

INSPECTION REPORT

BARLBY COMMUNITY PRIMARY SCHOOL

Selby, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121449

Headteacher: Mr S Hunsley

Lead inspector: Mr N Tonge

Dates of inspection: 6 – 8 December 2004

Inspection number: 266363

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:	3 to 11
Gender of pupils:	Mixed
Number on roll:	315
School address:	Hilltop Barlby Selby North Yorkshire
Postcode:	Y08 5JQ
Telephone number:	01757 703317
Fax number:	01757 706812
Appropriate authority:	Governing body
Name of chair of governors:	Mr P Hallett
Date of previous inspection:	11 January 1999

CHARACTERISTICS OF THE SCHOOL

Barlby Community Primary School serves the immediate community of Barlby and neighbouring villages near Selby in North Yorkshire. The school was reorganised under the private financial initiative which established a newly built school in 2002. The current headteacher was appointed in the same year. There are 315 pupils on roll, including 32 children in the recently established nursery, who attend part-time. Boys outnumber girls by 31 overall and, in particular, there are more boys than girls in Year 6. They are almost exclusively of white British origin with a very small proportion of pupils from Asian ethnic groups. Numbers of pupils have slightly increased in the last two years with 23 pupils coming from outside the area more usually served by the school. Many of the families live in a mixture of rented and owner-occupied accommodation. Attainment on entry fluctuates from year to year, but it is normally below the average. The school has 29 pupils eligible for free school meals and 25 pupils with special educational needs, including two pupils with statements of special educational needs. This represents approximately half the proportion of pupils who are eligible for free school meals, and have special educational needs and statements of special educational need, when compared to all schools nationally. The needs of these pupils are predominantly moderate learning difficulties and those with statements include children with severe learning difficulties. There is very little mobility of pupils although there have been a high number of staff changes, including those to key positions, over the last two years. The school has the Special Educational Needs (SEN) quality mark from the local education authority and will shortly receive the Investors in People award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1157	Mr N Tonge	Lead inspector	English Geography History
12682	Mr J Griffin	Lay inspector	
14842	Mrs S Cook	Team inspector	Information and communication technology Art and design Physical education Religious education Areas of learning in the Foundation Stage
22274	Mrs V Rogers	Team inspector	Mathematics Science Design and technology Music Special educational needs English as an additional language

The inspection contractor was:

Nord Anglia School Inspection Services
 Anglia House
 Carrs Road
 Cheadle
 Stockport
 SK8 2LA

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	9
Standards achieved in areas of learning and subjects	
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 AND SUBJECTS	21
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	34

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Barlby Community Primary School provides a **satisfactory** education for its pupils. Children enter nursery with standards that are just below those typical for their age. By the time they leave school at the end of Year 6, standards are average in English and science and good in mathematics, and achievement is satisfactory overall. This is achieved because of the high expectations of the behaviour of pupils, satisfactory teaching in literacy and good teaching in numeracy, the improved monitoring of these two areas of learning and the tracking of individual pupil progress and taking the appropriate action when they need help. The cost of educating pupils is broadly in line with the average and bearing in mind the satisfactory performance of the school, it provides satisfactory value for money.

The school's main strengths and weaknesses are:

- By the time pupils leave the school they have attained average results in English and science and above average results in mathematics from a starting point below average when they enter nursery.
- Standards in information and communication technology (ICT) however, are below what is expected and achievement is unsatisfactory.
- Coordinator roles, other than in English and mathematics are not sufficiently developed to monitor standards and the senior management team has yet to develop a shared sense of purpose and direction.
- The curriculum is not monitored carefully enough to ensure quality of learning and enrichment.
- There are too few planned opportunities for pupils to develop their ICT, writing and numeracy skills across the curriculum.
- There are few opportunities for pupils to develop an understanding of cultures other than their own.
- Marking is very good in English and provides clear information for pupils to improve their performance.
- Relationships within the school are good and pupils behave well.
- Attitudes of younger pupils are good but older pupils have few responsibilities given to them and no formal means of expressing their points of view.
- Attendance is very good and punctuality good.

Since the school was last inspected in 1999 the rate of improvement has been satisfactory. Standards have been maintained in the core subjects of English, mathematics and science, despite the disruption caused by the building of a new school and some lack of continuity in teaching. Most of the points for improvement included in the last report have been completed but the provision of outside play area for the under fives is inadequate. Standards in information and communication technology (ICT) have declined and achievement is unsatisfactory. The monitoring of school performance in English and mathematics has improved as has the tracking of pupils' progress, but this does not extend to other subjects.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	C	D	D
mathematics	B	B	C	B
Science	B	B	C	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The achievement of pupils is **satisfactory**. When pupils begin school their attainment is below that typical for their age. By the end of the Foundation Stage, children reach the early learning goals that they are expected to reach because the curriculum is well planned and taught and their achievement is good. At the end of Year 2 and Year 6, pupils attain the average in English and science and above the average in mathematics because teaching is satisfactory and good respectively. Teachers have high expectations of the behaviour of their pupils and good subject knowledge. Standards in the other subjects are broadly in line with the average, except in information and communication technology where they are below and achievement is unsatisfactory. Teachers make satisfactory use of assessment, but it is better in English and mathematics where they generally plan to meet the different needs of pupils; this does not carry through to other subjects.

Pupils' personal qualities, including their spiritual, moral, social and cultural development of pupils is satisfactory. Pupils' work happily together and show tolerance and respect for one another because teachers are insistent they do so. There are only limited opportunities however, for pupils to understand cultures other than their own. Pupils' attitudes to school are satisfactory overall, although older pupils have few responsibilities and do not have a forum in which they can express their views about improvement to the school. Standards of behaviour are good throughout the school and at all times. The attendance rate is very good and punctuality is good.

QUALITY OF EDUCATION

The quality of education is satisfactory. The quality of teaching and learning is satisfactory. Children get a good start to school in the Foundation Stage because the teaching of literacy and numeracy skills is good. Good teaching is maintained throughout the infant section of the school because pupils' behaviour is well managed and challenging activities are planned for them in well-paced lessons. Teaching is satisfactory in the junior section of the school. As a result pupils make satisfactory progress and achieve satisfactorily by the end of Year 6. Teachers' subject knowledge is good in English and mathematics, and they generally prepare appropriate work for all abilities. However, they sometimes pay too little attention to developing pupils' learning skills or to match work to their level of ability in other subjects, although learning overall, is satisfactory. Pupils benefit from a satisfactory curriculum, but its provision needs more rigorous monitoring. They are well cared for and there are good arrangements for their transfer to the next stage of their education. The health and safety of pupils is regularly monitored. Partnerships with other schools are good and satisfactory with the parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory. The headteacher and key staff provide satisfactory leadership, but the curriculum is not monitored rigorously. There is good subject leadership in English, mathematics, the Foundation Stage and special education needs, but other coordinators' roles are not fully developed. Governance of the school is good. The governors bring a good range of expertise to their role, have a clear understanding of the strengths and weaknesses of the school and provide challenging support.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views about the school are positive. They are kept informed about their children's progress and events at school and report that they have more access to the school than previously, but approximately one-fifth consider that the school does not seek parental views and take account of their suggestions or concerns. They regard the behaviour of pupils and the progress their children make at the school as good.

IMPROVEMENTS NEEDED

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

- Improve standards in ICT.
- Develop the role of all coordinators to monitor standards in their subject responsibilities.
- Ensure that the curriculum:
 - is planned rigorously, taught well and monitored effectively;
 - has sufficient planned opportunities to develop ICT, writing and numeracy skills across the curriculum;
 - provides greater opportunities for pupils to learn about other cultures;
 - provides opportunities for all pupils, particularly the older children, to take on greater responsibilities and a formal forum for them to express their views and make a contribution to improving the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Most children in the Foundation Stage reach the goals they are expected to reach at this age and their achievement is good. At the end of Year 2 and Year 6, standards are average overall and achievement is satisfactory.

Main strengths and weaknesses

- Pupils are attaining standards that are average in English and science and above average in mathematics by the end of Years 2 and 6.
- Information and communication technology is below the standards expected and achievement is unsatisfactory.
- Pupils with special educational needs, including the gifted and talented, make satisfactory progress.

Commentary

1. Standards are average overall across the school and achievement is satisfactory, except in information and communication technology (ICT) where standards are below average and achievement is unsatisfactory. This represents a broad maintenance of standards since the last inspection, except in ICT where they have declined. In the intervening period however there have been some disruptions; the school has undergone a new build during which time pupils were housed in demountable classrooms with some discontinuity in teaching. Mathematics remains the stronger component in the curriculum, but standards in English are rising as the monitoring of pupil performance becomes more rigorous. Furthermore, the school was quick to identify disappointing results in writing at the end of Year 6 in the 2004 national test results and produced an action plan which has improved pupils' performance. The trend of improvement in the core subjects at the end of Year 2 and Year 6 is in line with the national trend. The school narrowly missed meeting its targets in English but exceeded them in mathematics at the higher Level 5. Parents' confidence in the standards and achievement of the school is justified. Most pupils similarly have trust in their teachers to do the best for them.
2. In general terms, attainment on entry fluctuates from year to year but it is usually below average, particularly in literacy and language development, but better in mathematical and personal development. Pupils make a good start in the Foundation Stage. Assessment information at the end of reception shows that virtually all children reach the goals that are expected for children of this age. This is because their curriculum is well planned with interesting and challenging activities, particularly those that develop their language and literacy skills and personal development. Relationships with adults are good and the classroom ethos provides a safe and secure environment in which children can explore and develop with confidence.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	16.3 (15.4)	15.8 (15.7)
Writing	15.4 (14.8)	14.6 (14.6)
Mathematics	16.5 (16.7)	16.2 (16.3)

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

3. By the end of Year 2, pupils achieve satisfactorily because teaching is well structured and activities are generally well matched to the abilities of the pupils, particularly in literacy and numeracy. National test results confirm this overall picture, where pupils were average with all schools nationally as well as with similar schools, in reading and mathematics and above in writing. Inspection evidence shows an improving picture as the school is now monitoring the performance of these subjects overall and individual pupil progress in particular, more rigorously. Teaching assistants are well briefed and play an effective part in supporting pupils to improve. Furthermore, pupils know what they need to do to improve because targets are set for them in literacy and numeracy and the quality of marking of written work in literacy is very good. Standards in mathematics are above average and achievement good because of the teachers' confidence and skill in teaching this subject. Standards in the other subjects of the curriculum, where they could be judged, are variable but predominantly satisfactory, although they need to be monitored more carefully to ensure that targets for improvement can be more precisely identified. Standards in information and communication technology (ICT) however, are below average and achievement is unsatisfactory. It was not possible to make judgements in music and physical education because of the inspection schedule.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.1 (27.0)	26.9 (26.8)
Mathematics	27.5 (27.9)	27.0 (26.8)
Science	29.1 (28.9)	28.6 (28.6)

There were 40 pupils in the year group. Figures in brackets are for the previous year

4. Overall, standards are average by the end of Year 6 and pupils' achievement is satisfactory. Pupils are making better progress in English than previously because pupil and subject performance is monitored more carefully. As a result appropriate action is taken to give help to individual pupils where it is needed and effective action plans put in place to improve the provision of the subject across the school. Very good marking in English and target setting for individuals is having a positive effect on achievement. Standards in mathematics are above average and achievement is good, reflecting the good teaching experienced by pupils in this subject. Standards in science are average and achievement is satisfactory, but some teaching in this subject lacks sufficient challenge to move pupils' learning on at a faster rate. In all subjects, other than English and mathematics, standards are not monitored sufficiently in order to identify ways in which their standards can be raised. Standards in ICT are below average and achievement unsatisfactory because governors did not want to install equipment in the old school. This decision has meant that the provision of resources and teachers' confidence in handling equipment is only now beginning to have an impact.
5. Pupils with special educational needs achieve satisfactorily and make steady progress. Those who are causing concern are identified early and placed on the school's register. They are given good support when withdrawn individually or into small groups, where they develop their reading and writing skills. They are supported appropriately in some lessons such as English by well trained assistants when available. However, the school does not keep a register of those pupils who are gifted and talented, although their needs are sometimes recognised and met, for example in music.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is good, underpinned by good relationships among pupils and with adults. Their attitudes towards school and their work in lessons are satisfactory overall. Pupils' personal qualities are satisfactorily developed. Pupils' attendance is very good whilst their punctuality is good.

Main strengths and weaknesses

- Infant pupils' show good attitudes towards school and their work.
- Pupils are well behaved and relationships among pupils are good.
- Pupils' social and moral development is good.
- The school's measures to promote, good behaviour and high attendance are effective.
- Nearly all parents deliver on their key responsibility to ensure pupils attend regularly and on time.

Commentary

6. Almost all infant pupils like their school and enjoy attending. School plays an important part in pupils' lives. They enjoy most of their lessons and show good attitudes towards their work. In most lessons, they listen well and show good levels of interest, concentration and determination to complete set tasks. Pupils respond particularly well when expectations are high, lesson tasks are demanding and they are able to engage in a variety of practical activities. Although most show positive attitudes in lessons, the attitudes of junior pupils are much less positive about school; this judgement is based on the pupil survey and pupil discussions. The cramped playground and very limited range of playground activities contribute to older pupils' lukewarm attitudes towards school. More generally, the lack of an effective pupil voice and few responsibilities mean that older pupils do not have a sufficient stake in the life of the school.
7. Behaviour in classrooms, during lunchtime and playtimes is good. Staff set high expectations for pupils' behaviour and most pupils are very keen not to let down their teachers or themselves. The good and reliable behaviour of nearly all pupils is a key element in the positive atmosphere for learning and social development that prevails. The atmosphere in the dining hall is calm and sociable. The school places a strong emphasis on prevention of all forms of anti-social behaviour, primarily through frequent recognition of good behaviour and attitudes. There is very little bullying although some teasing takes place. Pupils know that such incidents, once reported, are thoroughly and fairly investigated. Very rare incidents of racism are taken very seriously and effectively addressed. As usual, there was no exclusion in the previous school year.
8. Harmonious relationships among pupils, irrespective of background or gender, are a very positive feature. Most teachers value pupils' work and effectively praise effort and good work. As a result, from an early age pupils are comfortable asking questions of teachers. This significantly assists pupils' learning.
9. Nearly all pupils achieve the early learning goals related to their personal, social and emotional development, by the end of reception class. A significant majority of pupils in all classes are noticeably calm and consistently well mannered. As a result, teachers are able to rely increasingly on most pupils to work sensibly in pairs and small groups, as pupils get older, for example. Older junior pupils say that personal, social and health education lessons make an important contribution to their good social development, as they get good opportunities to share their feelings and concerns. Nearly all pupils have a well developed sense of right and wrong and of what is fair. They hold the rewards system in high regard and fully support the school's sanctions, where needed. Nearly all pupils show respect and care for others. For example, they hold doors open for adults and are kind to peers who are feeling unwell or left out. When questioned in groups, pupils listen calmly and with respect to different views expressed by others.
10. There are satisfactory opportunities for reflection in assemblies. However, the lack of enrichment in the curriculum and the lack of some inspiring lessons in junior classes, contribute significantly to pupils' less than enthusiastic response to school. Pupils' understanding of their

own culture is satisfactory, aided by the range of visits and visitors although direct involvement in team sports is less than usually seen. Year 6 pupils say that they learn about respect for differences of all kinds as part of their personal, social, health and citizenship education. This is an important part of pupils' preparation for life in a multicultural world. However, the contribution of other lessons, visits and visitors to pupils' multicultural development is very limited and unplanned.

Attendance

11. Attendance has been consistently very good over several years. The table below provides attendance and absence data for the latest complete reporting year, when the attendance was well above the national figure.

Attendance in the latest complete reporting year (95.9%)

Authorised absence		Unauthorised absence	
School data	3.5	School data	0.6
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year (2003/4).

12. Nearly all parents deliver on their key responsibility to ensure that pupils attend school regularly and on time. The school's measures to monitor absence and promote high attendance are good. Full annual attendance is recognised and celebrated. It sensibly recognises that additional support is needed to address the significant level of unauthorised absence, which is confined to a few families. As a result, a home-school link worker is being taken on to address their varied and complex needs.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Pupils achieve satisfactorily because of the satisfactory teaching and learning, a satisfactory curriculum and the good relationships and high expectations of behaviour of the teachers. The school provides good care for its pupils and relationships it has with parents and the community at large are satisfactory.

Teaching and learning

Teaching and learning are **satisfactory**. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teachers build well on pupils' good attitudes to work but some older pupils do not have the same positive views.
- Teachers manage pupil behaviour well.
- Assessment procedures are good in English and mathematics but are underdeveloped in other subjects.
- The good support given by classroom assistants enables pupils with special educational needs to achieve satisfactorily.
- Planning is good in English and mathematics, catering for the needs of different abilities of pupils, but this is not evident in other subjects.
- The quality of marking is very good in English but variable in other subjects.
- Writing opportunities are provided for pupils in subjects other than in English but they are too few and not systematically planned.
- In a minority of lessons, teaching lacks imagination and restricts the opportunities for pupils to develop learning skills.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	4 (12%)	20 (61%)	9 (27%)	0 (0%)	0 (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.

13. Teaching is satisfactory. Results in the table above were largely influenced by the higher proportion of lessons observed in the Foundation Stage and mathematics where teaching is good. Overall, the better teaching is seen in Foundation Stage and in Years 1 and 2 and across the school, in mathematics. Lesson observations of other subjects in the curriculum, national test results and the scrutiny of work indicate that teaching is satisfactory overall.
14. Teaching and learning in the Foundation Stage are good. Classrooms are somewhat cramped but are made bright and stimulating for young children. Teachers have a good understanding of how children of this age learn and expect them to achieve at levels typical for their age, despite the below average starting point. The establishment of the nursery has added considerably to the quality of education on offer at the Foundation Stage. As a result, pupils are keen to come to school and want to learn. Many interesting and challenging activities are planned for the pupils and they make good progress and achieve well as a result. Teachers lead activities very well, using good question and answer techniques, which encourage children's participation and the broadening of their vocabularies. Children move around the good range of guided choice activities. The lack of an adequate outside play area however, restricts the development of aspects of imaginative play and the manipulation of large equipment.
15. All teachers are successful in their management of behaviour during lessons. Pupils are responsive to their teachers, behave well and carry out their work diligently and sensibly. Pupils are encouraged to work neatly and this is reflected in the generally good setting out of work. In many lessons, teachers receive good help from teaching assistants. This additional assistance in classrooms helps groups of pupils, especially those with special educational needs, make satisfactory progress, although the availability of teaching assistants is somewhat limited.
16. Teachers have good subject expertise in literacy and numeracy. National guidelines are well established, but sometimes there is a lack of imagination in lessons, which fails to stimulate pupils sufficiently. Pupils' writing skills in the junior section of the school have improved this year as a result of the action taken but there are too few opportunities for developing these skills in other subjects of the curriculum. Numeracy is particularly well taught and as a result pupils make good progress, but their mental agility is not always as well honed as it might be. Pupils' progress in science and development as learners is hampered by some teaching being over-directive. In other subjects of the curriculum, while the teaching is satisfactory overall, the planning of work is not sufficiently matched to the abilities of pupils or it lacks imaginative approaches to stimulate the pupils' interest. Conversely, most teachers plan well to meet the range of different needs in English and mathematics, and use a range of strategies to motivate pupils which quickens the pace of learning.
17. Pupils are not given sufficient homework, particularly older pupils. They state that the work given to them is very irregular. Marking is very good in English but less consistent in mathematics, science and the foundation subjects where it usually refers to effort made rather than pointers for improvement.

18. Pupils respond well in lessons. This is a consequence of the high expectations teachers have of pupils' behaviour, although older pupils do express some dissatisfaction at the quality and interest of some teaching. Nevertheless, pupils produce work of a good presentational standard and they are attentive during explanations by teachers or other members of the class.
19. Pupils identified as having special educational needs achieve satisfactorily because of the satisfactory teaching. They are included in most lessons but the withdrawal of those with moderate learning difficulties for support means that they do not benefit from the interaction with other pupils and their inclusion in the teaching and learning of the whole curriculum. The school does however, attempt to minimise them missing specific subjects by varying the time in which they receive their support. The pupils' individual educational plans (IEPs) contain clear targets although these are sometimes too broad and not broken down into smaller, achievable steps.

The curriculum

Curriculum provision is **satisfactory**.

Main strengths and weaknesses

- The provision of learning opportunities in the Foundation Stage is good.
- There is a good programme for personal, social and health education.
- The curriculum is insufficiently monitored.
- Outdoor play facilities for the Foundation Stage children are inadequate.
- Pupils do not always enjoy the same level of learning experiences in some subjects.
- There are insufficient planned opportunities for pupils to develop their writing and numeracy skills across the curriculum.
- Information and communication technology is not used sufficiently to support pupils' learning in subjects across the curriculum.

Commentary

20. The planned curriculum meets statutory requirements to teach all relevant subjects of the National Curriculum and religious education. Provision for children in the Foundation Stage is planned well to provide a wide range of experiences covering all the recommended areas of learning.
21. Since the last inspection, the school has reviewed the curriculum to include the recommendations of national guidance. The national strategies for numeracy and literacy have been implemented soundly. The school has also improved its resources for ICT, by developing the computer network and purchasing interactive whiteboards for most classrooms. Teachers and pupils are beginning to use the interactive whiteboards to support learning. However, there remain too few planned opportunities for pupils to develop and use their ICT, writing and numeracy skills, to support their learning across the curriculum.
22. The curriculum is planned to ensure that all pupils receive similar experiences and opportunities across all classes within year groups. In order to provide work that is more closely matched to the needs of all abilities, the older pupils work in ability groups for English and mathematics. Long-term planning is evaluated each year to take account of the mixed age classes. However, there is a lack of rigour in monitoring the delivery of the curriculum to ensure that all subjects are taught sufficiently in all classes. This leads to some unevenness in coverage and unequal access for those pupils, particularly in subjects other than English and mathematics.

23. The school makes satisfactory provision for pupils with special educational needs. Teachers take their needs into account when planning. In addition they also receive some concentrated time from a special needs teacher. They receive individual teaching or are taught within small groups outside the classroom. However, this means that they miss out on full integration into class lessons during these sessions, although the school does vary the times at which they receive this support. There are no clear transition strategies to ensure that the pupils are fully integrated into class lessons as soon as possible using the available support. Within some classes, pupils receive good quality support from teaching assistants, particularly in English. The individual education plans for pupils with special educational needs state clearly what pupils need to learn in order to make progress. The targets set, although realistic and generally achievable over a period of time, are not always broken down into sufficiently small, manageable steps.
24. The provision for pupils' personal, social and health education is good. This element of the curriculum is taught regularly in each class and as elements of other subjects such as science. The dangers of alcohol and drugs' misuse are taught to older pupils in these lessons. The school has a clear programme for sex and relationships education, which is taught to older pupils. The school makes good use of the school nurse and police to support its work in these areas.
25. The school has good arrangements for pupils before they start in the nursery and before they transfer to the next stages of their education. It has established good links with the local high school to which most of the pupils transfer. There are strong links with other local primary schools, for example, curriculum coordinators meet regularly with regard to their curriculum areas. They also share in-service training for teachers.
26. The school provides a satisfactory number of activities outside of the school day. These include opportunities for sports, cookery, design and technology, woodwind, recorders and brass instruments. The school has maintained its links with the local high school through the Barlby Foot Tappers Band for those pupils who have relevant musical expertise. The curriculum is supported with a satisfactory number of visits and visitors to school. These include visits to Thwaites Mill, the local church and Selby Abbey. There is currently no opportunities for pupils to take part in a residential visit. Pupils' learning is enhanced through a satisfactory range of visitors to school including artists, musicians and a theatre workshop; these have recently included Afro-Caribbean musicians and dancers.
27. The school has a satisfactory number of suitably qualified teachers. Although there are an adequate number of support and teaching assistants across the school who provide good support within lessons such as English, there are often times when lessons would benefit from this support where groups are large. This would then provide better support for those pupils who find learning difficult. The school building, which is new, is adequate. Some classrooms are rather cramped and there is a lack of sufficient outside play area, although in the latter case, this will be shortly rectified with the addition of a further playground. It also affects the times when outside facilities are available for physical education and games. Outdoor facilities for pupils in the Foundation Stage are inadequate to meet the needs of these pupils. Learning resources are adequate overall although there has been some shortages of artefacts, particularly with regard to other religions.

Care, guidance and support

The school cares **well** for its pupils. Pupils get **good** support, advice and guidance. Measures to involve pupils in the school's work and development, through seeking and acting on their views, are **unsatisfactory**.

Main strengths and weaknesses

- Parents are rightly positive about the good care provided for pupils.
- Good use is made of pupil targets to support their academic progress and personal development.
- The school is missing a key opportunity to engage junior pupils by hearing and acting on their views and also thereby improve some of its practices.

Commentary

28. Levels of minor accidents, mainly in the playground, are low. The practice of having different playtimes for infants and junior pupils makes playtime inherently safer as the numbers in the playground are lower, although this restricts the opportunities for older and younger pupils to mix freely. First aid and health and safety arrangements are clear and effective. Good arrangements are in place for child protection and looked after children. The arrangements for induction to nursery, including home visits and staggered entry, are good. Arrangements for induction to reception are satisfactory. The school has a clear grasp of the types of health and family problems, experienced by a small minority of its pupils. These additional needs are effectively supported. Nearly all pupils have a good and trusting relationship with one or more adults, as the pupil survey confirms.
29. Good attitudes, effort, schoolwork and achievements outside of school are effectively recognised at weekly assemblies. Pupils have individual targets relating to their academic progress and personal development. Staff discuss the outcomes of tests with pupils and regular marking provides helpful suggestions on how their work can be improved. This important work is underpinned by regular assessment and tracking of pupils' achievements, particularly in English and mathematics. However, opportunities are missed to get older pupils more directly involved and interested in their learning, through getting them to identify their own academic and personal targets, for example.
30. Pupils' good behaviour and the good relationships, between pupils and their teachers, create a positive atmosphere in which to hear pupils' views. However, the school does not seek pupils' views in a systematic way. As a result, the school is missing a key opportunity to involve older pupils, especially, in the life of the school and constructively to use their comments to improve the curriculum and lessons in some subjects. A discussion with Year 6 pupils revealed a list of suggestions about the things they wish to have changed. Some have concerns, for example, that the type of homework in Year 6 may leave them under-prepared for high school.

Partnership with parents, other schools and the community

Links with other schools and colleges are **good**. Links with parents and the local community make a satisfactory contribution to pupils' academic and personal development.

Main strengths and weaknesses

- The school is now more open and responsive to individual parents' concerns.
- The school has not yet made surveys of parents' views an effective part of its improvement plans.
- There are important areas for improvement in the information provided to support pupils' progress.
- Parents play a positive part in the partnership with school.
- Public services, such as, the police, fire service, dog warden and the school nurse enrich the curriculum with contributions on personal safety and healthy living.
- There are productive links with the local secondary school and its primary cluster.

Commentary

31. The school is now rightly regarded as being open and welcoming by parents. Teachers are accessible, approachable and most take on board parents' views about their children. Well led by the headteacher in this respect, individual parents' concerns or complaints are dealt with promptly, thoroughly and sensitively by staff. Parents are generally positive about what the school provides and achieves, based on the inspection survey returns and the parents' meeting.
32. However, the school does not regularly survey its parents. As a result, it is less informed than normally seen on issues that concern some parents and their views or suggestions are not a key part of the school's review of its work. Nearly a fifth consider that the school does not seek parental views and take account of their suggestions or concerns. Recently, parents who attended a mathematics and literacy workshop were usefully surveyed on the things they like about school and what could be improved. However, the results have not been fed back to parents or any plans made to review practice in the light of the survey. For example, around an eighth of parents would appreciate better information on how pupils are getting on and on what they are covering each term, in subjects. Some parents of older pupils would appreciate regular homework, to allow pupils to consolidate what they are learning at school.
33. Parents have good opportunities for updates on pupils' progress through parents' evenings in autumn and spring terms and the annual reports in the summer. Pupils' annual reports are of unsatisfactory quality, however. Whilst they describe the pupils' response to the material covered, they do not provide parents with a simple indication of how pupils are doing compared to national standards. Whilst targets are included in the tested subjects, these are largely attitudinal and are too general to be useful. As a result, the reports are not well-matched to the needs of their audience. Homework levels are significantly lower than recommended levels in the upper junior classes.
34. Parents send their children to school regularly, leading to the well above average attendance levels. Parents of nearly all pupils attend the parents' meetings. There are now a significant number of parent helpers in infants' classes. Through the re-launched Friends of Barlby School, parents organise successful fundraising events. These events also contribute to pupils' personal development and the positive sense of community that now prevails, as staff, parents and pupils are involved in many of these events. For example, pupils' active part in Friends' events, including parties and fairs, contribute significantly to their social development.
35. The school plays its part as a resource for the local community. A wind band, family parties, keep fit and aerobics classes, managed by the private finance company, take place regularly in school. There are close links with a number of local churches. A number of preachers take assemblies on a regular basis. Pupils' learning benefits from a satisfactory range of visits and visitors. Public services, such as, the police, fire service, dog warden and the school nurse enrich the curriculum with contributions on personal safety and healthy living. Pupils take part in a range of collections and sponsored events for charity. A number of pupils perform at musical events in Selby Abbey.

36. Links with a local nursery and playgroups are close. Collaboration is strong with the local cluster of primaries, including some joint training sessions. Headteachers and deputies meet regularly to work on common issues. Some additional funding is available as part of the Selby Locality Plan, aimed at raising achievement in an area of significant deprivation. This has contributed to improving pupils' writing and has led to contact with schools with similar issues in Scarborough. There are close and important links with the adjacent high school. For example, the school's weekly sports club, when pupils experience a wider range of sports, is held in the high school before the start of the school day. The school is a partner in the high school's successful bid to become a specialist sports college. The school provides work experience placements for secondary school pupils and take students, on childcare and teaching assistant courses, from two local colleges. There are close links with the education departments of local universities. Student teachers, from University College of Ripon and York St John, take part of their teaching practice at the school. The school is also part of a pilot project, run by York University, on different intervention programmes for less able infant readers.

LEADERSHIP AND MANAGEMENT

The school's governance is **good**. The leadership and management provided by the headteacher and other key staff, is **satisfactory**.

Main strengths and weaknesses

- The governors have a good understanding the school's strengths and needs, based on their programme of visits and a good range of experience and skills.
- The governors are not yet primary contributors to shaping the longer term direction of the school.
- The headteacher is steadily bringing about change and improvement in a sustainable way.
- The new leadership team does not yet have a shared sense of direction.
- The curriculum is not monitored rigorously enough.
- Leadership and management of the Foundation Stage, English, mathematics are good.
- Financial management is good, based on effective planning and review.

Commentary

37. Governance is good. Governors are enthusiastic about their role and support the school very well. For example, they played an important part in resolving construction concerns and subsequent teething problems with the new school buildings. Aply led by the chair, the governors work well with the headteacher, based on an open exchange of information and views. The practice of linking governors, with different subjects and areas such as special needs, means the governors' grasp of the school's strengths and needs are well developed and broadly shared. With the help of the effective committee structure, governors discharge their statutory responsibilities well. Their questioning of the headteacher in relation to decisions on finance and progress on other priorities, such as writing, is satisfactory. They are not yet primary partners in shaping the longer term direction of the school, through being full partners in the creation of an ethos statement and identification of the key strands of the school development plan. Currently they review drafts created by the headteacher and his staff. As a result, they only have a secondary influence on the long term direction of the school and are therefore not fully discharging their key strategic role.
38. The headteacher provides satisfactory leadership. During his two years in post, he has shown a good grasp of most of the aids and barriers to raising achievement. For example, pupils' writing was identified as a key priority and considerable improvement has already occurred. Steady progress has been made in making the school more welcoming and open to parents and advice from outside sources. He has taken important steps to build a more cohesive

team. For example, the school is working towards Investors in People status. The leadership team has been sensibly enlarged to ensure all parts of the school are represented. Given a clear understanding of their roles, this move also increases the school's capacity to bring about improvement at a more rapid rate. He also rightly recognised the need to refresh the team and by new appointments increase the level of new ideas and commitment to improvement. However, staff are not sufficiently clear on the headteacher's educational philosophy or the longer term aims for the school. His leadership of the curriculum and teaching, whilst satisfactory, has important areas for improvement. The pupils' voice is not a key factor when considering improvements. The job descriptions of Leadership Team (LT) members do not define the key whole school leadership component in their roles.

39. The leadership provided by key staff is satisfactory overall. In the Foundation Stage, English, mathematics and special educational needs, the coordinators are generally leading their teams effectively. Their staff are well supported, feel able to contribute and morale is good. Subject leadership is good in the Foundation Stage, English and mathematics. In other subjects, coordination is satisfactory overall. A number of these coordinators are recently appointed and their role as coordinators needs significant development. The headteacher and some LT members rightly recognise that team building work is needed so that this group begins to add significant value to the other work of the school. Currently, they lack a shared sense of direction and team members are not clear on what the overall school leadership element of their role entails.
40. Management is satisfactory overall. Monitoring of performance data is effective in the core subjects and the associated evaluation prioritises the key areas for improvement accurately. The school development plan is effectively monitored by the LT. Monitoring of, and the setting of teacher targets, is satisfactory and linked both to their own professional development as well as to the main aims of the school development plan. Due to significant recent staff changes a number of staff currently do not have any performance management objectives, however. The continuing professional development of staff is satisfactory and adequately managed. Staff take advantage of relevant professional development courses and communicate the learning points to others. The lack of availability of courses in some of the foundation subjects is a barrier to effective coordination in some cases. The impact of lesson observation by senior staff in terms of improving the practice of others is low, however. There is no procedure to ensure that new staff are observed as part of their induction, for example. Identification of areas for improvement in teaching is a weak feature in the senior staff's current practice. As a result, the senior team do not have a clear or shared view on what elements of teaching are the key improvement priorities for the school. The lack of enrichment in the curriculum and of rigorous monitoring of the taught curriculum are important issues for school leadership and management. The management of the recruitment, deployment and workload of staff is generally good. However, assigning the coordination of two large areas, namely English and the Foundation Stage to one staff member, is an important exception.
41. The management of the provision for pupils with special educational needs is good. The coordinator for special educational needs has a thorough knowledge of the pupils within each class and a good awareness and understanding of the range of needs within the school. Where the pupils receive extra support, this is of good quality. Where relevant, pupils receive appropriate support from the LEA support services. The coordinator for special educational needs keeps well-documented evidence and records. The progress of the pupils is carefully monitored and arrangements are reviewed regularly and adjustments to provision made accordingly.
42. Financial management is effective. The headteacher exercises good strategic oversight, well supported by the local authority's finance officer. The balance was unusually high at the end of the 02/03 financial year. The governors, supported by the local authority, chose to retain additional funds to address any unforeseen costs associated with the start-up of the new school buildings. The headteacher has made effective medium plans to cope with a short term

dip followed by a rise in pupil numbers. The school makes satisfactory use of best value principles, although it is not making sufficient use of consultations, with parents and pupils, for example. The school's expenditure per pupil is broadly in line with the national average, for primary schools.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	700,524	Balance from previous year	101,629
Total expenditure	743,961	Balance carried forward to the next	58,562
Expenditure per pupil	2,487		

43. Fundamentally the aids to school improvement outweigh the barriers. Growing involvement of parents, pupils' very good attendance, good behaviour and the general maturity of a significant majority are key aids to further improvement. The skills, enthusiasm and support of governors for the school's leadership is another important aid. There are some short term barriers to improvement centred around the lack of enrichment in the curriculum and its monitoring, some teaching that is only satisfactory, the incomplete understanding of the LT's leadership role and the lack of an effective pupils' voice.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

The attainment of children on entry to nursery is below average overall, although children have slightly better personal, social and emotional and mathematical skills. By the end of the reception year, children's attainment is typical for their age in most areas of learning and they achieve well. They will exceed what is expected in personal, social and emotional development but no judgement was made in the wide area of knowledge of the world. The teaching is good overall. It is very good in the personal, social and emotional area of learning and satisfactory for physical development. The strengths in the provision are the very good relationships the staff have with the children, the provision of a variety of very motivating activities offered, the good use staff make of the available resources and the contribution that teaching assistants and other adults make to lessons.

The good curriculum is well balanced and provides activities that are sufficiently challenging to meet all children's needs, including those very few children with special educational needs. There is a good balance of teacher and child led activities that allow children to grow in independence but within well defined parameters. These are used effectively to inform future planning that is carefully matched to children's needs. The coordinator is new to the school and is very keen to make improvements. She is anxious to improve the level of teamwork within the Foundation Stage so that all staff are working together to teach in the same way. The coordinator has made a very good start and has clear plans for the future. Staff plan well together and regular assessments are made of children's progress. These are used effectively to provide work that is well-matched to children's needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff provide very good opportunities to encourage children's responsibility, social skills and independence.
- Teachers use interesting resources to provide children with imaginative, enjoyable experiences.
- The staff's good understanding of the children's needs and the good teaching ensures children achieve well.
- High expectations, very clear routines and strong, but sensitive, management ensure that children behave well, particularly in the nursery, and are developing very good attitudes to learning.

Commentary

44. The nursery and reception classes provide a very secure base from which children can become confident learners. Adults are very good role models, nurturing children's personal and social skills very well, making children feel valued within a warm, secure and caring atmosphere. Through the good support and good teaching provided, they grow in confidence, self-esteem and develop trusting relationships with others. During activities in all areas of learning, children's self help skills are supported and developed very well, as they are encouraged to make choices and take responsibility for these and for their actions. As a result, all children show good self-esteem, are friendly and cooperative with each other whether playing a game, taking turns or giving each other a *hairdo* in the *Barlby Hairdresser* or playing in the *Barlby Toy Shop and cafe*. Children are very well motivated and show very good levels

of concentration for their age because the teachers provide them with lots of imaginative and unusual activities. Staff, particularly in the nursery, have high expectations of children's behaviour and children respond well because they want to please. For example, nursery children sat totally still and absorbed for well over half an hour watching the infants perform their nativity play. All children make sensible choices when choosing activities and apply themselves wholeheartedly to the task. Children achieve very well in this area of learning because of the strong teaching and nearly all will exceed the expected goals.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers provide an environment which supports and extends children's language skills. generally effectively and the teaching is often good.
- Children make good progress, particularly in speaking and listening.
- Although there are lots of chances for children to practise their writing informally in many areas. of learning there is not enough emphasis on children forming their letters correctly.

Commentary

45. Children's language skills are below average when children enter the nursery but by the time they leave reception most children attain standards typical for children of this age and their achievement is satisfactory. Children make good progress because of the usually good teaching, particularly in the nursery. Staff question children skilfully and build on children's answers and previous work well. They provide lots of motivating activities and many varied opportunities for children to talk, listen, read and write and engage their imagination and interest. Most children in reception talk in sentences and make some attempt at conversations in their role play because they know what role to play. They listen carefully to the staff and to each other because they know what is expected of them. Teachers often use stories as a basis for much of the work in other areas of learning, which extends children's understanding of literature well. Staff regularly discuss with children their reading book, practising the words to help give them good opportunities to try and read for themselves. All children in the reception classes can write their names and higher attaining children write simple sentences independently. However, although staff teach children how to form their letters correctly, this skill could be given a higher priority as children are making the same mistakes repeatedly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Well chosen, stimulating resources and a wide range of practical activities support and motivate children to do good work.
- Good questioning builds on what children already know.
- The good teaching ensures a solid foundation for children's awareness of number and mathematical vocabulary.

Commentary

46. Teachers take every opportunity to reinforce early counting with children and make it fun. In the nursery, class routines, singing and counting games offer many opportunities for children to hear and to practise counting and they make good progress as they join in. Most children in

the reception classes count freely, match numerals and understand what number is one more or one less. They count backwards and forwards to 20 and some of the higher attaining children add two numbers within ten together with enthusiasm. The use of role play in the *toy shop* and the *café* help the children to learn about money and how to give *change*. Almost all children will attain levels close to those of other children of their age. Teaching is good in mathematical development. Children's knowledge and understanding of mathematics are built upon systematically and are very often based on motivating practical activities. Children have a good understanding of mathematical vocabulary and simple shapes because the teacher reinforces concepts successfully through the use of games. As a consequence their achievement is satisfactory.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

It was not possible to observe all aspects of this wide area of learning during the inspection.

47. Nursery children were entranced when introduced to a programmable toy dressed up as *Teddy*. They quickly learnt how to program the toy to make a set number of moves and were delighted when their estimates proved correct. Reception children are skilled at using the mouse and clicking on icons on the computer screen. Children build complicated structures out of large blocks and construct imaginative models using construction kits, which they are encouraged to plan on paper. Opportunities are provided for children to observe growth by planting hyacinth bulbs and seeing what has happened to them when they have been kept in the dark. Reception children enjoy making a *snowstorm* in a jar and are intrigued at the reaction when plaster of paris is mixed with water. Staff promote children's interest in the natural and man-made world well with activities such as *feely bags* containing natural items found at autumn time and providing magnifiers to look at stones and cones. Staff plan a wide variety and interesting range of experiences for this area of learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children's ability to manipulate small tools and equipment develops well.
- The resources for outside play have improved but are still not adequate for the number of children in the Foundation Stage.
- The teaching of dance does not always allow children to improve their performance.

Commentary

48. Children achieve satisfactorily and are on track to attain the expected standards in physical development by the end of the reception year because teaching is satisfactory. Children manipulate tools and small equipment such as scissors and paint brushes competently and with increasing dexterity for their age because they are taught how to use them properly.
49. The outside play area is too small for all the children in the Foundation Stage to have access to it at the same time and the resources are limited. Nursery children have plenty of opportunities to use the area and staff have devised a timetable to enable the reception children to use the area for about half an hour a week. All teachers provide additional physical education lessons in the hall.
50. Reception children develop their large movement skills through lessons in the school hall and understand that they need to have an adequate amount of space for safety between themselves and others. They perform jumps and turns and skip with reasonable control and

move to the music to mime the story of the nativity. In one dance lesson the teacher relied too heavily on a commercially produced tape and did not help the children to improve their performances enough. Lessons are generally managed well, although the children in this lesson did not listen to the teacher as well as they might because she was talking over the voice giving instructions on the tape.

CREATIVE DEVELOPMENT

The provision for creative development is **good**.

Strengths and weaknesses

- The teachers provide good opportunities for children to explore and experiment with a variety of materials.
- Occasionally, work is over-directed by an adult.

Commentary

51. Good teaching ensures that children have good opportunities to develop their creative abilities. Children achieve well and attain the standards that are expected of them. The teachers provide a good range of very motivating art activities and children are encouraged to choose their own resources from an accessible and well-organised range. Songs are used well in the classroom to reinforce literacy and numeracy and children sing in tune and know the words of many songs by heart. In the reception classes children have free access to musical instruments and they enjoy experimenting with the noises they make. Children make good progress in their dramatic expression in role-play. The *hairdressers*, *toy shop*, *Santa's Grotto* and *Barlby café* are imaginatively resourced and children are familiar with the roles they should adopt. As a consequence, the quality of their conversations with each other is enhanced and their vocabulary extended. In one reception class, some of the artwork displayed is too directed by the teacher and children have not been sufficiently able to make their own choices.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils have good attitudes to work and achieve satisfactorily.
- Satisfactory teaching and learning results in standards that are in line with the average by the end of Year 6 from a just below average starting point.
- Good use is made of overall performance in English to identify areas of improvement.
- Individual pupil progress is tracked well, which enables help to be given to those pupils who need it.
- Marking is very good, giving clear direction to the pupils in the aspects they need to improve.
- There are insufficient opportunities for pupils to develop their writing skills in other subjects.
- The subject is and has been well led by its coordinators.

Commentary

52. Pupils' achievement is satisfactory throughout the school. Pupils have good attitudes to the subject, work sensibly and achieve satisfactorily. Pupils with special educational needs receive plenty of assistance from teachers and teaching assistants, but for pupils with

moderate learning difficulties it is unnecessary for them to be withdrawn from the class for their sessions with the special educational needs teacher. Overall, standards in English have been maintained since the last inspection, despite a lack of continuity in their teaching. Nevertheless, Year 6 pupils underachieved in writing in the national tests of 2004. The school was quick to respond to this deficiency and initiated an action plan, which has remedied the shortcomings. Pupils' progress is now carefully tracked, and underachievement is identified and dealt with. Very good marking focused on their individual targets has been instrumental in pupils' sustained improvement.

53. Standards in **speaking and listening** in Years 2 and Year 6 are in line with the expectation of pupils of this age, bearing in mind their below average starting point. They make satisfactory progress in developing their speaking and listening skills because teachers plan opportunities for them to do so, more particularly in their literacy lessons, although they are less in evidence in other subjects. Pupils generally talk with confidence and in the best instances talk in full sentences when they are encouraged to do so by their teachers. For example in a mixed Year 3 and 4 class, pupils read out parts from a play script with enthusiasm. Their teacher encouraged them to add expression to their voices by taking heed of the stage directions and punctuation. The strategy of using 'talking partners' was also used to good effect, particularly when they had to explain their partner's point of view for this required them to listen carefully and report a view other than their own. Similar encouragement for pupils to add intonation and expression to their voices took place in a Year 2 class, where pupils devised their own poems on the theme of 'Do's and Don'ts'.
54. Standards in **reading** are satisfactory at the end of Years 2 and 6. Most pupils are keen to read. Staff listen regularly to individual pupils' reading, while parents are encouraged to share books with children at home. However, although parents are invited to comment in their reading diaries, teachers do not indicate to parents where they specifically might help their children. Older pupils talk engagingly about the books they have read but the lower and average attaining pupils show less enthusiasm. Higher attaining pupils use a variety of strategies to read their books successfully but the average and lower attaining pupils are more dependant upon recognising the initial letter sound and then guessing. Year 6 average and higher attaining pupils read fluently and use a range of strategies to pronounce unfamiliar words. Only the higher attaining Year 2 pupils are confident about how non-fiction books are organised and how information can be extracted from them. On the other hand, all Year 6 pupils are capable of this but some do not know how the library is organised. Pupils' access to the library is restricted because it is also the room where pupils with special education needs are withdrawn for specialist teaching.
55. Standards in **writing** are satisfactory in Year 2 and Year 6. Results in the 2004 Year 6 national tests fell as a consequence of inadequate monitoring and poor teaching earlier in the pupils' career at the school. The school however, was quick to respond to the situation. Pupils' progress is now more systematically tracked and booster sessions are given to those who are falling behind. Of greatest importance however, is the very good marking by teachers, which indicates what pupils must do to improve. Furthermore, this practice is consistently applied across the school in literacy lessons. Average and higher attaining pupils generally have a satisfactory grasp of grammar and punctuation as well as spelling but they are not always sufficiently inspired to enrich their vocabulary to make their writing more interesting. In a satisfactory lesson in developing characters, pupils did well to produce work on aspects of characterisation but were not given strategies by which their characters could be made more vivid through the use of metaphor and simile. Despite the progress made, the school does not systematically identify writing opportunities in other subjects which would extend, reinforce and consolidate writing skills. Indeed, the quantity of writing in other literacy-based subjects is very thin and the quality indifferent. Sometimes, the pupils' progress is hampered by an over-use of worksheets. Information and communication technology for drafting and redrafting work is scarcely used because of the limited number of lap top computers and the reliance on the complement of two computers per classroom. Work is invariably neatly presented because of teachers' insistence on work being well set out. Handwriting is generally fluent and joined.

56. Teaching and learning in literacy lessons are satisfactory across the school, overall. Teachers plan carefully to take into account the individual needs of pupils. Pupils' work is assessed carefully and they are given very good pointers for future improvement. The setting of older pupils by ability is effective as it enables the higher attaining pupils to move ahead and to attempt work that is challenging. In addition, the use of smaller sets to teach lower attaining pupils also helps to develop their confidence in reading, writing and spelling.
57. Leadership and management of the subject are good. There is a clear action plan to improve writing, particularly evident after last year's disappointing results and this has succeeded in re-establishing overall satisfactory attainment.

Language and literacy across the curriculum

58. There are a number of examples of developing language and literacy skills across the curriculum in other subjects, but only a few with regard to writing, where it is unsatisfactory. For example, in history and geography there is a paucity of writing and this is missing good opportunities to develop the pupils' writing skills further. On occasions, for example in science, the overuse of worksheets restricts the development of pupils in constructing examples of extended writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach standards that are above average.
- Teaching and learning are good.
- The leadership and management of the subject are good.
- Marking is not always used well enough to help pupils improve.

Commentary

59. Evidence from the inspection indicates that pupils are in line to achieve standards that are above average by the end of Years 2 and 6. Pupils make good progress so that by the end of Year 6 the majority of pupils are in line to achieve the expected levels with a higher than average number achieving at the higher levels. This would indicate an improvement over the results in the 2004 national tests, when the standards achieved were in line with those expected by the end of Years 2 and 6. Pupils are less secure in mental arithmetic where they do not always have a quick recall of number bonds or multiplication tables. This sometimes slows down the rate of learning.
60. The quality of teaching and learning is good overall. The quality of lessons ranged from very good to satisfactory. Planning is clearly based on the National Numeracy Strategy with lessons that have clear objectives and are carefully structured. In the most effective lessons, teachers have secure knowledge and understanding of the subject, which are reflected in the good pace and the careful development of strategies which ensure that pupils understand one process before moving on to the next. In these lessons, the teachers' levels of questioning and discussion are challenging and take the pupils' learning forward well. There is very good use of a range of strategies that engage the interest of the pupils and tasks given are interesting, challenging and appropriate. Throughout the school, pupils are encouraged to consider different ways of calculating answers and to explain the processes that they have used when solving problems. In the less effective lessons, although there are clear objectives for the lessons, pupils of all abilities are given the same tasks to complete. This then leads to insufficient challenge for the higher attaining pupils. In order to improve the standards that the pupils achieve, the school has adopted setting arrangements in Years 3 to 6, based on pupils' abilities. This helps in planning work that meets the needs of the individuals more closely.

61. Teachers make good use of a wide range of resources and are beginning to make good use of the ICT interactive facilities which have recently been introduced. However, there are few opportunities for pupils to use ICT to support their learning in mathematics for example when handling data and using spreadsheets.
62. Work in pupils' books indicates that in some classes there is too much emphasis on completing worksheets from a published scheme. In these instances, pupils of all abilities have been given the same tasks to complete which again slows down the rate of progress in learning by the higher attaining pupils in particular. There are few examples of pupils using their mathematics to solve practical problems. Pupils' work is marked regularly although the quality of marking is inconsistent. At its best marking clearly refers to pupils' targets and gives direction about how to improve.
63. The school has developed good procedures to assess the achievements of its pupils, based on regular evaluations by class teachers and standardised tests. This information is used well to track the achievements of pupils and to set targets. However, the targets that are set with individual pupils are not always used specifically enough to give them a clear picture of how they are progressing or of the next stage of their learning. The presentation of pupils' work is good. It is generally neat and well organised. The setting arrangements ensure that teachers plan carefully for pupils with special educational needs.
64. The leadership and management of the subject by the coordinator are good. She evaluates the results in standardised and national tests to identify any common weaknesses within year groups. She has regular opportunities to monitor teaching and learning in lessons and also examines pupils' work from across the school.

Mathematics across the curriculum

65. There are few planned opportunities for pupils to use their mathematical skills in subjects such as in science when recording results in graphs or in geography when using coordinates, for example and, is therefore, unsatisfactory. At present the use of ICT to support learning is not fully developed.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils are given too few opportunities to work independently and this limits their progress.
- Arrangements to assess pupils' attainment and progress are satisfactory but too little use is made of assessment to provide work that is appropriate to all pupils.
- The school has appropriately identified the development of pupils' skills of investigation as a priority for improvement as pupils did less well in this aspect of science in the national tests.
- The quality of marking is variable and pupils are not sufficiently clear what they need to do to improve.

Commentary

66. Evidence from the inspection indicates that pupils in Years 2 and 6 are in line to achieve average standards by the end of the year. This represents an improvement in achievements from those of last year at the end of Year 2 when pupils' achievements in the 2004 teacher assessments were below average. In the 2004 national tests at the end of Year 6 the number of pupils achieving the expected levels was below average, but results were average at the higher level. On current performance, a higher proportion of pupils should achieve the expected levels at the end of this year.

67. The quality of teaching and learning is satisfactory overall. In the two lessons seen teaching was satisfactory. An analysis of pupils' previous work indicates that teaching is satisfactory overall. This is not better than satisfactory largely because the work planned does not always provide opportunities to work independently or carry out investigations. A further factor that slows down the progress of some pupils is that in most classes, pupils carry out the same tasks whatever their ability, with work that is usually planned to match the needs of the average pupils. Teachers do not generally target work closely enough to meet the needs of the higher attaining or the lower attaining pupils. Consequently, the higher attaining pupils do not always learn as well as they should and the lower attaining pupils find the work too difficult, as their lower levels of literacy and numeracy skills make it difficult for them to record their work.
68. In the lessons seen, the teachers used questioning and discussion well to develop pupils' understanding, particularly in developing the use of correct technical terms. The teachers managed the pupils well and showed positive relationships with the pupils. The lesson planning showed clear links to the national guidance units of work and National Curriculum attainment targets. However, the objectives were not sufficiently based on what the pupils already know and can do.
69. The quality of teachers' marking is variable. In some classes, teachers relate their marking to how the pupils have met the learning objectives. In most cases, teachers celebrate pupils' work with a short comment but do not give them suggestions to help them understand or how they can improve.
70. Pupils have some opportunities to use CD-ROMs and the Internet to assist them in their work but the use of ICT is not well established. There are few examples of the use of mathematics to support work in science.
71. Since the last inspection the school has implemented procedures to assess the achievements of the pupils largely based on standardised tests and end of unit assessments based on national guidance. The results of these assessments are recorded and used to set school targets. However, they are not yet used to set individual targets that are shared with the pupils. In Years 1 and 2 teachers' assessments of pupils' progress are kept. Although the school has begun to collect work for a school file of work, this is still in the early stages of development. As a result there is no clear established guidance from which teachers can make accurate assessments against National Curriculum levels.
72. The school recognises the need to improve the quality of provision with regard to investigative work. Although pupils have opportunities to carry out investigations, these are usually the same for all pupils, with few opportunities for pupils to learn by planning, carrying out and independently recording their own investigations.
73. The management of the subject is satisfactory. The subject coordinator has monitored teaching and learning in classes and samples of pupils' work. He has established links with the local high school which provides opportunities for the science teacher to teach Year 6 pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils by the end of Year 6 and Year 2 underachieve in too many aspects of the subject because they have not had sufficient access to computers to build up their skills.
- Standards declined after the last inspection.
- There are examples of good work in some classes and signs of improvement.
- Pupils are very enthusiastic about using ICT.
- The new laptops are not used as much as they could be.

Commentary

74. Standards are below those expected, and below those found at the previous inspection because pupils have not covered the work they should in sufficient depth. Current work is of good quality. By the end of Year 6 pupils, including those with special educational needs, attain good standards when using multi-media presentations, graphical representations and in researching for information from the Internet. However, they underachieve in the other strands of the curriculum; for example, in the using of control devices such as sensors, word processing and use of spreadsheets. Some pupils are skilled at using the computer and are quick on the keyboard and at accessing programs but these pupils are often those who have computers at home which they use regularly. Standards have slipped because there has been a lack of focus on the subject because of the building of the new school.
75. Since the last inspection the computers have become outdated and at the end of their usable life; many of them being incompatible with each other. Additionally, the degree of expertise required to teach the subject has increased significantly and teachers have not been able to keep up with new technology and the demands of the software. Staff have received training and most are now secure about their teaching but there are still some staff who lack confidence. The room earmarked to house a computer suite has had to be used as a classroom owing to rising numbers, so the school has bought sixteen laptops. These are not ideal for infants to use so, consequently, staff rely on using the two computers in their classrooms. This means that pupils do not get sufficient opportunities to practise their skills regularly. No lessons were observed in the infants but the very few examples of work on display and saved on the computer were of a good standard. For example, pupils' pictures using a paint software package showed they could access the different tools to produce striking and attractive pictures. Pupils rarely print out their work which is a lost opportunity. In the one lesson observed in Year 6, the teaching was good and pupils made good progress in presenting multi-media slide shows. Their enthusiasm for the project was palpable and they worked with a high level of commitment. The nature of the task was challenging for all pupils and the teacher and other adults supported pupils and sorted out minor problems well. Several pupils were so keen they worked on presentations at home and brought them to share with their classmates.
76. Displays of work on graphical representations undertaken by older pupils are eye catching and indicate that pupils have good skills in using graphical tools. Pupils say, in discussions with them, that they are very keen to use the computers but they do not have enough chances to do so. During the week of inspection the laptops were not used as much as they could be and the staff timetable shows this to be the case on other occasions. This means that pupils do not get enough 'hands on' experience and opportunities to develop their skills.
77. The headteacher is currently caretaking the subject. He has particular expertise in ICT and is well aware of the subject's shortcomings. However, although improvements in resources and staff expertise are bringing about improvements in standards there are no specific plans for the subject until the coordinator returns from extended illness. The school has recently introduced a new assessment system which is being used effectively to record what pupils have achieved. This is an improvement since the last inspection.

Information and communication technology across the curriculum

78. Although interactive whiteboards are used successfully in some lessons, ICT is not used enough in other subjects and is therefore unsatisfactory. Standards in ICT are below average and achievement unsatisfactory because governors did not want to install equipment in the old school. The school wished to wait until the new school was built before installing ICT hardware. As a consequence of this time delay, there are insufficient resources and teacher's confidence in using ICT is only slowly developing. There are very few displays of work in ICT and opportunities are missed for pupils to develop their skills. Pupils use computers in literacy but there are few examples of extended pieces of writing and in mathematics pupils sometimes use programs that promote the skills to be learnt in the lesson, such as using protractors. However, pupils rarely use spreadsheets or data handling programs. Pupils' use the Internet to research for information well but overall their competence in using ICT in other subjects is below the expectation.

HUMANITIES

Geography, history and religious education were only sampled.

Geography

79. Geography was only sampled as it was only possible to observe two lessons because of the inspection schedule. Judgements about standards are made on the basis of conversations with pupils, and an analysis of their work in books and displays. Overall, standards are about the level expected by the end of Year 2 and Year 6 and their achievement is satisfactory and these results have been maintained since the last inspection. Pupils with special educational needs make satisfactory progress.
80. Pupils in Years 1 and 2 develop the skills of mapping the immediate area through guided walks. Average attaining pupils can identify some principal features and explain their function. In a good lesson with Year 3 and 4 pupils, they made good progress in following directions on a local map. Different tasks were set to match the range of abilities in the class, including a child with severe learning difficulties. Pupils in a satisfactory lesson for a Year 6 class made satisfactory progress in using eight points of the compass on different scale maps.
81. A scrutiny of pupils' work however, does not show attention to setting work to match the range of abilities. Furthermore, the coverage is rather thin and there are few opportunities for pupils to develop their writing skills. Nor is there evidence of the use of ICT to support their research or word processing skills.
82. Coordination of the subject is satisfactory. The coordinator is a supply teacher who is also taking on this subject responsibility. In the circumstances, she can only 'caretake' the subject and standards of work throughout the school are not monitored.

History

83. In history only one lesson was seen and therefore judgements are based on a scrutiny of pupils, work in books and on display. Standards are satisfactory overall and this represents a maintenance of the position since the last inspection. In the one lesson observed with a Year 1 class, the teaching and learning were good. Pupils were required to identify which toys were old and which were new. The teacher challenged pupils to think carefully whether a replica of an old toy was 'new' and similarly whether a toy that was dirty was necessarily 'old'. This provoked pupils to think carefully about possible anomalies. The pupils worked diligently in sorting pictures of the toys into their respective categories while the teacher encouraged them to develop their language to describe them. The work was well matched to the range of abilities of the pupils.

84. There is little evidence of setting work to match the range of abilities. Furthermore, the coverage is rather sparse and there are few opportunities for pupils to develop their writing skills. Nor is there evidence of the use of ICT to support their research or word processing skills.
85. Coordination of the subject is satisfactory. The coordinator has been the subject leader for some years but there have been few opportunities for her to refresh her skills as there have been no courses. While she provides advice for colleagues, there is no opportunity to monitor the standards in history.

Religious education

86. No judgement is made on standards or achievement at the end of Year 6 and Year 2 because there was a very limited amount of written evidence and no lessons were observed in Year 6. Much of the work is covered through story and discussion, except in the lower junior classes where written work showed pupils to have a satisfactory knowledge and understanding of religious education.
87. From the limited amount of written work available pupils have an adequate understanding and knowledge of the basic values and beliefs of Christianity by the end of Year 6. However, in discussions with them they had very little recall of work related to other major faiths and expressed a dislike of the subject; finding both the work and assemblies uninteresting. When learning is based on first hand experience pupils find it interesting and they recalled with enthusiasm what they had learnt from a Sikh visitor about Sikhism, some two years ago.
88. In the lessons observed teaching was good in Years 3 and 4, and in the one Year 2 lesson. Year 3 and 4 pupils made good progress in developing their understanding of how Christians around the world celebrate Christmas, researching information from books and recording it in a table. Their research helped pupils build on their information and literacy skills. Pupils with special educational needs were fully included in the discussions and the teacher used good strategies to sustain their interest. Teachers are skilled in their questioning and build on pupils' prior knowledge of Advent and knowledge of Christian festivals well. In the Year 2 lesson, the teacher created a spiritual atmosphere by turning off the light, lighting a candle, lowering her voice and encouraging pupils to imagine what it would have been like in a dark and cold temple. She read the Jewish story of Hanukkah with interest and helped pupils remember previous work on Judaism and Christianity by good questioning.
89. The infants were involved in performing a Nativity play, which they clearly enjoyed and as a result gained a good understanding of the events surrounding the birth of Jesus and the reasons for celebrating Christmas. Apart from the work in Years 3 and 4, teachers miss opportunities for pupils to write and record what they have learnt in their lessons. Drama is also underused to promote understanding of the subject.
90. The coordination of the subject is satisfactory. The co-ordinator is aware that the school could do more to promote multi-faith education and has plans to make links with a multi-ethnic school in Leeds. Although the school has purchased additional resources there are still shortages in videos and artefacts. There have been no significant improvements since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were only sampled.

Art and design

91. Although only one lesson was observed, it is evident from the scrutiny of work that standards and pupils' achievements are at least satisfactory. Teachers provide opportunities for pupils to use a sufficiently wide variety of materials to develop their skills in different artistic techniques.

Pupils' art and design work displayed around the school and in sketchbooks is of satisfactory quality with examples of good work in different media. Some displays around the school show particularly striking examples of good quality work. For example, the clay work based on Viking axeheads and drawings from close observation in several classes are of a good standard. Younger pupils are developing their skills in textile design well and older pupils' charcoal and chalk drawings of parts of a scooter are of a high quality. Most work on display shows a good level of care and attention to detail. In the satisfactory lesson observed in a mixed Years 1 and 2 class, pupils discussed the design of a stained glass window in the style of Mondrian and understood the association of the artist with bright colours. They made satisfactory progress in using the materials and experimenting with colour. Four other pupils used the computer to design a picture in the style of the artist. They concentrated well, used the mouse carefully and accessed the colours on the tool bar well. The 'Art week' and outside artists who work with pupils and staff make a good contribution to the subject.

92. The headteacher is currently 'caretaking' the leadership of this subject. The subject was audited by the previous coordinator and significant shortages in resources were identified. New equipment has subsequently been purchased and the school now has sufficient resources. Plans for the future development and monitoring of the subject are on hold until a new coordinator has been appointed.

Design and technology

93. No lessons in design and technology were observed, therefore it is not possible to give a secure judgement about teaching. Inspectors looked at samples of pupils' previous work, work on display and teachers' planning. In design and technology, teachers' planning and evidence of previous work indicates that standards are as expected at the end of Years 2 and 6. This is similar to the findings of the last inspection. However, the subject does not enjoy a sufficiently high profile. Currently the school uses the national guidelines as the basis for its work. However, the newly appointed coordinator recognises that this needs reviewing to more closely reflect the needs of the school. There are no procedures for assessing and recording pupils' achievements. Resources for the subject are adequate although some tools are in need of replacement. There is no evidence of the use of ICT to support learning either through planning, modelling or control.

Music

94. As no lessons were observed in music it is not possible to make a judgement about standards or the quality of teaching. Teachers plan their lessons using a commercial scheme to ensure that pupils have access to music. Lessons are enhanced by opportunities for pupils to learn to play the recorder in extra-curricular clubs. There are also opportunities for pupils to learn to play brass, woodwind and the cello from peripatetic music teachers. The school has maintained its strong tradition of performing in the school band alongside pupils from the high school and three other schools. Pupils have also take part in up to 30 concerts and members of the school band have had opportunities to enjoy 7 European concert tours which contributes to their musical experiences.

Physical education

95. It was not possible to observe lessons in this subject because of the inspection schedule. Teachers' planning shows that all elements of the curriculum are covered and the school provides good opportunities for all pupils to have swimming sessions at the local high school. Very good links have been established with the high school and both schools are working together on a major sports project. The new coordinator has audited the subject and will be working with the high school to develop future plans. Pupils use the high school facilities in the early mornings for pupils to play football and basketball, golf and badminton. There are no residential visits for pupils and inter-school sporting events are limited. These are missed opportunities for pupils to participate in sport, outdoor adventurous activities and to learn to socialise outside school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

96. The provision for pupils' personal, social and health education is good. Aspects of this subject are taught regularly in each class and as elements of other subjects such as science. The dangers of alcohol and drugs' misuse are taught to older pupils in these lessons. There is a clear programme for sex and relationships education, which is taught to older pupils and good use is made of the school nurse and police to support its work in these areas. Issues of concern and feelings are discussed sensitively in 'circle time'. However, pupils are not given formal opportunities to discuss ways in which they might contribute to the improvement of the school, limiting this aspect of their personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	2
Attitudes	4
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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