their findings in a sufficiently explanatory way.

91 Pupils are not wholly confident in the use of number by the time they are seven. However, their skills are improving and are close to being satisfactory. They can add and subtract numbers up to ten, as well as multiples of ten. They can sequence numbers in different ways, using a constant of three, five or

ten. They have some understanding of multiplication and use coins to practise the two, five and ten times tables. They can recognise odd and even numbers and understand the place value of numbers up to one hundred, although not all pupils are confident about this. At the age of eleven, pupils have poor number skills. They experience difficulties in simple calculations because they have not learned their times tables efficiently. They can be careless in adding up two or three digit numbers and they often compound their inaccuracies by repeating the same errors in similar work. They can add and subtract decimals to two decimal points but make frequent miscalculations, and do not have enough awareness of a likely answer to guide their thinking. They can multiply numbers by ten or a hundred by adding noughts and they have some understanding of negative numbers. They understand the equivalence of fractions with percentages, although they do not have a good enough awareness of the overall relationship between numbers.

92 By the age of seven, pupils have very limited experience in measurement. They know the names of some two and three-dimensional shapes, but there is little evidence of sound practice in measuring length, weight or volume, using standard or non-standard units. In addition, there is little evidence of pupils beginning to present their findings in simple graph or chart form. These are important weaknesses. By the age of eleven, pupils have developed better skills in this area, although these are still not as good as those expected at their age. Pupils can define two and three-dimensional shapes by such criteria as faces, vertices and edges. They can measure area and perimeter. They understand the different sizes and names of angles and how to measure them, yet their accuracy is limited to broad measurements. Pupils can draw two-dimensional shapes on a grid, but lack precision as many do not bother to use a ruler to draw the sides of the shapes. There is little evidence of pupils measuring length, weight or volume or understanding the various aspects of symmetry. They can present their data on a theme in simple chart or graph form. Their work is often untidy and they rarely take advantage of computers to produce effective graphs and pie charts.

93 The quality of teaching is unsatisfactory, although it is satisfactory in lessons at Key Stage 1 where it has a positive impact on progress. However, with the exception of Year 6, teaching is unsatisfactory and sometimes poor and very poor at Key Stage 2. For example, in a very poor lesson, the teacher's planning was minimal; she presented problems linked to work on 'time' without working through sufficient examples with the class to ensure that they understood what was expected of them. Her overview and control of the work in groups was poor and some pupils did not bother to start work. Worksheets lacked challenge and one pupil spent the time dismantling a clock. The teacher responded by shrieking at the pupils. Her strategies to manage behaviour did not work and pupils responded with disrespect. Teachers' general expectations of pupils are weak. For example, in one class, a teacher was providing work suitable for pupils a year or two younger. Teachers at Key Stage 2 do not tailor the curriculum to meet the needs of all pupils. They provide problems with wording which can be confusing for less able pupils, whilst they seldom give more able pupils the opportunity to develop at their own pace through independent and open-ended investigation.

94 This lack of challenge is a fundamental reason why the behaviour of some pupils in a number of classes is poor. This is made worse by in some cases, when teachers fail to develop good relationships with the pupils and display too much irritation rather than warmth and belief in the pupils' worth. This results in a strained and unproductive classroom atmosphere. Some teachers expect good behaviour without insisting upon it, with the result that pupils can be disrespectful and loath to work. Teachers do not inspire pupils enough. Too often, teachers base work on repetitive worksheets that give little scope for independent learning. They do not help by providing too much help for pupils who struggle and not encouraging them to find ways to solve their own problems and so develop their own self-esteem. Teachers do not expect high enough standards of accuracy or presentation. Their marking of work is inconsistent and does not guide pupils' learning at all. There are few examples, for instance, of pupils having to correct their work after earlier mistakes.

95 The school has introduced the National Numeracy Strategy. This gives a strong structure to the mathematics curriculum and raises the profile of important areas of learning such as mental mathematics. It has also improved learning resources. Not all teachers are fully confident with the format of the numeracy

lessons but they are gradually appreciating its value. However, the school has been very slow since the last inspection to monitor progress in the subject. The head teacher has monitored teachers' weekly plans but this has had little effect since any weaknesses and omissions in the planning were not identified and tackled. The subject co-ordinator has monitored the teaching of all the teachers but lacks the experience and expertise to make appropriate judgements. The subject is not well managed and the school's management has done little to deal with the high proportion of weak teaching at Key Stage 2. As a result standards are well below average by the end of this key stage.

96 The school has clearly been aware of the deterioration of standards but has not acted promptly enough to correct the downward trend in Key Stage 2. For example, the school knows that boys outperform girls but has not tried to find out why and decide how to support the girls. The governing body has a poor overview of the subject. For example, they are not sufficiently aware of pupils' standards, especially when compared to other schools and are not sure of the subject's immediate priorities. Formal systems of assessment are satisfactory, although most have been recently introduced and, as such, are untested. Regular classroom assessment, however, is not satisfactory since there is no consistent approach to monitoring pupils' acquisition of skills and knowledge nor an efficient means of recording it. Furthermore, there is little evidence that teachers use the results of assessment to guide their planning of the curriculum enough. Teachers do not plan enough to use mathematics in other areas of the curriculum, particularly neglecting links with information technology.

SCIENCE

97 Pupils' learning is poor and they make limited progress. By the end of Year 6, standards in lessons and in written work is well below that in other schools. A few higher attaining pupils achieve standards close to the national average but their work is well below expectations for their age and ability. With the exception of Year 6, the quality of teaching is unsatisfactory and often poor throughout the key stage. This has limited pupils' learning. The effective work in Year 6 is too late to improve the standards attained by the time pupils transfer to secondary school. Pupils' achievement has declined since the last inspection and the results in national tests show that pupils' attainment is well below the national average and well below the levels of similar schools. They have stayed at this low level for the past four years. Pupils are interested in science and often have sound general knowledge. This supports their understanding of science in relation to everyday events and the world about them. However, opportunities to develop their practical and investigative skills are limited by the teachers' poor match of tasks to the abilities in the class. Many tasks presented have little challenge and are more suited to younger pupils. Pupils become bored and behaviour deteriorates and is often not managed well in the Year 3, 4 and 5 classes. Pupils' written work is poor and inspection findings show that standards in tests are unlikely to improve substantially this year. Pupils with special educational needs make sound progress when supported by specialist staff but progress slows when they are taught with the whole class without extra help. This is due to the limited use of information gained from assessment to build on what pupils already know and the limited attention given to the specific targets in pupils' individual education plans.

98 At Key Stage 1, the teachers' assessment of pupils' attainment in science in 1999 showed levels that were well below average although more able pupils attained levels that were at or above the national average. Pupils' progress is mainly satisfactory in Key Stage 1. Their written work shows that standards are below average but that learning is improving and pupils are making gains in their knowledge and understanding. However, by the end of Year 2 the standard of work is below what is expected of seven year olds. Teaching in the lessons seen was mainly sound but pupils' previous work shows that the work planned for them has only recently begun to build on what they already know and to increase in challenge as pupils move through the key stage. The teachers in Key Stage 1 have adopted recent national guidance and this has ensured that lessons are planned more effectively and the content meets the needs of all pupils. This has begun to improve pupils' understanding and their investigational skills. Standards are similar to those described in the last inspection.

99 Year 2 pupils were well supported by the class teacher, support assistant and several volunteer helpers invited into school for the week of inspection. In a calm, purposeful atmosphere they worked well on experiments to find out the effect of different surfaces on the speed of toy cars. Pupils worked well together to carry out their tests and made sensible suggestions such as 'let's higher the ramp for the cars,' to change the tests to get different results. The pupils gained awareness of how to conduct experiments and make predictions, observe, measure and record their findings with reasonable accuracy for their age. Pupils looked at pictures showing moving objects such as boats, cars and, people and identified where the force to move them originated. The patient questioning of the support assistant enabled lower attainers to clarify and share their ideas.

100 Pupils' progress is poor throughout Key Stage 2. Pupils' standards in the national tests in science are too low and reflect the substantial amount of weak teaching and poor class management in much of this key stage. Written work is often superficial and poorly presented. In a lesson linked to their current topic on the human body, Year 3 pupils knew that exercise strengthens the body and that the heart beats faster and pumps blood around the body more quickly during exercise. However, their initial interest was lost since they were required to record the findings about the changes in pulse rate before and after exercise of only one child in the class. Pupils lost interest since they had not done the practical work themselves. The more able pupils were not challenged by the task and failed to make gains in their knowledge since the follow up task was a simple worksheet requiring them to colour in the organs or skeleton shown on outlines of the human body and then cutting them out to make a line of linked figures. Pupils' learning was limited by the task and attainment was too low in relation to their age.

101 In a topic on 'growing things' Year 4 pupils' made very limited gains in their learning due to their poor behaviour. They planted seeds and planned to investigate the impact on the growth of the plant if deprived of water or light or if kept in a different temperature. The pupils were able to make accurate predictions since they had covered much of the work before. The supply teacher had not been supported or inherited planning and records of pupils' progress and the poor behaviour and rudeness of many pupils resulted in a little new learning. By the end of Year 6, pupils have an understanding of food chains and the habitats of different animals. They know basic facts about how the position of the earth in relation to the sun affects shadows and have conducted investigations on light, sound and forces. In work on separation they have carried out experiments mixing water with different substances such as pebbles, salt and sand. A small group of pupils attain the levels expected for their age but many attain standards well below those expected for the end of Key Stage 2. Much of the work is poorly presented and is often unfinished.

102 The quality of teaching is unsatisfactory. It is broadly satisfactory in Key Stage 1, although the teaching is uneven and pupils' written work reflects a lack of challenge. Teaching is unsatisfactory, and sometimes poor in Key Stage 2; it often lacks sufficient challenge to motivate pupils. In Years 3, 4 and 5 weak classroom management and too low expectations in respect of work and behaviour have resulted in many disaffected pupils. They show this in insolent responses to their teachers, a lack of respect for people and property and in some lessons, behaviour becomes unsafe as pupils push others or throw books and other equipment. The teacher manages pupils' behaviour well in Year 6 but by then they have developed poor work habits and even with effective teaching in this class the standard of work is low.

103 Teachers' subject knowledge is mainly satisfactory and the newly adopted national guidance in Key Stage 1 is beginning to ensure that all the strands of the National Curriculum for science are taught. They introduce the correct use of scientific terminology and in a few lessons respond positively to pupils' suggestions, encourage an enquiring and investigative approach to scientific studies and teach pupils to observe carefully. The school has not yet adopted the national guidance at Key Stage 2 so approaches to science are not consistent across the key stages. In many lessons at Key Stage 2 the work is too teacher directed. This was identified in the last inspection as an issue for the school to tackle. It still remains unresolved.

104 Planning varies and at best it is detailed and identifies the skills pupils will learn and how they will be taught. For example, planning in Years 1 and 2 is detailed and builds well on earlier work within the current series of lessons. However, much of the planning in other classes is very thin and this presents difficulties when supply staff take over a class at short notice. Teachers assess pupils' progress at the end of each topic but this has little impact on their learning. Most teachers do not use the information gained from assessments to plan successfully for pupils of different abilities. There is little difference in the work offered to all pupils within the class and the work is often too easy for the age group. This has a negative effect on the steady acquisition of skills, knowledge and understanding, particularly of higher attaining pupils, but also limits the progress of pupils with special educational needs in whole class lessons when they have no extra support. The tasks often lack sufficient challenge. Pupils' recording of what they have learned is often superficial and reflects too low an expectation by many teachers. Throughout Key Stage 2 there is little advanced work to stimulate pupils. Worksheets are often poor and require only colouring in and the addition of a simple sentence. Teachers make some links with numeracy and literacy. Pupils present findings in simple graphs and tables or write up their experiments. These opportunities are not well planned and there is little use of computers except in Year 6.

105 The subject is not well led, although the co-ordinator has sound subject knowledge she has little opportunities to support colleagues. She has little awareness of the poor results in the end of key stage tests and has not been involved in any analysis of trends over time or the setting of targets for improvement. There is no regular monitoring of standards to identify why they are so low. The co-ordinator has little opportunity to support weaknesses in teaching and learning. This means that there is little likelihood that there is the capacity for standards to improve without careful monitoring and intervention.

ART

106 Pupils make satisfactory progress throughout both key stages. By the time they are seven, pupils know their colours and how different shades can be important. For example, they learn how the camouflage the jungle provides for a wild animal is made up of a variety of similar colours. They know how to blend colours in their own paintings, yet their mixings are fairly basic. They know about the impact of a strong colour, as in their production of sunflowers using paper plates and yellow paint. They can cut out simple shapes in paper and fabric to create effective pictures of flower heads, fish and animals. They know how to create good effects through different patterns or materials. For example, they cut out small pieces of different coloured foil to represent the shimmer of fish scales. They understand how to strengthen the impact of their work by using mobiles or scrunched up paper to provide texture. They know a little about the work of famous artists, like Henri Rousseau and Haokusai, and try to copy their styles, although the pupils' skills are too basic to recreate such styles properly. Pupils lack a broad experience of three-dimensional work, like sculpture, as well as printmaking.

107 By the age of eleven, pupils have a sound awareness of art. They know how striking the use of colour can be and demonstrated this in silhouetted scenes of a cityscape, with black paper on a background of sunset colours. They use shade well to give a picture tone and depth, as seen in pond pictures inspired by Matisse' 'The Goldfish Bowl'. They appreciate design qualities in other famous artists like William Morris, although they find it difficult to re-interpret his complex patterns. Pupils are aware of repeated designs in clothing material as, for example, in West African Adinkra patterns and can create a stamp and produce their own similar patterns, using black paint and crumpled brown paper to simulate bark. They develop an eye for details and can produce careful and accurate still life pictures, for example, of plants and jars. They appreciate that art can bring alive other subjects, such as the recreation of Tutankhamen face masks using silver foil. However, pupils do not always take sufficient care with their cutting and pasting, and this can diminish the effect of their work. Pupils have some skills in handling three-dimensional work, such as papier-mâché and clay, but their techniques are very clumsy and the overall effects are weak; they simply do not benefit from enough experience with sculpture. Pupils do not gain enough experience of a wide range of artists and their work. Often their work shows signs of a hasty application, with insufficient thought and preparation.

108 The quality of the teaching is satisfactory. Where it is most effective, teachers insist on pupils acquiring good technique. For example, one teacher showed pupils how to use the sweep of the arm to recreate the movement of a breaking wave at sea. They ask good questions about shade and design to consolidate pupils' learning. In the best lessons, teachers organise resources well in class so that pupils can make a quick and correct start with their activity. Teachers use support staff well to work with groups, although sometimes the staff tend to do too much for the pupils, and inhibit natural expression and the proper development of skills. Teachers sometimes plan activities that are unsuitable for the pupils' abilities and this can unsettle pupils and deter them from producing good quality work. This can also produce an atmosphere in which pupils lose concentration and, because of this, pupils do not complete work well in some lessons. Not all teachers demonstrate techniques clearly enough, nor do they expect a high level of commitment from pupils. In a lesson on block printing, pupils had not thought out their designs, work was rushed and pupils refused to do as they were told. Many wasted much of their time at the sink, splashing each other with water. They showed total disrespect and insolence to their teacher throughout the lesson and her lack of control of the class meant that this was accepted and learning was minimal. Most teachers at Key Stage 2 do not insist upon high levels of behaviour during art lessons and this leads to foolishness, such as the deliberate overturning of paint pots.

109 The school has a sound curriculum. However, there is not a good enough overview of the subject to encourage better progress among the pupils. Too often, teachers plan their lessons individually without considering the gradual development of skills. There is no effective monitoring of teaching, teachers' planning or pupils' progress and this limits their attainment. The school does celebrate pupils' work through some bright displays but the overall quality of display throughout the school is uninspiring.

DESIGN AND TECHNOLOGY

110 There were no design and technology lessons during the inspection, although there were some links made in art lessons. There was insufficient work available from which to judge standards. In discussion with the new co-ordinator she indicates that the school has recently adopted national guidance for this subject. However, she has not had support to enable her to gain an overview of developments throughout the school. Teachers plan in the medium term for design and technology but there was little evidence of pupils designing, making or refining finished work. Displays of work include models in 'junk materials' made by nursery children. In the class containing reception and Year 1 pupils had used their skills to make three-dimensional houses linked to work in art where they tried to produce pictures in the style of Paul Klee. Year 1 pupils had designed a play area and made models of swings. In other classes, whilst teachers' planning mentions technology there were few examples of models or of pupils' plans. There is also planning for work in food technology, and children in the nursery made buns with a parent. However, pupils' work has no examples of designs or evaluations of work done. As in the last inspection, much of the work is still linked to other subjects. The new curriculum guidance has only recently been adopted and is beginning to have an effect on learning but it has not been in place long enough to ensure the steady development of skills throughout the school.

GEOGRAPHY

111 Pupils make poor progress in geography throughout Key Stage 1 and unsatisfactory progress throughout Key Stage 2.

112 By the age of seven, pupils have a limited experience of the world about them. They can draw elementary pictures of their own house and a building on their way to school. Pupils design their own playground using such things as tunnels, flowers and swings. They understand what can be found at the seaside, like rocks, fish, buckets and spades. Most pupils can draw rough pictures of things that might be found on an island, like trees and mountains. They understand that some countries in the world are warmer

than others. Pupils' presentation of information on paper is minimal and pupils do little more than colour in worksheets, which does not help to develop their own skills.

113 By the age of eleven, pupils have made better progress, yet still lack basic skills and knowledge. They have a sound understanding of weather patterns. Many understand how wind is measured on the Beaufort Scale, and how the process of the water cycle works, including its diversion for domestic use. They know how to record the weather on a daily basis and can construct graphs to show daily temperatures. Pupils appreciate some details of the river process, of a river's passage to the sea through such features as waterfalls and flood plains. They also know of the dangers of rivers to children. Most pupils know about life in an overseas locality, like St Lucia, in the Caribbean. They can colour in maps to show physical features. They know how school life differs and have a superficial knowledge of the environmental problems caused by litter and pollution. Many pupils are aware how important tourism is to an island economy, and can devise their own tourist brochures to underline this. However, pupils do not have a very broad geographical knowledge. They do not study details of their own locality or a contrasting locality in the U.K. only a few pupils know of the effects of environmental changes on lifestyles. Pupils do not acquire mapping skills to help them interpret information about patterns of climate or settlement, nor do they learn to research their own information from a range of sources.

114 The quality of teaching is unsatisfactory. As it was only possible to observe one lesson during the inspection, the judgement has been mainly based on the quality of the pupils' work. Teachers are concerned about pupils gaining a good geographical knowledge yet do not provide sufficient opportunity for them to learn. They tend to discuss issues with the pupils rather than commit facts to paper and this is especially true in Key Stage 1. Sometimes they allow pupils to express their findings in a way of their own choice, as in the instance of a traffic survey, but pupils lack a range of skills to do this. Teachers do not provide the pupils with a rich and demanding enough curriculum. They present facts and give out worksheets without giving enough opportunity for pupils to research information and present it in an informative and interesting way. The unexciting lessons and the low expectations of the teachers produce a slow pace of work and casual presentation. Furthermore, teachers do not consolidate learning through revision of topics or teach specific skills like mapping or data handling.

115 The school curriculum is narrow. Despite the influence of a new national scheme of work, the school does not devote much time to geography in the timetable. On average, pupils study the subject for one term in the year and, occasionally, they do not study it at all. The school does not monitor the progress of the subject sufficiently and fails to assess how well pupils are progressing. The scope of the subject is limited by a shortage of good resources. Until the school provides a wide and interesting range of reference, books, maps, posters, videos and computer software, pupils will not be able to improve their skills and knowledge.

HISTORY

116 Pupils make mainly sound progress in their learning throughout both key stages. This is similar to the findings of the last inspection. By the age of seven, they are developing an understanding of how and why some things change over time and others do not. In Year 1 they build on earlier work on families and study homes. They know about people and events of the past and are aware of basic facts about the Gunpowder Plot. In Year 2 pupils begin to understand the importance of famous people such as Florence Nightingale and the impact they have had on life now. In a sound lesson in Year 1, pupils compared a visit to the seaside in the past and what it is like now. They could identify commonly used articles such as sunglasses, suntan lotion, swimming costumes and buckets and spades and describe some of the changes in clothing styles. They made sensible suggestions about what their parents might have had at the seaside and what they enjoy. The pupils drew recognisable pictures of some of the articles and labelled them correctly.

117 In Key Stage 2, the pupils work on a range of topics, which give them a basic understanding of chronology and events that had an important influences on life today. In their topic on 'Invaders' pupils

learn about the Vikings. In a lively lesson the pupils had the opportunity to look at replicas of Viking clothing made by their teacher. Some pupils enjoyed dressing in the costumes and showing them to the rest of the class. Pupils posed sensible questions about the artefacts, for example, 'Would the clothes be worn by poor people?'. Pupils drew simple comparisons between modern clothing and that worn by the Vikings. One pupil noted, 'People don't wear cloaks much nowadays'. While pupils made sound contributions in discussion, their drawing skills were weak and written captions were rushed and untidy. In Year 4, pupils have studied the Ancient Egyptians and are beginning to understand the importance of archaeology to a study of the past. Their work indicates an awareness of the beliefs, burial customs, way of life, costume and art of the Ancient Egyptians. They have produced colourful copies of the headdresses and masks found in the tombs of Pharaohs.

118 By Year 6, pupils are beginning to use source materials as evidence of the people who lived and worked in Bridlington during Victorian times. In a well-taught lesson they used excerpts from the 1881 census and compared copies of the original entries to one enumerated and typed. They carefully analysed occupations and most pupils could deduce what they were and which are similar to today. The average and higher attaining pupils were able to realise the value of this kind of unbiased evidence and began to make links with some of the families mentioned and businesses in the modern town. Lower attaining pupils studied one family and identified the 'master' of the house and the ages and names of members of the family. By the age of eleven, pupils are beginning to acquire sound levels of knowledge and understanding of local history. Pupils in Year 6 are developing their research skills to locate information but do not have sufficient use of the library or information technology to support their learning.

119 The standard of teaching is mainly satisfactory in Key Stage 1, although there is a lack of challenge in some tasks. Expectations are not always sufficiently high in planning work for the average and higher attaining pupils. Teachers' knowledge and understanding is secure and resources are used effectively. Ideas are presently clearly and relationships are positive, classroom assistants are managed effectively. However, the overall impact on learning is mixed; pupils do acquire knowledge and understanding of historical issues but some work is pitched below their capabilities and therefore progress could be better.

120 In Key Stage 2, teaching is mainly satisfactory and good in Year 6, where work is well matched to the different abilities in the class and builds on earlier learning. In this class, the teacher's high expectations of work and behaviour ensure that pupils think about what they are doing and present work carefully. Her good knowledge and understanding of the subject ensured that the resources stimulated the pupils. This and the good relationships established ensured that pupils were interested, developed good attitudes to their learning and behaved well. Elsewhere in Key Stage 2, teachers' expectations are not always sufficiently high and work lacks challenge for more able pupils.

121 The curriculum is being developed using recent national guidelines. The monitoring of planning requires further development. Work on timelines and chronology helps promote numeracy but links with literacy are limited; there is little attention given to writing skills or to the use of books or computer programs to find information. The staff make good use of visits to museums and historic sites to enhance the pupils' learning.

INFORMATION TECHNOLOGY

122 Pupils in Key Stage 2 make poor progress and the standard of their work is well below what is expected for pupils of their age. The school has done too little since the last inspection to improve standards of attainment. The recent creation of the small computer suite and the teaching of pupils in small groups have begun to improve the situation but the pupils have yet to benefit from the full impact of this improvement. Pupils do not receive enough practical time at computers to develop their skills. The school has not yet improved teachers' expertise and confidence in the subject and this inevitably remains an obstacle to good progress.

123 At Key Stage 1, pupils make unsatisfactory progress and their level of attainment is below that which is expected for pupils of their age. This shows a decline since the last inspection. Although they have some experience in different aspects of the subject, their keyboard and word-processing skills are too weak and uncertain. Like the older pupils, pupils in Key Stage 1 do not have enough time at a computer to develop real competence and confidence, and teachers' skills are also limited.

124 By the age of seven, pupils show some skills in operating a computer. For example, they have good control of the mouse and show this in design programs, where they move around objects on the screen to create room layouts or dress a teddy bear with different clothing. They are not precise in their actions but sound enough. Pupils also use a paint program to draw pictures of reasonable quality. For example, they can draw lines and shapes and use a brush or spray gun to make clever effects on screen. They have a little experience of using information technology to control devices, such as a floor robot. However, pupils have poor word-processing skills. They do not know how to access a word document or open a program. Most pupils can only type in text very laboriously, and they do not know how to use even the simplest keys, such as return, capital letters or delete. They do not use information technology to improve their work in other subjects as, for example, writing up short accounts in English or history.

125 By the age of eleven, pupils have poor skills in the subject. The more able pupils are able to word-process information efficiently. They can handle all the controls of a computer well, can edit text, import images from a clip-art selection, position and re-position them. Some pupils locate and open documents, as well as print data appropriately. However, there is little evidence that all pupils have these skills and some pupils rarely use the computers at school. Very few examples of work of Year 6 pupils were seen during the inspection. Furthermore, very few pupils have the skills to prepare and present data in graph or chart form on computer or can produce a multi-media presentation using text, pictures and sound. More able pupils use the Internet to look for information about their class topics, but most need the regular guidance of adult support. Pupils do not benefit from other aspects of information technology. For example, they do not use a computer to record scientific measurements or set up sequences of commands to control devices, such as traffic lights. They do not use computers to simulate real-life events, nor do they use databases to research information for topic work.

126 The quality of the teaching is poor, but it is beginning to improve. The school has made too little effort to strengthen the skills and knowledge of the teachers since the last report, with the result that teachers have not felt confident to make information technology an integral part of their curriculum. They have not taught their pupils the basic skills; indeed, information technology still does not form an important part of class timetables. Many teachers do not encourage pupils to word-process work or produce artwork to support class topics. The school has recently decided to channel most of the teaching of the subject through a classroom support assistant. She is not a qualified teacher but is very enthusiastic and creates a positive learning environment in the new computer suite. The assistant tends to provide pupils with too much information too quickly which means that pupils forget what to do and rely too much on her help. Nevertheless, the focused teaching does ensure that pupils progress soundly in the time available.

127 The school has not tackled the problems identified in the previous inspection report. They have recently adopted the new national scheme of work for the subject and use this well for the planning of lessons. They have succeeded in attracting funding from the National Grid for Learning to set up a small computer suite, and this generates interest among the pupils. However, this is all very recent and does not remedy the key problems of staff expertise and curriculum time. For example, on average, pupils currently receive between thirty to forty minutes per half term in the computer suite and this is patently inadequate. In addition, although there are now enough computers for each classroom, the school has not built up a good stock of software to support learning, nor has it acquired specialist equipment to enable pupils to measure or control activities. The school does have good plans to house a new, larger computer suite in a new addition to the school building, although it has not yet considered the cost of a substantially improved

range of software. The school is starting to make suitable progress, but this is not yet being supported by a carefully thought through plan.

MUSIC

128 Pupils make good progress in music. This is an improvement since the last inspection. Few lessons were seen during the inspection. Evidence was gathered from teachers' planning and pupils' performances in assemblies, as well in extra curricular orchestra and choir practices.

129 By the end of Year 2, pupils know the names of the percussion instruments they play. They are beginning to recognise simple graphic interpretations for loud and soft sounds in music. They link taped musical sounds to instruments, and use their own voices well to interpret these sounds. Pupils perform simple compositions with attention to pulse and the planned effect of the whole group. They maintain independent parts when playing musical instruments accompanied by the rest of the class chanting. When singing in assemblies, pupils pay attention to timing, but their pitch is not so accurate.

130 By the end of Year 6, pupils sing with good attention to timing, but their attention to pitch is not so good. Some pupils, in Key Stage 2, and a few pupils in Year 2, read musical notation effectively. They regularly perform in front of the whole school as part of the orchestra in assemblies. Pupils in the school choir sing clearly with attention to diction, and they sing two part rounds with attention to the whole group's performance. All pupils in Years 3 and 4 learn to play the recorder. Pupils in Years 6, have appraised Prokofiev's 'Peter and the Wolf'. They have written about why they found this musical work interesting and explained how different musical instruments reflect characters in the story.

131 The quality of teaching is very good. There is a teacher, in both key stages, with music expertise. Between them they teach all the classes. This has a positive impact on the quality of learning, which is good. Teachers have very good subject knowledge and understanding. For example they teach the correct musical terms, such as 'timbre' and 'tempo'. They plan lessons thoroughly, with clear learning objectives. Activities provide a good challenge, and teachers have high expectations of pupils' behaviour in lessons. Resources are used effectively to support teaching and learning. Pupils enjoy music lessons and work collaboratively when performing in pairs and small groups.

132 Pupils have very positive attitudes to music lessons. They behave very well, and treat musical instruments carefully. However, pupils' attitudes and behaviour in the whole school hymn practice are not so good. Several pupils behave immaturely and 'show off'. Some older boys appear uninterested and do not take part in singing.

133 The school has made improvements in the music curriculum since the last inspection. There are two extra curricular activities. The school orchestra and choir meet regularly at lunchtimes once a week to practice and rehearse for the musical activities that take place at Christmas and at the end of the summer term. These opportunities make good provision for pupils' social development. Pupils work together well.

134 The music curriculum is well planned, and use of teachers' specialist skills is effective in ensuring that pupils make progressive gains in musical skills. There has been improved resourcing over the last two years, as a result of donations to the school and resources are sound. All pupils in Years 3 and 4 have a recorder. There is a range of musical recordings, including some music from other cultures. However, listening to, and appraising, the music of famous composers is not a regular feature of the introduction to assemblies. The school loses opportunities to present a range of different types of music to all pupils and to reinforce listening and appraising skills.

PHYSICAL EDUCATION

135 During the inspection it was possible to observe only one lesson in Key Stage 1. However, from discussions with staff and pupils, the examination of documents and teachers' records it is clear that the physical education curriculum meets the requirements of the National Curriculum. However, the time given to games limits opportunities to develop other areas such as dance, gymnastics and athletics. The school

provides a limited range of extra-curricular sporting activities that include netball and football. These activities are mainly well attended and school teams compete in friendly matches with other schools. The skills learned in these activities are used to improve performance in games lessons. In past years the Year 6 pupils attended a five-day residential visit where they learned team-building skills and took part in vigorous outdoor activities but this did not take place this year. The school identifies cost as the main reason but parents indicate that they are disappointed and unhappy that the school made the decision without consultation.

136 In the lesson seen, Year 2 pupils made good progress in their learning and worked well as a team to raise and lower a 'parachute'. They responded quickly and safely to instructions and moved lightly and swiftly to change positions with other pupils. They showed good control as they swerved to dodge others under the parachute. The teacher had prepared the lesson well and it was designed to excite the pupils, which motivated them well. The teacher set high expectations of work and behaviour; her directions were clear and support staff were used effectively. Pupils listened well to instructions and solved problems of how to use space and how to move without collisions under the canopy. The pupils learned well through the good involvement of the adults in the activities. The lesson had a brisk pace and the pupils reinforced their co-ordination within the good range of activities. The teacher made clear to the pupils how they were to handle the equipment and they did this safely and sensibly. They have a sound understanding of the impact of exercise on their health and the need to cool down at the end of the lesson.

137 The teachers' planning includes opportunities for pupils to watch each other's demonstrations and to refine their own performance. In the lesson observed the teacher ensured a good balance between direct teaching and opportunities for pupils to practise their skills. The staff set a high priority on pupils learning to swim and pupils in Year 3 attend the local pool. By the time the pupils transfer to secondary school, the majority can swim a recognised stroke for 25 metres, and many swim well. The pupils compete successfully in the local swimming gala.

138 In the lesson seen, pupils in Key Stage 1 had good attitudes to physical education. In Key Stage 2, pupils respond well to the extra curricular opportunities to practise netball and football skills. They relate well to staff and parent helpers. Teachers' records show that this is not always the case in many lessons, pupils in the upper years of Key Stage 2 are not well motivated and make little effort. The quality of teaching was good in the work seen. Teachers have sound subject expertise and this has been supported by work done in the school by the local authority's Sports Development Officer. The school has also had visits from a dance specialist.

139 No work was seen at Key Stage 2; however, the school has maintained the standards attained in the previous inspection. The co-ordinator has a sound understanding of the subject and offers informal guidance to other teachers. She has no opportunities to observe and monitor teaching and learning in other areas of the school and this means she cannot gain an overview of the curriculum. The school is currently adopting recent national guidance to ensure a consistent framework for teachers' planning. The school has a field and sufficient hard surfaced play areas. However, the field is often waterlogged in winter and the hall is used for a range of other purposes and is small and limits the range of activities for older pupils.

RELIGIOUS EDUCATION

140 There is insufficient evidence to make judgements on how well the school is meeting the requirements of the locally Agreed Syllabus, at the end of Years 2 and 6. This is because the East Riding Agreed Syllabus was only published in February 2000. The school has begun implementing the recommended schemes of work from this syllabus, but only during this term.

141 In Key Stage 1, pupils make good progress. In Year 1, pupils know stories from the Bible, including the Creation story and the story of Noah. They are aware of the moral of the story about Noah, and have reflected on the importance of making, and keeping, promises. Pupils have an awareness of the

need to care for their environment. After listening to the story 'Whadayamean', pupils explained the term 'fouled the earth', as meaning 'people put all sorts of rubbish into it'. They suggested that the world is a beautiful place, and that people need to treat it properly. By the end of Year 2, pupils are developing a good understanding of some religious beliefs and ceremonies. They interpret the meaning of The Lord's Prayer very well, by drawings and simple explanations. For example, suggesting that 'hallowed', means 'God is great'. Pupils know about the Bible, and recognise the difference between the New and Old Testament. Some pupils recall work they have done about the Jewish ceremony of Shabbat. Pupils know about the most important Christian festivals of Christmas and Easter. They also talk about some other ceremonies religious people share, such as Christenings and funerals. Pupils use well their previous learning about the importance of promises, relating this to the promises some people make to God in the Christian wedding ceremony. Pupils understand that prayer is a time when believers talk to God, and that they believe God talks to them.

142 In Key Stage 2, pupils make unsatisfactory progress and there are few gains in understanding through Key Stage 2. In Years 3, 4 and 5, pupils confuse important aspects of belief in the faiths of Christianity, Hinduism and Islam. For example, pupils think that Muslims do not believe in God, because they believe in 'Allah', and some pupils think Hindus only believe in many gods. By the end of Year 6, pupils know about the Christian festivals of Christmas and Easter. They know that Christians pray in churches, and that Muslims pray in a mosque, but their knowledge and understanding about the world faiths is fragmentary. Pupils in Year 6, have a good awareness of the concepts of tolerance, respect for people's different beliefs, and the impact of racism on society. This is a result of the personal and social education lessons, and makes a positive contribution to pupils' moral and social development. However, this study is confused with the study of explicit religious education.

143 Teaching is good in Key Stage 1, and unsatisfactory in Key Stage 2. Where teaching is good, teachers' knowledge and understanding is secure. Lessons are planned well, using the guidance in the Agreed Syllabus scheme of work. Teachers use questioning skills well to reinforce previous learning about the need to care for the world about them. Pupils have very good attitudes to their learning, listen well, and confidently share their ideas with classmates. Religious terms linked to the Bible are taught, and explained well. There are good opportunities in lessons to promote spiritual development well. For example, in a Year 2 lesson, pupils were invited to sit silently and to think about what they thought people do when they pray to God. Teaching is unsatisfactory when lessons are not managed well. For example, pupils changed for physical education at the start of a religious education lesson, and the teacher then had difficulty in settling pupils for the lesson. Teachers are insecure in knowledge and understanding of teaching the world faiths. Their understanding of the requirements of the new Agreed Syllabus is poor. Planning for lessons is brief, with no reference to the attainment targets in the Agreed Syllabus. In one lesson, the temporary teacher had little planning to support teaching the lesson. Previous work indicates that teachers in Key Stage 2 have very low expectations and there is no challenge for higher attaining pupils. All pupils do the same work. Written work is often simple, repetitive sentences. At other times, worksheets are cut up and pasted into exercise books, then pupils colour in the pictures. Work at this low level has a negative effect on pupils' learning, which is confused and fragmentary. As a result pupils' attitudes in Key Stage 2 are unsatisfactory. They disregard teachers' instructions, are not prepared to listen to each other and frequently interrupt the teachers. Many pupils are disinterested, and do not know the purpose of activities. There is a lack of development in pupils' learning. For example, pupils in Year 4 sequenced the story of Noah by drawing and colouring in pictures. They have less understanding than the pupils in Key Stage 1, who have shown their understanding of this story well by making reference to the importance of promises.

144 The co-ordinator for religious education has attended in-service courses and is knowledgeable about the requirements of the new Agreed Syllabus. She is aware that many teachers lack sufficient subject knowledge and understanding and need training in the implementation of the new Agreed Syllabus. Teachers' planning is not checked although the co-ordinator monitors informally in Key Stage 1. The school needs to review the timetabling arrangements for religious education in Key Stage 2. At present, some lessons are interrupted because pupils go to the Year 6 teacher for music. As a result, some pupils are

taught religious education for only twenty minutes before they are taught music and physical education. They then return to continue religious education at the end of the afternoon. This has a detrimental impact on teaching and learning. Teachers take time to recap on the first part of the lesson, and many pupils lose interest.

145 The co-ordinator has recently received funding that has been used well to improve resources, particularly artefacts. Visits to the local Priory support the curriculum well. Religious education is beginning to make a positive contribution to pupils' spiritual and cultural development, but only in Key Stage 1. This is because planning in Key Stage 1 makes good provision for spiritual development through the use of guidance in the new Agreed Syllabus that suggests ways of planning for spiritual development within the curriculum.