

INSPECTION REPORT

OVERDALE COUNTY PRIMARY SCHOOL

Scarborough

LEA area: North Yorkshire

Unique reference number: 121336

Headteacher: Mrs K Hyatt

Lead inspector: Mr Clive Davies

Dates of inspection: 21-23rd February 2005

Inspection number: 267632

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

© Crown copyright 2005

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 -11
Gender of pupils:	Mixed
Number on roll:	300
School address:	Hawthorn Walk Eastfield Scarborough
Postcode:	YO11 3HW
Telephone number:	01723 582360
Fax number:	01723 583699
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Peter Bowdidge-Harling
Date of previous inspection:	February 1999

CHARACTERISTICS OF THE SCHOOL

Overdale is a large primary school in Scarborough in North Yorkshire. The children attending range from 3 to 11 years of age. It has a nursery with all children attending part-time. The school's immediate area, from which it draws the vast majority of its pupils, is mixed with a large number of parents being either single parents or unemployed. This is reflected in the above average percentage of pupils entitled to school meals free of charge. The percentage of pupils with special educational needs is also above the national average. Nearly all pupils are from British, white families with all pupils' home language being English. The number of pupils who leave or join school other than at nursery or reception is well above average, reflecting the level of mobility within the local area. When they first start school many children display levels of skills in communication, social development and creativity that are significantly below that expected of children of their age. The school gained a Healthy Schools Award in 2004, is working towards an Investors in People Award and it has a Family Learning programme running for its parents.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3639	Clive Davies	Lead inspector	Foundation Stage of Learning and English
19431	John Holmes	Lay inspector	
8345	Lois Furness	Team inspector	Mathematics and information and communication technology
33507	Eileen Brierley	Team inspector	Geography, history, religious education and personal and social education
33225	Elizabeth Greensides	Team inspector	Special educational needs, science, art and design, design and technology, music and physical education

The inspection contractor was:

Focus Education (UK) Ltd

113-115 High Street
Uppermill
Oldham

OL3 6BD

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	6-7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8-11
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11-16
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16-18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19-31
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Overdale provides a satisfactory standard of education for its pupils. It has many strengths that outweigh its weaknesses. It has the capacity to improve rapidly because the relatively new headteacher is demonstrating the ability to improve key areas of the school's work. Although the vast majority of pupils achieve appropriately the standards attained by pupils in English and science are below average at the end of Year 6. The quality of education is satisfactory with many examples of good teaching having a positive impact on learning. The school provides sound value for money.

The school's main strengths and weaknesses are:

- The headteacher has a clear understanding of what the school needs to do to improve and has put in place good procedures to raise pupils' standards.
- The lack of leadership skills by a senior manager is preventing the headteacher from effecting school improvement at an even greater rate.
- Lower attaining pupils, including those with special educational needs, make good progress and achieve well.
- The challenge provided for more able pupils is often inconsistent.
- Children in the foundation stage of learning are provided with a good start to their school life.
- Teachers and support staff work enthusiastically and effectively together, being particularly strong in managing the behaviour of pupils.
- Pupils are not always provided with good enough information about how to improve their work.
- Overuse of worksheets and a lack of progression and continuity in many foundation subjects are making the breadth of the curriculum unsatisfactory.

The school was last inspected in February 1999 and has made satisfactory progress since that time. Many staff changes have occurred in the school since the last inspection but the main issues associated with provision for the youngest pupils and for information and communication technology have been dealt with well. The third issue related to assessment has only been partially dealt with.

STANDARDS ACHIEVED

The vast majority of pupils achieve appropriately. According to the results of National Curriculum tests for Year 2 and Year 6 pupils, standards were well below average in English and mathematics in 2004 and the progress made between Year 2 and 6 was unsatisfactory (see table below). However, this gives an inaccurate view of school performance. Lower attaining pupils achieve well and many of the pupils who took national tests at Year 2 have left the school before they reach Year 6. This makes comparisons insecure. However, there is too often a lack of challenge for more able pupils.

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

*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.*

When children start in the foundation unit (nursery and reception) their skill level in communication, language and literacy is below that expected for their age. This is particularly the case for boys who also have lower than expected social and creative skills. During their time in the foundation unit all children make good progress. This provides them with a good foundation as they move into Year 1

and then through the school. Pupils develop their language and literacy skills appropriately with added attention now being given to reading. This has helped pupils to become more confident readers and writers. However, more able pupils, in particular, do not extend their creative ideas enough and therefore their writing often lacks sparkle. Most pupils do better in mathematics, with standards now being satisfactory. This is despite the fact that most pupils do not handle problem solving as well as other aspects of their numeracy work.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. The vast majority of pupils support each other well when working together. They behave well and always have a welcoming smile or a polite remark to make when meeting the adults who work with them. There are many opportunities for pupils to focus on moral issues in lessons. The school has made a good start to help pupils have a good understanding about living in a multi-cultural society. Despite the schools best efforts, attendance levels are below the national average.

QUALITY OF EDUCATION

The quality of education is satisfactory overall but there are issues regarding the breadth of learning in many subjects other than English and mathematics. **The quality of teaching and learning is satisfactory.** Teachers and support staff are very enthusiastic and committed to school improvement. The management of pupils' behaviour is consistently good throughout the school as is the effectiveness of the working relationship between teachers and support staff. Pupils' learning is being hindered by a lack of information provided for them to recognise what they need to do next in order to improve. In a number of lessons there is over-use of worksheets which leads to pupils, particularly the most able, not being appropriately challenged. Marking is unsatisfactory and often inaccurate. There are pockets of excellent assessment practice although this is not consistent throughout school. This leads to assessment arrangements being unsatisfactory overall.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher is determined to raise standards. The good leadership demonstrated by the headteacher is moving the school forward. There are now good procedures in place to help evaluate the school's effectiveness. At the moment the lack of quality senior management support provided for the headteacher is holding back the pace of progress. Governors are very committed and satisfactorily challenge the school. They appropriately meet their statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a positive view of the school and appreciate the fact that their children are happy and well cared for. Pupils enjoy coming to school and, through the school council, are beginning to have more of a say about what is happening.

IMPROVEMENTS NEEDED

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

- Develop the leadership skills of a senior key leader so as to improve strategic management.
- Provide more consistent challenge for more able pupils.
- Improve assessment arrangements so that pupils are better informed about what they need to do next to improve their work
- Provide more variety in foundation subjects aiming to reduce dependence on worksheets.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The vast majority of pupils achieve appropriately.

Main strengths and weaknesses

- National test results for Year 2 and 6 pupils in English and mathematics were well below average in 2004.
- Standards in mathematics, when taking account of everyday work, are in line with those expected for their age.
- Lower attaining pupils, including those with special educational needs, make good progress.
- Too many more able pupils are underachieving.
- Children make good progress in the Foundation Stage of Learning.
- Pupils make good progress in oracy and this is helping to raise confidence in reading and writing.
- More able pupils' writing lacks sparkle and their creative ideas are under-developed.

Commentary

- 1 The 2004 national test results in English and mathematics for both Year 2 and Year 6 pupils were well below national averages. This has been the case for reading at the end of Year 2 for the past four years. The English results at the end of Year 6 have been better but rarely reaching the levels expected for pupils' age. The main difficulty relates to the number of pupils who attain at a better than expected level both at the end of Year 2 and Year 6. In each case the percentages attaining at the higher levels (Level 3 and 5 respectively) have been well below the national average. The tables below show that typically pupils at the end of Year 2 and Year 6 attain at an average of one to two terms below other pupils nationally. In mathematics, the national difference is not as great at the end of Year 6 as it is for English. On-going work completed by Year 2 and 6 pupils shows a stronger position with standards in mathematics being in line with national expectations and standards in English being just below national expectations.

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

Standards in:	School results	National results
reading	13.7 (14.6)	15.8 (15.7)
writing	13.3 (12.2)	14.6 (14.6)
mathematics	15.3 (13.9)	16.2 (16.3)

There were 44 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	24.7 (27.3)	26.9 (26.8)
mathematics	24.9 (27.5)	27.0 (26.8)
science	27.9 (28.0)	28.6 (28.6)

There were 38 pupils in the year group. Figures in brackets are for the previous year

- 2 Standards in mathematics have steadily improved over the past few years and the work produced by pupils in all years now matches that expected for their age. Pupils' knowledge and understanding of number is good and improving mainly due to good mental and oral sessions within each lesson challenging the majority of pupils. By the end of Year 2 pupils handle counting in patterns well and they have a good understanding of money. As they move through school they develop their mathematical understanding well and by the end of Year 6 most pupils cope with decimal and fractional values with confidence. Pupils are less confident when it comes to using their understanding of number in the form of problem solving. This is something that has been identified as a whole school priority for improvement. As with several other subjects, insecurities surrounding pupils' assessment means that work is not always matched to pupils' ability. This is particularly hindering the progress of more able mathematicians. Recent improvement in assessment and record keeping are only starting to have a positive impact on pupils' rate of progress and therefore their achievement.
- 3 Lower attaining pupils achieve well because of the good quality of support provided for them. Their work is carefully checked and they are mostly provided with tasks that matches their levels of attainment. This is also the case for pupils with special educational needs who achieve well in relation to the targets within their individual education plans. The co-ordinator for special needs tracks the progress of these pupils effectively and the quality of individual education plans is very good. Teachers pay good attention to these plans and are aware of the individual attention which each pupil needs. Support staff are very well briefed by the co-ordinator, and together they form a team which plays a significant role in meeting the individual needs of special educational needs pupils.
- 4 There remain issues surrounding the challenge provided for more able pupils. This is reflected in the relatively low numbers that attain at the higher than expected level in national tests for Year 2 and Year 6 pupils. One of the difficulties faced by staff is insecurity associated with assessment procedures which means that too often staff are not clear about levels of attainment of individual pupils and do not therefore plan to meet their needs. In individual lessons, teachers do well in motivating and managing behaviour but do not always pitch the level of challenge right for more able pupils. There are two main issues of concern. Firstly, during whole class sessions questions tend to be directed at average attainers. Secondly, expectations can be too low when it comes to deciding how much work has to be completed in a given session. This tends to have the impact of lowering expectations and in more able pupils not always working to their full potential. There are pockets of good practice as for example in Year 1 and 2 where teachers do have a greater focus on the needs of the most able.
- 5 When children start in the foundation unit (nursery and reception) their skill level in communication, language and literacy is below that expected for their age. Boys, in particular, display lower than expected social and creative skills when they first start school. In contrast to other parts of the school, good assessment systems help the adults who work with these children to identify areas of strengths and weaknesses. The good assessment is combined with a good knowledge of how to promote children's skills in specific areas. This helps to ensure that during their time in the foundation unit all children make good progress. There is very good attention to developing children oracy skills and this in turn gives them added confidence when looking at books or when writing. The needs of boys are well addressed with additional attention provided for them to take responsibility and to work with others. A carefully structured and well thought out learning environment is a prominent feature of the foundation unit and this is helping children to make good progress in all areas of learning during their nursery and reception years.
- 6 Pupils' skills in oracy is a major hindering factor when it comes to attaining as highly as they should in English. All staff are aware of this issue and give a great deal of attention to pupils' speaking and listening in all lessons. In Years 1 and 2 effective use is made of 'talking partners' (a system where a pupil talks about an issue with another before committing an answer in front of all the class). There is also good attention given to helping pupils talk in

small groups or in pairs. This has helped to raise pupils' confidence levels and the vast majority are not inhibited when it comes to talking out in front of others. There is also good attention given to challenging pupils to come up with more effective descriptive words, or phrases, when it comes to answering questions. There is encouragement for pupils to think of more powerful descriptive words and this is often a feature of the whole class session in literacy lessons. This is beginning to penetrate pupils' writing although there is still some way to go before all pupils are regularly using a full descriptive vocabulary in their written responses.

- 7 Although more able pupils write well, in terms of using a full range of sentences and starting sentences off in different ways, there is a lack of sparkle in their story writing. They tend to 'play safe' when it comes to creative effort and therefore their stories tend not to capture the reader's interest. Most, more able pupils' writing by Year 6 shows a consistency in punctuation although there remains some uncertainty when it comes to using apostrophes. They use a carefully thought out sequence but they fail to develop their stories appropriately. This is because of a combination of insecurity in using Standard English and a failure to be directed to think about, and be supported in, being more creative.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are good.

Main strengths and weaknesses

- Most pupils behave well and support each other when working together.
- The school has worked very hard to ensure that pupils are free from any form of harassment.
- There are many opportunities for pupils to focus on moral issues in their lessons.
- More needs to be done to improve pupils' understanding of living in a multi-cultural society.
- Attendance rates are well below the national average.
- The school works hard to improve attendance through a range of strategies.

Commentary

- 8 The last inspection found that pupils' attitudes to learning were good, and this remains the case, both in the foundation stage and other years. Pupils in all year groups are pleased to take part in the activities provided for them. They talk enthusiastically about their work, their visits out and the clubs they participate in.
- 9 Behaviour at the school is good. Pupils interact well with each other and have good relationships with the teachers and other adults who work with them. The school has high expectations of behaviour, and pupils' response to these expectations is very good. Most pupils settle quickly to their work and follow teachers' instructions well. The school has invested time during lessons to develop good attitudes in all pupils towards those with special educational needs of any kind. As a result, they show care and consideration towards each other, and often help each other within lessons. For example, those pupils with physical difficulties are able to enter fully into the life of the school because of the support and help of others. Pupils with any special educational needs are actively included by all.
- 10 The school has worked very hard to ensure that pupils are free from any form of harassment and there are a variety of good systems in place to deal with any instances of bullying. Parents and pupils feel that any instances of bullying are effectively dealt with by the school. The specific deployment of additional support staff has had significant impact on the well-being of many pupils. Any pupil whose behaviour is causing concern is quickly identified, supported and monitored closely. The table below shows that only one pupil had been excluded, on a temporary basis, in the last year.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
318	1	nil

- 11 The recently formed School Council meets once a term and allows pupils to represent the views of their classmates. Through fund-raising efforts pupils are becoming aware of their opportunities to help others, and state their enjoyment of this aspect of their development. The local area is almost exclusively mono-cultural and much has been done to improve pupils' understanding of the multi-cultural society they live in. However, the school is aware that more needs to be done to help pupils fully understand their role in living in a multi-cultural society.
- 12 Attendance is well below the national average (see table below). However, the school works particularly hard to improve the attendance rates. Registers are carefully monitored and a first day call system has been implemented (contacting parents on the first day of absence to check on the reason). A post has been created to support vulnerable pupils and families and this is having some degree of success. Despite the school's best efforts, there are still a number of pupils who regularly miss school or arrive late. A small minority of parents do not encourage their children to attend.

Attendance in the latest complete reporting year 92.8(%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	1.3
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall but there are issues regarding the breadth of learning in many subjects other than English and mathematics.

Teaching and learning

The overall quality of teaching and learning is satisfactory. Assessment is unsatisfactory.

Main strengths and weaknesses

- Teaching in the foundation stage unit is good.
- Teaching assistants are used well to support pupils with special educational needs.
- Assessment information is not used well enough to inform teachers' planning.
- The marking of work does not inform pupils sufficiently well why their work is good and how they might improve.
- Teachers manage pupils' behaviour well.
- The supportive relationships between pupils and staff give pupils confidence and increases their self-esteem.

Commentary

- 13 The overall quality of teaching has remained the same as in the last inspection but no unsatisfactory lessons were observed, unlike the previous inspection. The table below shows that overall good teaching makes up half of the overall lessons. However, the longer term impact of teaching on learning remains only satisfactory because of assessment arrangements not helping teachers to plan as effectively as they could to meet the needs of more able pupils. All teachers are very dedicated and enthusiastic and work hard to provide a safe and secure environment for pupils to work in.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	12	14	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.

- 14 The teaching in the foundation stage unit is good and having a positive impact on children’s learning. There is a very good understanding by the staff about how young children learn and resources are used very well to engage the children’s interest. The adults teach communication skills well and are successful in improving the children’s personal and social development. Teachers, nursery nurses, and teaching assistants are very clear about what they want the children to learn. Activities are well prepared and organised so as to maximise opportunities to reinforce communication and language skills. This was at its best when children were sharing traditional and familiar stories and nursery rhymes. The learning environment is well organised so that activities aimed at supporting development in the six areas of learning are well resourced. Teachers working with these young children are confident of the needs of these young children and it is one of the areas in the school where assessment arrangements are effective.
- 15 The teaching of pupils with special educational needs and other pupils who have difficulty with their work is good. The teachers and teaching assistants are fully aware of the intellectual and emotional needs of the pupils they are supporting. The individual requirements of the pupils are well matched to the learning targets within their Individual Education Plans (IEP’s). The teaching assistants and class teachers work well as a team to motivate and sustain the interest of the pupils and provide a good level of support. Pupils with special educational needs are identified early through good assessment and screening procedures, and the same approach is taken with new pupils who enter the school. They are taught well in lessons, and receive good support for their learning from teaching assistants who are part of the whole lesson planning process. Teaching assistants ensure that they closely follow each pupil’s individual education plan, and discuss any issues with the class teacher or the co-ordinator for special educational needs.
- 16 Despite individual examples of excellent practice, the use of assessment information is unsatisfactory. Consequently the activities planned do not always meet the needs of all pupils. Higher attaining pupils in particular are not always challenged by the work they are given and teacher expectations can be insufficiently high. This was evident in most subjects including, English, mathematics, science and information and communication technology (ICT). In both mathematics and science there is an overuse of worksheets and this prevents pupils’ developing their independent writing skills as well as presentation. The quality of teachers’ marking is unsatisfactory. The written comments teachers’ make when marking work do not satisfactorily help pupils to identify their individual strengths and weaknesses, and move their learning forward. In some instances marking is inaccurate. In contrast to this there was excellent use of target setting with young pupils in Years 1 and 2, where pictorial targets were used to help remind pupils about what was expected of them.
- 17 A strong feature of the teaching across the school is the way that the teachers create a calm and purposeful environment in each classroom. Relationships are good and pupils work well with partners and in groups. The headteacher and teachers have high expectations of how

the pupils should behave in and out of lessons. They make sure that the pupils understand what is expected of them. In lessons throughout the school, the teaching and support staff effectively use a range of strategies including praise to manage pupils' behaviour and, as a result, the pupils concentrate well and work hard. This process is positively influencing pupils' attitudes and their ability to learn more effectively.

The curriculum

Main strengths and weaknesses:

- The curriculum is broad and balanced and meets statutory requirements.
- The approach to curriculum innovation and development has not been cohesive.
- Good provision for pupils with special educational needs enables these pupils to achieve well and play a full part in school life.
- Some areas of the curriculum lack emphasis on the development of skills.
- The headteacher has a good approach to widening pupils' experiences through a range of other cultures, and the school welcomes a variety of visitors.
- Provision for the more able is unsatisfactory.

Commentary

- 18 For pupils in Years 1 to 6 all National Curriculum subjects and religious education are taught, the school has a daily act of collective worship, and the curriculum meets statutory requirements. The accommodation and resources are satisfactory overall. The match of the non teaching staff to the curriculum is good, and has a significant impact on the progress of pupils with special educational needs. In the foundation stage of learning the curriculum is well organised and balanced and gives appropriate attention to practical activities. The outdoor provision is good and enables pupils to experience learning from many different contexts. Following the last inspection the school has taken appropriate action to improve provision in ICT. Curriculum development has improved both resources and staff knowledge and skills. The computer suite, with an interactive whiteboard, is a good resource and enables all pupils to have extended 'hands-on' experience. However, problems with the speed of the networking system mean that pupils often have to wait for several minutes before accessing programs.
- 19 The curriculum has not been recently developed to take account of the nature of the school and its pupils, or of the many national initiatives. The headteacher has recognised this and has good plans for a full review aimed at significant improvement. Currently, however, there is a lack of cohesion and balance throughout school, and some teachers place more emphasis on some subjects than others. Also, aspects of certain subjects are not always taught in sufficient depth; for example, the investigative aspects of science, and drawing and design in art. Subjects are often taught in isolation, and teachers are not yet taking advantage of joining them together, to develop one skill alongside another.
- 20 Provision for pupils with special educational needs is good. The school pays particular attention to ensuring that they are offered the same opportunities as other pupils throughout the curriculum and are fully included in all aspects of school life. The co-ordinator for special needs tracks the progress and achievement of these pupils. Lessons can therefore be tailored specifically to their individual needs, supported by the work of the teaching assistants and the very specific individual education plans. However, more able pupils are not identified or tracked in the same way and as a result there is limited attention paid to their needs within lessons. Work produced by these more able pupils is often very similar to others within the class and their achievement is limited by heavy, over emphasis on the use of worksheets which stifle creativity and thinking.
- 21 There is insufficient attention paid to adapting and tailoring the curriculum to the main needs of the school. For example, the school has identified writing and communication skills as

major areas for improvement, but there is still insufficient emphasis on these throughout the curriculum as a whole. Teachers' overuse of worksheets limits pupils' opportunities to write, or to develop their thinking in the written word. In subjects other than English, mathematics, science and ICT there is at present no whole school approach to a taught progression of skills. As a result, planning for lessons is often sketchy, and does not take into account what pupils can or can not already do. Lessons are often taught towards a set outcome which the teacher has in mind, with few opportunities for creativity and expression. This has a significant effect on limiting progress. For example, pupils' paintings of winter trees are very stylistic and formulaic, show little development of specific skills and do not allow pupils to show any natural expression.

- 22 The school plans well for a range of visitors in order to enrich the basic curriculum, including dancers, musicians and visiting artists. The school has recently had visits from a circus group, York Theatre Royal, community services such as the police and the fire brigade, and the Science Investigation Challenge. The headteacher is very aware of the mono culture of the school. There has been good partnership with a school in an inner city area which has a high percentage of different ethnic cultures. Resources have been recently purchased which promote diversity of cultures and a Caribbean musical event was held in the last year. These activities help pupils to extend their awareness of the outside world.

Care, guidance and support

The school makes satisfactory provision for pupils' care, welfare, health and safety.

Main strengths and weaknesses:

- Procedures for child protection and ensuring pupils' welfare are good.
- The home-school liaison worker adds much to pupils' care and welfare.
- Provision for pupils in the foundation stage unit is good.
- Effective health and safety checks are carried regularly.
- Tracking and assessment procedures could be strengthened.
- Pupils with special educational needs receive very good guidance and support.

Commentary

- 23 There are several strong features in the way the school seeks to ensure that all pupils are included in everything that is happening in school life. This results in several aspects of pupils' care and welfare being very strong. However, the exception is the consistency of provision for more able pupils. The school cares for its pupils in a safe and secure environment with good care and support from teaching and support staff. The child protection officer is very aware of her role and has received appropriate training, which has been shared with other members of staff. Everyone is fully aware of the relevant procedures. Those on the register are monitored effectively and pupils receive from all staff a good level of support and care which enables them to thrive in a supportive atmosphere.
- 24 The headteacher has correctly identified the employment of a home-school link worker as a strength of the school. The link worker pursues attendance issues, liaises with relevant staff regarding vulnerable pupils, provides behaviour support and guidance on the playground and assists with preliminary administration matters for transient pupils. Pupils new to school settle well, and teachers are quickly in receipt of support information. All staff in the school know the pupils well and relate to them. Pupils confirmed that they know who to go to for support and advice, and appreciate the care that they receive from staff. The school has received a 'Healthy Schools Award', and promotes awareness of health issues. However sweets are sometimes offered as a reward in some classes. Midday staff have received a good level of training, and operate a card system to reward good manners and behaviour. Pupils are proud of their achievements, which are noted home and rewarded with a seat on the 'Top Table' (a special reward system at lunchtime). Council members are pleased to be

elected to the recently formed School Council, and take their responsibilities very seriously. Pupils are supportive of others in the playground, befriending those who use the 'friendship stop' (a special place designated to individuals who feel lonely or unhappy).

- 25 The headteacher and representatives from the governing body carry out regular health and safety audits and act promptly to rectify any problems that are identified. Specific expertise from the governing body enables this aspect to operate well. The site supervisor and his team work hard to maintain the premises in good, clean order.
- 26 At the Foundation Stage initial assessments of children's abilities are thorough, providing a detailed picture of each child. Parents' views of their children's abilities are incorporated into staff records and used well. Procedures for transfer to secondary school are satisfactory. Teachers from the high school visit during the final year. There are informal opportunities for pupil involvement through sports and arts initiatives and pupils make visits to the high school prior to their transfer. The recently implemented tracking system is helping teachers to have a better understanding of pupil attainment. However, this has not been implemented consistently across the school. The headteacher has correctly recognised the need to continue to develop and strengthen this aspect of the school's work.
- 27 Pupils with special educational needs receive very good guidance from the co-ordinator for special needs. The SENCO meets with pupils and their teachers on a regular basis to update and revise their individual education plans, which have clear targets and areas for improvement. Pupils play a large part in these reviews and in having a say on their own targets. As a result, all are fully involved and take an interest in their own progress. This enhances their self-esteem and enables them to take part in all aspects of lessons and in all school activities.

Partnership with parents, other schools and the community

The school's work with parents is good. The school has good links with other schools, colleges and the local community.

Main strengths and weaknesses

- The school's work with parents is good.
- Information provided for parents is good.
- The school has good links with other schools.
- The school has a good partnership with the community.

Commentary

- 28 Responses from the pre-inspection parental questionnaire and the parents' meeting indicate good support for the school. It tries hard to involve them with its work and invites them into school for assemblies and events. These activities are well attended. There are a number of parents who help in school, particularly in foundation stage, on a regular basis and also help on school visits. The results of the questionnaire indicate that parents are supportive of the school in the majority of areas. The parents who responded indicated that a significant minority had concerns over bullying and harassment and about the information available on pupil progress. Comments from parents who responded on the questionnaires did indicate that they felt the school did address bullying issues well and that things were improving. The pupils did say that any incidents reported are sorted out quickly.
- 29 There are two parents' consultation evenings which are well attended. There is one consultation evening in the autumn and spring term, followed by a report in the summer term. There is also a further consultation evening in the summer term if parents request one. This is appropriate and meets the needs of most parents. The reports were changed last year to give more information on pupil attainment and progress. This now offers a good

structure to the report. The implementation of improved assessment and consistency in the targets will provide parents with better information on what their child need to do next to improve. The school provides information at the start of each term from each class on what they are doing during that term. The co-ordinator for special educational needs ensures that all parents of pupils with special needs are kept fully informed of their children's learning difficulties and are involved in all aspects of their progress. They are invited formally to review meetings and more informally to regular discussions and changes within individual education plans.

- 30 The school prospectus and annual report to parents fully meets statutory requirements and are helpful and informative. The school provides regular information to parents, with newsletters being sent out twice each half term. The newsletter includes contributions from teachers and senior management team. Parents feel happy to approach the school to discuss any issues of concern. The headteacher and staff are around at the beginning and the end of the day to talk to parents, which is much appreciated by parents. The school encourages parents to be involved in family learning and have started with a small project were parents are invited into school. This has been successful and indications are that this will result in a number of parents participating in further family learning programmes. Parents are involved in a fund raising group as a result of the headteacher talking to and encouraging parents. The school now have parents who help to organise events and last term they ran a disco for the pupils.
- 31 The school works closely with the receiving school, which helps to promote a smooth transition and minimise disruption to pupils' education. Teachers from the secondary school teach some lessons in science and drama and this helps to build a good liaison between schools. The pupils spend a day in the secondary school to help familiarise them with the new school. The schools are now working on more involvement at Year 5. The schools have worked closely on projects related to improving the pastoral system used in the secondary school so that it is more in line with the system used in primaries. The behaviour support assistant is part funded by the secondary school. The school has also been involved in the secondary school bid for specialist status, which has just been granted.
- 32 The school has good links with the community with a variety of visitors coming into the school from the police, fire brigade and the coast guard. The school has close links with support services and family learning. The school invited in the local mayor to talk to the pupils about the work of the local council and to talk to the school council. The school provides work experience places for pupils from the local school and in addition provides places for a variety of students. The extended school cluster has a joint after school club for the benefit of the pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory.

Main strengths and weaknesses

- The good leadership demonstrated by the headteacher is moving the school forward.
- Good self-evaluation and taking action on weaker issues is giving the school the capacity to improve.
- A lack of strategic leadership skills amongst other key members of the leadership team is holding back the pace of progress.
- The leadership and management of the provision for pupils with special educational needs are good.
- Governors are very committed and satisfactorily challenge the school. They appropriately meet their statutory requirements.
- Financial arrangements are secure with good procedures in place to check that the school is getting the most from its spending.

Commentary

- 33 The headteacher took over the leadership of the school two years ago. The previous headteacher had established a very positive relationship with pupils, staff, parents and the community and was extremely well regarded by all. Although this helped the new headteacher to continue to develop the school's work it also added to the new headteacher's pressure because there were inevitable comparisons being made between the new headteacher and her predecessor. The new headteacher has been able to create her 'own style of leadership' which complemented what went on before. There was a need to give even more attention to raising pupils' achievement and broadening the curriculum. In order to do so the new headteacher has had to demonstrate strong leadership. At the same time as the new headteacher took up her post new national initiatives were taking place, requiring schools to give greater attention to pupils' learning and their achievements. Focussing staff and pupils' attention on these new innovations was not easy and there was initially a little resistance. However, the leadership style employed and the support provided quickly helped to reassure staff and parents that everything was moving in the right direction. Parents were pleased to point out that although they may have had initial doubts they were quickly won over and recognise the importance of the new innovations and the direction which the school is taking.
- 34 The headteacher is very clear about what has to happen to improve standards and recognises that the new initiatives introduced have taken longer to embed into school practice than is desired. The headteacher has, however, been very determined to move the school forward and has provided the framework and stability from which such movement can happen. Staff are now very committed to the direction the school is taking. Key subject leaders have helped to support the initiative undertaken and there is effective delegation, aimed at continued improvement.
- 35 The effectiveness of the self-evaluation procedures undertaken by the headteacher has been one of the key components of the effective leadership and management. The headteacher has developed effective systems such as the one tracking pupils' progress. This is then used to focus on improving pupil achievement. In the same way a system of monitoring teaching and learning is now putting appropriate emphasis on learning not just on the charismatic style of teaching. The systems introduced have helped to give the school an accurate view of itself. There is recognition that there is still some way to go before the issues identified are rectified but there is a strong will within the school for school improvement to be highly focused on pupil achievement.
- 36 The current deputy headteacher has served the school well over many dedicated years. His enthusiasm and energy has enabled school residential visits and many sporting activities to become regular features of school life. However, his contribution to strategic management is less effective, particularly in terms of leadership and drive. There is therefore not a strong and successful working relationship at the head of the school and this is holding back the pace of improvement within the school. This is something that the headteacher is aware of and is determined to change. Other key leaders in the school are now in a position of providing strong leadership and they are well regarded and acknowledged by staff and parents.
- 37 The leadership and management of the provision for pupils with special educational needs are good. The co-ordinator maintains all appropriate documentation and liaises very well with the headteacher, parents, teachers and support assistants, as well as outside agencies where appropriate. Documentation is clear and precise, and very well focused on specific individual needs, ensuring steady progress and good achievement. The co-ordinator has full involvement with all aspects of the education of pupils within her remit, and has built up an effective team of teaching assistants.

- 38 The governors of the school know its strengths and weaknesses well and recognise the importance of the effective self-evaluation that is being undertaken. The previous chair of governors has recently relinquished his role but has remained part of the Governing Body so as to guarantee that his expertise and knowledge were not lost as the new chair took up his position. This has been very much appreciated by all and has enabled the governors to remain an influential body that challenges as well as supports school development. Most of the governors have direct links with the school and have therefore been able to give dedicated service to it. They meet their statutory requirements and work effectively and efficiently through committee arrangements allowing their meeting time to be dedicated to the most important issues dealing with school improvement.
- 39 Good administration arrangements, including the effective work of the school bursar, has enabled the school to be in a good financial position. The school works hard at effecting good value for money by ensuring that governors and key staff are well aware that spending decisions have to be associated with improvements in pupils' achievements. A very good example of the school checking on value for money is seen through the way the impact of teaching assistants is monitored and linked directly to improvement in the achievement of lower attaining pupils, including those with special educational needs.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,037,337	Balance from previous year	27,663
Total expenditure	986,014	Balance carried forward to the next	78,986
Expenditure per pupil	3,287		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

- 40 The school has successfully established a foundation stage unit with children from both nursery and reception integrating effectively during the school day. Nursery provision is part-time and children transfer to full time education in the reception year according to their birthdays. Children born between the beginning of September and the end of April join the school on a full time basis at the beginning of the September term before their fifth birthday, and those born on or after May the first start full time in January, before their fifth birthday.
- 41 When they first start school, children show a varied range of personal and academic skills with the vast majority having below expected skill levels in communication, language and literacy. A significant number have speech problems and have not learnt to listen attentively. A few require toilet training and generally the social skills of boys are poor. Many have low self-esteem and boys more so than girls find it difficult to move into a make believe world. Good induction arrangements and careful tracking of progress is helping the adults who work in the unit to recognise the requirements of the children and work is effectively organised to meet their needs. Overall skill levels are below those expected for their age with particular issues surrounding communication, language, literacy and creativity. Boys also tend to have weak social skills.
- 42 There are five employed adults working in the unit and in addition there are several other adults working either on a voluntary basis or training for specific nursery nurse or classroom assistant status. This is helping to maintain an effective, though ambitious system of organisation, where five areas have been set up across the unit. Adults working with the children meet regularly on a Thursday to organise the planning and consider additional needs. This is effective in ensuring good levels of continuity. Meetings are efficiently run and every adult therefore is clear about their individual role. There is high priority given to assessing through observation and this works effectively in enabling staff to consider the types of activities required to support children's learning. Children have a reasonable free flow to move to any area that they wish but on occasions certain individuals are guided towards certain activities. On other occasions children have to do certain activities. There is a literacy and numeracy activity for all children each day and this normally precedes the free flow movement to other activities.
- 43 Planning is very thorough with five working areas being focused upon. There is an adult to support work in each of the five areas and this works well in terms of effective management and organisation of the unit. There is a literacy room, a room dedicated to construction and number, music and creative room, a role play area and an outdoor area. This provides for a full range of skills to be developed within the six areas of learning and staff are very clear and thorough about their assessments and have developed very good and specific observation recording sheets which are contributing well to tracking the progress of individuals. The foundation stage action plan which is linked directly to the Local Education Authority's early years plan is helping to focus attention on raising children's levels of achievement from entry. It also supports the effective management of the area with good leadership underpinning the effective work that is taking place in this area.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- Good attention to boys' needs, in terms of helping them to take on responsibility.
- Turn taking is given a very strong emphasis.

- Circle time is a prominent feature.

Commentary

- 44 When they first start school the vast majority of children show skill levels that are just below those expected for their age. Boys in particular are not used to sharing or taking turns and very few have ever been used to tidying up or taking responsibility for their actions. During their time in the nursery and reception classes children make good progress so that a good number are attaining the early learning goals anticipated by the time they finish in the foundation unit. This is down to good teaching which is exemplified by sound observations leading to children's needs being identified at early stages.
- 45 Although the unit is spread over three classrooms and has five dedicated areas there is a common approach given to certain aspects of children's personal and social development. Turn taking and sharing are very strong features. For example if the focus of an activity is mathematics, as was seen when children were playing a game, the emphasis on turn taking or sharing is still very apparent. All adults, either permanent or voluntary, who work with the children, have the same approach. Children are provided with time to think about what they are doing and the adults are very careful not to jump in too quickly but to allow time for children to think issues through for themselves. This is particularly effective if an aspect of behaviour requires a child to consider his or her actions. Circle time is used to good effect to help children to take turns and to listen to others. This is a prominent feature in the foundation unit and children respond well to it.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Lola the Leopard is used effectively to help 'good listening'.
- Strong emphasis on literature is helping children to engage with books from early on.
- Good assessment arrangements helps to raise awareness of staff to individuals needs of children.

Commentary

- 46 When children first start school it is in this area that their skill level is at its weakest. Many children do not listen appropriately and a few are not used to handling books. A large number are not familiar with having stories read to them and a good number cannot write their names. During their time in the foundation unit each child has a dedicated time in the literacy room and this is helping to raise their achievement. Good progress is made in this area of learning with at least half being able to attain the early learning goals by the time they finish their time in the foundation unit. The teaching for this area is particularly good with effective emphasis being placed on developing children's speaking and listening as well as their ability to develop good pre-reading skills.
- 47 The adults who work with the children give good attention to developing their speaking and listening skills. There is a strong emphasis on taking turns to listen to each other and this is at its best during circle time. There is also good use of puppets to help children to speak and listen appropriately. The use of Lola the Leopard is particularly effective in helping children to listen. Lola is used as a model and the children respond well to this type of emphasis. Many children do not use full sentences and 'clip' their words when they first start school and this is something that staff are particularly alert to. Children are helped to use appropriate communication by being made to repeat things and to look at the adult. This is helping to raise levels of confidence and to raise achievement, in general.

- 48 In the literacy room there is always at least one adult present. Very effective use of another puppet (Rosie) is helping children to write. A very effective writing area has been set up and the children make good use of this facility. Writing materials are available on a raised inner shelf of a circular table and children have ease of access to them and know where to return them to. There is good support available to allow children to start to record in written form. Many children can form their letters correctly and a few can write simple sentences with good accuracy. The book area, which is very popular, has a large model from a familiar book at its entrance. During the inspection the model was from the 'Billy Goats Gruff' story. This has the impact of creating a very positive learning environment where books are made to be important.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- There is very good attention to developing mathematical skills through stories and number rhymes.
- Good attention to mathematics in the environment is helping to motivate boys.

Commentary

- 49 When children start school many have little experience of number rhymes or can count with some confidence to 10. However, children make rapid progress in this area due to effective teaching. It is also an area that seems to motivate individuals and therefore the rate of progress tends to be a little more rapid than for other areas of learning. This is particularly the case for boys who enjoy learning through practical experiences.
- 50 Good emphasis is placed on making learning mathematics fun. Stories are used well to this end with good examples of familiar stories, such as 'Billy Goats Gruff' and 'The Three Bears' being used effectively to re-inforce number and order. Children are highly motivated by their direct involvement with number rhymes with different children acting out different roles. Children are also being helped to make use of number through the creative play environments that have been set up for them. For example, making use of number was a strong feature in the recently set up 'Baby Centre' and 'Garden Centre' in the role play area. In the outdoor area there is good attention to helping re-inforce mathematical concepts by asking questions about shape and the 'number of birds' or other objects, they have just seen.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

Main strengths and weaknesses

- Strong emphasis on visits and visitors is helping children to have a growing awareness of their environment.
- There is good emphasis placed on multi-cultural issues.

Commentary

- 51 This is another area that much attention has to be given to because many children start school with limited awareness of their immediate environment or community. A good number rarely move outside Scarborough and therefore have limited knowledge of a different environment. A few have rarely been to the seaside. During their time in the foundation unit much is done to help give children a wider perspective of life with visits made to places of

interest and a range of visitors brought into school to make learning more interesting. Good teaching is helping children to make good progress in this area and by the end of their time in the unit a good half are meeting the early learning goals anticipated for this area.

- 52 There has been good attention to helping children have a greater awareness of multi-cultural issues. Diwali and the Chinese New Year were two recent celebrations that had taken place. Children were confident in talking about the celebrations and could name some of the prominent features associated with the celebrations. There is also good attention to helping children learn about caring and growing with frog spawn and minibeasts used to help give children a greater awareness of how things grow and how to care for others. There is good emphasis placed on the natural environment with children being helped to explore different textures and shapes of natural things. There is also prominent use of Information and communication technology, with art programs and the digital camera being used effectively to develop children's skills.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses

- The outdoor play environment is used well to support this aspect of learning.
- Strong emphasis on physical education is helping to promote children's physical skills.

Commentary

- 53 The development of the outdoor area has been one of the features of the early years' development plan. This has helped to ensure that children make good progress in this area of learning with most being able to meet the early learning goals for the area before they finish their reception year. The adults give good attention to helping children develop their skills in climbing and using wheeled vehicles. The area designated to help children dig is also aiding their development and exploration skills. Children are also encouraged to make large scale paintings on outside walls, which is aiding their finer motor skills. All of this is contributing positively to their ability to feel confident about moving and participating in more formal physical education lessons, such as dance and gymnastics. All children have two sessions in the main hall each week and there is good emphasis on combining movement with music. Children are particularly excited about their participation in a themed sports day each year.

CREATIVE DEVELOPMENT

Provision in creative development is good.

Main strengths and weaknesses

- A room dedicated to music making is helping children to have a greater awareness of music and to understand about high and low notes.
- Strong emphasis on creative play is helping children move with ease into a make-believe world.

Commentary

- 54 It is in this area that much attention has to be given to help children develop their skills appropriately. Many children find it difficult to move into a make-believe world and, together with an inability amongst a significant number to share or work together, this is hindering progress. The staff have picked this area up for prioritisation and therefore there is a strong emphasis given to developing children's creative skills. Boys, in particular, have greater

difficulty in playing creatively and this is something that staff have focused upon. Good resourcing, exciting provision for role play and effective use of art and music are helping children to make good progress so that approximately a half are attaining at the level expected by the time they leave the reception class.

- 55 Staff handle very boisterous play effectively without de-motivating individuals. For example, an adult unobtrusively prevents boys from continuing with a game of kick-boxing in the 'home area'. This gives the right balance and still allows for another boy to get very excited about 'flying like a rocket' as he moves about the area. Boys and girls are very involved in feeding a baby in the home area. The quality of the environment set up is indicative of the success with children being able to explain sensibly to one another that 'you don't give pizzas to babies.' There is one room dedicated to music with children being able to move into this area as a session develops. This is giving children very good opportunities to experiment with music making and listening to music.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- Standards have remained below average for the past few years.
- Lower attaining pupils achieve well but more able pupils tend to underachieve.
- Staff have been quick to pick up on developing pupils' speaking and listening skills.
- There has been recent improvement in reading provision for boys and more able pupils.
- More able pupils' writing lacks sparkle.
- Good leadership for the area is accurately identifying areas for development.
- There is too much use of worksheets in other subjects to enable effective use of literacy across the curriculum.

Commentary

- 56 Pupils' performance in the 2004 National Curriculum tests at both Year 2 and Year 6 was well below average. The Year 2 results have been well below average for the past few years whilst the Year 6 results have ranged from being well below average to average over the same period. Standards in reading have caused most concern for younger pupils and the inability of more able pupils to attain at the higher than expected level (Level 5) has been the main issue for older pupils. Recent review of reading development methods, together with the good start provided in the foundation unit has helped younger pupils be far more confident readers. The work completed by the present Year 2 shows good improvement in comparison to previous cohorts, although it is still below that expected for Year 2 pupils. Similarly, the work of the present Year 6 is of a higher standard than the previous cohort but still not up to the level typically expected for Year 6 pupils.
- 57 Pupils with special education needs, related to language and literacy difficulties make good progress and achieve well. This is also the case for lower attaining pupils. The school supports vulnerable pupils well and this is seen at its best in the help provided for lower attainers in literacy lessons. Classroom assistants work effectively with teachers in planning for the needs of these pupils. As a result fewer pupils are 'well behind' the level expected for their age at any given time and many who would otherwise not attain at the level expected for their age in the Year 6 national tests do so. The staff who work with these pupils have good subject expertise in dealing with reading, writing and helping pupils to express themselves fully. This is helping to raise standards and to raise the expectations of these pupils. In contrast, the needs of more able pupils are not as well met. Too frequently, the work completed by the most able is similar to that completed by others. The failings of the assessment system have much to do with this. A lack of clarity about more able pupils' stage of development results in teachers not always being effective enough in planning for their next steps.
- 58 One of the successes of recent developments has been the way in which the oracy needs of pupils have been identified and the way in which staff have focused on these issues. There is good practice in lessons with teachers giving much attention to the quality of answers by pupils. For example, in a Year 1 lesson one teacher plays the role of Little Red Riding Hood so that pupils can direct their questions to her. The level of engagement is very high and pupils are asked to phrase their questions correctly. In another lesson a system of 'talking partners' works well to help pupils think about their responses before saying out aloud in front of others. Again this is successful in helping pupils to think about their oral responses. This type of approach is working well because pupils are confident communicators and are aware of the need to use more powerful adjectives and adverbs when responding to questions.

- 59 The school has recently changed its approach to reading development and there is now far more attention given to specific reading skills. The school has targeted boys and the more able pupils in particular with a view to developing enthusiasm for boys and providing more, higher order reading activities for the more able. The initiatives undertaken are still at an early stage but have been prioritised within the school improvement plan. Presently, too many older boys are not reading regularly enough and many cannot think of a character from a book they have read recently that they would change places with for twenty-four hours. Many boys name characters from films or from computerised games they play with. The actions taken by the school includes more specific targeting; developing reading buddies; giving more attention to guided reading; breaking down the older pupils' library so that there are more books in classrooms; the development of family literacy sessions; and, improving the range of books available to boys in particular. These initiatives are beginning to have an impact and all staff are committed to the developments.
- 60 Recent improvements in standards in writing have meant that pupils' punctuation, handwriting and spelling are of a higher quality than they used to be. However, the main issue related to the writing of most able pupils is the lack of creative ideas that come through. There are several issues contributing to the problem. In the first place there is not enough emphasis being given to this aspect through the feedback pupils receive. Rarely does the marking make a comment on the lack of creative ideas. Secondly, the target setting tends not to put emphasis on the 'composition and effect' of the writing, therefore creative ideas are not being encouraged. Thirdly, in lessons there is little attention to thinking of something different or unusual. For example, in a Year 6 lesson focusing on 'an argument for or against the use of mobile phones' the pupils come up with a range of ideas but their thinking is not being extended by asking them to think of unusual or different ideas. Fourthly, not enough is made of the occasional good idea that is written about. In other words where good examples do exist they are not shared so that others can draw on them as exemplars. This results in the improvements seen at a 'technical' level not being matched by improvement in creative thought.
- 61 There is good subject leadership for literacy. The subject leader has a very accurate picture of performance which is drawn from good analysis of data and regular scrutiny of work. The planned improvements in reading have resulted from the good monitoring and evaluating that has already happened. The action plan for literacy has identified key areas for development and good practice is being focused upon. There is recognition that assessment issues are a high priority for development and that more attention needs to be given to 'composition and effect' in pupils' writing. The subject leader has the necessary skills to carry out an intensive audit and this has been used to good effect to explore areas for development. As a result of the good leadership there are improvements happening and all staff are aware and committed to the developments and initiatives that have been suggested.

Language and literacy across the curriculum

- 62 Although there are good examples of literacy being used to promote learning across the curriculum, there are also lost opportunities for extending this still further. One of the main issues is associated with the overuse of worksheets where pupils are required only to write in words or phrases rather than develop their own recording styles. This is inhibiting the opportunities for pupils to develop their own ideas and to think about issues more deeply. Teachers could do more to systematically plan to use pupils' literacy skills in other subjects and therefore increase the impact on pupils' achievement.

MATHEMATICS

Provision in mathematics is satisfactory

Main strengths and weaknesses

- More able pupils are not sufficiently challenged by their work.
- A good system for assessing and recording pupils' progress has been recently introduced.
- Pupils enjoy oral and mental sessions at the start of lessons.
- Good strategies are used to manage pupils' behaviour.
- Teaching assistants effectively support pupils with special educational needs.
- The quality and accuracy of marking is inconsistent.

Commentary

- 63 Pupils' performance in the 2004 National Curriculum tests for Year 6 pupils was well below the national average but performance in Year 2 matched the national average. Pupils currently in Years 2 and 6 are attaining standards that match those expected for their age. This is a similar picture to the previous inspection. By Year 2, pupils count accurately in 5s and 10's and recognise coins to £1.00. They work out totals of money using specific coins but even more able pupils do not always correctly orientate their numbers. Year 6 pupils have a satisfactory understanding of number including decimals and fractions. They understand the terms 'acute', 'obtuse' and 'reflex'.
- 64 Although pupils' achievement is satisfactory overall, the activities planned for pupils are not always appropriate for their needs. More able pupils in particular are not sufficiently challenged by their work and time is wasted as pupils carry out activities which do not move on their learning. For example, more able Year 6 pupils spent far too long revising the use of a protractor to measure angles, when it was quite evident that they had a secure understanding of this skill. This is because in the past, teachers have not been given sufficient information about what pupils already know. Therefore when starting new work, teachers have had to spend time finding out what pupils have learnt in previous classes. This has now been rectified and a good system of assessment and record keeping has been recently introduced. As yet however, there has been insufficient time for this to impact greatly on the planning of pupils' work.
- 65 The quality of teaching and learning is satisfactory. Teachers use the National Numeracy Framework to plan activities and in all classes the intended learning of the lesson is clearly shared with pupils. The mental and oral sessions at the start of lessons are a strength. Pupils join in these sessions eagerly, enthusiastically practising their counting and number skills. Relationships between pupils and staff are good as teachers effectively use a range of strategies to encourage pupils to behave well and concentrate on their work. Pupils with special educational needs are integrated well through the effective use of teaching assistants.
- 66 Leadership and management are unsatisfactory. The school appropriately analyses test results in order to identify areas of strength and weakness in the pupils' knowledge and skills. However, the action taken as a result of this analysis is not rigorously checked upon to see if it is happening. For example, although problem solving is identified as a weakness, the scrutiny of pupils' work indicates that it is not a high priority in all classes. Also there is an overuse of worksheets and marking does not effectively challenge pupils' thinking.

Mathematics across the curriculum

- 67 Pupils have satisfactory opportunities to use their mathematical skills in other subjects. For example, in science, Year 6 pupils used their knowledge of angles to support their investigations about friction. In Year 4, pupils applied their understanding of negative

numbers to read a thermometer accurately. However, teachers do not systematically plan to use pupils' developing numeracy skills and therefore this has limited impact on pupils' achievement.

SCIENCE

Provision in science is satisfactory

Main strengths and weaknesses

- Pupils have a satisfactory oral knowledge of scientific facts.
- Opportunities for independence in enquiry and recording are limited.
- Pupils show good attitudes to the subject and are keen to learn.
- Assessment is unsatisfactory and is partly responsible for the most able pupils underachieving.

68 There has been satisfactory improvement since the last inspection. Results in national tests and teacher assessments have been varied over the last four years but in 2004 were in line with national expectations for pupils in Year 2, and slightly below expectations for pupils in Year 6. However, work in pupils' books indicates that they are currently working at a lower level than this, and that their progress is limited by the expectations of teachers, linked to unsatisfactory assessment. Achievement is satisfactory for mid and lower attaining pupils but is unsatisfactory for pupils of a higher ability.

69 Pupils in Year 6 have a satisfactory knowledge of different aspects of science. However, their understanding of how to obtain information through enquiry and of what to do when they have collected it is not as secure. The teaching of enquiry skills is satisfactory overall, but lacking consistency. While all teachers do provide opportunities to carry out a range of scientific enquiries, these are too frequently over directed by the teacher and give little opportunity for independence in either enquiry or recording. For example, pupils in Years 5 and 6 who were investigating the force of friction were asked to design an experiment after being told exactly which resources to use and how to record results - and so in effect had little choice. The way recording sheets are used often limit the development of pupils' thinking or substantiate their predictions and ideas. As a result, by Year 6 pupils often do not have the skills to record their work appropriately or know how to interpret their results to draw informed conclusions. This adversely affects their independence and competence as investigators and as a result few pupils attain above average standards in this aspect of science.

70 Pupils have good attitudes and are keen to learn. They listen well to sometimes protracted introductions to lessons and make informed and interesting contributions. When given the opportunity to collaborate on a task their behaviour is exemplary. Group discussions enable them to develop their ideas and to share with each other. For example, Year 6 pupils discussing a very teacher-led experiment were able to realise that it was not a fair test and could explain the reasons why. This was because they were interested in what each other had to say and respected the opinions of everyone within the group. Pupils with special educational needs are well supported by teaching assistants who understand the task involved and overcome potential limitations for these pupils.

71 Leadership and management are satisfactory. The subject leader has successfully identified which aspects of science are in need of improvement. For example, the identification of the need for more secure assessment has led to the production of targeted assessment statements. However, although in place for one year, these are not yet being consistently used by all staff. Assessment as a whole is unsatisfactory. Despite the helpful procedures introduced by the subject leader, some teachers have an insecure understanding of pupils' levels of ability and so do not plan lessons which are designed to increase their skills. There is a heavy reliance on worksheets which limit creative thinking. This has the greatest impact

on pupils of a higher ability, who do not have the opportunity to make more advanced observations or to explore their own ideas sufficiently. They are being limited by the boundaries of the sometimes 'simple tasks' they are performing. As a result, conclusions and predictions are not always backed up with reason or with causative arguments and the achievement for these pupils is therefore unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is satisfactory.

Main strengths and weaknesses

- There has been good improvement since the last inspection.
- More able pupils are not always appropriately challenged.
- Information and communication technology resources are used well to support pupils with special educational needs.
- Resources have recently improved but remain unsatisfactory.
- Pupils have good attitudes towards this subject.
- Leadership and management are good.

Commentary

- 72 The school has worked hard to rectify this key issue of the last inspection. Staff are now much more confident in the use of information and communication technology (ICT) and national guidance is used to ensure that learning is continuous throughout the school. Pupils have regular opportunities to use the ICT suite and most staff are trying hard to integrate the use of this resource into other National Curriculum subjects. By Year 2, pupils are attaining standards that mainly match those expected for their age. They have satisfactory word processing skills and use graphics packages to create pictures. By Year 6, although overall, standards are below those expected for their age, in some aspects pupils are working at the level expected. They competently use word processing packages, spreadsheets and the Internet to research information. Achievement is satisfactory overall. However, in some lessons more able pupils spend their time supporting their peers instead of progressing with the development of their own ICT skills. Pupils with special educational needs are achieving well as ICT resources are used effectively to support their learning.
- 73 There was insufficient evidence to make a judgement on teaching and learning overall but in one lesson teaching and learning was good. The teacher's good subject knowledge and focused questioning allowed the Year 4 pupils to use a database to create a bar chart. However, problems with the 'server' meant that not all pupils could 'log on' at the same time and time was wasted as computers crashed. The quality of computers in classrooms are also unsatisfactory as a group of Year 2 pupils were unable to carry out the planned mathematics activity as the program would not work. Resources are however, improving and the new interactive whiteboard is used well in the ICT suite. Pupils enjoy this subject and are very willing to help each other. This was evident in both lessons seen where more able pupils competently supported their less able peers.
- 74 Leadership and management are good. The subject leader is knowledgeable and provides good support for other staff. There is a good action plan to support improvement and has rigorously monitored and evaluated teaching and learning in this subject. A record of achievement has been introduced since the last inspection to monitor pupils' progress and to involve pupils in knowing more about how they can improve.

HUMANITIES

Religious education

Provision in religious education is satisfactory.

Main strengths and weaknesses

- Pupils' attitudes to the subject are good.
- The school makes good use of local church links to develop pupils' knowledge.
- There is insufficient reflection of the multicultural world.

Commentary

- 75 Only two lessons were observed during the inspection. It is not possible to make a secure judgement about teaching in the subject, but a scrutiny of long and medium term planning, pupils' work and a discussion with older pupils indicates that overall provision is satisfactory.
- 76 Year 2 pupils consider the feelings and emotions in the story of the prodigal son; they discuss their response with talk partners and engage in the story to dramatise their response. They are able to reflect on the development of the story but have only limited understanding of the concepts of forgiveness, jealousy and repentance. Year 6 pupils are able to explain some differences between a Jewish and non-Jewish home; they can determine whether food items are kosher and know why a Jewish kitchen has two sets of implements and crockery. They are able to write about journeys they have made, say why the journeys were necessary and consider their feelings as they travelled. Marking of work does not help pupils to indicate the steps they should take to improve.
- 77 The vicar is a welcome visitor to school; his parable of the football team and its star player was told with great feeling and engaged the interests of the boys in particular. Pupils could talk about their visit to the local church and were able to relate what they had seen and done whilst there, including bell-ringing. The subject leader is developing the role and has had the opportunity to monitor planning but has not yet observed teaching. Resources are adequate to the task and there are plans to supplement provision when the final amendments to the locally Agreed Syllabus are in place.

History and Geography

It was not possible to make a secure judgement on the quality of provision in **history** and **geography** since only one lesson in geography was observed, and none in history. Judgements are therefore based on evidence of planning, a scrutiny of pupils' work and discussion with pupils and teachers.

Main strengths and weaknesses

- The school could do more to integrate history and geography into the wider curriculum and to use the subject as a vehicle for writing.
- There is good use of simple resources to assist pupil learning.
- An over reliance on prepared worksheets inhibits the development of presentation skills.
- There are appropriate plans in place for tracking skills development.

Commentary

- 78 Year 2 pupils are able to talk about the places that Barnaby Bear travels to: his journeys are recorded in a class book available for all to read, and this is regularly referred to and chosen to read by the pupils. Scrutiny of their written work in history reveals a heavy reliance on photocopied sheets. Pupils are able to talk enthusiastically of their visit to Whitby, the birthplace of Captain Cook and can relate significant elements of his voyages. In Year 3 pupils recalled their walk in the neighbourhood and used a map and an aerial photograph to

help them to reconstruct their route and to reflect on the features they had seen in their local neighbourhood. Good management strategies and purposeful teaching enabled pupils to persevere and make good progress despite the high challenge of the activity. Year 6 pupils undertake no history or geography work until their final term in the school, when the two subjects are combined in a local study topic.

- 79 The long term absence of the subject leaders for geography and history has limited subject development. However, the headteacher intends that geography and history will become vehicles to carry forward planned curriculum development. A newly qualified teacher has begun to work with the headteacher to manage history: their shared work has included work scrutiny across the school but has not yet enabled observation of teaching. There are outline plans to assist teachers in the regular assessment, recording and evaluation of history and geography. These plans will be a positive step to enable better management of teaching and learning in the subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

- 80 No lessons were seen during the inspection in art and design and so no overall judgement is made about the quality of provision.
- 81 Teachers display pupils' art work well so that classrooms and shared areas look bright and colourful. However, the walls, and the work produced by pupils over the last year shows an imbalance on certain aspects of art and design. For example, pupils have had the opportunity to work with paint, crayon and in 3D but there is little evidence of pencil work, drawing, observational art or print. There is evidence of a lack of attention to teaching and developing skills in progression. As a result much work in art lacks creativity and tends to be formulaic and often too focused on the intended outcome and finished product.

Physical Education

- 82 There were only two lessons seen in physical education during the inspection, and so no overall judgement is made on provision.
- 83 However, on each occasion, although teaching is satisfactory and pupils' attitudes good, lessons did not make enough use of what the teacher understands about what pupils can already do and know. Pupils with special educational needs are very well catered for and supported. Planning is very brief and is based on a series of teaching deliveries, rather than on what pupils should know and have learned by the end of the lesson. Teachers are beginning to make good use of opportunities to let pupils talk about their work and to watch each other and appraise the performance of others. The school has recently been granted the Healthy Schools Award, and work in physical education has contributed well to this. There are a good range of activities after school, such as a dance club, Tai Chi club and football, which contribute well to this subject.

Design Technology

- 84 No lessons were observed in design technology and so no overall judgement is made about the quality of provision. The work seen in design and technology folders is of a satisfactory standard, and it is evident that pupils have the opportunity to use skills in both designing and making, and in using a satisfactory variety of media. They evaluate both their ideas and their finished products, although these often are very similar and show signs of over teacher direction.

Music

- 85 No lessons were observed in music, and no work was seen from the pupils. A commercial scheme is used in music to support teachers, and older pupils are taught by the subject leader. There are opportunities for extra curricular enrichment through the school choir, recorder groups and peripatetic music teachers. Music in school is further enhanced through concerts twice a year and a range of visitors to school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for this work in subjects such as science, religious education, health education and specific lessons for the subject known as circle time is satisfactory

Main strengths and weaknesses

- Whole school training and commitment.
- The work and effect on the pupils' self-esteem of the school council.

Commentary

- 86 Personal, social and health education and citizenship has only recently been formally recognised and introduced into the curriculum (from Sept. 2004). It was only possible to see one lesson during inspection week: no judgement is possible on this limited evidence. In a Year 2 lesson, pupils listen to each other, discuss opinions and compromise about decisions. They consider what would be left behind on a trip on the *Endeavour*, talking and listening in turn to give their views. Pupils are beginning to develop the early skills of consideration of others' opinions, and skill development is at an early stage. The subject leader has had responsibility for the subject since its recent introduction and has already identified the areas already addressed elsewhere in the curriculum. Whole-school training has been provided in the subject known as circle time, where pupils sit in a circle to discuss issues, and teachers have been provided with a range of artefacts and resources to manage the subject.

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