

INSPECTION REPORT

ROSSETT ACRE PRIMARY SCHOOL

Harrogate

LEA area: North Yorkshire

Unique reference number: 121437

Headteacher: Mrs S Jowett

Lead inspector: Mr John Brennan

Dates of inspection: 8th – 10th December 2003

Inspection number: 262497

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
Number on roll:	339
School address:	Pannal Ash Road Harrogate
Postcode:	HG2 9PH
Telephone number:	01423 561579
Fax number:	01423 561579
Appropriate authority:	Governing body
Name of chair of governors:	Mr Jim Clark
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

Rossett Acre is a larger than average primary school, situated on the outskirts of Harrogate. It is an expanding school with a significant number of families choosing to attend from outside the catchment area and new families joining as a result of a nearby housing development. Pupils start school in the reception year and most join with skills that are above those typical for their age. The percentage of pupils who are eligible for free school meals is below the national average. The percentage of pupils who have special educational needs is also below average. The percentage of pupils who have a statement for their needs is about average. The most common special needs relate to moderate learning difficulties, while a small number of pupils have emotional and behavioural needs. The vast majority of pupils are white British, with a small percentage of pupils coming from a variety of other ethnic backgrounds, the most common being mixed white and Asian heritage. No pupils are in need of any additional help in learning English. In recent times a small number of pupils have joined the school from a nearby women's refuge. A higher than average percentage of pupils either join or leave during the course of their education. This is mostly due to relocation resulting from changes in employment. A small number of pupils relocate from abroad.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21094	John Brennan	Lead inspector	Mathematics
121437	Joan Cross	Lay inspector	
21750	Susan Hall	Team inspector	Geography History Information and communication technology Science
31280	David Sleightholme	Team inspector	English Music
30590	Peter Tuttle	Team inspector	Art and design Design and technology Physical education English as an additional language Special educational needs
31012	Ann Welch		Personal social and health education Religious education Foundation Stage

The inspection contractor was:

ISIS
3 Harrowby Road
West Park
Leeds
LS16 5HN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Rossett Acre is a good school. Pupils achieve well in English, mathematics and science. Achievement in information and communication technology (ICT) is satisfactory. The overall quality of teaching is good. Improvements to the way in which the school encourages pupils' personal development mean that pupils behave well and have good attitudes to school. The school is well led but plans for the future development of the school lack some important details. The school gives good value for money

The school's main strengths and weaknesses are:

- Standards in English and especially in writing are well above average.
- Standards in mathematics are well above average.
- There are some shortcomings in provision for ICT.
- In art, pupils' work with pencil and paint is of a very high standard.
- The school provides a very good range of activities to enrich the curriculum, especially in music.
- Partnership with parents is very strong and pupils' attendance levels are very high.
- School leaders motivate staff well and have created a very strong sense of teamwork among staff.
- Because of shortcomings in the school improvement plan, the direct monitoring of teaching and learning does not have a high enough profile.

Progress since the last inspection has been good. Standards have risen in English, mathematics and science. Improved teaching and a better-organised curriculum mean that improvement has been most marked through Years 1 and 2. Improvements have also been made in actions the school takes to promote pupils' personal development, in the way it works with parents and the care it takes of pupils. Much of this is due to improved leadership. Important improvements have been made to the accommodation.

STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Achievement by pupils of all abilities is good. Pupils make good progress in reading, writing and mathematics. Standards in these subjects are well above average at the end of Year 2 and Year 6 and pupils achieve well. In science, pupils progress well and standards are above average at the end of Year 2 and Year 6. Results of the National Curriculum tests for English, mathematics and science largely confirm this picture. Where an A* is indicated, this places the school in the top five per cent of schools nationally. Results in writing were disappointing last year (2003), but inspection findings are that standards are higher than the test results would indicate. In recent years, an increasing percentage of pupils reached the higher level in the national tests, so that more often than not, standards compare very well with similar schools, especially in mathematics. In ICT, pupils make steady progress to reach standards expected nationally. They make good progress in art and design to reach very high standards, especially in drawing and painting. The many pupils who are learning to play a musical instrument or who sing in the choir perform to good standards. In the

Foundation Stage, children make good progress and many exceed the goals children are expected to reach by the end of reception. Provision for pupils who have special educational needs is good and pupils progress well.

Pupils are expected to work hard, relationships are good, they have a positive attitude to school and behave well. Pupils have an increasing say in the running of the school. **Pupils' spiritual, moral social and cultural development is good.** Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good.

Teaching in the Foundation Stage is good, with teaching assistants making an important contribution to the quality of learning. Pupils who have special educational needs are well taught, with teaching assistants making a telling contribution here also. Throughout the school, English is well taught, with the teaching of writing being particularly effective. Science and mathematics are also well taught, with some very good teaching in Year 6 and in Years 1 and 2. The teaching in Years 3, 4 and 5 is never less than satisfactory, but there were fewer good lessons observed in these year groups during the inspection. Although it is satisfactory, the teaching of ICT is not as strong as that of other subjects.

The curriculum is good and is enhanced by a very good number of trips and extra-curricular activities, particularly in relation to the arts. Improvements to the playground and the addition of a new hall and classrooms have made an important difference to the quality of accommodation. The school takes good care of pupils and tracks their progress carefully. The school benefits from very effective partnerships with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Good leadership has done much to build a strong team of staff, who provide mutual support for each other. The school is ambitious and analyses the results of national and other tests well to search for weaknesses. These are quickly addressed. The school runs smoothly, but the school improvement plan provides insufficient detail to guide those in management positions; this includes the governing body. Governors ask searching questions of the school and balance this well with a more supportive role. Governors fulfil their statutory requirements

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think highly of the school. They particularly like the welcoming atmosphere. A few expressed concerns about how well the school kept them informed of their child's progress. However, inspectors found the quality of information to be good. Some parents expressed concern over the level of supervision at lunch times. Inspectors also share these concerns. The school has already taken action to address this. Pupils think highly of the school. They are appreciative of the increased role the school council has enabled them to play in the school. The vast majority of pupils feel that other pupils behave well. This is view shared by parents and inspectors

IMPROVEMENTS NEEDED

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

- Increase provision for ICT
- Improve the quality of the school development plan and the range of monitoring strategies used to further develop teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils of all ages and abilities progress well. There is a consistent pattern to achievement in English where standards at the end of Years 2 and 6 are well above average. Pupils progress well through Years 1 and 2 in mathematics and science, and rapid progress is made through Year 6. This makes up for some flattening out of progress through Years 3 to 5. Nevertheless, standards in mathematics at the end of Year 2 and Year 6 are well above average, while in science they are above average. Standards in ICT by the end of Years 2 and 6 are average. Pupils do well in art and design and music so that, by the time they leave the school, standards are above average.

Main strengths and weaknesses

- Standards are well above average in mathematics and writing. Pupils of all abilities achieve well.
- Strong teamwork and good teaching ensure children in the Foundation Stage progress well.
- Pupils who have special educational needs achieve well because prompt action is taken to identify and meet their needs.
- Pupils' learning in ICT has been disrupted and, although standards are now satisfactory, pupils have not achieved the standards of which they are capable.
- The emphasis given to art and design and music results in pupils achieving well and reaching standards that are above average. In pencil and paint work, standards are well above average

Commentary

1. Good teaching, which successfully overcomes the complexities of teaching some reception children with Year 1 pupils, builds upon the above average skills that many children have when they start school. Children achieve well, especially in language and literacy. By the time they start Year 1, many are already working at a level in line with the early stages of the National Curriculum and have gone beyond the goals set for children of this age.
2. Pupils who have special educational needs generally achieve well because of the good provision made for them. They are given good quality help towards meeting the targets set for them in their individual education plans and several go on to reach the national average in National Curriculum tests in both English and mathematics.
3. The school has met with success in raising standards in mathematics and science at the end of Year 2, an issue identified in the last inspection. The most marked improvement has taken place in mathematics, where pupils now achieve well and standards are well above average by the time pupils leave Year 2. Teachers' knowledge has improved and a better-organised curriculum ensures that pupils reach a very high standard in learning to count and are able to use what they know well to solve problems. In science, standards have also risen. The close attention paid to enabling pupils to undertake investigations and to improving pupils' factual knowledge, means that, by the end of Year 2, standards are now above average. Pupils continue to make good progress overall through Years 3 to 6, but in both mathematics and science, progress is at its quickest in Year 6. Here it makes up for some less confident teaching through Years 3 to 5. In mathematics, by the time pupils leave the school, they are able to find the answer to complex sums and make good use of skills in number to solve complex problems. In science, experiments are carried out methodically and pupils are able to draw accurate conclusions from investigational work.

4. The pattern of achievement is more even in English, with pupils through Years 1 to 6 progressing well. The school is particularly successful in teaching pupils how to write. Teachers quickly establish a basic level of competence in writing and, because pupils write for a variety of purposes and in a variety of subjects, they have ample opportunities to use and refine skills. Imaginative writing is marked by a sense of adventure and flair, while factual writing is carefully structured to ensure clarity of message. In reading too, standards have risen and are now well above average at the end of Years 2 and 6. Teachers are good at equipping pupils with the strategies they need to tackle unfamiliar words and to decipher the meaning of texts. However, pupils' ability to carry out research is not as strong because of inadequacies in the organisation of the library.
5. By comparison, standards and achievement in ICT are not as good. Standards are currently satisfactory and, following a period of disruption caused by building works, pupils now make steady progress.
6. Results in the National Curriculum tests at the end of Year 2 have risen year-on-year since the last inspection, especially in mathematics and in writing. For the past three years, test results have consistently been well above average. The increase in the proportion of pupils reaching a higher level in tests, which now stands at half of the pupils in mathematics and over a third in writing, means that results are also well above those of similar schools. In reading, the slightly lower percentage of pupils reaching the higher level in the tests of 2003 meant that results were about the same as similar schools. In the two years previous to this, results were at least above those of similar schools.
7. Results in the National Curriculum tests at Year 6 are equally good. In mathematics, results are generally well above average, and in 2003 nearly half of the pupils reached the higher level. Compared with other schools, results are well above average. In science, results have not been quite as good and, while they have been above average for the past two years, they have been about the same as similar schools. Nevertheless, half of the pupils reached the higher level in the tests for 2003. In the 2003 national tests for Year 6 in English, results were in line with similar schools. This went against the trend of good results, which for the previous two years had placed the school in the top five per cent of schools nationally. Consequently, the school looked carefully at the reason for this and, with the help of the local education authority consultant for literacy, carried out a thorough scrutiny of writing scripts and returned some for re-marking because several pupils did not achieve the levels at which teachers had assessed them. As a result of this re-marking, some pupils were awarded a higher level. Inspection evidence indicates that writing is taught well throughout the school, assessment procedures are strong, and pupils' performance is well above average.
8. The school sets challenging targets for results in the National Curriculum tests for English and mathematics. In English in 2003, it met these for the percentage of pupils expected to reach the national average in tests, but fell short of those it set for pupils reaching the higher level. This was due to the disappointing results in writing. Test results in mathematics exceeded the target the school had set for itself.
9. The school continues to give a high profile, both in lessons and through extra activities, to art and music. Because of this, standards continue to be above average. Some of the pupils' drawings and paintings are of an impressive standard

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

Standards in:	School results	National results
reading	16.8 (17.7)	15.7 (15.8)
writing	16.9 (16.3)	14.6 (14.4)
mathematics	18.2 (18.0)	16.3 (16.5)

There were 48 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	28.3 (30.6)	26.8 (27.0)
mathematics	29.2 (28.6)	26.8 (26.7)
science	29.6 (29.2)	28.6 (28.3)

There were 52 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils have positive attitudes towards their learning and they behave well in lessons and around the school. They respond well to the school's good provision for their spiritual, moral, social and cultural development. Attendance is very good and pupils are usually punctual.

Main strengths and weaknesses

- Pupils work hard and want to succeed.
- High standards of behaviour enable pupils to concentrate on their learning.
- Pupils' learning advances smoothly because they are rarely absent or late.
- Relationships are generally good throughout the school.
- Provision for pupils' spiritual, moral, social and cultural development has improved and is now good.
- Staff do not always sufficiently encourage pupils' independence in lessons.

Commentary

10. Pupils' attitudes and behaviour remain equally as strong as they were at the time of the last inspection, and pupils' attendance level continues to be well above average. These are key factors in the achievement of high academic standards. Pupils like school and are happy, as was confirmed by parents.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.1
National data	5.4	National data	0.4

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

11. Provision for promoting pupils' personal qualities has improved overall since the last inspection. Pupils from all backgrounds are encouraged to feel special through valuing their work and celebrating their successes. Pupils' work in art, music and religious education enables them to gain spiritual understanding through reflection on their own and other people's achievements and beliefs. In assemblies, staff acknowledge the efforts and successes of pupils. This public praise does much to raise pupils' self-esteem. Spiritual development is also promoted well through acts of collective worship, although this is not consistent and opportunities to develop pupils' understanding of religious beliefs are sometimes missed.
12. Caring relationships, backed by a strong moral code, have improved the provision for pupils' moral development. Staff act as good role models and pupils feel comfortable about discussing any problems because they know teachers will take the time to listen in a sensitive way. The curriculum for personal, social and health education is still at an early stage of development and has yet to begin to contribute to pupils' moral development.
13. Pupils generally get on well together in lessons and in their free time. Mixed-age friendship groups abound in the playground, helped by games equipment and the enthusiastic Year 6 'play squad'. There is racial harmony and a consideration and respect for others. Older pupils watch out for younger ones well. The 'buddies', for instance, do a great deal to help those who need befriending and familiarising with routines - particularly important to new entrants to the school. A family from abroad, for example, said that it had been much easier to settle in and make friends than they could ever have imagined.
14. Some parents expressed concerns about bullying. Older pupils say that this amounts to occasional harassment through teasing. A very small number of parents feel that the school has not always responded quickly enough to incidents in the past. The hard work put in by the school in recent months to improve the quality of playtimes and deal with incidents is having a beneficial effect. None of the pupils felt strongly enough about bullying to identify it in the inspection survey as an aspect of school that they would like to change. Very few think that other children in school are badly behaved, a view shared by almost all parents. No anti-social behaviour was seen during the inspection. There was one fixed-period exclusion from the school last year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	327	0	0
White – any other White background	1	1	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	1	0	0
No ethnic group recorded	2	0	0

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

15. Strengths of the school's effective provision for pupils' social development include the many opportunities provided for pupils to take part in social occasions, such as after-school clubs, visits to places of interest (including a residential visit for Year 6) and performances for parents and the wider community. Voting to elect School Council members allows pupils to sample

democracy. Although pupils are generally provided with opportunities to work together independently during lessons, their independence is not encouraged in those instances when teaching directs their work too closely.

16. Music and art and design have maintained their strong influence on the provision for cultural development. Pupils look at the work of well-known artists and come to a better understanding of how art can reflect the culture and heritage of the artist. However, there is little emphasis on the work of artists from non-western societies, and multi-cultural education generally has a lower profile throughout the school than other aspects of pupils' cultural development. The exception to this is in religious education where, through visits to places of worship such as churches, mosques and temples, pupils appreciate cultural diversity and develop an appreciation of other people's values and beliefs

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching is good, particularly in English and mathematics. Provision for pupils who have special educational needs is good. Children in the Foundation Stage benefit from good teaching and a well-planned curriculum. The curriculum for all pupils is enhanced by a good number of trips and extra-curricular activities, particularly in the arts. There have been significant improvements to the accommodation. The school takes good care of pupils and works in close partnership with parents.

Teaching and learning

The quality of teaching is good and pupils learn well. There are examples of very good teaching in Year 6 where, in mathematics, the pace of learning can be very quick. Throughout the Foundation Stage and in Years 1 and 2, teaching is consistently good and, on occasions, it is very good. Learning, particularly in English and mathematics, is good. Pupils who have special educational needs achieve well because teaching assistants are used effectively to provide extra help. While the teaching in Years 3, 4 and 5 is never less than satisfactory, the weaknesses noted in teaching are more evident in these classes. Assessment procedures are also good.

Main strengths and weaknesses

- Teachers manage pupils well and ensure that they work hard.
- The National Strategies for Literacy and Numeracy have been implemented well, resulting in consistent approaches to teaching basic skills.
- Effective teamwork ensures that children in the Foundation Stage progress well.
- Teachers use other subjects well to help develop pupils' writing.
- Marking gives pupils a good indication of what they need to do to improve.
- In a few lessons, teachers talk for too long and give pupils uninteresting tasks to do. In these circumstances pupils are not motivated to learn.
- Good and varied questioning techniques engage pupils of all abilities and ensure pupils join in lessons well.
- Teachers are not making enough use of the computers available to them to promote pupils' ICT skills.

Commentary

17. Since the last inspection, well co-ordinated whole-school training on the National Strategies for Literacy and Numeracy has improved the quality of teaching in basic skills and led to improved levels of attainment in English and mathematics. In Years 1 and 2 this has been allied to some changes in the way the curriculum is organised and, in particular, how teachers plan work. Because of this, it is here that improvements in teaching and learning have been most marked.

18. In the Foundation Stage, good quality teaching helps overcome the difficulties of having to teach some reception children alongside Year 1 pupils. In particular, strong organisational skills and very good teamwork between all staff ensure that reception children are taught interesting and varied activities. These activities are adjusted well to meet the needs of children's differing abilities. This is helped by detailed assessment procedures that enable staff to build up a picture of individual need. The consistently good level of teaching results in children making good progress and they are on course to reach the early levels of the National Curriculum by the time they leave reception. However, on a few occasions teachers make too many decisions for children, which limits opportunities for children to make choices and to develop greater independence.
19. Tight assessment procedures for pupils who have special educational needs identify learning needs early and these are backed by individual plans that clearly state what pupils need to learn. Additional help given to groups of pupils often runs alongside other lessons. Work here links well with what the rest of the class is doing and these well taught sessions allow for a higher level of individual attention to be given. Such sessions are balanced by times when teaching assistants teach pupils individually. This balance of individual and group work is paying dividends and pupils are achieving well. The school has identified a group of potentially gifted writers in Year 1. These pupils' needs are met by additional group work where they are given extra help to develop their writing skills to a higher level than that expected for pupils of their age.
20. Throughout the school, teachers have a good grasp of how to teach basic skills. This ensures that pupils achieve a good level of competence in handwriting and spelling, and are accomplished at finding the answers to sums. In addition, teachers manage pupils well. Clear routines, high expectations of behaviour and comfortable relationships create a very good climate for learning. As a result, pupils work hard and feel confident in giving their views and in asking for help. Little time is wasted and teachers work with one group of pupils knowing that others will be able to work independently. These two factors form the bedrock of teaching in the school, but it is the ability to exploit the good level of skill pupils achieve and the positive climate for learning that sets the best teaching apart. This is consistently done in Year 6, where teaching is often very good. Here tasks are very demanding and require pupils to think deeply and to persevere. In mathematics for instance, pupils are regularly expected to solve problems that not only require a high level of computation, but necessitate strategic thinking and careful planning. Such teaching can also be found in Years 1 and 2 where, in literacy for example, pupils write with clear purpose that galvanises their efforts and motivates them well. Teaching of this quality is less common in Years 3, 4, and 5. It is here that the weaknesses in teaching are most commonly found. Here, on a few occasions:
 - Teachers talk for too long. This causes some pupils to lose concentration and to either fidget or 'switch off' and become withdrawn.
 - Tasks are mundane and do not make enough demands on pupils. Here, pupils complete work but gain too little from it, particularly in being able to shape and initiate responses.
21. Such teaching is however, the exception to the rule and by and large several other strengths are prevalent throughout the school. These strengths include:
 - Teachers strike a good balance between asking pupils to fill in worksheets and enabling pupils to plan how to complete their own work. This helps develop good writing skills across the curriculum.
 - Questioning techniques are often sophisticated. Good use is made of aids, such as whiteboards, to ensure that all pupils participate and teachers are able to assess understanding. Questions are subtly adjusted to match pupils' differing abilities.
 - By and large teachers have good subject knowledge and so demonstrations are clear. Such teaching sets up the next phase of the lesson well and pupils are clear about what is expected of them.

- Marking is usually good. Pupils are left in no doubt about what they need to do improve. In Year 6 in particular, pupils are given every opportunity to act on the teachers' suggestions and an adult is on hand to offer advice.
 - In English and mathematics, there are good systems to track pupils' progress and, in general, work is matched to ability well. This is helped by 'setting' pupils by ability for mathematics in the juniors.
22. In ICT, although teaching is satisfactory, it does not reach the good and sometimes very good standards of teaching found in other subjects. In particular, teachers miss opportunities to reinforce skills learnt in the ICT suite by making use of computers they have in their classrooms or identifying opportunities within other subjects to develop ICT.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (21%)	16 (41%)	15(38%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

Curriculum provision is good overall. There are very good opportunities for enrichment, and accommodation and resources are good.

Main strengths and weaknesses

- Pupils have the opportunity to go on a number of visits which enhances learning, and, for older pupils especially, there is a very good range of activities for them outside of lessons.
- The school provides very well for the arts.
- There are good links between English and other subjects
- Pupils do not have enough opportunities to achieve all they can in ICT.

Commentary

23. The curriculum for children in the Foundation Stage is good and provides valuable opportunities for them to acquire, develop and practise the necessary skills within each area of learning.
24. Pupils who have special educational needs are helped through well-written individual education plans that target the development of their skills, knowledge and understanding in the areas of literacy and numeracy. Teaching assistants often find interesting ways for these pupils to show they have met a target and this adds interest to the curriculum. For example, two older pupils recently performed a puppet show for reception and Year 1, which not only helped develop particular literacy skills but also boosted their self-esteem. Plans are reviewed at least twice a year and this helps to keep learning relevant. All pupils who have special educational needs have access to a full curriculum and the extra-curricular activities that the school provides.
25. The curriculum in Years 1 to 6 is good. Planning is securely based upon national guidance in all subjects, while being suitably adapted to the needs of the school. Curriculum planning ensures that pupils' skills and knowledge build sequentially. The National Strategies for Literacy and Numeracy have been implemented well and this implementation is a major reason why standards have risen in English and mathematics.

26. The school has successfully maintained the traditionally high profile of provision for art and music across the school. Pupils of all ages can choose from a range of instruments to specialise in, while the choir enables a large group of boys and girls to sing together. The emphasis placed upon music not only helps pupils develop particular expertise and gives them a chance to perform in front of others, but also aids pupils' personal development and strengthens links with the local community. The school takes every opportunity to perform in public and this provides a real purpose for the hard work pupils and staff put in to learning and performing music. The profile of the arts is further enhanced through the well-attended art club. The standards of work on display are of a high quality and the emphasis given to this subject spills over into lessons and is evident in the high standard of artwork pupils produce.
27. There is a very good range of opportunities for enrichment of the curriculum. The school provides a large number of school clubs, especially for pupils in the upper years. In addition to those in music and art, the school also provides opportunities for pupils to experience a range of sports. The school has maintained an effective programme of visits to places of educational interest. These supplement work in a range of subjects, including history and geography, very well and pupils speak with enjoyment and good recall of what they learn on these visits. School accommodation is now good following the addition of further classrooms and a new hall.
28. There are good cross-curricular literacy links in science, history and geography, where the school makes light use of commercial worksheets and provides ample opportunity for the pupils to write what they have found out in their own words. This has a positive impact upon pupils' writing skills and in developing a widening subject-specific vocabulary.
29. The main curricular weakness is in the provision for ICT. While curricular planning is currently sound, the provision of regular opportunities to develop the required range of skills has been affected by the unavailability of the computer suite for two terms during recent building work. While there has been a computer in each classroom, there has been very variable use of these.

Care, guidance and support

Staff take good care of the pupils and they support and guide them effectively. They involve pupils well in the life of the school and its development.

Main strengths and weaknesses

- Teachers keep a close check on how well each pupil is getting on and provide suitable extra help to meet the pupils' academic needs.
- Health and safety procedures have improved since the last inspection and are now generally good.
- Arrangements to ensure that new entrants settle in smoothly are effective.
- There are not enough mid-day supervisors

Commentary

30. Many aspects of the care shown for pupils have improved since the last inspection, and all of the reported weaknesses at that time have been successfully tackled. Teachers monitor pupils' progress more closely and better assure pupils' health and safety than in the past.
31. The school's induction procedures work well for pupils that are new to the school, whatever their age. Reception staff liaise effectively with local nursery establishments before the children first start school. Children attend part time initially, extending through to the spring term for the youngest ones. Children go home for lunch at first and then are gradually introduced to mid-day arrangements in school, helped by Year 5 'buddies' who show them routines and play with them outdoors. This careful planning ensures that the youngest children settle into school well, gradually become aware of routines and feel comfortable at school. Those who join from other schools, sometimes from abroad, also have 'special friends' to help them settle. Their academic capabilities are assessed in the first couple of weeks and 'catch-up' programmes are soon introduced where appropriate. This helps minimise the disruption to learning that moving school can cause.
32. Pupils who have special educational needs receive suitable extra help with their work to enable them to achieve well. Prompt assessment and careful tracking of progress ensure that needs are identified and monitored, and that extra help is given when needed.
33. While they are happy with the overall care of their children, several parents justifiably expressed concerns about the low level of supervision at lunchtime. The hard working mid-day team does all it can to ensure that lunchtime arrangements indoors run smoothly, while remaining alert and responding quickly and effectively to accidents and incidents that occur in the playground. Coping with all the pressing demands of their roles gives the team members precious little opportunity for spotting pupils in need of some individual attention. During the inspection, for example, a younger pupil returned a tray full of food virtually untouched, and another sat outside for too long in the cold of a winter's day without sufficient attention being paid. The school has responded positively to these findings and is urgently seeking to employ an extra mid-day supervisor forthwith.
34. Staff and governors do much to promote health and safety. They make half-termly safety checks of the premises and undertake risk assessments for educational visits. Absence that is unexplained by parents is followed up on the first morning so that all are clear as to the whereabouts of every child. Staff form trusting relationships with the pupils, who value having someone to turn to in school if they have any worries. The school is working towards achieving recognition as a 'healthy school' through its active promotion of healthy lifestyles and personal safety. Extra-curricular sports and dance clubs help older pupils towards fitness, and the importance of healthy eating is suitably stressed.
35. Staff actively encourage pupils to express their views about the school and their work. Pupils' self-evaluations, for example, demonstrate that they have good awareness of how well they are getting on. Recently elected school council representatives in Years 3 to 6 have shown no shortage of ideas for general improvements to the school. Staff have taken their opinions on board and are responding effectively by helping them to consider costs and other practicalities.

Partnership with parents, other schools and the community

The school has established a very successful partnership with parents and it uses the wider community well to enrich pupils' learning and promote their personal development. Links with other schools and colleges are satisfactory.

Main strengths and weaknesses

- Parents are highly involved in their children's learning, both at home and at school.
- The school keeps parents very well informed about their children's education.
- The parents' and friends' association is extremely effective.
- Visits and visitors bring learning alive for the pupils.
- The school has few curricular links with other schools.

Commentary

36. The school is popular in the locality because of its good reputation for high standards. Its partnership with parents has strengthened since the last inspection through better communication and involvement.
37. Parents have generally positive views about the school's life and work. They appreciate the welcome they receive in classrooms at the start and end of the day, many crossing the threshold to get their children settled, look at their work and chat briefly to the staff. This makes for a relaxed start to the school day and creates a 'family' atmosphere in which minor issues can be dealt with promptly.
38. Some parents feel that they are not well enough informed about their children's progress. Inspection findings do not concur with their views. Pupils' annual written reports on their progress, for instance, strongly identify their strengths and weaknesses and set suitable targets for improvement. Home-school diaries offer very good opportunities for dialogue between parents and teachers about progress or concerns. Parents who find it difficult to get to school during the day through work or other commitments, value this channel of communication greatly.
39. The home-school diaries include very useful outlines of the topics that pupils are studying. These enable parents to seek artefacts, undertake research and visit relevant places of interest. 'Maths Matters' activity leaflets, issued every half term, also enlist parents' help. A recent well attended workshop, helped parents to learn how mathematics is taught nowadays. Teachers and governors run enlightening courses for parents from time to time, for example, in ICT.
40. Newsletters are frequent and informative about the everyday life of the school and the work of the parents' and friends' association. This band of volunteers works tirelessly for the benefit of pupils and the staff. The group raises substantial funds for extra resources. They arrange numerous social events and undertake many laborious tasks that would otherwise take up teachers' time. They organise the school photographs and uniforms, for instance, and have a long-established tradition of staging a much-enjoyed annual pantomime. This takes some routine tasks off the school and helps with the management of workload. Quite a number of parents and other adults volunteer to help teachers in lessons, on educational visits and with extra-curricular activities.
41. The school taps into local resources effectively, such as Rossett Nature Reserve, Rossett Sports Centre facilities, places of worship, and Harrogate Area Business Enterprise Partnership. Recent visitors to school have included a baseball coach, a nutritionist and local clergy. Standards in art and design benefit hugely from visiting artists and visits to galleries. Day visits to places such as Fountains Abbey and the National Railway Museum, together with a residential stay, provide invaluable first-hand experiences that help pupils learn and mature successfully. School facilities are not used much by the local community but there are plans to offer the newly opened second hall for lettings.
42. A group of students from a nearby high school regularly help pupils with reading and spelling. Primary schools in the area have joined together in a recent music festival. Year 6 pupils visit their prospective secondary schools before they transfer, but little joint work is undertaken in preparation for transition.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good. Governors provide good support for the school. Leadership has served the school well through a period of major building work, minimising disruption to pupils' learning.

Main strengths and weaknesses

- School leaders motivate staff very well and have created a strong sense of teamwork and high morale among staff.
- Test results are analysed well to identify weakness in provision and to guide teaching.
- Governors have a good idea of their own strengths and weaknesses as governors, and have well thought out plans for further improvements.
- There are shortcomings in the way the school plans for the future and in how it monitors the impact of actions.

Commentary

43. The quality of leadership is good and is reflected in the commitment and enthusiasm of the headteacher, the hard working staff team and the work of the governors. The headteacher and the deputy headteacher are good teaching role models and command a high degree of respect. Together, they have a sense of ambition for the school that rubs off on others. This places them in a strong position to influence teachers. They have established clear lines of responsibility and defined duties to ensure that all staff are well aware of their roles in the smooth running of the school. As the school has grown, careful consideration of new roles and responsibilities has led to more teachers having management responsibility. Members of the senior management team ensure that teachers for whom they are responsible operate in a manner consistent with whole-school policies. A strong sense of teamwork and optimism permeates the school, with teachers very supportive of each other. This has helped improve the quality of teaching, particularly of writing. Strategies aimed at developing pupils' personal qualities have been well led, and pupils are now beginning to feel they have a say in the school. This represents good improvement in leadership since the last inspection, when it was sound.
44. Improvements to the management of the school have not been as marked, and there are shortcomings in the way the school sets about planning for the future and monitors current provision. Important details are lacking from the school improvement plan. In particular, success criteria are often too general. These tend to describe success as the completion of tasks rather than improvements to be made through carrying out tasks. This makes it difficult for co-ordinators, senior management and the governing body to evaluate the impact of the plan, and results in a narrow range of monitoring techniques. Close scrutiny of test results has helped drive up standards and co-ordinators ensure that this is done on a routine basis. Analysis of the quality of teaching and learning as it takes place in the classroom is still undeveloped. Some observation of teaching is undertaken, mostly in connection with the statutory performance management of teachers. However, records show that few specific pointers for improvement are given to teachers. The school improvement plan does not describe in enough detail how teaching and learning will be improved, and opportunities are lost to help all teachers reach the level of the best.
45. Governors fulfil their statutory duties well. They ask searching questions of the school and have a good idea about how the school should develop in the future. They have a working knowledge of school performance data and compare results with those of other schools. Governors with responsibility for subjects are very active and work closely with co-ordinators. In mathematics for instance, this has meant running an information evening for parents. As a group, the governors have audited their own strengths and weaknesses, leading to important improvements, particularly in the way they work with parents. However, they are not involved enough in the writing of the school improvement plan and in evaluating its effectiveness. This

undermines the impact of the plan and the potential it has for clearly defining the monitoring role of the governing body.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	708,869	Balance from previous year	81,708
Total expenditure	732,697	Balance carried forward to the next	61,783
Expenditure per pupil	2,282		

46. The use of financial resources is well managed. The headteacher, staff and governors work together well to set short-term priorities and then support them with the appropriate allocation of resources. Governors also keep an eye on the longer term by ensuring that spending is based on informed estimations of future school numbers. The finance committee efficiently and regularly monitors the implementation and progress of the budget. The school has accrued a significant under-spend but is using this up gradually.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children who will be five before March 31st are admitted at the start of the school year in September to a mixed class of reception and Year 1. Those whose birthdays will fall after March 31st are also admitted at that time but to a reception only class, for mornings only. In the afternoons, children in the mixed-age class benefit from being in two small separate classes of Year 1 and reception children. The difficulties imposed by this somewhat complex timetable are overcome by the very effective organisational skills of a strong team of well-qualified and experienced staff. The curriculum is planned with great care to provide a wide range of challenging and stimulating experiences that are matched well to all children's needs.

Many children start the reception year with skills that are above average. Teaching is good overall with very good teaching observed in language and literacy, and this ensures that children achieve well by the time they reach Year 1. Leadership and management of the Foundation Stage are good. The co-ordinator has successfully got to grips with the new national assessment procedures and consequently staff use these assessments very effectively to build up an accurate and informative profile of each child's achievements during their reception year. Teachers make the best possible use of the space available and organise it so that resources are used to good effect to provide an exciting environment for young children. Plans to develop the outdoor area have been delayed recently by the building of the extension to the school. Now that this has been completed, leaving a spacious area for outdoor play, teachers have begun to put into action their plans to use it to extend children's learning across the foundation curriculum. Although teachers are skilful at planning activities that link the six areas of learning in a very natural way, there are times when adults direct the children too much and curtail children's choices in what to do and how to do it. Children with special educational needs achieve very well because of the extra help from adults and the good visual and practical aids available. Staff work hard to forge links with parents, not only when their children start school but throughout their time in reception. Parents are right to be happy with their children's flying start.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the high expectations set by all staff.
- Very strong relationships between staff and children promote children's confidence and encourage them to work hard.
- There are not enough opportunities for children to initiate their own activities and to make choices and decisions.

Commentary

47. Children's personal, social and emotional development are nurtured well. Staff are skilled at promoting this in everything children do. Teachers and assistants provide very good role models for children to follow. They are calm and organised and treat children with respect and courtesy. This leads to warm and trusting relationships and helps children to be kind and considerate and to care for each other. By having clear expectations and establishing routines and habits, teachers encourage children to organise themselves and tidy things away and change and dress themselves competently for lessons in physical development. Children are confident about trying the variety of stimulating activities planned by the teachers but, at times, there are no opportunities for them to initiate their own ideas and their opportunities to make decisions are limited which, in turn, limits their independence and their sense of

responsibility. Good teaching, and particularly the supportive and warm encouragement, directly accounts for children's good achievement. By the end of the reception year, many of the children act in a self-assured way and have reached standards beyond those typically found in children of this age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity to develop language skills is taken by the teachers and support staff and, consequently, children's achievement is good.
- The reception teachers have high expectations of most children's ability to read and write at an early age.
- Some mistakes children make in handwriting are missed.

Commentary

48. By the end of the reception year, most children achieve the expected standard for their age and a considerable number exceed it, especially in reading. Effective teaching extends and develops the children's good language skills and they achieve well. They are taught to talk about themselves and to explain what they have done. They, in turn, listen attentively and are quick to respond and make their own suggestions. Although a few are so eager that they talk over others, most are articulate, fluent speakers who confidently ask questions and use a wide vocabulary, not only when talking with adults but also among themselves.
49. A good feature of the teaching is that teachers pay particular attention to reading and writing. Many activities are based on the development of these skills, including the reinforcement of initial sounds to build familiar words. As a result, higher-attaining children are already reading independently and have a very good sight vocabulary. The willingness of parents to read with their children and to help them to learn new words furthers the children's progress in developing their reading skills and in their understanding of the story content. Children are taught to how to form letters correctly and regular practise ensures they make a smooth transition from copying what the teacher has written to having a go for themselves. However, some errors, for example, using capital letters in the middle of words, go unchecked and lead to the development of bad habits which then become embedded and are more difficult to put right.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults question children very well and use a wide range of resources to develop their mathematical skills.
- Many opportunities are taken to develop mathematical skills in other areas of learning.
- Occasionally, teachers do too much for higher attaining children, limiting the control children have over their learning.

Commentary

50. Children achieve well because teachers often make learning fun. For example, in the mixed-age class, children sorted 'Father Christmas's washing' by length and enjoyed working out 'more than' and 'less than' in answer to the questions posed by the teacher's puppet. A feature of the good teaching is the daily focus on counting routines and number rhymes. Counting forwards and backwards to and from 20, and in odd and even numbers for example, helps children to develop a good sense of number sequence. The repetition of class chanting of numbers helps the less confident children to acquire an awareness of number order, but teachers know the children well and set challenges that stretch the higher attaining children too. For instance, a group of higher attaining children designed Santa's sleigh, paying particular attention to its length and width. Their design was, however, heavily influenced by the input from the adult helping them. Higher attaining children also learn how to record simple calculations using relevant mathematical symbols. Teachers make effective use of practical activities, including baking and playing with sand and water, to foster children's awareness of different quantities. This good provision for mathematical development enables most children to achieve well and reach higher levels of attainment than those typical for their age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Not enough teaching was seen to make an overall judgement of provision in this area of learning. Planning indicates a good range of activities to help children to widen their understanding of the world and stimulate their curiosity. The activities planned for this area of learning emphasise the way that all areas of the foundation curriculum are developed, in a natural way, alongside each other. This is particularly so when children use computers to further their language, mathematical or creative development.

PHYSICAL DEVELOPMENT

It was not possible to make an overall judgement about provision or standards. Planning denotes opportunities for children to develop their physical skills so that they learn to move with increasing confidence, balance and control during lessons in the hall. Children's skills in manipulating small tools, scissors and pencils develop well because of the good opportunities they have to practise and apply them. However, there are no opportunities, as yet, for them to experiment and experience a range of challenging physical activities through, for example, large-scale climbing equipment or using wheeled vehicles in the outdoor play area. This is a priority area for development for the school now that the new building is complete.

CREATIVE DEVELOPMENT

It was not possible to make an overall judgement of provision or standards. Planning shows a good range of opportunities for children to experiment with colour and texture. Work on display indicates a wide range of media being used. Children's skills at colour mixing, using powder paints, are well above those expected for their age. There is a strong emphasis on stimulating role-play areas. Children take on the role, for example, of present-maker or parcel-wrapper in Santa's Workshop.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The National Literacy Strategy has been implemented well, resulting in good teacher knowledge and common approaches to teaching.
- Writing is a strength of the school. It is well taught and standards are very high.
- Teachers mark pupils' work well by identifying what they have done well, and helping them to understand what they need to do to improve.
- Teachers are good role models as speakers and writers, and this is reflected in pupils' high standards of work.
- The library areas are not well organised, and, consequently, pupils' skills are underdeveloped in searching for information in non-fiction books.

Commentary

51. There has been an improvement in several aspects of English provision since the previous inspection, contributing to good improvement, overall. For example, all pupils make good progress in writing throughout the school, whereas younger pupils' progress was sound before. Pupils make good progress in speaking and listening skills, whereas this was sound previously. Pupils now achieve consistently well in reading, writing, speaking and listening throughout the school. Much of this is due to the successful implementation of the National Literacy Strategy, which has increased teachers' confidence and improved their knowledge of how to teach English well.
52. All teachers focus well on improving pupils' skills in writing by showing them *how* to write. They do this in writing lessons, where teachers and pupils create interesting and imaginative writing together. In this way, pupils are taught the skills of redrafting and refining, leading to improvement. Teachers' own writing sets good examples for pupils to follow, with the best teaching prompting pupils' thoughts by explaining well the thought processes behind the drafting of their writing. Teachers ensure pupils write for a purpose so that it has relevance for them. For example, in a very good Year 1 lesson, pupils wrote to Santa Claus sending him a 'wish list'. All managed to include a list of items in their letter, complete with bullet points or numbers, reflecting the skills they had been taught in the lesson. By the time pupils leave the school, they write with considerable flair and imagination. They have a strong sense of audience and adjust the style of writing to suit the needs of the audience.
53. Teachers' marking contributes to improvements in pupils' writing because it identifies strengths and pinpoints what pupils need to do to improve. Assessment is used well to set challenging targets and, because pupils respond well to this advice, they make good progress and achieve well in relation to their capabilities. Pupils who have special educational needs make good progress because they have specific targets drawn from a careful assessment of their individual needs. Teachers and teaching assistants work together closely to ensure these pupils meet with success.
54. Generally, book areas in classrooms are well organised and used well. However, the library near the lunch area is less useful because it doubles as an area where staff resources and reading scheme materials are kept. This limits the amount of space available for non-fiction books and it is difficult to find information. Older pupils are not confident in talking about the library classification system, or how they would refine their search. Some pupils said they would scan the spines of all the books to find one on the subject they were looking for,

especially if they were searching for information in the non-fiction books in the computer suite where there is little labelling. The current organisation of library areas, therefore, holds back pupils' ability to research information.

55. Pupils' reading skills are developing well because teachers give them strategies to help tackle unfamiliar words. For example, in a good Year 2 reading lesson, pupils learned to sound out groups of letters, and to look at the overall sense of the sentence and the first sound of the word when they got stuck. Teachers question pupils well to ensure they understand what they are reading, and to assess their ability to infer and predict. A good balance is struck between teaching individuals to read and teaching whole groups of pupils. As a result of these good teaching strategies, pupils are achieving very high standards in reading by the end of Year 2. This is built upon well through Years 3 to 6 so that older pupils read with good understanding and expression, changing their voices to reflect the mood of the passage or when characters speak. Pupils in Year 6 are beginning to develop firm preferences for the work of different authors and talk with maturity about the work of various authors. Attainment in reading is well above average.
56. The quality of pupils' speaking and listening skills is high. Pupils have many opportunities to develop their speaking and listening, both formally and informally. For example, in an assembly, a group of pupils acted out well a story from Russia linked to the period of Advent. Teachers speak clearly, and they expect pupils to do so also. By the time pupils reach Year 6, they are confident speakers who explain their views and opinions very well, for example, about their favourite books.
57. Leadership and management by the joint co-ordinators are good. They have checked on pupils' performance in national and other tests and identified pupils' strengths and weaknesses. Meetings and training sessions have been used to target areas where greatest improvements are needed. They are developing good links with the literacy governor and looking at ways that further subject improvements may be brought about; for example, by identifying the strengths and weaknesses of teaching through lesson observations.

Language and literacy across the curriculum

58. Teachers plan well to extend and consolidate skills in literacy in other subjects. Writing and reading are used well across the curriculum and play a major part in pupils' achievement. Pupils readily adapt styles of writing to suit different purposes and are given plenty of opportunities to do so. However, the use of ICT is not planned for with the same rigour and is generally underused in literacy lessons.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- The National Numeracy Strategy has been implemented well so that teachers use recommended approaches consistently and question pupils well
- Teachers set high standards for behaviour which set a good tone for lessons.
- In a few lessons, pupils are not challenged enough.
- Test results are analysed carefully to help teachers to adjust future learning.
- Improvements in assessment help the school identify and make good provision for pupils in need of extra help.
- Plans for the future development of mathematics lacks detail.

- Not enough use is made of computers in mathematics.

Commentary

59. Standards have risen since the last inspection and are now well above average at the end of both Year 2 and Year 6. Approximately half of each year group are working at levels that are in advance of expected levels. This is a significant improvement, especially in Years 1 and 2, where standards have risen considerably since the last inspection. Many pupils in Year 2, for instance, are already dividing simple numbers and can find three-quarters of 20, while at Year 6, many understand algebra and can find the answers to complex sums. Pupils' ability to apply what they know to problem-solving is more variable and reflect a lack of confidence by several teachers in teaching this element of mathematics.
60. The reason for such improvement has been the successful implementation of the National Numeracy Strategy. Training has been carefully targeted and the school has moved forward as a whole. Because of this, there is a good degree of consistency in approaches and teachers make good use of the methods recommended in the strategy. Allied to this has been the detailed analysis of test results. This helps the school spot areas where future improvement is needed.
61. A common feature of teaching is the quality of relationships. There are high expectations of behaviour and, because of this, pupils work hard and classrooms are orderly and calm. Teaching through Years 1 and 2 is consistently good so that pupils progress well. In Year 6, teaching is very good, successfully linking all parts of the lesson and bringing problem-solving into every element of the lesson. In Year 6, for example, practising counting in negative number ran smoothly into using negative co-ordinates in shape work. Marking throughout the school is good and gives pupils clear guidance on what they need to do to improve. In Year 6, it is taken to a higher level because pupils are given every chance to carry out corrections and teachers follow up weaknesses quickly and effectively, often by talking to individual pupils about their concerns.
62. There are some common features in the good teaching that characterise much of the teaching in the school.
- Questioning is sophisticated and ensures that all pupils are expected to answer questions. Good use is made of whiteboards and other aids so that all pupils have to show their answer. This helps teachers pick up on mistakes and quickly correct them.
 - The pace of lessons is brisk. Quick-fire questions keep learning moving along and give pupils no opportunity to relax. Teachers also intersperse these with opportunities for pupils to explain their thinking. This not only helps the teacher to check pupils' understanding but also helps develop their good speaking and listening skills.
 - Visual aids help to focus pupils' attention and make demonstrations clear. In a lesson at Year 1 for instance, the teacher's use of a castanet meant that pupils had to listen intently in order to count. Questions ranging in difficulty from 'how many clicks did you hear?' to 'how many sets of three clicks were there?' ensured that pupils of all abilities were made to think.
 - There is a good balance between worksheets and work in pupils' books, so that pupils have ample opportunities to set work out for themselves and use jottings to help them find the answer to questions.
63. Where teaching does not reach this standard, as is sometimes the case through Years 3 to 5, it is because:
- Teachers talk for too long and questioning does not involve enough pupils. When this happens, pupils can get fidgety and lose concentration.
 - Tasks can be mundane and do little to help pupils apply what they know to solving problems.

64. Improvements to assessment procedures mean that pupils' progress is carefully tracked and that those in need of extra help are identified early. Well taught 'catch-up' lessons, balanced by extra help given in class by teaching assistants, means that pupils who have special educational needs progress well. Many attain standards that are typical for their age.
65. The new co-ordinator has continued the good practice of analysing test results. However, although developing problem-solving skills is priority for the school, plans lack rigour. In particular, success criteria are too general and provide insufficient detail to those in management positions to be sure of the impact of actions to improve teaching and learning in this area.

Mathematics across the curriculum

66. Not enough use is made of computers, especially those in classes to practise skills. Although there are some examples of mathematics being used in other subjects, especially science and design and technology, practice is patchy.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above national expectations at the end of Year 2 and Year 6 and pupils achieve well.
- In most classes, pupils are given ample opportunities to experiment.
- There are well planned cross-curricular links with literacy, where pupils record their scientific observations and findings in their own words.
- There are not enough opportunities for the subject co-ordinator to monitor and evaluate the quality of teaching and learning and so some less challenging teaching has gone unchecked.

Commentary

67. Standards of attainment at the end of Years 2 and 6 are above national expectations. Pupils join Year 1 with a good general knowledge and a natural interest in the world around them and, because of good quality teaching, pupils of all ages and abilities make good progress. Pupils, including those with special educational needs, achieve well in relation to their abilities. Standards have improved, especially in Years 1 and 2, since the previous inspection.
68. Behaviour is well managed and pupils and teachers are able to go about their work in calm, orderly classrooms. Because of this, pupils enjoy taking part in tasks and they work in a methodical and logical manner. Most teachers make good use of this atmosphere to strike a balance between giving pupils a chance to experiment and helping them improve factual knowledge. As a result, pupils throughout the school are able to carry out a good range of experimental and investigative tasks with awareness of the need for careful observation. From their time in Years 1 and 2, pupils make sensible predictions and understand the basic concept of a fair test. Older pupils draw well-considered conclusions based on their investigations and relate these to their previous learning.
69. Recent work shows that there are particular strengths in the way teachers organise activities to enable the pupils to record, in their own words, what they have found out. This teaches pupils to develop both a widening scientific vocabulary and their literacy skills. A particular feature is the judicious use of worksheets. Instead, pupils learn how to set out their experiments in a manner that clearly identifies the way they have worked.

70. Good use is made of resources to promote learning, so that in Year 2 for example, pupils make good progress in understanding how to make an electrical circuit and in explaining what they need to make a bulb light up. Teaching is most effective in Year 6 and this enables pupils to achieve well, following slightly less challenging teaching in Years 3 to 5. Overall, there is a good level of challenge in most of the tasks undertaken and this moves learning on well. However, in some year groups, as seen in Year 5, there are relatively few opportunities for pupils to develop independence in their learning through making choices in the methods they employ or in following lines of enquiry or research.
71. Teachers use both open-ended and directed questions effectively, not only to check what pupils know but also to move their ideas forward. The aims of lessons are explained well to pupils so that they know what the teachers' expectations are. Occasionally, teachers talk for too long and do not ensure there are enough practical tasks to interest pupils whose concentration is variable.
72. The leadership and management of the subject are satisfactory. The new subject co-ordinator is keen and enthusiastic and has a clear grasp of areas for further development. However, there are few opportunities for her to monitor and evaluate the quality of teaching and learning across the school. This limits the prospect of identifying where teaching is most effective and where improvements can be made. Assessment in the subject is satisfactory and teachers use the information from previous national test results to identify which areas are in need of review. While there are good opportunities to develop literacy and numeracy skills in the range of tasks, not enough use is made of ICT to support learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils are making steady progress and reach average levels of attainment, despite disruption caused by building works, which fragmented pupils' learning in the recent past.
- Teachers ensure that pupils practise ICT skills in interesting ways.
- Shortcomings in the layout of the computer suite make it difficult for teachers and pupils to use equipment effectively.
- Not enough use is made of classroom computers to help with the teaching of ICT skills and learning across the curriculum.
- The subject co-ordinators do not have enough opportunities to monitor the quality of teaching and learning.

Commentary

73. By the end of Year 2 and Year 6, pupils' skills are largely average for their age, as they were at the previous inspection. Several factors act against pupils reaching higher standards and in raising achievement above a satisfactory level.
- The design of the computer suite makes it difficult for it to be used effectively. The interactive whiteboard is poorly sited so that pupils have to sit or stand in a crowded area to observe teacher-led demonstrations. Seating in the suite is also very crowded so that some large classes of pupils have to sit two to a seat at a computer, which hinders their concentration.
 - Classroom computers are currently not used on a regular enough basis to provide additional experiences for pupils beyond their weekly lesson in the suite. This means that

the skills taught in lessons in the suite are not practised and refined through other subjects often enough.

- The suite has been out of use for more than two terms during recent building work. This has meant that pupils have not been able to spend enough time working with computers in the recent past and have not been able to make the most of the increased range of software the school has purchased. Teaching and learning are currently satisfactory but over time, teaching has not been regular enough to enable pupils to make consistent progress in all the required areas.

74. Teachers' subject knowledge and understanding are satisfactory and the teachers achieve a reasonable balance between teaching pupils skills and requiring them to use them in interesting tasks. In Year 2 for example, pupils made satisfactory progress in entering a title and text for a report of their visit to the National Railway Museum, while in Year 6, pupils made good use of computers to make individual brochures from their visit to East Barnby. They learned how to put text into columns and to use copies of digital photographs taken on the visit. These activities interest the pupils who try hard with their work and learn well.
75. Leadership and management of the subject are satisfactory. The two members of staff who share the role are keen and enthusiastic. However, they have little opportunity to monitor the quality of teaching and learning and this is not helpful in identifying where there are deficits in learning and which skills need to be improved. Assessment and record keeping are not refined enough to track progress and measure whether pupils are achieving all they could.

Information and communication technology across the curriculum

76. The school ensures that, when new skills are being taught in ICT, lessons are linked to pupils' wider work. However, the everyday use of computers, especially those in classrooms, is not well planned for and in general they are underused in other subjects. The exception to this is for pupils who have special educational needs, where teaching assistants make good use of software that promotes reading and word recognition in literacy lessons.

HUMANITIES

History and geography

Work was sampled in history and geography with no lessons seen in either subject. Because of this, it is not possible to form a secure judgement about provision. However, pupils' recent work shows that standards are often above average. There are good opportunities for pupils to extend their writing skills, when they record what they have found out in history and geography in their own words rather than using commercially produced worksheets. This helps pupils develop a widening vocabulary relevant to the subjects. The school has also maintained good links with art and design and pupils produce good quality work to extend their understanding, for instance of fashions throughout history. Discussions with older pupils indicate that they particularly enjoy history lessons and especially when these are linked to visits to places of historical interest. The school has a good programme of visits linked to these subjects which are effective in developing positive attitudes to the subjects.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers' confidence to teach the multi-faith aspect of religious education has improved and pupils have a deeper understanding of the beliefs and customs of Islam and Hinduism.
- Pupils use their literacy skills well to reflect more deeply about religious concepts, particularly in Years 5 and 6.
- Work is too prescribed at times and lacks sufficient challenge for higher attaining pupils.

Commentary

77. Although good teaching was observed in Year 2 and very good teaching observed in Year 6, by taking into account other lessons observed and an examination of the work in pupils' books, teaching is satisfactory overall. This ensures that pupils' achievement is sound with the result that, by the end of Year 2 and Year 6, standards meet the expectations of the locally agreed syllabus.
78. Teachers respect the culture and traditions of others and pass this positive attitude on to pupils. They provide pupils with valuable insights into religious beliefs, moral values, feelings and behaviour. This is increased by visits to places of worship of different faiths, including a mosque and a Hindu temple, which bring pupils into contact with the reality of what they learn in the classroom.
79. Teaching at its best is fast, challenging and matched to pupils' abilities. In Year 6, pupils were tested by the language in the Gospels and asked to write a play script for different audiences. However, at times, teaching lacks stimulation. Explanations are long and leave nothing for pupils to find out for themselves. Higher attaining pupils are particularly disadvantaged and lose interest in what they are doing, with the result that their rate of learning is too slow.
80. Pupils make effective use of their literacy skills, particularly in Years 5 and 6. They are stimulated to talk about their feelings and they listen thoughtfully to others' points of view. They take an obvious pride in their written work, which is beautifully presented and enhanced by detailed drawings.
81. Leadership and management are satisfactory. Although there is a comprehensive scheme of work which has been updated to ensure that there are no gaps in coverage, the co-ordinator does not monitor the quality of teaching and learning. This is crucial if the overall quality of teaching is to improve.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was only possible to sample provision in the following subjects. A small number of lessons were seen, planning and pupils' work was looked at and discussions held with pupils.

Art and design

Pupils' work shows that they have had the opportunity to learn and to develop a wide range of artistic skills. They use these acquired skills well and much of the work on display is of a very high standard. Visits to the local Mercer Art Gallery, give the opportunity for pupils to learn about famous local artists, with the work of other artists providing a good template and stimulus for their own work. Pupils in the Years 3 and 4 art club consistently produce work of a very high standard. Pupils' use of collage and ICT in art is still developing. The co-ordinator gives a good lead to her colleagues. She has worked alongside a few teachers in teaching art and tracks pupils' achievements well.

Design and technology

Pupils are gaining experience of the use of a variety of materials in designing and making objects for a specific purpose. In a lesson observed in Year 3 and Year 4, on making 'pop-up' Christmas cards, pupils made good progress and work was of a good standard. They showed good cutting and fixing skills and applied themselves well to the tasks in hand. Year 5 and Year 6 pupils, in making photo-frames, thought through their ideas and carefully designed and evaluated their work using planning and writing frames very effectively. The evaluation of 'suitability for purpose' was ongoing and changes to designs and reasons for these changes were carefully documented. One notable feature of all work in design and technology is the use of tips to guide writing. Pupils use these writing frames effectively and it gives them a good opportunity to develop their writing skills.

Music

In the three observed music sessions, pupils had opportunities to sing and clap rhythms, whilst others played tuned and untuned percussion instruments to a good standard. However, these were not typical lessons because they were planned partly as practises for a carol service, taking place the day after the inspection ended, and so it is not possible to make an overall judgement about teaching. However, many lessons are taught by a specialist who possesses very good technical knowledge. There is a very strong tradition of music in the school and several groups provide opportunities for pupils to develop their musical skills. A large number of pupils attend regular choir practice as an extra-curricular activity. This is an activity that is open to all the older pupils. Pupils respond well and enthusiastically to the direction of the school's part-time music specialist. A good number of pupils have joined the school's recorder groups and they play prepared pieces well in assembly, or accompany hymns. Music is often celebrated during assembly. For example, during the inspection, two flautists played a piece they were preparing for an examination, and were warmly appreciated by others.

Physical education

In physical education, teachers have had additional training from the local education authority physical education advisor and the school co-ordinator in an attempt to address a lack of confidence in the teaching noted in the last inspection. Planning indicates that there is full coverage of the curriculum. Pupils in Year 3 and Year 4 are given planned opportunities to learn the skills of swimming on regular basis. Records show the vast majority of pupils reach the minimum distance expected by the time they reach the end of Year 4. There is a range of extra-curricular activities for pupils; gym club, mini-tennis, netball, football, creative dance and country dancing. A gym club lesson was observed during the inspection and fourteen pupils took an active part, developing their

strength and co-ordination skills in practising forward rolls safely, with the help of a knowledgeable teacher. The very recent opening of a new hall has added greatly to the facilities available for teaching and learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were observed in this area of the school's work. Much of it is planned to link with other subjects such as science and religious education. However, a recent review of the curriculum has highlighted gaps in coverage. This, in turn, has led to timetable changes, due to be implemented in the spring term 2004, to enable personal, social and health education to be taught as a discrete subject in its own right. Work is planned to help pupils to develop a safe and healthy lifestyle, gain confidence and get on well with others. Topics such as smoking, drugs and alcohol abuse are also addressed. The recent focus on the School Council has provided pupils with opportunities to take part in democracy at first hand.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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