

INSPECTION REPORT

ST AUSTIN'S CATHOLIC PRIMARY SCHOOL

Wakefield

LEA area: Wakefield

Unique reference number: 108254

Headteacher: Mr D Willis

Lead inspector: Mr A Markham

Dates of inspection: 16 – 18 May 2005

Inspection number: 267743

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 5-11
Gender of pupils: Mixed
Number on roll: 359

School address: Duke of York Street
Wakefield
West Yorkshire
Postcode: WF1 3PF

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Appropriate authority: Governing body
Name of chair of Councillor Mrs O Rowley
governors:

Date of previous inspection: November 1998

CHARACTERISTICS OF THE SCHOOL

St Austin's Catholic Primary School is a larger than average, voluntary aided primary school with 359 boys and girls who are taught in fourteen classes, organised by age. Overall, the wide-ranging area served by the school has an above average degree of social and economic deprivation and many pupils travel to school by bus. The school has a higher than average proportion of pupils from minority ethnic backgrounds. The main minority ethnic groups are Pakistani and Filipino and the main languages spoken by these families are Urdu, Panjabi and Tagalog. Specific support is given to 23 pupils with English as an additional language. The proportion of pupils with special educational needs is below average and ten pupils have a statement of special educational needs. Their main difficulties are moderate learning problems, speech and communication difficulties, hearing impairment and autism. The mobility of pupils in and out of the school other than at the normal times of admission and transfer is low and the proportion of children eligible for free school meals is around average. Most children have some pre-school experience, but their attainment on entry is below average. The school is involved in the Wakefield Excellence in Cities¹ initiative to support the raising of standards. The school was awarded an Achievement Award in 2001.

¹ EIC – a government initiative aimed at raising standards in schools in areas facing an above average degree of social or economic disadvantage.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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17767	S Power	Team inspector	Special educational needs Science Design and technology Personal, social and health education and citizenship
17907	M Bowers	Team inspector	English Geography History
32136	L Brookes	Team inspector	Foundation stage Information and communication technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The strong leadership of the headteacher motivates staff and has created a team approach that contributes significantly to the school's success. Pupils achieve well because teaching is good. Parents have very positive views of the school. Pupils' attitudes to learning and their behaviour are very good. The school provides good value for money.

The school's main strengths and weaknesses are:

- The ethos of the school ensures that all groups of pupils are included in the experiences it offers.
- Pupils' spiritual, moral, social and cultural development is very good.
- The curriculum is good with a wide range of extra-curricular opportunities.
- Provision for pupils with special educational needs is good.
- Links with parents, other schools and the community are very good.
- Although science standards are in line with those expected by Year 6, they are not as high as they should be by Year 2.
- Target setting arrangements are not consistent and do not enable individual pupils to know exactly what they need to do to improve.
- Higher attaining pupils are not consistently challenged enough.

The school has made good improvement since the last inspection. Most of the key issues have been addressed successfully: standards in mathematics are improving; leadership and management are now very good; the quality of teaching has improved; and pupils' cultural development is very good. In addition, there has been an improvement in the standards achieved by pupils in English and science by the end of Year 6, pupils' attitudes and behaviour are now very good, the curriculum is good and links with parents are very good. However, higher attaining pupils are still not challenged enough.

STANDARDS ACHIEVED

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

*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.*

Achievement is good. The majority of children enter the reception class with below average skills. They make good progress, but many do not reach expected levels in communication, language and literacy and mathematical development by the time they enter Year 1. Pupils in Years 1 and 2 continue to make good progress. Over the last three years the performance in tests of pupils in Year 2 has improved and in 2004 was above both national averages and those in similar schools in reading and writing, and average in mathematics. Teacher assessments showed that pupils' performance in science in 2004 was below average. The current Year 2 pupils are attaining standards that are average in

reading, writing and mathematics, but standards in science are below average and not high enough. The performance of Year 6 pupils in national tests has also improved in the last three years. In 2004, pupils' performance dipped slightly, but was average when compared both with the national situation and results in schools with similar prior attainment at Year 2. This group of pupils performed very well compared to their performance in the tests at Year 2, indicating the very good value that was added to their learning through Years 3 to 6. The present Year 6 pupils are attaining standards that are above average in English. However, in mathematics and science standards are around average because higher attaining pupils are not consistently challenged enough. Standards in other subjects, including information and communication technology, are average. Pupils with special educational needs are supported effectively; they make good progress and achieve well. The few pupils who speak English as an additional language also achieve well and attain standards that are similar to their peers.

The pupils' personal development is very good. Their spiritual, moral, social and cultural development is very good. Pupils have very good attitudes to work and behave very well. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching is good overall. Teachers' very clear explanations and use of an effective range of teaching strategies motivate and encourage pupils' learning. They have very good relationships with their pupils and this successfully motivates pupils to work hard. Systems of assessment are good and pupils' progress is carefully and thoroughly monitored. However, the use of short-term targets to allow the pupils to be fully aware of the next steps they need to take to improve is not consistent throughout the school. The curriculum is good with a wide range of extra-curricular activities enriching opportunities for pupils. Partnerships with parents and the community are very good and effective in providing the pupils with further opportunities. The school cares for its pupils well. Support staff make a significant contribution to the quality of teaching and learning, particularly for children with learning difficulties and for those who need extra help with learning English.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher leads the school very well and gives it very clear educational direction. He motivates staff well and has successfully created a hard-working team with a commitment to improvement. He is well supported by the deputy headteacher and other senior staff. Governance is good. The governing body is supportive and fulfils its statutory responsibilities well. Governors are committed and enthusiastic and have a good awareness of the strengths and weaknesses of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think highly of the school and regard it as offering their children a very good education in a positive and caring environment. The pupils have very positive views about the school and enjoy taking on responsibility. They feel very confident that there is an adult they can go to if they are worried.

IMPROVEMENTS NEEDED

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

- Raise standards in science in Years 1 and 2.
- Develop procedures for setting individual short-term targets for pupils so that they are aware of how they might further improve.
- Ensure that the higher attaining pupils are consistently challenged enough.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils make good progress in their learning and attain average standards overall. Pupils' achievement is good throughout the school. There is no significant difference in the levels of achievement of different groups of pupils or boys and girls.

Main strengths and weaknesses

- Standards in tests at both Year 2 and Year 6 have been improving in recent years.
- The standards in English being achieved by the present Year 6 pupils are above average.
- Children in the reception classes get a good start to their learning and achieve well in most areas of learning, but their attainment is still below average overall in communication, language and literacy and mathematics by the time they enter Year 1.
- Standards in science are below average in Years 1 and 2.
- Pupils with special educational needs and those who speak English as an additional language achieve as well as their peers.
- Higher attaining pupils are not consistently challenged enough.

Commentary

1. The performance of Year 2 pupils in national tests in reading, writing and mathematics has improved markedly in the last three years. In 2004 pupils' performance was above both national averages and those in similar schools in reading and writing, and average in mathematics. Teacher assessments show that performance in science was below average overall, although a reasonable number of pupils achieved the higher Level 3. This performance in tests is reflected in the average points score tables below.

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

Standards in:	School results	National results
Reading	16.4 (15.8)	15.8 (15.7)
Writing	15.2 (14.9)	14.6 (14.6)
Mathematics	16.6 (17.3)	16.2 (16.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year

2. The performance of Year 6 pupils in national tests has also improved in the last three years, although there was a slight dip in results in 2004. During this period performance has been around average overall, although results were good in 2003. In 2004 results were average in English, mathematics and science when compared both with national averages and results in schools with similar prior attainment at Year 2. Comparisons with the performance of schools with a similar proportion of pupils eligible for free school meals were also average in mathematics and science, but below average in English. This group of pupils performed very well compared to their performance in the tests at Year 2, indicating the very good value that was added to their learning through Years 3 to 6. In 2004 the targets set for attainment at Level 4 in both English and mathematics were successfully achieved, but the higher Level 5 targets were not. The present

targets are slightly higher and the school looks to be on track to achieve them. This performance in tests is reflected in the average points score table below.

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

Standards in:	School results	National results
English	26.8 (27.5)	26.9 (26.8)
Mathematics	27.2 (28.3)	27.0 (26.8)
Science	28.9 (30.0)	28.6 (28.6)

There were 55 pupils in the year group. Figures in brackets are for the previous year

3. Children enter the reception classes with skills below those expected, particularly in speaking and listening, personal and social development and knowledge and understanding of the world. They make good progress and achieve well because of the good teaching. However, the three-termly intake to the reception class means that a high proportion of children spend only one or two terms in the reception class. The majority of children who spend a whole year in the reception class achieve the standards expected, but a high proportion of those children who only spend one or two terms in the reception class do not. Consequently, the attainment of pupils when they enter Year 1 is still below average overall.
4. The current pupils in Years 1 to 6 are achieving well in English. The emphasis given to developing pupils' speaking skills is impacting positively on the standard of pupils' writing. In Years 1 and 2 standards in reading, writing and speaking and listening are average. By Year 6, standards in English are above average. Pupils make particularly good progress in Years 5 and 6 because the teaching of English is of a high standard. Pupils' reading skills are well developed and they are knowledgeable of the work of a wide range of authors. Their writing is also of a good standard and they produce interesting lengthy pieces of text both in literacy lessons and in other subjects.
5. In mathematics, inspection evidence shows that standards are average throughout Years 1 to 6. Pupils make good progress and achieve well because the teaching is good. They use their knowledge and understanding of number with growing confidence as they progress through the school and apply their numeracy skills across the curriculum satisfactorily. However, the challenge presented to the more capable pupils is not always rigorous enough and this has a limiting effect on their achievement.
6. In science, standards are average in Years 3 to 6, but below average in Years 1 and 2. Not enough attention is given to the investigative aspects of the subject in Years 1 and 2 and this has an adverse effect on standards. In Years 3 to 6, teachers place due emphasis on teaching practical elements of the subject and pupils' skills in investigative and experimental aspects are satisfactory. However, the work presented to more able pupils sometimes lacks challenge and this limits their ability to interpret the results of investigations and convey their ideas clearly.
7. Standards in information and communication technology (ICT) are average throughout the school. Pupils' basic skills are developed satisfactorily and they make good use of ICT to support work in English, history and geography. It was only possible to sample aspects of other subjects during the inspection, but work on display and in pupils' books

indicates that standards are at least in line with those expected for pupils of this age in all other subjects.

8. Teaching assistants are used very effectively to support pupils with special educational needs and, as a result, these pupils make good progress and are achieving well in relation to their prior attainment. The few pupils from minority ethnic backgrounds make similar progress to other pupils at the school.

Pupils' attitudes, values and other personal qualities

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils develop very good attitudes and values and behave very well. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils are enthusiastic and interested in lessons.
- Pupils take a pride in their work, which is well presented.
- Children have a very positive approach to learning in the Foundation Stage.
- Very good quality relationships pervade all areas of school life.
- Pupils' very good spiritual, moral, social and cultural development is given a high profile and is central to the ethos of the school.

Commentary

9. The vast majority of pupils like coming to school and have very positive attitudes to all aspects of school life. Behaviour is very good in lessons, around the school and in the playground because teachers have very good relationships with pupils. Teachers generally make lessons interesting and fast moving and introduce a sense of fun. Pupils consequently are keen to learn, want to please their teachers and work hard. They take a pride in their work, which is neat and well organised. There were just a few examples observed during the inspection when small groups of pupils were a little noisy or boisterous. This was usually to be found in the few lessons observed which were not stimulating for pupils or when a small number of pupils had some difficulty in settling down after lunch time.
10. Informal discussions with a number of pupils around the school and in the playground revealed that they are very happy and that they feel they are making good progress. In the reception class, young children learn school routines quickly and their achievement in personal, social and emotional development is good. Children are on course to achieve the early learning goals for personal and social education by the end of the Foundation Stage. Throughout the school members of staff and older pupils lead by example and ensure a calm working atmosphere during the school day. Pupils are provided with a very wide range of opportunities to take responsibility, happily help each other and enhance their personal development. The recent provision of a school council is enhancing the range of opportunities for pupils' personal development and every child in the school now has a 'voice' in the way the school is developing.
11. Provision for pupils' spiritual, moral, social and cultural development is very good. An exceptionally high level of spirituality was evident in two assemblies observed when pupils demonstrated the ability to sit very respectfully and attentively as they were asked to reflect quietly on thought provoking questions posed by their teachers. Further elements of spirituality are in evidence through subjects such as science, art, history

and music. The school's very positive ethos is all pervading and has a very positive impact on pupils' moral and social development, which is further enhanced, for example, through the many opportunities provided for working and playing in small groups and when working together in twos as 'talking partners'. Most children consequently have a very clear understanding of the difference between right and wrong. The local and wider environment is also used very well to enhance pupils' opportunities for the development of their social skills. Careful consideration is given to improving pupils' cultural development, an area shown as being in need of improvement at the last inspection. Care is taken to ensure that all children have an opportunity to study a wide range of faiths and religions from around the world.

12. The attendance and punctuality of pupils is satisfactory. The school is doing everything possible to encourage improved levels of attendance for the small number of pupils (fewer than 10) who have very poor attendance records. The majority of parents support the school in ensuring that their children attend school regularly and promptly.
13. Pupils' attitudes, behaviour and personal development are very much linked to the very positive ethos of the school and, taken together with the very good promotion of pupils' spiritual, moral, social and cultural development, are a major strength of the school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.5
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 provided by the school is good. Teaching is good and an enriched curriculum is provided. Pupils are cared for well by staff. There are very good links with parents, the community and other schools.

Teaching and Learning

Teaching and learning are **good**.

Main strengths and weaknesses

- Teachers' subject knowledge is very good and their very good questioning and clear explanations motivate and encourage pupils' learning.
- Teachers' relations with pupils are very good and promote high standards of behaviour.
- Teachers use support staff well.
- Effective use of resources results in lessons that are interesting and stimulate pupils to want to learn.
- Assessment procedures and tracking systems in English and mathematics are very effective and pupils' progress is closely monitored.
- Assessment information is not yet used consistently enough throughout the school in setting individual short-term targets for pupils so that they know how to improve.
- Higher attaining pupils are not always challenged enough.

Commentary

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	10 (20%)	26 (53%)	11 (23%)	1 (2%)	0 (0%)	0 (0%)

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

14. Teaching and learning are significantly improved since the last inspection. As the table above shows there is now much less unsatisfactory teaching and a high proportion is good or better. Teaching is effective because teachers have very good subject knowledge. Their clear explanations and precise use of questioning ensure that pupils gain new knowledge and understanding well. The very good relationships between adults and pupils ensure that behaviour in lessons is very good. Pupils are confident, prepared to answer questions, take part in discussions and are not afraid to give an incorrect answer.
15. The quality of teaching in the Foundation Stage is good and impacts well on children's learning, especially in personal, social and emotional development. Teachers have warm relationships with children and plan their lessons carefully to make learning interesting. They use resources effectively and make good use of teaching assistants to ensure that all children learn well.
16. Pupils respond well to the good teaching in Years 1 to 6. Teachers are enthusiastic and prepare material well, often using computer technology (interactive white boards) to deliver challenging presentations that interest and encourage pupils who, as a result, learn well. This good teaching promotes extended thought and answers. The pupils are encouraged to do their best by their teachers and teaching assistants, who keep an eye on how well they are progressing. Constructive comments are made on what the pupils have and have not learned and immediate feedback to them is positive. Marking is clear, accurate and positive. It includes good use of praise and identifies ways in which pupils can improve their work.
17. The school has effective systems for assessing pupils' attainments and checking their progress over time. These ensure that teachers have good knowledge of what pupils can and cannot do in order to plan the progress of pupils including those with special educational needs. Teachers and teaching assistants work well together in providing for pupils with special educational needs. The good quality support given to these pupils in lessons is a strong contributing factor in their good progress towards their individual targets. However, the information derived from assessments is not yet used consistently to set individual short-term targets for all pupils to enable them to know exactly what they have to do to improve and the work presented to the higher attaining pupils is not always sufficiently challenging.
18. In the one unsatisfactory lesson the teacher's rushed introduction and lack of subject knowledge resulted in pupils being unclear about what they had to achieve and consequently making little progress. Where lessons are satisfactory, because teachers' planning does not fully consider the needs of the more capable pupils, they do not confidently make the progress of which they are capable. Occasionally a lack of resources results in pupils having to wait to be able to complete a task. In other lessons

however, very good use is made of carefully selected ICT programs, small white boards and library books.

The curriculum

The overall quality of the curriculum is good. It is broad and balanced and meets all statutory requirements. The opportunities provided for enrichment of the curriculum, through clubs, visits and special events are good. The school's accommodation is good and resources provided to support learning are good.

Main strengths and weaknesses

- A good programme of visits enriches the curriculum for all age groups.
- Equality of opportunity and access to the curriculum are good.
- Provision for personal, social and health education and citizenship is good.
- Good use is made of ICT to support learning in other subjects.
- Arrangements for pupils' transfer to secondary education are very good.
- The range of after school opportunities for pupils in Years 1 and 2 is limited.
- Higher attaining pupils are not consistently challenged enough.

Commentary

19. The school provides a well-planned curriculum that meets all the requirements of the National Curriculum and makes good provision for pupils' personal, social and health education and citizenship. A recent review of curriculum provision has resulted in a balanced programme of learning that covers all aspects of each subject to the required extent. The school is currently looking at ways of linking subjects across the curriculum, to make learning more relevant for pupils, and has already achieved success in developing pupils' ICT skills in other subjects, such as history, geography and English. This is a good improvement since the last inspection.
20. The curriculum for children in the reception classes is good. Children benefit from a rich and lively range of experiences that are carefully planned for their needs. Activities are well organised around topics that link up the six areas of learning in both classes.
21. A planned programme of educational visits in each year group provides worthwhile enhancement of pupils' learning and makes a very good contribution to their personal, social and cultural development. Visitors to school, such as the visit of an actress as Florence Nightingale in Year 2, provide worthwhile and sometimes innovative experiences that are effective in supporting pupils' learning.
22. Provision for learning outside the school day is good. Links with sporting establishments, such as Leeds United Football Club, Huddersfield Town Football Club and Wakefield Trinity Wildcats Rugby team and involvement in sporting fixtures with local schools, are successful in developing pupils' interest in sport and exercise. The contribution of teaching staff, in giving their own valuable time to providing a good range of after school clubs, is a strong feature of curriculum provision in giving pupils a taste of activities such as gardening, chess, German, sport and the arts, including liturgical dance. Pupils in Years 3 to 6 enjoy full equality of access to these opportunities for learning enrichment. However, there are few such opportunities for younger pupils in Years 1 and 2.

23. Good provision is made for pupils with special educational needs. Concerns are identified at an early stage and good quality individual education plans are drawn up that identify clear targets and teaching strategies to meet pupils' identified needs. This enables pupils with special educational needs to achieve well in relation to their capabilities. However, pupils capable of higher attainment are not always given sufficient challenge in the tasks they are set. In some subjects, such as mathematics, science and geography, all pupils are often given the same task and this practice sometimes fails to provide enough challenge to extend the skills and knowledge of the higher attaining pupils.
24. The accommodation and resources to support the curriculum are good. Classrooms provide ample space for pupils to engage in practical lessons, for example in investigative science, and are greatly enhanced by bright and interesting displays of pupils' work. Although the school does not have a central library, good provision is made to overcome this shortcoming through judicious use of the external library services and the development of class libraries.

Care, guidance and support

The school provides good quality care, support and guidance for pupils overall. The school seeks the views of pupils and takes account of them.

Main strengths and weaknesses

- School teaching and support staff know their pupils well and provide a high degree of welfare and pastoral support.
- The school's provision of support and guidance through monitoring is good overall.
- Pupils are not consistently set individual short-term academic targets so that they are aware of how they might further improve.
- Good systems are in place to seek and act on pupils' views of the school.
- Health and safety and child protection procedures are good overall.

Commentary

25. The staff know and care for the pupils well. The very good relationships in the school help pupils to feel valued and confident that they will be well cared for. As a result pupils readily turn to their teachers and other staff when they are upset or need help. Children settle very well into the Reception classes because there is a warm, friendly atmosphere and good attention to their well-being. Arrangements for children to transfer from the Reception classes to the main school are good so that children move on smoothly and continue to achieve well. Those pupils who join the school at other times are helped to integrate into school effectively. This ensures that parents are confident that their children will be cared for. The arrangements to support pupils' transfer to secondary education are very good.
26. The school has good procedures in place to ensure health and safety. The child protection policy is detailed and all staff are very clear about what to do should they have concerns about a child. Pupils learn about the benefits of a healthy diet through their science lessons and older pupils are given information about sex and drugs. Teachers emphasise the safe use of resources in lessons and playtimes are well supervised. There is a very good first aid system for minor and more serious accidents and records are maintained. Attention is given to maintaining a safe school site through regular inspections and frequent fire drills take place and are recorded. In addition, the school is very proactive in undertaking risk assessments for trips out of school.

27. Pupils' academic performance and personal development is monitored both formally and informally. Annual reports provide information on what pupils know and understand and include areas for development in some subjects. All pupils, including those with special educational needs and those with English as an additional language, are well supported. However, pupils are not set individual short-term targets and consequently they are not provided with an understanding of how they can improve. Nevertheless, pupils generally feel very well cared for.
28. There is good communication between pupils and staff and this provides an informal channel for pupils' views to be taken into account. The new school council allows pupils to be more involved in making decisions on matters that directly affect them. The pupils say they enjoy taking more responsibility for decision making about how to improve their school.

Partnership with parents, other schools and the community

The school's partnerships with parents, other schools and the wider community are all **very good**.

Main strengths and weaknesses

- The school works very closely with parents and this partnership contributes strongly to pupils' learning.
- Communications with parents are very good and parents feel that they are kept well informed about their child's progress.
- The school uses the community very well to support the curriculum.
- Very good links with other schools enhance provision for the pupils.

Commentary

29. The information provided by the school through the school prospectus, the annual governors' report to parents and regular and informative newsletters is of a high standard. Information on the topics to be studied by pupils in the next term is also provided to parents. Annual academic reports to parents are of a very good standard and these are supplemented by excellent recording sheets which are used by all teachers during two of the three parents' evenings which take place each year. In addition, the headteacher and his very enthusiastic and approachable staff are always available to assist parents with any problems or concerns. Good arrangements are made for parents of pupils with special educational needs to be involved in reviews of their child's progress and they are kept well informed about new targets and how they can help at home. The school regularly consults parents on a range of issues and there is a clear determination on the part of senior management to continue to improve home/school relationships for the benefit of children.
30. Several parents are regular visitors to the school and they provide very welcome classroom support and assistance with visits and extra-curricular activities. All parents have been invited to enter into a home/school agreement which is designed to promote improved communication between the school, parents and children. There is a very effective and hard working Parent Teacher Association, which is very supportive of the school. Parental attendance at school concerts, celebrations and sports days is excellent.

31. The school makes very good use of the local environment to enrich provision for pupils' learning. Regular field trips are made to study the local and wider environment. The range of extra-curricular clubs and activities is good and includes choir, art, sport, chess, German, gardening and a prayer group. The school is involved in the Excellence in Cities initiative and this is developing very good links with several local primary schools and St Thomas a Becket High School.
32. The school's very good relationship with parents, together with their very positive links with the community and other schools makes a very significant contribution to pupils' learning and personal development and it is a major strength.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher leads the school very well and gives it a very clear educational direction. Governance is good. The governors give good support to the school and have a good awareness of its strengths and weaknesses.

Main strengths and weaknesses

- The headteacher motivates staff very well and has developed a strong team approach within the school.
- The headteacher is very well supported by the deputy headteacher and senior staff.
- Well-organised management systems ensure the school runs smoothly.
- Governors are committed and fulfil their responsibilities well. They have a good understanding of the strengths and weaknesses of the school.
- Financial management is good.

Commentary

33. The headteacher leads the school very well. He sets a clear direction for the school, both in terms of its values and its educational priorities and is well supported by the effective deputy headteacher. The other members of the senior management team have significant individual delegated responsibilities and meet regularly as a group to review on-going issues and to contribute to strategic planning. The work of subject coordinators has improved since the previous inspection. They now have a clearer understanding of their roles and responsibilities and their involvement in school improvement. There is a strong team approach throughout all staff with a commitment to raising standards and providing an enriched curriculum to ensure that the personal and social skills of all pupils are fully developed. Relationships in the school are very good. There is a very positive, caring ethos throughout the school, which develops an enthusiasm for learning in pupils and they consequently achieve well.
34. The school is very well managed. Procedures for monitoring and evaluating the work of the school are rigorous and the information gathered is used effectively to plan action to further improve provision. For example the school has recognised the need to increase the challenge presented to the higher attaining pupils and that standards in science in Years 1 and 2 are not high enough. The school improvement plan is consequently a very good reflection of the school's current needs. Performance management is used very well. Teachers benefit from regular review of their performance and work hard to achieve the objectives that they are set. Assessment procedures are good and pupils' learning is closely monitored. This ensures that pupils' progress is tracked throughout their time in the school. However, whilst the procedures effectively support the setting of yearly targets for pupils, the setting of individual short-term targets in order that pupils

know how they can improve is not developed throughout the school. The school receives support from the Excellence in Cities initiative in raising standards. The headteacher and governors are managing this provision effectively and have clear plans to ensure that support will be targeted at specific groups of pupils. The particular skills and abilities of staff are employed effectively and new members of staff are inducted well and given very good support both by the person delegated with that responsibility and by the rest of the staff. A good start has been made to the requirement to remodel the workload of the workforce.

35. Leadership and management of the provision for pupils with special educational needs are good. The coordinator is well supported by a designated governor who meets regularly with her. Individual education plans for pupils who have special educational needs are of a high quality, are regularly reviewed, and accurately address the needs of individual pupils. Teaching assistants are deployed well in classrooms and give very good support to the pupils with special educational needs.
36. The governing body fulfills its role well. Governors are involved well in the strategic development of the school because of the detailed knowledge they have of its strengths and weaknesses, a number of governors making regular visits to the school to see for themselves how it operates. Governors ensure that the school's statutory requirements are being met, but also understand the school's priorities and areas for improvement. They work closely with the headteacher in monitoring progress towards these objectives. They receive regular reports on the curriculum from subject coordinators and this helps to inform them of developments.
37. Finances are very carefully managed and spending is closely linked to priorities in the school improvement plan that accurately reflect the educational needs of the pupils. The governors are prudent but competitive in ensuring that the school meets the principles of 'best value' in its financial management. The committees of the governing body work smoothly and their work is coordinated effectively to ensure that finances are used to good effect in achieving the best possible value for the school. Financial arrangements are well organised and the budget is closely monitored.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	887,391
Total expenditure	884,847
Expenditure per pupil	2,304

Balances (£)	
Balance from previous year	8,094
Balance carried forward to the next	10,638

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

38. The children in the reception classes get a good start to their education. Teaching is good overall. Lessons are effectively planned with activities matched well to the differing abilities of children, including those with special educational needs and English as an additional language. Planning is closely related to the nationally agreed six areas of learning and to the Early Learning Goals². The reception classes are well managed. There is a strong emphasis on teamwork with staff planning and working together effectively. Children's progress is monitored closely on a regular basis. Effective use is made of the national Foundation Stage Profile of assessment and this is supplemented well by close observation of children's progress. There has been good improvement since the last inspection.
39. There is a broad spectrum of ability, but a significant proportion of the children enter the reception class with standards that are below average. For many there are shortcomings in their communication, language and literacy skills, their personal and social skills, and their general experience of their own and the wider world. Despite the good progress made by children during their time in the reception classes, standards overall are below average by the time children enter Year 1. This is because some children only have a limited time in the reception class. Currently, two thirds of the pupils do not experience a full year in reception. Whilst the majority of those who started school in September, plus a proportion of the January intake, do well and are likely to achieve the Early Learning Goals in all six areas, most of those who started school after Easter are not. As a result standards overall are below average.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are developing their levels of personal independence well.
- They behave extremely well for their age.
- Their personal and social skills are developing well.

Commentary

40. The strong focus on the development of good social skills when the children start school quickly develops their confidence. They work and play co-operatively and a strong rapport has developed between them, their class teachers and the teaching assistants. The high quality of the general ethos and environment, together with effective teamwork and supportive relationships, contributes to the strength of this area of development. Most children achieve very well and are likely to attain the early learning goals in this area and some could well exceed expectations. Despite their young age the children behave extremely well and are encouraged to be considerate of others. Teachers capture children's interest effectively and promote concentration by the good use of resources and the provision of a good curriculum and environment. These factors, together with suitably planned activities, ensure that children's involvement is fostered

² Early learning goals: The standards expected by the time children complete the reception year.

and maintained to a high standard. High expectations of the children's attitudes and behaviour are supported by very good teaching, and children's learning reflects the teaching standards. All receive plenty of praise and encouragement. This is effective in building up their self-esteem and confidence. They cope well with their personal needs such as changing for physical education, needing limited adult help.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's speaking and listening skills are developed and extended well.
- Early reading skills are appropriately encouraged.
- There are not enough opportunities for children to write independently.

Commentary

41. Teaching and learning are generally good. Many opportunities are provided for children to extend their speaking skills through all areas of learning. When they start school many children have underdeveloped speech skills but, during their time in reception, their learning is developed and fostered well. Most are keen to talk about their interests and activities. They enjoy listening to stories and sharing books and many predict or suggest how a story will develop. The reading ability of most children is in its early stages, but it is encouraged well. The classroom has a range of picture books, including non-fiction titles, which are accessible to the children. Many can write their names with increasing legibility and a few are beginning to write words and phrases. However, independent writing is generally underdeveloped and writing activities are often too teacher-directed and rely on cloze procedures. Good use is made of classroom computers to support children's early reading and writing skills. Although children achieve satisfactorily, overall standards in this area of learning are below those expected.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children's mathematical vocabulary is developed well.
- Most children count with confidence.
- Opportunities to promote simple calculations are underdeveloped.

Commentary

42. Due to good teaching, most of the older children make good progress in their early understanding of number, shape and measure, but all make satisfactory progress. The staff make effective use of the good range of games and puzzles, specifically designed to support early understanding of number and children are consequently enthusiastic about their lessons. Children's use of mathematical vocabulary is developed well. Most children count forwards and backwards to 20 with confidence and the more able handle

larger numbers well. Whilst many can handle simple calculations with small numbers, they do not have sufficient everyday opportunities to practise these skills. For example they do not perform calculations (or record the results) about how many children are present or absent at registration and how many will be having school lunches or sandwiches. Whilst children's achievement is satisfactory overall, standards are below those expected. The older children are likely to achieve the early learning goals, but many are not.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children have good opportunities to explore and learn about their world in the classroom, outdoors and further afield.

Commentary

43. Children make good progress in this area of learning because they have plenty of opportunities to experience a wide and stimulating range of activities. Teaching and learning is consistently good and the majority of children achieve well. The children are very interested in all activities presented to them and make good gains in their learning. Activities are planned well to support and extend learning through the topic in all curriculum areas. Children quickly learn to use computers and digital cameras and are skilled in their use. They learn about their world by observing, handling and discussing a variety of objects. Staff use questioning well to encourage children to think about their world and extend their vocabulary and use of language in order to explain their thoughts and ideas. For example, in their exploration of different countries, children designed vehicles to get to Africa, stating, *'It is a very long way away, so it's going to take a very long time to get there'*. By the time they leave Reception, most children achieve the standard expected.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The outdoor accommodation and resources are very good.
- Children have good opportunities to develop their physical skills on a range of large equipment.
- Children are developing their expertise in the use of pencils, scissors and other small tools.

Commentary

44. Teaching in this area of learning is good. Teachers make very good use of the spacious outdoor area adjacent to their classrooms. Its frequent use is planned well for a range of outdoor activities. In an observed ball skills lesson outdoors, the children's very good attitudes and behaviour meant that they were able to derive maximum benefit from the session and practise and develop their ball handling skills effectively. Good use is made of the timetabled sessions in the school hall for indoor physical education sessions. Children's skills and co-ordination are well developed and they balance, jump and land confidently when travelling on equipment. Fine motor movements are developed effectively through the use of pencils, brushes, scissors and other activities. Children have good opportunities to manipulate a range of small equipment and construction apparatus with dexterity. Most children achieve well and are likely to attain the early learning goals in this area of development.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Access to a range of resources for creative work promotes freedom, independence and creativity.
- Musical ability is fostered and developed well.

Commentary

45. Most children are on course to reach the standard expected for their age by the time they leave the reception year. Teaching and learning are good and children achieve well. Activities are well planned and the effective use of support staff means that a wide range of different activities is on offer during creative sessions. The children use a wide variety of tools and materials to create all sorts of different images. They make coil pots from clay, weave tartan patterns and create mosaic and collage patterns. An introduction to the cultures of other countries includes African art and dance. Examples of children's work on display show the use of many different techniques and media. They sing songs and rhymes enthusiastically and are given opportunities to listen to music as well as playing percussion instruments. They use their imagination well in role-play situations and enjoy playing in the 'The Three Bears' Cottage', and in 'Red Riding Hood's Grandmother's Cottage' to support the theme of traditional stories.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in writing have improved and by the end of Year 6 are above average.
- The quality of teaching and learning is good and pupils achieve well.
- The presentation of pupils' work is very good and handwriting styles are mature.
- Marking gives pupils a clear picture of how well they are doing and what they have to do to improve.
- Standards in reading are good.
- The subject is very well led and managed.
- The use of language and literacy skills in other subjects is variable.

Commentary

46. Pupils enter the school with skills that are below average and make good progress. In Years 1 and 2 pupils achieve well and, by the end of Year 2, standards are average in speaking and listening, reading and writing. Throughout Years 3 to 6 pupils continue to make good progress and their achievement is good and by the end of Year 6 standards are above average compared to those expected nationally. Standards in English are rising because of the school's focus on improving the quality of writing. Boys have responded well to the school's initiative to improve their achievement and attain levels closer to those of the girls. The specific needs of pupils with special educational needs are met effectively and, as a result, they achieve well in lessons and make good progress over time. The achievement of pupils with English as an additional language is good, they make good progress in overcoming the difficulties they encounter with English.
47. A key element of the success of the school in raising standards in English is the emphasis placed on developing pupils' speaking and listening skills. Overall standards in speaking and listening are average in Year 2 and above average in Year 6, where pupils speak confidently about their learning, explaining what they understand using extended vocabulary. Teachers have worked hard to extend pupils' vocabulary by providing a range of opportunities for discussion in lessons. They repeat and explain unfamiliar words when introducing new vocabulary and pupils are regularly encouraged to discuss their ideas in pairs or small groups. This gives pupils confidence, and encourages them to develop their vocabulary.
48. Pupils achieve well in reading. A strong emphasis is placed on developing pupils' reading skills in all years, with the development of their knowledge and enjoyment of books going hand in hand with the extension of their reading skills. There are good opportunities during the school day for pupils to engage in group, paired and silent reading. All pupils are encouraged to read with parents and carers at home and this helps them to move forward well. Pupils are clear about the strategies that they need to use to work out how to read words and sentences and most tackle new material confidently. Younger pupils and lower attaining pupils also benefit from a very structured approach where early skills are taught systematically. Very good use is made of the 'guided reading' strategy, which particularly ensures that older pupils progress well.
49. The raising of standards in writing is a focus of the school improvement plan. Staff have worked hard on this issue and, as a result, pupils' writing has improved significantly over the last year, particularly in Years 3 to 6. Teachers pay close attention to the focus on writing when teaching and marking and this is a key factor in the improvement noted. By Year 6 pupils write in a neat cursive style. Their writing skills are developed and consolidated effectively and they write well for differing purposes in a wide variety of styles. Pupils take a pride in their work because the teachers have high expectations of handwriting and presentation.
50. Teaching is good throughout the school. Teachers engage pupils well because they establish very good relationships and value pupils' ideas. They have high expectations of the pupils and concentrate on helping pupils to develop their literacy skills through purposeful and enjoyable activities. Teachers give pupils opportunities to speak at length, and are careful to include all abilities during question and answer sessions. They make good use of opportunities for the pupils to share ideas with a partner as part of the school's strategy of using 'talking partners'. This is successfully improving pupils' speaking and listening skills and supporting the improvement of writing. Procedures for

assessing and monitoring pupils' achievements are good and teachers generally use the information derived from these effectively when planning work for different groups of pupils. Effective use of teaching assistants enables pupils with special educational needs and those with English as an additional language to make good progress. Pupils consequently concentrate well in lessons and work hard and this enables them to achieve well.

51. The subject is led and managed very well. The recent initiative to improve writing has been coordinated very well. Accurate assessment and tracking procedures have been introduced which has resulted in teachers understanding and recognising levels of attainment in order to plan more accurately for the next activity. On going monitoring ensures that progress of the subject action plan is continually evaluated and updated. Improvement since the last inspection has been good.

Language and Literacy across the curriculum

52. The development of literacy across the curriculum is satisfactory overall. Pupils' vocabulary is extended in many subjects. However, the development of pupils' writing skills is variable. The overuse of worksheets in some subjects limits opportunities to extend pupils' writing skills and higher attaining pupils are not always sufficiently challenged because they are expected to complete the same task as their classmates. Information and communication technology is used well for word processing.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are average throughout the school but the majority of pupils achieve well due to good teaching.
- Teachers make lessons interesting so that pupils enjoy mathematics and have very positive attitudes to the subject.
- The curriculum is well planned with a strong emphasis on the development of numeracy skills.
- Pupils are not set individual short-term targets to enable them to know how they might improve.
- The work set for the more capable pupils does not always challenge them.
- Leadership and management of the subject are very good.

Commentary

53. Standards are average at Year 2 and Year 6 and have improved over the last few years. Pupils begin Year 1 with below average abilities and make good progress throughout the school. Boys and girls do equally well and the majority of pupils attain nationally expected standards. Pupils with special educational needs make good progress because they are supported well by adults in the classroom. Those pupils who speak English as an additional language make similar progress to their peers. Most pupils have secure number skills and use these to solve problems because teachers use a common approach to methods of calculation throughout the school.
54. The quality of teaching and learning is good overall, with some very good practice observed in several classes. Lessons are well planned and resources are used well to make learning interesting. Teachers tell the pupils what the objectives of the lesson are and use questions well to ensure that pupils know what they have to do. Their very

good subject knowledge results in explanations being clear and they make good use of interactive whiteboards in a number of lessons to stimulate pupils. Pupils are consequently well motivated, work hard and participate with a high level of interest. In most lessons, the pace is brisk, pupils are well managed and teachers make good use of praise and encouragement to boost the pupils' self-esteem. Pupils take a pride in their work and the quality of presentation is good throughout the school. They have very good attitudes to learning and, as a result, their achievement is good overall. However, higher attaining pupils are not achieving as well as they should because the work set is not consistently challenging enough.

55. The curriculum is well planned. Teachers work closely together to ensure that pupils cover the curriculum thoroughly and that they build firmly on their skills year on year. Close attention is given to developing pupils' skills in number and applying these to real life problems. Formal assessment procedures are good and enable pupils' attainment to be recorded and individual performance to be tracked. However, information is not used consistently to set individual short-term targets for pupils so that they know how they can improve.
56. Subject leadership and management are very good. The coordinator is knowledgeable and gives good support to colleagues. Procedures for monitoring and evaluating the subject are very well organised. The coordinator has observed lessons, monitored planning and scrutinised pupils' work. She is effectively implementing the action plan that has been drawn up with a high emphasis being given to the raising of standards. Overall there has been good improvement since the last inspection.

Mathematics across the curriculum

57. Teachers provide a satisfactory range of opportunities for pupils to use and develop their mathematical skills in other subjects. For example, they make some use of charts and graphs to show results in science and design and technology but, in general, this is not a strong feature of the teaching.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- By Year 6, pupils achieve well in extending their scientific skills and knowledge and attain average standards overall.
- Standards achieved by pupils in Years 1 and 2 are not as high as they should be.
- Provision for pupils with special educational needs is good.
- Provision for pupils capable of higher attainment is inconsistent throughout the school.
- The very good behaviour and attitudes of older pupils are significant factors in their good achievement, particularly in practical lessons.
- Leadership in science is good.

Commentary

58. Pupils begin Year 1 with below average skills. Pupils in Years 1 and 2 make reasonable progress and their achievement is satisfactory overall, but by the end of Year 2 standards are below average. This is because not enough attention is given to

providing for pupils of different abilities in lessons, particularly those capable of higher attainment. Throughout Years 3 to 6 pupils achieve well and by Year 6, standards are average overall, with an above average proportion of pupils reaching the higher Level 5. This is a considerable improvement from the time of the last inspection and is a reflection of the greatly improved teaching that is now evident in these years. Pupils with special educational needs are supported well and make good progress in relation to their capabilities.

59. Teaching and learning are good in Years 3 to 6 and some examples of very good teaching were observed. In the best lessons, learning objectives are sufficiently specific to inform pupils of the purpose of the activities in which they are engaged and teaching is set firmly within practical contexts, engaging all pupils in first hand experiences that help them to understand basic scientific principles. Pupils enjoy the practical nature of the lessons and, as a result, their attitudes and behaviour are very good. This is a significant factor in the good achievement of these pupils.
60. In Years 1 and 2, teaching is satisfactory overall, but there are some shortcomings in the way in which scientific skills and knowledge are taught. Opportunities are missed for pupils to be engaged in first hand investigative experiences and their learning about the skills of scientific enquiry is not as effective as it might be. The over-use of worksheets often results in all pupils doing the same tasks and higher attaining pupils consequently not being challenged enough.
61. Throughout the school the quality of teachers' marking is regular and encouraging, but not always diagnostic. Effective procedures are in place for tracking pupils' progress, but assessment information is not used to set short-term targets to help pupils understand what they can do to improve their work, and provide a clear focus for marking.
62. The subject coordinator has done much to bring about improvements to the quality of provision, particularly in bringing about improvements in the way in which scientific enquiry is taught. She provides good leadership through her enthusiasm and informed approach to teaching the subject. She monitors teachers' planning and the quality of pupils' work, but has not had an opportunity to observe teaching. However, she has drawn up an action plan which is being effectively implemented.

INFORMATION AND COMMUNICATION TECHNOLOGY

The quality of provision for information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils of all ages and abilities achieve well.
- The use of the computer suite is timetabled effectively to ensure access to all pupils.
- Interactive white boards are used to good effect.
- Teaching is of a consistently good standard.
- There is a lack of sustained challenge for more able pupils.

Commentary

63. Throughout the school, standards are average. All pupils make good progress and achieve well because of a well-planned and organised curriculum and increasingly skilled teaching. While standards are similar to those found at the last inspection, expectations within this subject have become higher in the last few years, and overall there has been good improvement.
64. In Years 1 and 2, good attention is paid to teaching pupils how to become increasingly independent in their learning and, by the end of Year 2, most pupils confidently log on and off the computers, and find, print and save their work. Older infant pupils use a range of tools when drawing. They use word-banks to help them write and produce text with a range of punctuation and structures. By the end of Year 6, most pupils manipulate text with confidence, and have experience of combining text with pictures. In Year 5, pupils create tourist leaflets about Whitby, which are to be sent to the Scarborough and Whitby Tourist Board. They search the Internet with increasing precision for material for projects and cut, copy and change pictures to suit their layout. Pupils in Years 5 and 6 handle and process information using databases and spreadsheets. Pupils are highly motivated and work collaboratively and support each other well. They are very productive and have good levels of application and behaviour.
65. Teaching and learning are good overall. Planning is effective and clear learning objectives are stated for each lesson so that pupils' learning has a clear focus and a real purpose. Teachers have responded well to opportunities for training and this has led to increased confidence and has ensured that teachers have secure subject knowledge. Good use is made of interactive white boards for demonstrations in lessons and to help clarify important teaching points. Teachers successfully promote pupils' independent learning skills and encourage them to have confidence in their use of the computers. Pupils throughout the school have a good attitude to the subject and as they mature, realise that most mistakes can be rectified, and therefore become more confident. Their learning is enhanced by clear instructions from teachers and good opportunities for them to experience a range of tasks. In most lessons pupils work in mixed ability pairings, which enhances their personal development and relationships. However, this does mean that more able pupils are not always challenged as well as they could be.
66. The subject is led and managed well. The coordinator provides a confident role model for colleagues. An effective assessment system is in use that ensures that new activities build successfully on pupils' previous learning. Resources are good and the computer suite is used well by all classes. In addition to weekly sessions to teach and practise new skills, all classes have a fortnightly session, which is usually dedicated to the use of these skills in other subjects such as literacy, history and geography.

Information and communication technology across the curriculum

67. The use of ICT in other subjects is good. Throughout the school, presentations of pupils' work in literacy are enhanced by the use of ICT. The Internet is used well to support personal research work in history and geography. Across the school pupils use word processing well and produce attractive high quality work. Scrutiny of pupils' work in various subjects showed a developing use of ICT, for example in science, literacy and design and technology.

HUMANITIES

68. In the humanities, work was sampled in **history** and **geography** with only one lesson seen in each subject. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average and have improved since the last inspection.
69. In the geography lesson, good use was made of ICT to help pupils understand how the water cycle works and affects weather patterns. This lesson was part of a good programme about rivers and careful planning ensured that pupils of all abilities were given challenging work. However, analysis of work in pupils' books in both subjects indicates that pupils are frequently given the same tasks and that the more capable are insufficiently challenged. In the Year 4 history lesson observed, good use of resources enabled pupils to study life in Ancient Egypt and there was a sound link between the development of the skills of historical enquiry and the acquisition of knowledge. However, the attempt to develop group work was not successful because the more able pupils were not sure of their roles; consequently they were not able to lead the group and complete their writing based on their own research.
70. In both subjects a range of visits and visitors play an important part in making the work interesting and relevant. For example, in history the use of an actress to play the role of Florence Nightingale brought history to life for the younger pupils as they participated in role-play to experience life as a wounded soldier during the Crimean War.
71. Leadership and management of both subjects are effective. Both coordinators have started to monitor their subjects by looking at pupils' work and are collating samples in subject portfolios. Resources have been improved and are often used well to help pupils develop investigative skills and deepen their subject knowledge. The recently established humanities base at the local secondary school is clearly improving teachers' understanding of history and geography and is developing continuity by establishing links in learning programmes between the schools.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was inspected in full and is reported below. Design and technology, music and physical education were sampled.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils achieve well because the teaching is good.
- Teachers give good attention to the progressive development of skills.
- Effective use is made of the work of famous artists to inspire pupils.
- There is limited use of computer-generated art.

Commentary

72. Standards are average. Pupils' work is carefully done and well displayed and this creates a stimulating and aesthetically pleasing learning environment. All pupils, including those with special educational needs and those with English as an additional

language, make good progress throughout the school and their achievement is good. This is a similar position to the last inspection.

73. Effective teaching develops pupils' skills progressively throughout the school. Teachers use targeted questions well to ensure that pupils understand the tasks, and develop pupils' understanding by giving constructive feedback in lessons. Pupils' observation skills are developed well. In a lesson with Year 1, pupils showed this when carefully moulding play dough into models of lizards. The teacher's emphasis on the importance of looking closely at the examples of work she had centrally displayed resulted in pupils producing attractive pieces of three-dimensional work. The very attractive paintings of sunflowers, based on the work of Van Gogh, by Year 2 pupils also clearly show good observation skills. Their effective use of colour and careful brush control has resulted in paintings of good quality. The pencil drawings of tools and equipment by Year 5 pupils show close attention to detail and effective use of line and tone.
74. Good use is made of the work of famous artists to develop pupils' understanding of particular techniques. The paintings of faces by pupils in Year 2 accurately mirror the work of Picasso. Year 5 pupils' paintings in the style of Cezanne show effective use of colour, shade and tone. Visits to art galleries and visits by local artists are used to good effect. The three-dimensional work by Year 3 pupils clearly show that pupils have benefited greatly from working alongside two visiting artists. However, little attention is given to computer-generated art.
75. The subject is well led and managed by the enthusiastic coordinator. She has compiled a detailed portfolio of photographs of pupils' work and has a good awareness of areas for development as a result of her monitoring of teachers' planning.
76. Only one **design and technology** lesson was seen and so it is not possible to make an overall judgement about provision in the subject. Evidence from this lesson, discussion with pupils in Years 4 and 5 and work in books and on display, indicate that standards are broadly similar to those found nationally and pupils' achievement is satisfactory. Pupils experience a reasonable range of designing and making activities that give them relevant opportunities to examine existing artefacts, develop design ideas and make articles, such as slippers, food items and musical instruments, using a suitable range of tools and materials. Pupils show positive attitudes to the subject and enjoy designing and making activities.
77. **Music** was not a focus of this inspection and no judgements have been made about provision in the subject, or of the quality of teaching and learning. Standards for the majority of the pupils, who do not take part in extra musical activities, are satisfactory and many achieve well. Those who sing in the school choir or play an instrument are well served, and their standards are good. Peripatetic teachers provide tuition in woodwind, brass and stringed instruments. Concerts and performances contribute to pupils' musical experiences and they take part in local festivals and, on occasions, sing with the Wakefield Festival Chorus. There is a sufficient stock of well-maintained resources and there are recordings of music making in, and by, the school. Pupils sing well in assemblies and in class lessons, despite some difficult tunes and syncopation. They are enthusiastic and generally sing tunefully. They have opportunities to listen to a range of classical and modern music as well as music from other cultures. The subject is satisfactorily led and managed.
78. In **physical education**, planning shows that all elements of the subject are taught, but the focus for all the lessons observed during the inspection was games. There is consequently insufficient evidence to make a judgement about overall provision in the

subject. In the lessons observed teaching was good overall and there was a clear indication that standards are around those expected for pupils of primary school age. However, records show that pupils achieve well in swimming and standards are above average, with virtually all pupils swimming at least 25 metres by the age of 11.

79. Teachers have a good understanding of the subject and plan their lessons carefully. They ensure that pupils start the lesson with a warm up activity and finish with a cool down. Teachers are good role models, dressing appropriately, and show good subject knowledge by demonstrating activities well. They give clear instructions and use praise well to reinforce good effort and practice. In a lesson with Year 2, the teacher's use of praise raised the level of pupils' performance when bouncing and catching a ball and passing it to their partner. As a result, most pupils demonstrated reasonable levels of skill. In Years 3 and 4 these skills are developed as pupils learn to improve their throwing technique and bowl a ball for a partner to hit with a plastic tennis racquet. In a lesson with Year 6, pupils showed lively enthusiasm when working in fours to practise the cricket skills of bowling and batting. Most pupils demonstrated a reasonable understanding of the correct way to hold the cricket bat and satisfactory skills when hitting the ball to the fielder. Pupils have very good attitudes to the subject and behaviour in lessons is good. They put a great deal of effort into activities and achieve well.
80. The curriculum is well planned and is enriched by a good range of extra-curricular activities. Links with a local secondary school are being developed and good use is made of external coaches. In addition, a residential visit for pupils in Year 6 provides very good opportunities for orienteering and other outdoor pursuits.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. This area was sampled, as only one lesson was seen, however, it is obvious from other evidence that this aspect of learning is taught very well and is a central feature of the work of the school. The ethos in the school is good. It is warm and friendly and conducive to developing very well pupils' personal development, their respect for each other and their social development. All staff are good role models for this aspect of pupils' learning. Pupils relate well to their peers and to teachers, and relationships throughout the school are very good. Lessons are orderly, with pupils showing very good attitudes to their learning. Pupils benefit from regular lessons dedicated to their personal, social and health education, during which they are given the opportunity to discuss their feelings and examine specific issues to develop their understanding of right and wrong. Careful attention is given to developing pupils' awareness of the value of a good diet, sex and drugs education, and personal health and safety. Older pupils learn about the link between health and exercise. Pupils are given opportunities to express their views, and this develops their confidence and sense of responsibility. The members of the relatively new school council take their responsibilities very seriously and make positive suggestions about how to improve the school. These views are given attention by the school and pupils are consequently developing a reasonable awareness of the democratic process. The range of responsibilities presented to pupils is successful in developing their social awareness and they demonstrate mature approaches to life in the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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