

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Tadcaster, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121641

Headteacher: Mrs C M Forsey

Lead inspector: Miss J H Sargent

Dates of inspection: 24th - 25th January 2005

Inspection number: 267830

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: Voluntary Aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 49
School address: Station Road
Tadcaster
North Yorkshire
Postcode: LS24 9JG
Telephone number: (01937) 832 344
Fax number: (01937) 832 344
Appropriate authority: The governing body
Name of chair of Mr G Appleyard
governors:
Date of previous 1st March 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

St Joseph's Catholic Primary School is a small school with 49 pupils on roll. The appointment of a new teacher in January 2005 has meant that the school is now organised into three classes. The school serves a wide community, with pupils coming from the town and local villages. The size of each year group varies from three to ten pupils. Most year groups are affected by above average levels of pupils entering or leaving the school. There are more boys than girls in the school. On entry to the school, children's levels of attainment cover the full ability range, but overall they are in line with the levels usually seen in similarly aged children. Most children have previously attended the pre-school group, which meets in the Parish rooms adjacent to the school. Approximately six per cent of pupils are eligible for free school meals, which is below the national average. Approximately 14 per cent of pupils have special educational needs, this being below the national average. Most of the pupils identified as having special educational needs have speech and communication difficulties. The majority of the school's pupils are from a white British background, with a small number from other white heritages and mixed heritage backgrounds. There are no pupils who speak English as an additional language. In September 2003, there was a significant level of change to staffing, including the appointment of the present headteacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21113	Miss J H Sargent	Lead inspector	Foundation Stage Mathematics Science Geography History Music Personal, social and health education
11474	Mr P Berry	Lay inspector	
4350	Mr C Whittington	Team inspector	English Information and communication technology (ICT) Art and design Design and technology Physical education Special educational needs

The inspection contractor was:

Tribal PPI
1 - 4 Portland Square
Bristol
BS2 8RR

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 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16 - 24
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Joseph's Catholic Primary School has a strong Christian ethos. It has a number of strengths, but **this school has serious weaknesses** because children in the Foundation Stage and a significant minority of pupils in Key Stage 1 are not taught well enough. Standards in English and information and communication technology are unsatisfactory. The leadership of the school by the headteacher is good, but the governance of the school is unsatisfactory because governors are not sufficiently well informed about the school's work and so cannot challenge the school's leaders or help to give the school direction for the future. The school provides unsatisfactory value for money.

The school's main strengths and weaknesses:

- The quality of teaching for children in their Reception Year, and for a minority of pupils up to the age of seven, does not always help them to achieve as well as they should.
- Provision for children in Reception and standards in English and information and communication technology (ICT) across the school are unsatisfactory.
- The headteacher shows strong leadership and her actions are beginning to raise standards, but the governing body is insufficiently informed about the school and its work.
- Provision for pupils who have special educational needs is good.
- Assessment procedures require further development.
- The good links with parents and the local community make a significant contribution to the school's ethos and help to enrich the curriculum.

Progress since the last inspection in March 1999 is unsatisfactory because standards achieved and the quality of teaching and learning have declined. The issues raised by the previous inspection have not been fully resolved. The new headteacher has devised a detailed and useful school improvement plan which is addressing priority issues. Test and assessment data are effectively analysed and strategies devised to address issues identified. The headteacher has reviewed pupils' work in mathematics and devised a successful tracking and assessment system for mathematics. Provision for children in the Foundation Stage (Reception Year) offers opportunities to learn through play, but the balance of activities across the areas of learning is unsatisfactory. Lesson plans in all classes state learning objectives, but do not clearly identify assessment opportunities. Lessons do not always contain activities which offer appropriate challenge for all pupils.

STANDARDS ACHIEVED

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

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

Pupils' achievements are satisfactory overall. Children in the Foundation Stage start with broadly average attainments, but their achievements are unsatisfactory because they are not offered a suitably structured range of activities and so skills are not systematically developed. This means that many are unlikely to attain the goals children are expected to reach by the end of the Reception Year. Overall, standards are average for pupils in Years 1 to 6. However, standards are below average in English and ICT across the school. For pupils in Years 1 to 6, standards in lessons in mathematics are average and in science, standards are average for pupils in Years 1 and 2 and above average for pupils in Years 3 to 6. The school's results in national tests must be viewed with caution because of the small numbers tested each year; however, when viewed over time, results show that since 2000 the standards for pupils at the end of Year 2 and Year 6 have deteriorated. In 2004, mathematics results for pupils at the end of Year 6 were in the lowest five per cent in the country when compared with the results from similar schools. No significant differences were found between the attainment of boys and girls. The achievement of pupils who have special education needs and those who are gifted or talented is satisfactory.

Pupils' personal development, including their spiritual, moral, social and cultural development is satisfactory. Pupils' attitudes and behaviour are sound overall, but are unsatisfactory in Years 3 to 6 because a significant minority of pupils, mostly older boys, are inattentive in lessons and sometimes lack respect for their teachers. Attendance is good and punctuality is very good.

QUALITY OF EDUCATION

The quality of education is unsatisfactory. The quality of teaching and learning is not sufficiently high, with a significant number of unsatisfactory lessons. Teaching is better for older pupils than it is for children in Reception and pupils in Years 1 and 2. Where teaching is good, pupils achieve well and make good progress, but this is not a consistent feature of teaching because work is not always well matched to pupils' capabilities and teachers' expectations of behaviour are sometimes insufficiently high. Procedures for assessment, monitoring and target setting have been introduced in mathematics and now require further development across the school and the curriculum. The curriculum is satisfactory; however, parts of the ICT curriculum are not covered in sufficient detail. There are good opportunities for participation in sports and arts activities. The curriculum for children under five is unsatisfactory because it lacks breadth and balance. The school takes good care of its pupils and there is a good partnership with parents and good links with the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The recently appointed headteacher provides good leadership and sound management, and has identified appropriate areas for school improvement. Although governance meets statutory requirements it is unsatisfactory overall. The governors are very supportive of the school and have high aspirations, but they are not sufficiently well informed about pupils' achievements to shape the school's future direction. A start has been made on self-evaluation, including the monitoring of teaching and learning, but the headteacher has a heavy teaching commitment which impedes the development of this work. Subject leaders are beginning to develop their roles, but much remains to be done.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school and feel that their children are happy and well cared for. They feel comfortable approaching the school with concerns. Pupils say they enjoy school, but some pupils report that others do not always behave as well as they should.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching across the school, most particularly for pupils in Reception and Years 1 and 2.
- Raise standards in English and ICT across the school and improve provision for children in the Foundation Stage.
- Further develop assessment procedures across both the school and the curriculum.
- Develop the role of the governing body to play a stronger part in school improvement and in monitoring and evaluating the school's work.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards attained are in line with those seen nationally and pupils' achievements are satisfactory. However, standards in English and ICT are below average across the school. Standards attained in mathematics are in line with national averages by Year 2 and Year 6, and in science, standards are average by Year 2 and above average by Year 6. In Reception, children's achievements are unsatisfactory. There is no significant difference between the attainment of boys and girls.

Main strengths and weaknesses

- Standards achieved in English are below average because of unsatisfactory planning and low expectations.
- Standards are above average in science by Year 6 because learning in investigative science is good.
- Standards in ICT are unsatisfactory because some parts of the curriculum are not taught in sufficient depth.
- Children in Reception underachieve because activities are undemanding and the curriculum lacks breadth and balance.

Commentary

1. The very small number of pupils involved in national tests means that results from single years are unreliable. The number of pupils joining and leaving the school is higher than that seen nationally and this can have an adverse impact on standards. Trends over time offer a more secure view of the school's performance. At the time of the previous inspection, standards were judged to be well above average. The report from that inspection judged that standards were better at the end of Year 6 than at the end of Year 2. Children in the Foundation Stage made sound progress and exceeded national expectations. Performance data show that standards have deteriorated across the school since the time of that inspection.
2. Children's attainment on entry to school varies each year because of the small number of children admitted. Over time, attainment on entry is judged to be in line with that of children of a similar age. The unsatisfactory curriculum they receive, together with unsatisfactory teaching, means that children under five make insufficient progress and are unlikely to achieve the expected goals by the end of their Reception Year.
3. Judgements on current standards are based on work seen in lessons, discussions with pupils and an extensive review of pupils' work. Judgements take account of the school's own data in mathematics and of statutory targets set for pupils at the end of Year 6. There is no significant difference in the attainments of boys and girls. Pupils who have special educational needs and those who are gifted and talented achieve at satisfactory levels because their work is carefully matched to their individual needs.
4. In the 2004 tests at the end of Year 2, the results of the very small cohort (just six pupils) were above average in reading; very low in writing, being in the lowest five per

cent nationally; and well above average in mathematics. National data indicate similar standards when compared with those of similar schools. Results vary from year to year depending on individual cohorts, but when viewed over time, standards show a steady fall between 2000 and 2004 when compared with the national trend. In reading and writing, pupils' average performance is below the national average in reading and significantly lower in writing. In mathematics, pupils' average performance is above that seen nationally.

5. In the 2004 tests at the end of Year 6, the results (for just six pupils) were well below the national average in English, mathematics and science. Standards in mathematics are lower when compared with similar schools, being in the lowest five per cent nationally. Standards over time show a steady fall between 2000 and 2004 when compared with the national trend. In English, pupils' average performance is above that seen nationally and in mathematics and science, it is below the national average, with mathematics being slightly lower than science.
6. Good teaching is contributing to good achievement in English and mathematics lessons for pupils currently in Years 2, 3 and 4 and there is evidence that standards are beginning to rise. Pupils achieve well when teaching is lively and tasks are interesting and suitably matched to pupils' abilities. Progress in these lessons is good. The achievement of pupils in Years 5 and 6 in mathematics is improving because work is carefully matched to individual needs and these pupils are now making good progress.
7. Teachers set broad but appropriate learning objectives for the wide range of pupils in their classes, but often they do not set work that fully meets the learning needs of the differing ages and capabilities in their classes. This is particularly the case in English, but it is also apparent in books seen as part of the work scrutiny for mathematics for pupils in Years 1 to 4. Teachers' expectations are not always high enough. In a significant number of lessons, pupils are set the same work, with the expectation that the quantity of work completed will match the work to each pupil's capability. The result of this is that achievement is unsatisfactory for a significant minority of pupils in such lessons. Lower attaining pupils are not given sufficient opportunity to consolidate their learning because they make too many errors when work is too difficult for them. Higher attaining pupils are not always sufficiently challenged. Both of these situations contribute to pupils lacking motivation and interest in some lessons. Weaknesses in marking mean that pupils do not know how to improve their work and teachers do not know their pupils well enough to plan work which will build systematically on previous learning. This has a negative impact on achievement.
8. Standards in science are average by the end of Year 2 and above average by the end of Year 6. Pupils have good opportunities to learn through practical science work and in Year 2 they are beginning to make use of scientific vocabulary in their recorded work, but have difficulty recalling previous learning in discussions. Pupils in Year 6 make good use of investigative science and achieve well. They draw scientific conclusions from their work and also raise additional questions as a result of their experiments.
9. Standards attained in ICT at the end of Year 2 and Year 6 are below average because parts of the ICT curriculum are not taught in sufficient depth. As a result, pupils do not make even progress in the different strands of ICT and their overall achievement is unsatisfactory. Given the time constraints of the inspection it was not possible to make firm judgements about standards in other subjects.

10. The school is developing the use of pupils' language and literacy, mathematical and information and communication technology skills. The scrutiny of work undertaken during the inspection gave evidence of the promotion of these skills across the curriculum. The leadership of the headteacher is beginning to set the tone for higher expectations, but this is still at an early stage. As a result of unsatisfactory teaching, a lack of assessment procedures and some unsatisfactory planning, there has been deterioration in standards since the previous inspection.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are satisfactory. Pupils' spiritual development is good and their moral, social and cultural development is satisfactory. Attendance is good and punctuality is very good.

Main strengths and weaknesses

- Most pupils show a keen interest in the school's activities.
- There is a significant minority of disruptive pupils in classes, particularly older boys.
- There is an absence of bullying and oppressive behaviour and the general behaviour of pupils outside lessons is good; however, at times some pupils' behaviour can be unsatisfactory and challenging for staff.
- Pupils' personal development is well supported by educational visits, residential visits, charity work and other extra-curricular activities.
- Pupils accept responsibilities well.
- Pupils' spiritual development is good and is effectively promoted by the Christian ethos of the school.
- Pupils' attendance is good and their punctuality is very good.

Commentary

11. Pupils arrive at school keen to participate in the school's activities. The younger pupils are enthusiastic and settle quickly into the school's routines. Throughout the school, the pupils participate well in the lessons making appropriate contributions, for example when asked questions by the teachers. However, high noise levels and disruptive pupils can necessitate too much of the teachers' time being spent on management of the pupils.
12. The behaviour of the majority of pupils in the school is good, but there is a significant minority of pupils whose behaviour is challenging for the staff. In the playground, the supervising adults constantly have to correct pupils' misbehaviour, albeit for generally minor misdemeanours. However, more serious transgressions were observed during the inspection, for example a teacher having to separate two boys kicking each other in the cloakroom. The responses from the pre-inspection questionnaire to the pupils clearly indicate that the behaviour of other children is the biggest concern for most pupils. There were no exclusions during the past school year.
13. The relationships between the pupils and between pupils and adults are normally good, although at times they can become uneasy, particularly amongst the older pupils. Pupils are able to work independently and co-operatively when required to do so, but are sometimes reluctant to share resources appropriately. In a lesson

observed in the computer suite, despite the best efforts of the teacher, there was a dominant pupil in many of the pairs who retained virtually total control of the mouse.

14. Pupils' personal development is satisfactory. The school provides well for their spiritual development, with appropriate time given for pupils to reflect on their lives and the lives of others. The majority of pupils show due reverence during prayers. Pupils' moral development is sound, with the pupils knowing the difference between right and wrong. Pupils' social development is benefiting from the recent improvements in the school's provision of educational visits and community activities. Cultural development is satisfactory and the school has firm plans to widen the scope of its activities to ensure that the pupils learn more about the multi-cultural world in which they live. The pupils accept responsibilities well; one pupil, for example, enthusiastically explained the bell and door duties that he had volunteered for.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.1
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.

The pupils' attendance is good, being in line with the national average for primary schools over recent years and rising above this figure in the current school year to date. There has been minimal unauthorised absence, although the registers show a small number of pupils who have been given approval for more than the recommended 10 days holiday leave in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education the school provides is **unsatisfactory**. Unsatisfactory teaching means that a significant minority of pupils do not always learn effectively. Teaching and learning are satisfactory in Years 3 to 6, but unsatisfactory in Reception and Years 1 and 2. The curriculum for pupils in Years 1 to 6 is satisfactory, although there are weaknesses in ICT. The curriculum for children in Foundation Stage (Reception) is unsatisfactory because it does not offer sufficient breadth or balance. The provision of support, advice and guidance is good overall and there are good partnerships with parents and the local community.

Teaching and learning

The quality of teaching and learning is unsatisfactory. Assessment is unsatisfactory and requires further development across the school and across the curriculum.

Main strengths and weaknesses

- Teaching for children in Reception and some pupils up to the age of seven is unsatisfactory because expectations are insufficiently high and activities lack variety and challenge.
- Where teaching is good, work is varied and interesting and pupils behave well.
- In some lessons, pupils lack motivation and do not learn effectively because work is not carefully matched to their capabilities.

- Assessment and marking require further development so that work can be better matched to pupils' capabilities.
- Teachers do not always insist on good standards of behaviour and this affects pupils' achievements.
- Teachers do not make efficient use of support staff during lessons.

Commentary

Summary of teaching observed during the inspection in 13 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	3	7	2	1	0

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

- The table above indicates the quality of teaching seen across the school. Teaching is better for pupils in Years 3 to 6 than it is for younger pupils and for children in Reception. Pupils who have special educational needs and pupils who are gifted and talented receive satisfactory teaching overall and their achievements are satisfactory and sometimes good. Their progress is assessed carefully and information is used to set further relevant targets. However, planned work is not sufficiently well matched to the needs of a significant minority of other pupils who are underachieving and could do better. Teaching and learning are not as good as they were at the time of the last inspection.
- Reception children are taught alongside pupils in Year 1. Planning for Reception children is unsatisfactory because the activities planned do not systematically develop the skills that children require, nor do they meet the needs of all children. There is an emphasis on learning through play, but too often activities are an adaptation of those planned for pupils in Year 1. For example, in mental mathematics sessions at the start of numeracy lessons, children were initially interested in counting, but quickly tired of this activity and became distracted and their time was wasted. Activities are not always well considered or well organised. They can be undemanding and have only a limited impact on achievement. When a support assistant is involved in teaching Reception children, she is not suitably briefed for the tasks. At these times, children's behaviour and learning is poor. Priority is given to the development of children's mathematical and language skills, with a satisfactory focus on personal and social development, but there is a lack of curricular breadth and a significant amount of the children's time is not used productively.
- The quality of teaching for pupils in Years 1 to 6 is variable. Where teaching is good, behavioural expectations are stated clearly at the start of the lesson and enforced throughout the lesson. The pace of learning is brisk and pupils' interests are sustained through the use of a variety of teaching strategies. Work is carefully matched to pupils' previous learning and all pupils are challenged by interesting and imaginative tasks. Time limits on tasks sustain the brisk pace. Questioning is good and pupils' mistakes are used effectively to reinforce learning. Pupils are encouraged to work together and help one another, building good relationships. Support assistants are clear about what they must do and work alongside pupils throughout the lesson, having a positive impact on achievement.

18. In an unacceptable proportion of lessons seen, teaching was either unsatisfactory or poor. Learning is unsatisfactory in these lessons and pupils do not make the expected progress. The pace of learning is slow and time is not used effectively, expectations are insufficiently high and tasks are not always explained clearly. In some lessons, teachers do not do enough to prevent pupils' unsatisfactory attitudes from affecting the achievement and progress of the class. A significant number of lessons fail to harness and sustain pupils' interest and motivation, so their enthusiasm wanes.
19. Most teachers summarise pupils' learning before the close of their lesson. In the most effective summaries, teachers insist that all pupils are attentive. Learning objectives are revisited and pupils are asked to identify what new skills or knowledge they possess. This helps the teacher to identify those pupils who need consolidation of their learning and those who need more challenge. However, the use of the time available in lessons is sometimes ineffective. In a significant minority of lessons, the final part of the lesson was rushed. As a result, teachers did not assess pupils' progress against learning objectives or ascertain which pupils required further help or challenge. Such assessments are important in ensuring that work in the next lesson develops pupils' previous learning. Inefficient use is sometimes made of teaching assistants. In several lessons, assistants were not involved in any activity for the first part of the lesson.
20. Planning usually identifies appropriate learning objectives, but a review of pupils' work shows that not enough attention is given to matching the planned learning to pupils' needs. All classes have mixed age groups. Some pupils were taught by different teachers prior to the inspection, so that the work seen for the work scrutiny was not always set by the teacher observed with them during the inspection. Pupils' work shows that teachers often rely on setting the same work for all their pupils, expecting pupils of differing ages and capabilities to complete work at different speeds, rather than matching tasks to previous learning and developing skills and knowledge systematically. Some pupils have too little opportunity for consolidating their learning, and higher attaining pupils sometimes receive too little challenge and underachieve because tasks are undemanding.
21. Assessment is unsatisfactory and requires further development. The lack of regular assessment within short-term plans results in pupils being given work which is too easy or too difficult, thus impeding their progress. Marking gives only cursory attention to pupils' work and does not help them to know what to do to improve their work. Little attention is paid to presentation of work and it is evident that a significant minority of pupils have little pride in their work. A successful assessment and tracking system has recently been introduced for older pupils in mathematics. The use of short-term targets has enabled the teacher to see how quickly pupils are progressing in their learning. There is no rigorous checking of progress in mathematics for younger pupils, or across the school in English, science or information and communication technology. As a result, teachers are unclear about the potential of their pupils.

The curriculum

The quality of the statutory curriculum throughout the school is satisfactory, with some weaknesses in ICT. Provision for children in the Foundation Stage is unsatisfactory. Opportunities for curriculum enrichment through the range of activities provided are good. Accommodation and the range and quality of resources are satisfactory.

Main strengths and weaknesses

- Some sections of the ICT curriculum are not covered in sufficient detail.
- The curriculum for children in the Foundation Stage lacks breadth and balance.
- Good provision is made for those pupils who have special educational needs.
- There is a good range of extra-curricular opportunities for all pupils, including suitable activities for the younger pupils.
- There is a good range of visits and visitors to enhance the curriculum.

Commentary

22. The school's curriculum for pupils in Years 1 to 6 is broad and balanced and is based largely on national guidance, which is being adapted to meet the needs of the school. It incorporates a range of worthwhile activities and teachers work hard to ensure that all pupils have equal access. However, parts of the ICT curriculum are not covered in sufficient detail, so pupils' achievements in those areas are unsatisfactory. The curriculum meets the statutory requirements for the provision of sex and relationships education and drugs education.
23. The use of national guidance to assist planning has helped the school to devise rolling programmes for long-term plans which take account of the mixed-age classes and mean that pupils do not repeat units of work. The detail of how these plans are implemented is the responsibility of individual teachers and there are times when insufficient account is taken of the need to make work different for pupils of different ages and abilities. Teachers are developing links across the curriculum using literacy, numeracy and ICT, but these links are not yet fully exploited.
24. Curricular provision for pupils with special educational needs is good. Their individual needs are considered carefully and suitably detailed Individual Education Plans are drawn up, involving parents and beginning to involve pupils. When support is provided, pupils work effectively alongside teaching assistants and this has a positive impact on achievement. Provision for pupils who are gifted or talented is good because teachers allow these pupils to work at their own pace on work which gives appropriate challenge.
25. The development of the curriculum for children in the Foundation Stage has been a recent focus for improvement. Planning uses national guidance and all the areas of learning are mentioned, but the overall balance of the curriculum is unsatisfactory because the range of activities delivered lacks breadth and there are too many occasions when children's activities lack direction and appropriate adult support. The school has not yet satisfactorily addressed the issues which arise from having Reception children with pupils from other age groups and in some lessons the work for children aged under five is, inappropriately, a diluted version of the work completed by older pupils.
26. Provision for personal, social and health education is satisfactory. The newly appointed member of staff is taking responsibility for this aspect of the school's work. Older pupils are given a growing range of responsibilities and they take their duties seriously. The school council is still relatively new. In a short space of time, members have been able to influence school policy and are making a difference within the school. For example, they suggested changes to school uniform which the school has adopted.

27. The curriculum is enriched by a wide range of sporting, arts and other activities provided for the pupils outside normal lesson times. Suitable activities are also provided for the younger pupils. Activities include netball, recorders, choir and a booster mathematics class. A wide range of visitors and visits enhance the pupils' learning and a biennial residential experience is offered to pupils in Years 5 and 6. A successful new arrangement included a multicultural week, which made a positive contribution to the pupils' cultural development.
28. The match of teachers and support staff to the curriculum is satisfactory, although there is some need for further training, for example in the teaching of writing and ICT and the development of assessment procedures. The quantity and quality of resources are generally satisfactory, and these are used appropriately. The accommodation is satisfactory, with spacious classrooms and a suitable hall for PE. Children in the Foundation Stage have access to outdoor play, when an adult is available to supervise them.

Care, guidance and support

Provision for the guidance, welfare, safety and support of pupils is good, although procedures for monitoring pupils' academic progress are unsatisfactory and are still being developed. Appropriate procedures are in place to involve the pupils in school affairs.

Main strengths and weaknesses

- The school has a range of good pastoral procedures, including child protection, but some policies are still in draft form.
- Members of staff provide a suitable level of supervision and know the pupils well.
- The provision for pupils' personal, social and health education is satisfactory, but needs to be formalised.
- Health and safety matters are well covered.
- The younger pupils enter into a welcoming environment when they start to attend the school.
- The school provides well for pupils who need additional support.
- Suitable procedures are in place to ascertain pupils' views about school matters.

Commentary

29. The school provides a good level of pastoral care for all its pupils. The parents speak highly of the family atmosphere and of the caring staff. During the inspection, a suitable level of staff supervision was observed, both in classes and in the playground. Members of staff were observed providing appropriate quick responses on the occasions when pupils' behaviour warranted intervention. With the changes in staff over the recent year or so, it is now important for the school to adopt and implement its draft behaviour policy. Pupils' attendance is well monitored, but the text in the current prospectus needs to emphasise more to parents the importance of avoiding holiday absences during term time.
30. The pupils generally have a good and trusting relationship with one or more of the adults, but in the pre-inspection questionnaire, one-fifth of the pupils in Years 3 to 6 said that they would not know which adult to turn to if they were worried. The questionnaire gave consistently worse scores for the older pupils, compared with those from Years 1 and 2. Pupils are able to make their views about school known to

adults through the recently established school council. One pupil from each year group takes part in the school council, which enables the pupils' views to be represented on school matters.

31. Pupils' achievements are celebrated in the school's assemblies. The 'Pupil of the Week' award is made in each class for achievements, which can be for academic work, personal qualities or for external activities. The school is inclusive, offering equality of opportunity for all pupils, including those who have special educational needs. Weaknesses in systems for tracking pupil progress and for monitoring their personal development were noted in the school's previous report and, whilst the school has started to address these issues, there remains much work to be done. The achievement and academic progress of some of the lower and higher attaining pupils in each of the mixed-age classes is often limited, due to the same work being set for all pupils.
32. Child protection and general pupil welfare matters are well covered. The school's accident book diligently records incidents as necessary and the staff are suitably trained. The pupils receive personal, health and social education, including appropriate teaching about drug misuse and sex and relationships education. However, this subject needs to be more formally planned and a teacher has recently been delegated to this role. Pupils attend 'Crucial Crew' events where they work with members of the emergency services and learn how to keep safe and healthy. The school now makes good use of visitors to the school and educational visits further afield to help promote pupils' academic and personal development. Safety concerns were noted with the school environment in the school's previous report. The school has now taken action, to the extent that the local education authority's safety officer has written to the school to specifically commend their procedures.
33. The school is successful in meeting its aims to provide a caring ethos, where every child is valued, within its strong Christian environment. The good provision enhances the quality of education provided.

Partnership with parents, other schools and the community

The school has a good partnership with the parents and has good links with the local community and other educational establishments.

Main strengths and weaknesses

- Parents praise the school and its work.
- The parents' support the school well, including the active Friends group.
- Parents are welcomed into the school and several help in school.
- The quality and quantity of information to parents have improved over recent years; despite this, the parents do not have an accurate picture of the standards attained.
- There are good links with the local community.
- Links to other primary schools and other educational establishments are good.

Commentary

34. In the pre-inspection questionnaire, the inspection meeting and in discussions during the inspection, parents were virtually unanimous in their praise for the school, in

particular for its caring environment. Parents feel welcome at the school and many were observed entering the building before school. A number of parents give useful assistance, including, for example, voluntary support to develop the computer software resources. The successful Friends group, 'FROST', supports the school well, raising funds at various events.

35. The parents believe that their children make good progress and that high standards are achieved in the academic work. The inspection evidence indicates that this is a misconception and in reality most parents are unaware of how their children's attainment compares to that expected nationally for similar aged pupils. Whilst the school provides adequately for parent evenings, which are very well attended, and produces satisfactory end of year reports, the information in reports is largely qualitative rather than quantitative. The information that children are typically 'working hard' or 'progressing well' has obscured the trend of declining standards.
36. The school produces some good general information in its half-termly newsletters and other regular communications to parents. The school produces an adequate prospectus and an appropriate governors' annual report to parents. The school has not yet undertaken any parental surveys of its own, but there is good regular contact with most parents. Information to parents on curricular work is usually related to topic work, but parents are, on the whole, suitably involved with their children's learning. Both pupils and parents know and understand the homework requirements; many parents, for example, confirmed that they read the storybooks sent home with their children.
37. The school has recently improved its links to the local community. Apart from the close ecumenical links, the pupils regularly make educational visits into the locality, for example to the library and to local businesses. The school has joined the local Business Enterprise Partnership and the headteacher is a member of the community advisory committee. Pupils make a valuable contribution to environmental work, such as 'Tadcaster in Bloom' and they have participated in broadcasts by the local radio station.
38. The school has good links to other primary schools, to the local pre-school group, to the secondary schools and to colleges offering placements for students on teacher training. The school plans to extend these links, particularly with other Catholic schools. The school's partnership with its parents and the community makes a positive contribution to the quality of education provided.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The leadership of the headteacher is good. Governance is unsatisfactory. Teachers' leadership of curriculum subjects is unsatisfactory overall.

Main strengths and weaknesses

- The headteacher provides strong leadership and has identified many of the school's strengths and weaknesses and has started to take action to improve teaching and learning.
- Governors have good relationships and a working knowledge of the school, but they have insufficient knowledge of pupils' achievements and have not held the school to account over its performance.

- Finances are managed efficiently and resources are deployed for the benefit of all pupils in the school.
- Subject leaders do not have sufficient time to improve standards and provision in their subjects.
- There are good opportunities for the professional development of staff.

Commentary

39. Leadership and management are satisfactory. This was also the case at the time of the previous inspection. The recently appointed headteacher provides good leadership. She is perceptive and caring and shows a strong commitment to raising standards in all areas of the school's work, having a clear sense of purpose. She has quickly identified a number of areas where improvement is needed and has started to address these. Staff and governors want the school to succeed and are committed to working together to bring this about. Pupils are valued so that all are fully included and have equality of access to all that the school offers.
40. The headteacher works hard. She has a significant teaching commitment and this leaves little time for the monitoring of teaching and learning in order to raise standards. Where monitoring has taken place, teachers have received constructive feedback, but it is too soon to ascertain the full impact of this. The headteacher leads by example, but there is little time for her to work alongside colleagues and build on existing good practice. The management of pupils with special educational needs is effective and is soundly managed by an experienced teacher. Leadership by subject co-ordinators is unsatisfactory, being of variable quality. Curriculum co-ordination is still being developed and the appointment of a new member of staff has resulted in some changes to responsibilities. Teachers have completed audits in their subject areas and are beginning to develop action plans, but they are not yet fully informed about standards or teaching in their subjects, partly because of time constraints. English and science are the responsibility of a part-time member of staff. She has been given little opportunity for the monitoring and evaluation of standards and subject provision and a recent reduction in her hours has restricted her opportunities further.
41. The school has started to evaluate its performance. Effective systems exist for identifying areas for development, and the issues raised have been incorporated into a useful and well-written improvement plan which accurately reflects the needs of the school. The headteacher has not yet been in post long enough for the full impact of these actions to be fully evaluated, but since her appointment there is evidence of improving standards in English and mathematics.
42. There are good arrangements for the professional development of staff and this is helping to build confidence in areas where improvement is needed. Members of staff are eager to learn what they must do to improve their work and share their experiences of training with their colleagues on their return to school, thus maximising the impact of any training.
43. The governance of the school is unsatisfactory. The recently appointed chair of governors shares the headteacher's clear vision for the school's future and is aware of the priority areas for improvement. The governing body has yet to develop into an effective part of the leadership and management team, as they do not yet play an appropriate part in the school's strategic development and have only a limited understanding of the needs of the school. Statutory targets are set each year but,

whilst governors are aware of the effects of small year groups, they are insufficiently aware of pupils' achievements over time and are therefore unable to challenge the school about its academic standards. They are supportive of the school, but rely too heavily on the headteacher for information and do little to hold the school to account.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	202,454	Balance from previous year	26,755
Total expenditure	206,772	Balance carried forward to next year	22,436
Expenditure per pupil	4,595		

44. Finances are managed well with the assistance of a bursar. Priorities linked to school improvement have been set, such as the recent increase in teaching staff. The balance carried forward (above), which appears generous, does not take account of the increased staffing costs which result from the employment of an additional teacher.
45. The weaknesses in teaching, standards and in the overall quality of education indicate that the school is not as effective as it should be and therefore it gives unsatisfactory value for money.

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 unsatisfactory. At the time of the inspection there were three Reception-aged children in the youngest of the school's three classes. Until December 2004, these children were working alongside pupils from Years 1 and 2. In January 2005, a third class was created and the youngest class now only has pupils from Reception and Year 1. The school has not yet satisfactorily resolved the issue of a mixed-age class of Reception children and older pupils. In oral sessions, such as at the start of a mathematics lesson, the youngest children sometimes aspire to do the work that their classmates do, but they are soon distracted. They lose interest in learning and become disinterested and poorly motivated when required to sit for too long listening to the teacher because no other activities have been prepared for them.

Over the two days of the inspection there was not sufficient time to form secure judgements about each of the six areas of learning. Provision is unsatisfactory because teaching is unsatisfactory and the planned curriculum lacks breadth and balance. Some informal monitoring of children's progress is undertaken and the required assessments are made at the end of the Reception Year. However, there is a need to formally develop a means of monitoring individual progress through the 'Stepping Stones' that lead to the Early Learning Goals. This would enable work to be more closely matched to children's needs and support the systematic development of their knowledge, skills and understanding. Leadership and management of the Foundation Stage are unsatisfactory. The Foundation Stage co-

ordinator is committed to the children, but has insufficient knowledge of the Foundation Stage curriculum and, as a result, children underachieve.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are familiar with classroom routines and are confident within the classroom.
- Children form good relationships with adults.
- Expectations of behaviour are insufficiently high and children do not consider the consequences of their actions.

Commentary

46. Children achieve satisfactorily because of the kind and patient teaching they receive. Adults are calm and caring but do not explain why certain behaviour, such as shouting out or snatching toys, is unacceptable. At times, too little is said about inappropriate behaviour, which can pass without comment, even when it affects other children. Personal, social and emotional development is largely taught through other areas of learning. Once in school, the children soon learn regular routines. Relationships with adults are good and contribute positively to children's learning and the development of their confident manner in the classroom. Most children know that good behaviour is expected, but this is not clearly reinforced by adults. Children do not always understand when they are responsible for making choices and when they should listen to an adult. Expectations of behaviour are insufficiently high at times and children ignore the requests of adults without fear of reprimand. Poor behaviour is sometimes unchecked and situations can escalate until a child becomes hurt or upset.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Emphasis is placed on developing children's speaking and listening skills.
- Children learn to link letter sounds to letters.
- Children enjoy stories, songs and rhymes.

Commentary

47. Although children's attainment on entry is average overall, some children start school with speaking and listening skills which are below the expected levels and this affects their attainment in this area of learning. Emphasis is placed on the development of speaking and listening skills in all activities. By the end of the Reception Year most children are likely to attain the expected levels, with better attainment in reading than writing. Children are confident and initiate conversations with adults about the activities that they are engaged in. For example, when building with bricks, a teaching assistant was asked to comment on a construction which was described by the young

builder. Children are developing a satisfactory interest in books and stories and enjoy looking at books, understanding that print carries meaning. When writing, most children form letters confidently and correctly and their work shows that they are beginning to link their learning of letter sounds to their writing. The quality of teaching is satisfactory and consequently children's achievements are satisfactory.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- Mathematical activities do not take proper account of children's age and stage of learning and children achieve too little over time.
- Some mathematical activities fail to effectively promote the concept being taught.
- The teaching assistant is not used effectively and is not adequately briefed about her role.

Commentary

48. Children's attainments in mathematics are below those expected of children of this age. Planned mathematical activities are too often a diluted version of those planned for pupils in Year 1. Children are happy to be involved in the mental starter of the daily numeracy lesson for Year 1 pupils. They count forward and backwards to ten and count to twenty with increasing accuracy. They are learning about odd and even numbers, but do not yet understand the relationship between these numbers. However, children soon tire of sitting and lose interest when oral work becomes too hard for them to participate and, during this part of the lesson, they make no progress and achieve little. In their books, children learn to write numbers to five and identify missing numbers. They are beginning to understand how to find one or two more than a number from one to ten. In other areas of mathematics, children learn to identify objects which are 'longer' and 'shorter' and 'taller' and 'shorter'.
49. The quality of teaching is unsatisfactory. Written work is individualised and annotated with strengths and weaknesses, but the pace of work is sometimes pedestrian. Activities which children are given to reinforce mathematical learning can be undemanding, such as colouring pictures drawn by the teacher to illustrate a particular concept. This is unsatisfactory because children are not required to demonstrate what they have learned. In some lessons, the teaching assistant is not used effectively. For example, during the introduction to numeracy lessons, children become distracted, but the teaching assistant is uninvolved. When the assistant is asked to lead activities for which she is not adequately prepared, children's achievement is poor.
50. Very little was seen in the area of **knowledge and understanding of the world**. There was little work on display and planning does not clearly indicate how much time is given to this area of learning. Children enjoy using computers and show satisfactory control of the mouse and of simple software. They enjoy building with construction kits and show appropriate dexterity.
51. There was insufficient evidence to make secure judgements in the areas of **creative development** and **physical development**. The school has improved the provision for outdoor play, giving better opportunities than previously, but access to outdoors is

limited by the availability of staff to accompany children outside. Children develop their manipulative skills soundly by handling scissors, pencils, crayons and paintbrushes. They manipulate construction toys effectively and have sound skills when using a computer mouse. Work on display contained little creative work by Reception children and although it was included in planning, creative development did not play a prominent part in planned or observed activities.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in English are below national expectations at the end of Year 6, but are beginning to rise.
- Good provision is made for pupils with special educational needs.
- The quality of marking is inconsistent and assessment procedures are unsatisfactory.
- Plans for developing English, as shown in the School Improvement Plan, are clear and relevant and provision is improving.
- Subject leadership is unsatisfactory.

Commentary

52. Standards are below the expected levels both for seven-year-old pupils and for those who are eleven. Standards have deteriorated since the previous inspection, when they were well above average by the end of Year 6. National test results in 2004 show standards for pupils at the end of Year 2 to be in line with the national average in reading, but well below average in writing. Standards in writing have been consistently low between 2002 and 2004. Test results for pupils at the end of Year 6 were well below average, having fallen considerably in 2004. Standards are now showing some improvement, with some pupils at Key Stage 2 showing good progress and achievement. Provision for pupils who have special educational needs is good and they are given work which is appropriate to their abilities, helping them to make satisfactory progress.
53. Most pupils enter Year 1 with speaking and listening skills which are average overall for their age. These skills are promoted well in most classes, and by the time pupils reach Year 6, pupils are generally confident and articulate and their attainment in speaking and listening is above national expectations.
54. The standard of reading for seven-year-old pupils is in line with the national average, but it is below average for pupils who are 11 years old. As part of the school's strategy for improvement, guided reading sessions are now being given a higher profile across the school. These sessions are used purposefully and are helping to raise standards. Many pupils enjoy books at home and the school has useful links with the public library next door, which extends the reading choice available. Pupils are encouraged to take books home to read with an adult, and many do this on a regular basis. There are useful home-school reading records, in which parents or carers are encouraged to engage in a dialogue about their child's learning.
55. Standards in writing are below the national expectations for pupils in Years 1 to 6. Writing is rightly highlighted in the School Improvement Plan as an area needing

development. Training is being organised to help teachers improve their teaching of writing in order to raise standards. The work scrutiny shows that in the past, pupils have not written regularly enough. They have not had sufficient opportunity to practise and develop the skills they require and an insufficiently wide range of writing genres has been covered. Additional time has recently been allocated for the teaching of writing, as part of the action being taken to raise standards. There is considerable evidence of word-processing, showing good links with information and communications technology.

56. The quality of teaching and learning is satisfactory, with some lessons containing good features. Good teaching is contributing to good achievement in English lessons for pupils currently in Years 2, 3 and 4 and there is evidence that standards are beginning to rise. Expectations of behaviour are high, questioning is good and involves all pupils. Pupils' oral skills are used effectively through 'talking partners' as they develop their understanding of aspects of grammar and language verbally before transferring their skills to reading and writing tasks. However, an analysis of pupils' work shows some shortcomings in teaching. In Years 1 to 4, prior to the school's re-organisation of classes, expectations have been low. Too little work has been done and, as a result, pupils' achievement has been unsatisfactory. These problems have been partly addressed through the reorganisation of the school following the appointment of a new teacher.
57. In some lessons seen, unsatisfactory behaviour affected learning and achievement. In these lessons teachers do not have high enough expectations of pupils' behaviour and the unsatisfactory behaviour of some pupils affects the progress of others. Planning has broad and appropriate learning objectives, but does not always take sufficient account of pupils' differing ages and abilities and tasks are better suited to some pupils than others, resulting in differing levels of achievement. In contrast, the best lesson seen was lively and imaginative, with pupils interested and highly motivated. As a result of the high level of involvement through work which was carefully matched to pupils' previous learning, achievement and progress were good.
58. Assessment procedures are unsatisfactory. The information gained from assessments is not always used effectively. As a result, the work set is not appropriately matched to pupils' different levels of ability. Target setting is being developed, but targets need to be more closely related to learning in literacy in order to raise standards in English. Marking is often lacking in rigour and in Years 3 and 4, when pupils had written little, they were not obliged to complete their work, with the result that progress has been limited.
59. The leadership of English is unsatisfactory. The teacher responsible works part-time and has had little time to monitor or evaluate standards or provision. Some teachers do not have a secure knowledge of required standards in writing. This is an area that the school has started to address through professional development. The overall quality of resources is satisfactory.

Language and literacy across the curriculum

60. There is evidence of satisfactory links with other subjects of the curriculum. These include research and writing about World War II by pupils in Years 5 and 6 as part of a history project and the recording of scientific experiments, including the use of technical vocabulary. There are good links with ICT in all classes, with an emphasis on word-processing.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are beginning to rise where pupils' progress is being regularly assessed and tracked.
- Achievement is lower in classes where work is not well matched to pupils' learning needs.
- Higher attaining pupils in Years 5 and 6 make good progress.
- Teachers' expectations of pupils' behaviour are sometimes insufficiently high and this affects how well pupils achieve.
- The subject is well led, but there is insufficient time for the subject leader to check on standards and the quality of teaching and learning.

Commentary

61. The very small number of pupils in each year group means that standards can and do vary from year to year. Work seen during the inspection indicates that pupils achieve at satisfactory levels and are likely to attain standards in line with national averages by the end of Year 2 and Year 6. At the time of the previous inspection, standards were higher and they have deteriorated in the intervening years. In 2004, pupils in Year 2 reached standards that were well above those seen in all and similar schools nationally. In 2004, the Year 6 cohort reached overall standards which were well below all schools nationally and in the lowest five per cent nationally against similar schools. Across the school, pupils with special educational needs achieve satisfactorily.
62. In Years 5 and 6, there is evidence that pupils' progress has speeded up and standards are beginning to rise. A newly introduced system for tracking and assessing pupils' progress clearly shows how quickly pupils are now gaining ground. Short-term targets are set and the teacher's good knowledge of the pupils means that work is effectively matched to pupils' learning needs and learning is developed and consolidated progressively. Pupils of differing abilities complete tasks which are suited to their previous learning, and higher attaining pupils in particular make good progress. Prior to the school's re-organisation, achievement for pupils in Years 1 to 4 has been more varied. Tasks set have often been the same for all pupils and there were times when higher attaining pupils were given work which lacked challenge and they underachieved. Lower attaining pupils generally completed less work because they found tasks difficult and so their learning progressed at a slower pace. The coverage of the mathematics curriculum is good and pupils gain experience of all the required aspects of mathematics.
63. The quality of teaching is satisfactory. In the best lessons, the teacher has high expectations of behaviour and lessons get off to a brisk start. Pupils enjoy the challenges they are set and are eager to participate in mental mathematics and other varied and interesting tasks. They are clear about what they are learning and work together well with their classmates. The pace is sustained throughout the lesson and the final part of the lesson is used effectively to identify how well pupils have

progressed. Where teaching is unsatisfactory, the pace of the lesson is slow and activities are not explained clearly. Pupils are unclear about the purpose of their work and time is lost in organising equipment and finding workspace. The behaviour of some pupils is unsatisfactory and this passes without comment, even though the work of others is affected. The final part of lessons is sometimes rushed and is not used effectively to assess how well pupils have understood what has been taught.

64. The leadership and management of the subject are developing. The subject is being co-ordinated by the headteacher who has limited opportunity to monitor teaching and learning in the classrooms because of her heavy workload. She is knowledgeable, well-organised and enthusiastic, having a clear vision of what needs to be done to raise standards. Good use is made of data analysis and findings inform the School Improvement Plan. Plans are being developed to introduce the assessment and tracking system throughout the school.

Mathematics across the curriculum

65. Pupils make satisfactory use of mathematics in their work in other subjects. The application of their skills helps them to understand the practical uses for their mathematical learning. Mathematics skills are most frequently used in science, where pupils learn the importance of taking accurate measurements and they record them in charts and tables. Results of experiments are then displayed in graphs and appropriate conclusions drawn from the recorded data.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in science are above average for pupils in Years 3 to 6.
- The development of scientific enquiry is good across the school.
- Marking does not help pupils to improve their work and consolidate understanding.
- There is insufficient time for the subject leader to monitor standards, teaching and learning.

Commentary

66. The small number of pupils tested each year means that standards vary from year to year. Work seen during the inspection indicates that standards are likely to be in line with the national average by the end of Year 2 and above the national average by the end of Year 6. Standards have fallen since the previous inspection, when they were well above average at the end of Year 2 and Year 6. When taken over time, the performance of pupils in Year 6 from 2002 to 2004 was close to the national average.
67. Only one lesson was seen in science during the inspection and in this lesson the teaching was satisfactory. Pupils were eager and enthusiastic to engage in practical science activities and showed a good understanding of how to devise a fair test. The pace of learning was affected by the unsatisfactory behaviour of a small minority of pupils who disrupted the first part of the lesson, but then became engrossed in the work they were set. A scrutiny of work, an evaluation of teachers' planning and

discussions with pupils indicate that teaching is satisfactory for pupils in Years 1 and 2 and good for pupils in Years 3 to 6.

68. A sound programme of learning, which largely follows national guidance, ensures that all aspects of the science curriculum are adequately covered and pupils' learning progresses as they move through the school. Within this programme pupils are given good opportunities to develop scientific enquiry skills. Pupils in Year 2 make predictions about their work and record the outcomes. By the time they are in Year 6, pupils have a good grasp of how to control variables when devising a fair test. They record results in a systematic and scientific manner and not only draw scientific conclusions from their work, but also raise additional questions from their investigations. Pupils work together co-operatively to devise investigations. They collaborate, share equipment and willingly share ideas. They enjoy using scientific equipment such as a microscope to examine materials closely.
69. Marking of pupils' work is more helpful for higher attaining pupils than for others. The work of lower attaining pupils is sometimes left incomplete because the written tasks have not been adapted to suit their learning needs. Teachers add written comments to pupils' work, but there is no expectation that work will be revisited and completed or corrected, so a small minority of pupils do not always learn correct scientific facts. Some assessments are undertaken in science, but these are inconsistent across the school and require further development.
70. The leadership of science is unsatisfactory. The subject is managed by a part-time teacher, who has insufficient time to monitor standards of pupils' work or the quality of teaching and learning. The level of resources for the teaching of science is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- The curriculum for ICT is not given consistent coverage, so pupils do not achieve the required standards in all the required aspects.
- Persistent technical problems with access to the Internet have a detrimental effect on the ICT curriculum.
- Pupils' attitudes to the subject are positive.
- ICT is used effectively to support work in literacy.
- Provision benefits from the voluntary support of a parent helper.

Commentary

71. At the time of the last inspection, standards in ICT were found to be in line with national expectations. This is no longer the case as the subject has not kept pace with the changes in curriculum requirements over the past few years. The limited amount of work seen indicates that in those areas which are effectively covered, particularly word-processing, standards are above average and pupils are confident and competent. Although resources are being built up, those parts of the curriculum which cover control, spreadsheets and handling data are not covered in sufficient depth and standards in these strands are below average.

72. Insufficient teaching was seen to make an overall judgement on teaching and learning. The very limited amount of teaching seen was good. From discussion with pupils it is evident that their attitudes are positive and they all enjoy ICT and try hard. The ICT suite is beginning to make a very positive contribution to the way in which the subject is taught. The school is suffering persistent problems with gaining access to the Internet and this affects pupils' learning because connection is intermittent and cannot be guaranteed. Where there are interactive whiteboards in the classrooms, they are used effectively and pupils listen to instructions and put into practice what they have been shown.
73. Subject leadership is unsatisfactory. The co-ordinator has too little time to monitor and evaluate provision in ICT and therefore too little has been done to ensure that pupils make satisfactory progress in all areas of the ICT curriculum. There is no system for assessing pupils' progress in ICT. The school benefits from the expertise of a parent who works voluntarily to help develop the provision.

Information and communication technology across the curriculum

74. ICT is used effectively to support work in literacy and some other areas of the curriculum, such as history and science. When possible, pupils make use of the Internet to find information. For example, during a project on Italy, pupils searched the Internet for information for a presentation they were to give about the country.

HUMANITIES, CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The work in geography and history and in art and design, design and technology, music and physical education meets statutory requirements. These subjects were not specific areas of focus for the inspection and only a limited range of evidence was sampled. As a consequence, there is insufficient evidence to make overall judgements on the quality of the provision.

Geography

75. Geography is taught through a series of topics, mainly based on national guidance. In the one lesson seen, teaching was satisfactory. Pupils enjoyed practical activities, but there were insufficient written outcomes. A scrutiny of pupils' work indicates that standards are in line with national expectations throughout the school and pupils achieve satisfactorily. Teachers' planning indicates that pupils engage in a satisfactory range of activities. The local town is used effectively as a resource for pupils' studies and residential educational visits also help to enrich learning for older pupils.

History

76. Although no teaching was seen during the inspection, a scrutiny of pupils' work indicates that pupils throughout the school achieve standards which are in line with national expectations. Teachers' planning shows that pupils are receiving a satisfactory curriculum and that history is being used well to develop literacy skills.

Good use is made of the local environment to enhance learning and make lessons more exciting.

Art and design

77. No art and design lessons were seen during the inspection, but planning indicates that pupils experience an appropriate range of media and a satisfactory curriculum. Effective use is made of software packages for art and design and there is a colourful display of pupils' computer-generated work.

Design and technology

78. Planning shows that pupils are given a suitable range of activities covering the full range of the curriculum, including food technology. There were insufficient samples of work to make a secure judgement on standards in design and technology.

Music

79. Music is taught by class teachers, who follow national guidance to ensure that a balanced curriculum is delivered which incorporates all the required elements. Resources are satisfactory and this allows pupils to participate practically in lessons. A small number of pupils benefit from instrumental lessons from peripatetic teachers. Teachers report that pupils are enthusiastic about music and that they enjoy participating in the school's performances, such as those given in church at Christmas.

Physical education

80. The school is part of a local cluster of schools who are working together to improve physical education in response to a national initiative. An action plan has been produced as part of this work. There are extra-curricular activities, such as netball for boys and girls. All pupils benefit from weekly swimming lessons at the local pool. Pupils' achievements in sporting and other physical activities outside school are acknowledged and celebrated within school.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in this area of the school's work is satisfactory. Only one lesson was observed in this area of the school's work, so no firm judgements can be made about teaching. The subject is incorporated into the school's timetable to accommodate initiatives such as the school council, allowing pupils to make an active contribution to the life of the school. Older pupils receive satisfactory opportunities to learn about sex and relationships education and drugs awareness. The school is in the process of reviewing these elements of their provision. The newly appointed teacher has assumed responsibility for the further development of this area of the school's work.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	4
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
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	5
The leadership of the headteacher	3
The leadership of other key staff	5
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).