

# INSPECTION REPORT

## **BARLBY BRIDGE COMMUNITY PRIMARY SCHOOL**

Selby, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121448

Headteacher: Mrs P Dyson

Lead inspector: Mrs B Hudson

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> November 2004

Inspection number: 269096

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: Community  
Age range of pupils: 3 to 11 years  
Gender of pupils: Mixed  
Number on roll: 162

School address: Barlby Road  
Barlby Bridge  
Selby  
North Yorkshire

Postcode: YO8 5AA

Telephone number: 01757 703650  
Fax number: 01757 291001

Appropriate authority: The Governing Body  
Name of chair of Mrs S Welch  
governors:

Date of previous 28<sup>th</sup> March 2000  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

Barlby Bridge Community Primary School is an average size primary school. Of the 162 pupils, 94 are boys and 68 are girls and an additional 11 boys and 10 girls attend the nursery part time. Overall the children's attainment on entry to the school is below average, although the full range of ability is present. The school is located to the north of the market town of Selby, although about 100 of the 162 pupils are from outside the school's admission area. The school serves an area of both private and rented accommodation and most parents and carers are employed in the local factories. The percentage of pupils eligible for free school meals is ten per cent, which is about the national average. The percentage of pupils identified as having special educational needs is nine per cent, which is below the national average. Two pupils have a statement for special educational needs, which is about average, and one pupil is learning English as an additional language, which is low. The school has recently been awarded Investors in People status and the North Yorkshire's Quality Mark for Special Educational Needs.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28772	Mrs B Hudson	Lead inspector	Science Art and design Design and technology Special educational needs English as an additional language
22368	Mrs K Lee	Lay inspector	
32205	Ms R Cockett	Team inspector	Mathematics Information and communication technology Religious education
32439	Mrs M Bennett	Team inspector	English Music Physical education Citizenship
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The overall effectiveness of this school is **satisfactory**. Standards are beginning to improve following a decline over the last four years. However by the end of Year 2 pupils underachieve, particularly in reading and writing. Although teaching is satisfactory for these pupils there is evidence in their work that they are being insufficiently challenged. Overall teaching in the other classes is good. Leadership and management are satisfactory. The school provides **satisfactory** value for money.

### The school's main strengths and weaknesses are:

- Pupils achieve well in nursery, reception and in Years 3 to 6 because teaching and learning are good.
- Pupils' achievement in Years 1 and 2 is unsatisfactory in reading, writing, science, religious education and geography.
- The senior staff and governors do not use national and school data well enough in their evaluation of the school's strengths and weaknesses.
- Staff take good care of, and value, all pupils, who respond positively by behaving well and having good attitudes to their work and school.
- Pupils have good relationships with one another and with adults because of the good focus on personal and social development.
- The marking of pupils' work is inconsistent and does not always help the pupils know how they can improve their work or its presentation.
- Curriculum co-ordinators do not adequately monitor the quality of provision in their subjects.

Evidence from this inspection indicates the early signs of improvement following a period of decline. Standards are lower than at the time of the last inspection but are beginning to improve because the staff training in quality teaching is being successfully implemented. The quality of teaching overall is good; however, less very good teaching was seen during this inspection than in the previous one. Although leadership and management are satisfactory, the senior management team is not using national and school data well enough to evaluate the school's effectiveness. Improvements have been made to the accommodation, enabling good provision for information and communication technology (ICT). The school has made satisfactory progress and addressed the main points for action identified in the last inspection.

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	C	C	C
Mathematics	E	D	B	B
Science	D	C	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 overall is **satisfactory**. In the nursery and reception classes children's achievement is good. In Years 1 and 2 pupils' achievement is unsatisfactory because, for the last two years, the standards they attained in reading, writing and mathematics tests were well below the national average and those of similar schools. However, evidence seen during the inspection indicates that standards are now only below average in reading, writing, science, religious education and geography and are in line with expectations for all other subjects, including mathematics. In Years 3 to 6 pupils' achievement is good. Standards in the Year 6 tests have recently improved and are now broadly in line for English and science and above average for mathematics. Inspection findings indicate that the recent improvement will be maintained.

Overall, pupils' spiritual, moral, social and cultural development is **good**, resulting in good behaviour, attitudes to work and respect for the feelings of others. Pupils' attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

The overall quality of education is **satisfactory**. Overall teaching is **good**. It is consistently good in the nursery and reception classes ensuring children settle quickly into school, develop their independence and make good progress in all areas of learning. The teaching in Years 1 and 2 leads to satisfactory learning in mathematics but to some underachievement in reading, writing, science, geography and religious education. Overall teaching and learning in Years 3 to 6 are good. Assessment procedures are satisfactory, but teachers' marking of pupils' work does not always help them to improve their work or presentation.

The curriculum meets the needs of the pupils adequately. There is a good range of after-school clubs and educational visits and visitors. Good care and guidance ensures that pupils feel safe and secure. There is a good partnership with parents and there are good links with other schools.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory**. The headteacher, governors and senior management team are committed to the school and want to achieve the best for the pupils. However, they do not always use the full range of data to accurately identify the school's strengths and weaknesses. The leadership by the curriculum co-ordinators is unsatisfactory because the planned training to improve their input into developing their own subjects has not, as yet, been delivered. The governing body complies with the statutory requirements.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents' and pupils' views of the school are positive. Parents feel that their children make good progress because the teaching and leadership are good. Pupils enjoy coming to school. They are happy, and enjoy their lessons and working with their friends. They feel that adults working in the school will help them if they get stuck or have any worries.

## **IMPROVEMENTS NEEDED**

- Provide a better match of work to pupils' abilities, particularly in Years 1 and 2.
- Ensure senior staff understand and use national and school data more effectively to clearly identify the strengths and weaknesses in the school.
- Improve the quality of teachers' marking to help pupils understand how they can improve their work and its presentation

- Ensure that all curriculum co-ordinators can contribute more to improving the quality of provision in their subjects.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall pupils' achievement is satisfactory. Children in nursery and reception achieve well. In Years 1 and 2 pupils' achievement is unsatisfactory and standards in the recent tests are well below average. In Years 3 to 6 pupils achieve well and are now attaining standards that are broadly in line with national and similar school averages.

#### **Main strengths and weaknesses**

- Pupils' achievement by the end of Year 2 is unsatisfactory in reading, writing, science, religious education and geography.
- Children achieve well in nursery and reception because of consistently good teaching.
- Pupils achieve well in Years 3 to 6 and standards have recently improved.
- Pupils with special educational needs make good progress.
- The senior managers do not make sufficient use of national and school data to analyse pupils' achievements.

#### **Commentary**

1. Overall standards in the national tests have declined since the last inspection. However, in 2004 standards in the national tests for English, mathematics and science improved and at the end of Year 6 pupils were attaining broadly in line with the national average. Evidence from pupils' work seen during the inspection shows an improvement in standards in Year 2 and these pupils are now attaining standards broadly in line with national averages in mathematics and below average in reading and writing. This is an improvement on the last two years' results when standards were well below national and similar school averages. The school has set challenging targets and is on track to meet them in Year 6 and should be able to do so in Year 2. Parents feel that their children make good progress.
2. Too often all pupils in a class are given the same work or worksheet to complete and this does not match as well as it could with the wide range of ability in each class. This happens most often in English, mathematics, science, history and geography and more in Years 1 and 2 than in the other year groups. This results in some pupils not achieving as much as they could in some lessons and too many missed opportunities to practise literacy skills across the curriculum.
3. Standards individual pupils achieve are satisfactorily tracked from the end of reception to the end of Year 6. The school's analysis of the result of national tests is well used to identify school improvements. The subject leader for mathematics has analysed progress in mathematics and has identified a girls' underachievement issue, which is now been addressed as part of this year's school development plan. Senior staff, do not use national information well enough to ensure all groups of pupils are achieving as well as they should. This results in some missed opportunities. For example, boys are achieving better than girls by the end of Year 6 in English and science but there are no targets for improving girls' performance in English and science in the school development plan.

#### ***Nursery and reception***

4. By the end of reception, most children are achieving what is expected for their age in all aspects of their learning. In personal and social development they exceed the expectations. This is good achievement because, when the children start nursery, attainment overall is below average, although the full range of ability is present. Currently the school is unable to show how the children have improved from the beginning of nursery to the end of reception; however, a sound system to do this has recently been introduced.

### ***Years 1 and 2***

5. At the last inspection, standards at the end of Year 2 were and continued to be frequently below the national and similar school averages in reading, writing and mathematics. The rate of improvement is below that nationally. In 2003 and 2004 standards were well below the national and similar school averages. These year groups had a larger than average number of pupils with special educational needs. Even when these pupils' results are taken into account standards were below average in reading and writing. Evidence from the pupils' work seen during the inspection indicates that standards are improving. Standards in the current Year 2 class are below average in reading, writing, science, religious education and geography and broadly in line with the national expectations in all other subjects including mathematics. This is an improvement on the recent test results and has been achieved through the support provided by senior managers to improve the quality of teaching and learning in Year 2.

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

Standards in:	School results	National results
Reading	13.4 (14.4)	15.8 (15.7)
Writing	13.2 (11.2)	14.6 (14.6)
Mathematics	15.3 (15.6)	16.2 (16.3)

*There were 22 pupils in the year group. Figures in brackets are for the previous year*

### ***Years 3 to 6***

6. Standards at the end of Year 6 improved significantly in 2004 and are broadly in line with national averages in English and science and above average in mathematics. Inspection evidence shows that the recent improvements are being maintained. The rate of improvement is now higher than seen nationally. This is the result of an intense programme of improvement led by the senior management team. Prior to 2004 standards had declined since the last inspection and the rate of improvement was below that seen nationally.

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

Standards in:	School results	National results
English	27.0 (26.5)	26.9 (26.8)
Mathematics	27.8 (26.0)	27.0 (26.8)
Science	28.6 (28.9)	28.6 (28.6)

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

## **Pupils' attitudes, values and other personal qualities**

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

### **Main strengths and weaknesses**

- Pupils' behaviour in school and attitudes to learning are good.
- Relationships are good and pupils show well-developed personal qualities.
- Opportunities for spiritual, moral and social development are well promoted throughout the school.
- The school misses opportunities to promote pupils' cultural development.

## Commentary

- Pupils like their school and in response to the questionnaires they were enthusiastic about their teachers and the fairness with which they are treated. Their attendance is satisfactory and nearly all arrive punctually.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.2
National data	5.4	National data	0.4

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

- Pupils enjoy lessons and behave well at all times. This is because teachers have high expectations of pupils' behaviour. Expectations are communicated effectively and positively through well-defined rules and classroom management strategies. Parents who let their feelings be known through questionnaires or discussions feel that their children are happy in school and become mature and independent. Parents also feel behaviour is good. Pupils have good attitudes to their work and a reward system supports pupils who work hard and concentrate well. Pupils use equipment such as computers with care.
- Pupils have good relationships with all adults in school. They talk confidently about their work and respond well to teachers. In a good lesson in Year 3/4 the teacher successfully motivated pupils through the use of humour and in a good lesson in Year 5/6 the teacher successfully involved pupils through demonstrating personal enthusiasm. Pupils also have good relationships with each other. They work and play well together and understand the importance of friendship. For example, in the Year 3/4 classroom a display highlights the value pupils place on friendship. Teaching in personal, social and health education supports the pupils. In Years 1 and 2 pupils learn how to help each other. Older pupils take on positions of responsibility including some playtime duties such as acting as 'Buddies' where they ensure that all children have someone to play with. In lessons pupils show that they can co-operate well. In a mathematics workshop pupils helped each other to learn the rules of different board games. In an ICT lesson pupils reminded each other how to carry out particular tasks. Pupils however do not have a school council where they can formally let their views be known and share in the future development of the school.
- The additional 21 children who attend the nursery part time have a good introduction to school life in both the nursery and reception classes. They are well supported in lessons and grow in confidence. From a young age children develop good relationships with adults and other children.
- All adults at the school set good examples in the way they treat pupils and each other. This creates a good ethos where all are working together and are treating one another equally. Pupils understand what is acceptable behaviour and are aware of the consequences if they misbehave. The seven exclusions involved three boys. Overall,

pupils' attitudes, behaviour and attendance are of similar quality to those expressed in the last inspection report.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	160	7	0
Asian or Asian British – Indian	1	0	0
Black or Black British – any other Black background	1	0	0

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

12. Spiritual, moral and social development is fostered throughout the school in collective worship, religious education and other subjects. Assemblies are well planned and led and pupils are fully involved in distinguishing right from wrong through stories. Clear links to everyday and school life are made to ensure pupils understand how beliefs can be put into practice. Pupils have the opportunity in assemblies to celebrate achievement and good behaviour.
13. Pupils have satisfactory opportunities to experience and explore a range of events from diverse cultures. Visits are made to Selby Abbey and a mosque. Visitors include musicians and Indian dancers. Nursery children and pupils in Year 4/5 experienced eating food from different countries. Through the religious education curriculum pupils learn about other religions as they progress through school. The school misses some opportunities to take this further, and evidence of Britain's multicultural society around the school is sparse.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching overall is good; however, the teaching in Years 1 and 2, although satisfactory, leads to some underachievement particularly in reading and writing. The curriculum is sound. The good care and the partnership with parents benefit pupils' learning.

### Teaching and learning

Overall, the quality of teaching and learning is good. It is consistently good in the nursery and reception classes, satisfactory in Years 1 and 2 and good overall in Years 3 to 6. Assessment procedures are satisfactory.

### Main strengths and weaknesses

- Overall, teachers have good subject knowledge and this ensures pupils' learning is accurate.
- Teachers and teaching assistants are good at including, engaging and insisting on good behaviour from, all pupils.
- Overall, teachers maintain pupils' interest by providing them with a variety of activities to complete during a lesson.
- In nursery, reception and Years 3 to 6 pupils' learning is good.

- Teachers do not inform pupils how they can improve their work and its presentation.
- Teachers do not always match work to pupils' abilities and this reduces their achievement.

## Commentary

14. The overall quality of teaching is good and this reflects the opinion of the parents who made their views known. The last inspection found that the quality of teaching was good overall. More very good teaching was seen in the last inspection than in this and the quality of teaching in Years 1 and 2 has declined from good to satisfactory. Because of the decline in Year 2 test results, the senior managers have provided a lot of support for the Year 2 teacher and even though the national test results in reading, writing and mathematics are still too low, pupils are now achieving better than they have been.

### *Summary of teaching observed during the inspection in 25 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	14	9	0	0	0

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

15. Teaching is consistently good in the nursery and reception classes and this enables children to achieve well. They are well prepared for their future education because of the importance staff place on developing their personal, social, speaking, listening, early reading and writing skills. In Years 1 and 2 teaching is satisfactory. However, pupils do not achieve as well as they could in reading, writing, science, geography and religious education because all pupils are often given the same work to complete. Work is therefore not well matched to pupils' abilities and this slows their progress. In Years 3 to 6 teaching and learning varied from satisfactory to very good with the majority being good. The stronger subjects are mathematics, science and personal, social and health education where teaching is consistently good and pupils achieve well. The teaching is always good and sometimes very good in the Year 5/6 class.
16. In the good lessons, teachers and teaching assistants ensure all pupils become involved in the lesson and behave well. Teachers use their good subject knowledge to effectively plan a series of lessons containing a variety of different activities. They are skilful at breaking down what pupils have to learn into manageable 'lesson size' amounts. Teachers are also good at explaining what pupils have to learn in a particular lesson, reviewing what they have learnt and how that piece of knowledge fits into what they will learn next. The tasks pupils complete individually or in small groups are well matched to their ability and to the time available for their completion. Pupils therefore are interested in the lessons, maintain their concentration and behave well.
17. In the satisfactory lessons teachers take too long to explain what the pupils have to learn or what they have to do. Pupils are therefore not clear about tasks and lose interest. Teaching assistants provided good support to these pupils but could have been better deployed if explanations were clearer. The tasks prepared for pupils to complete on their own are not as well matched as they could be to their ability and sometimes take too little time to complete. Pupils' learning therefore is adequate but not as good as it could be.
18. Evidence from samples of pupils' work show that teachers often miss opportunities where pupils can practise their literacy skills across the curriculum. This is particularly

evident in history where pupils complete worksheets or write very brief notes but do not write longer pieces of work.

19. Overall the quality of checks on pupils' progress is satisfactory. Assessment procedures are satisfactory. Work is regularly marked and teachers often write positive comments on the pupils' work to encourage them. However, they do not have high enough expectations for the quality of pupils' written work or illustrations. Pupils therefore do not know how they can improve their work and its presentation. Teachers use the assessment of pupils' work to develop class and group targets. Pupils are aware of and know their targets and this helps them to keep focused on what they have to learn next.
20. Pupils with special educational needs achieve well. This is because teachers carefully plan the support they receive in each lesson. When supported by a teacher or teaching assistant, pupils with special educational needs frequently complete the same tasks as the rest of the class. They can do this successfully because the supporting adult provides further explanations and keeps the pupils on task. This increases the pupils' self-confidence and willingness to learn. When teachers and teaching assistants are working with other groups, pupils with special educational needs are usually provided with appropriate work to complete by themselves.

## **The curriculum**

The curriculum satisfactorily meets the needs of the pupils. The curriculum is enriched by good opportunities outside lessons. Overall accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- All pupils are valued and included in all activities so their personal, social and health education is good.
- Provision for pupils with special educational needs is good.
- A good range of visits, visitors and after-school clubs enhances the curriculum.
- There are too many missed opportunities for pupils to practise and develop their literacy skills across the curriculum.
- Resources in the nursery and reception classes are unsatisfactory; however, the school has plans in place to rectify this.

## **Commentary**

21. The school's curriculum, including provision for religious education and collective worship, meets the needs of the pupils adequately. All pupils have access to the curriculum and provision for those pupils with special educational needs is good. The school is fully inclusive; boys and girls are treated with equal value and respect whatever their background, circumstances and abilities. There is a wide range of subject policies in place, including sex education and awareness of drug and alcohol misuse. Sex and drug education are taught within a comprehensive personal, social and health education programme of work. The school has good links with other schools. The school prepares pupils well for secondary education. Effective liaison with the local secondary school and induction visits held in the summer term help pupils feel confident about moving on to the next step of education.
22. The curriculum has been developed through the implementation of new teaching approaches advocated by the National Strategies for Literacy and Numeracy. Nationally recommended support programmes are well delivered by teaching assistants to those pupils working a little below average. Although lessons are well

planned there are too many missed opportunities for pupils to practise and develop literacy skills across the curriculum, reducing the amount of progress pupils make.

23. Overall, resources and accommodation are satisfactory. Existing space is used well and the new classrooms and associated resources planned for the nursery and reception classes will enhance provision, addressing the current unsatisfactory resourcing. A new computer suite significantly enhances opportunities for improved teaching and learning in ICT; however, this has reduced the accessibility of the library, which is of poor quality. Staff development is given high priority and all staff have relevant qualifications and experience to enable them to deliver the curriculum.
24. Provision for pupils' personal, social and health education is good with all pupils being valued and fully included in all activities. The use of circle time helps raise self-esteem and confidence to good effect with pupils having the opportunity to express opinions in a safe and secure environment. Opportunity to participate in charity work such as the 'Samaritan's Purse shoe box appeal' and 'NSPCC' helps raise awareness of the needs of others both at home and abroad.
25. The curriculum provided for pupils with special educational needs is good. Pupils are equally included in all the activities that the school does. The amount of good quality adult support enables the pupils to make good progress. Individual learning plans are thorough and are regularly shared with parents and pupils.
26. A good range of visits and visitors, including part-time music teachers, effectively enhances the curriculum; for example, a visit to a toy museum by the Year 2 class enhanced pupils' understanding of the past and present. The school offers a wide range of sporting, music and other clubs that the pupils are encouraged to attend. School staff and consultants run the after-school clubs. The additional opportunities to learn beyond the school day reflect the school's strong commitment to ensuring that all pupils get the most out of their education and enable them to develop their creativity and acquire new skills and competencies.

### **Care, guidance and support**

The school promotes a good level of care for all its pupils. It provides a **satisfactory** level of support and guidance. The school involves pupils in its work in a satisfactory way.

### **Main strengths and weaknesses**

- The school cares for its pupils and promotes their personal development well.
- The guidance for pupils is not consistent throughout the school so that pupils do not always know how to improve their work.

### **Commentary**

27. The school follows good procedures to provide good care for all pupils. It ensures the welfare, health and safety of pupils through its daily routines. Currently the school is working towards the Healthy Schools Award. All staff promote good relationships with pupils. Pupils know that they can talk to an adult and that they will listen. The school supports pupils well and encourages them to do their best through rewards such as the 'Praise Wall' and the 'Show Me' assemblies. The good personal, social and health education programme is part of the effective systems to promote and guide pupils'

personal development and behaviour. The school gives pupils good encouragement to think of others less fortunate than themselves. Pupils spoke positively of the charity fundraising that they undertake, including making up gift boxes for Operation Christmas Child. While pupils are involved in some decision-making, for example in devising their class rules, there is as yet no formal system for all pupils' views to be heard.

28. Pupils know their targets for literacy and numeracy and older pupils are given some good opportunities to evaluate their own work. The school uses staff resources well to provide well-targeted advice and support to individual pupils.

### **Partnership with parents, other schools and the community**

The school continues to enjoy a **good** partnership with parents. There are also **satisfactory** links with the community and good links with other schools to extend pupils' learning and experience.

### **Main strengths and weaknesses**

- Parents offer good support and make a good contribution to the work of the school.
- The school uses its good links with other schools well in order to support pupils' learning and personal development.

### **Commentary**

29. Parents are supportive of the school and pleased that their children are happy there. They feel that the class teachers are very approachable and willing to listen. Parents take up the good opportunities to be involved in the school, for example by attending the weekly 'Show Me' assemblies and accompanying classes on visits. FOBBS – the friends of the school group – is very active in raising funds which support the curriculum, such as making it possible for all the junior pupils to benefit from swimming lessons. The school provides parents with useful information in the newsletters and shares their children's targets with them in the good annual reports on progress. The nursery and reception classes are good at involving parents in their children's learning, keeping them up to date with what is happening in class, for example the topic for the term and the letter of the week. This all helps in the good achievement of the children in the nursery and reception classes.
30. Pupils gain from the good links with other schools. They spoke of enjoying the many visits such as that to Tropical World, the science and technology days and the sporting links with other schools including athletics tournaments and football. The school encourages pupils to be involved in the community, as that enhances their personal development. There is a carefully planned programme for transfer to secondary school that enables Year 6 pupils to work on projects linked to Year 7 work. The school is also able to extend and improve its work by collaborating with a group of local schools, for example sharing training and ideas.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory**. The leadership of the headteacher and senior management team is **satisfactory**; however, the curriculum co-ordinators do not adequately monitor their subjects. The governing body is supportive and governance is **satisfactory**.

### **Main strengths and weaknesses**

- Senior managers and governors are very committed to the school and want to achieve the best for the pupils
- The school's self-evaluation does not make sufficient use of national and school data, resulting in some judgements being inaccurate.
- The headteacher works hard to rectify the problems that she has identified.
- Good steps have been taken to improve the role of the governing body.
- The curriculum co-ordinators role is not sufficiently developed to enable them to monitor their subjects adequately.

### **Commentary**

31. The headteacher, staff and governors are committed to providing an environment where pupils grow and flourish. The school has a caring atmosphere where pupils are valued and their achievements are recognised and celebrated. Staff and governors work hard to improve standards and a range of quality marks have been gained, including Investors in People and North Yorkshire Special Educational Needs Quality Mark. The school development plan has focused appropriately on the need to raise standards in literacy and numeracy. Test results for 2004 indicate that the work undertaken is having a positive effect, particularly by the end of Year 6 where standards are now in line with national and similar schools averages. The headteacher is part of the local education authority (LEA) steering group for 'workforce remodelling'. The school has employed additional teaching assistants and two higher-level teaching assistants to support the drive to improve standards.
32. The school's participation in the Primary Leadership Programme last year enabled the development of a senior management team, which now includes the headteacher, deputy headteacher and the literacy and numeracy subject leaders. The senior management team has correctly focused on improving literacy and numeracy across the curriculum. Skills in data analysis have improved but school self-evaluation systems do not make enough use of national and school performance data when comparing itself against national and similar schools. Consequently the school's evaluation of itself tends to be too high. An example of this is that the school uses 'good' to describe pupils' progress from the end of Year 2 to the end of Year 6, but has not taken into account that this is partly because attainment at Year 2 has been below average for some time.
33. Governance meets statutory requirements. The governing body is very supportive and they are becoming more involved through a recently formed self-evaluation group. Through the work of this group they are developing a greater awareness of the school's strengths and weaknesses and also the role they have to play in the further development of the school. The chairperson and headteacher work with the school's link advisor to set realistic but challenging targets for improvement. Governors meet with subject co-ordinators to monitor progress in the school development plan, subject budgets and resource provision. The findings are reported to the full governing body.

This could usefully be developed to include the monitoring of standards, teaching and learning.

34. Subject leadership in literacy and numeracy has improved. Subject leaders monitor teaching and learning and have a satisfactory grasp of major strengths and weaknesses. Subject leadership in other subjects is unsatisfactory. Co-ordinators monitor planning, budgets and resources and discuss developments with subject governors, but have insufficient knowledge of standards in their subjects or the quality of teaching and learning to support the effective raising of standards. Their limited role in developing their subject means that they are unable to gain an informed view of standards, check and monitor the quality of teaching and learning and take action from the results. Subject action plans are in place but they need to be more systematic and based on evidence from monitoring. The school recognises that this is the next step in the professional development of teachers. This will put the school in a good position to improve teaching and learning and further raise standards. It will also enable staff to be deployed more effectively. Performance management procedures are in place to support staff development, and governors fulfil their statutory responsibilities in setting targets for the headteacher.
35. Management is satisfactory. Clear systems and procedures effectively underpin the work of the school. Governing body sub-committees meet to discuss improvements. They are actively involved in spending decisions and apply 'best value' principles. The school budget is effectively managed and monitored to support priorities through the Finance Sub-Committee with good support from the LEA Finance Officer. A significant carry-over of funding from the previous year's budget has been earmarked for the school's contribution to the building of new nursery and reception classrooms, improving indoor and outdoor resources in these, and fencing around the whole school. Local strategy funding has been used to employ additional teaching assistants and midday supervisory support. The school clerical assistant provides good daily administrative support for the headteacher and school staff, enabling them to work more effectively towards the school's educational priorities.
36. The main points for action from the last inspection have been tackled but assessment remains an ongoing area for development. Assessment systems have been improved and there are opportunities for pupils to assess their own progress. Improvements in the physical and social development for children in nursery and reception classes have been satisfactorily addressed, including the provision for an outdoor play area; however, further improvements need to be made to the quality and range of resources for children under five. Overall progress since the last inspection has been satisfactory.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	493071
Total expenditure	484261
Expenditure per pupil	2617

Balances (£)	
Balance from previous year	41624
Balance carried forward to the next	50434

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

37. Overall provision for children in the nursery and reception classes is good, and has improved since the last inspection. Overall, children in the nursery enter with attainment below that expected for their age, although the full range of ability is present. By the end of reception most children have reached the expected standards in all areas of learning. Consistently good teaching ensures that children achieve well. There is a good balance between activities directed by the adults and those where children explore and investigate the world around them. The staff work together very effectively, observing children regularly to assess their attainment and progress. They know their children well. As a result, they match activities very securely to children's needs and therefore good progress is made. Children are prepared well for transfer to Year 1.
38. Nursery and reception staff plan well, ensuring all areas of learning are fully addressed. Children's individual work is effectively monitored. The nursery and reception staff have encouraged parents and carers to become more involved in their children's school experiences by encouraging them to stay and watch what happens and providing them with letters explaining what the children will be learning. Plans are in place for new resources to be bought that will coincide with the new nursery and reception unit that is to be built next calendar year. The team leader provides good leadership and management.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Very good relationships help children to settle quickly and give them confidence.
- Children achieve well because of secure routines and organisation.
- Staff encourage children to be independent.

#### **Commentary**

39. Teaching is good and children achieve well. On entry to nursery children quickly settle because of the very good individual support provided by adults. Children quickly gain confidence and independence because routines and organisation are well established and children can follow them easily. Throughout nursery and reception staff establish very good relationships, ensuring that all children become involved in all activities. Children learn to listen and pay attention, behave well, co-operate with each other and clearly know what is right and wrong. Children displaying challenging behaviour are given very good support. Staff are enthusiastic and friendly, making good use of praise to encourage children to gain self-confidence and self-esteem. As a result children enjoy activities, develop skills of concentration and are willing to talk about their work. Most achieve the targets expected by the end of reception. Staff have high expectations and children are well prepared for Year 1.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children achieve well and most reach the nationally agreed targets by the end of reception.
- Staff assess children and they all have work well matched to their ability.
- There is a strong focus on the development of language skills in all activities.

### **Commentary**

40. Teaching in both nursery and reception classes is good; children achieve well and by the end of reception most achieve the expected standards. Lessons are made exciting through the use of games, for example using 'Pass the Bag' to consolidate the children's understanding of the letter 'j'. Good attention to learning letter sounds and shapes helps children to tackle new words with confidence. Children become interested and excited about stories and increasingly understand how books work because adults share and point out many interesting things in the books that they read to them. Children particularly enjoy joining in with repeated phrases from familiar stories. In nursery early writing skills are developed through activities such as making letters and marks in shaving foam, as this contributes to developing the children's dexterity. In the nursery emphasis is placed on developing the children's language skills through the promotion of identified vocabulary and effective questioning. This was exemplified to good effect during a session where children made 'mango lassi', a special drink to celebrate the Muslim Festival of Eid. Children could recognise that the drink looked like a McDonald's milk shake. In both the nursery and reception classes adults continually assess children's progress so that all are provided with work that matches their ability.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good teaching provides a wide range of activities which interests children and makes them want to learn.
- Children make good progress in developing early number skills.
- Adults provide good role models, using mathematical language across the curriculum.

### **Commentary**

41. Teaching of mathematics is good in both classes. Children achieve well because staff place good emphasis on developing early number skills. Staff approach the teaching of mathematics by providing interesting activities and games that make children want to learn. This ensures that all ability groups make good progress in developing early number skills. For example in the nursery the teacher worked with individual children ordering different sized teddy bears. Questions to promote learning were adjusted to meet the specific learning needs of the children and the children made good progress in understanding mathematical language related to size. In the reception class good progress was made in understanding place value to ten using a 'Ten Green Bottle' wall

hanging. The teaching assistant helpfully supported the children to use their fingers to correlate with the removal of bottles from the wall. More able children were challenged and showed that they could predict how many bottles were left before counting to check.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Good teaching provides a wide range of activities that interest children and make them want to learn.
- Children are well supported by their participation in small focused teaching groups.

### **Commentary**

42. Good teaching in both nursery and reception classes ensures that children achieve well in this area of learning. Staff provide a wide range of interesting activities which motivates and encourages children to learn. Children experience good practical cooking sessions where they see changes to materials when mixed or heated. During the inspection children helped to make 'mango lassi', a drink specially prepared by Muslims to celebrate Eid, using ice cream, yoghurt and fruit. Good questioning and clear explanations and the opportunity for the children to try for themselves ensured that interest and curiosity were promoted. During a 'tea party', children were encouraged to try new foods, including poppadoms and dates. This promoted good discussion with one child commenting that the samosa was like a triangle. These activities raised children's cultural awareness and, because the children worked in small groups with an adult, they were very successful. Children have opportunity to develop control of the computer mouse and older children use the keyboard; however, opportunities to investigate everyday technology and use programmable toys are limited because of lack of resources.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children achieve well because of the good teaching that they receive.
- There is access to outside areas giving potential for a good range of physical activities.
- There are limitations in the quality and quantity of resources needed to promote physical development both indoors and outside.

### **Commentary**

43. Most children make good progress in their physical development and are likely to achieve the expected targets by the end of the reception year. Teaching is good in both classes. Staff make good use of limited facilities and provide a wide range of indoor activities to give children good experiences in manipulating small tools so as to develop cutting and sticking skills. Children have planned opportunities to develop

their manipulative skills further by handling a range of construction and building apparatus, including wooden puzzles, small world toys, beads and shape puzzles. The quality and quantity of many of the resources are unsatisfactory; however, the school has already allocated money to improve resources which coincides with the new nursery and reception classrooms to be built next calendar year. During the week of the inspection it rained, restricting observations of children working in the outside area. Nursery children, however, were observed building an obstacle course for teddy bears using tyres, crates and bricks and this activity extended their design and make skills. Reception children were not observed. The equipment available for outside play including wheeled toys does not cater for children of very different sizes or abilities.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- The quality of adult participation in play-based activities is good, making learning fun.
- There is a good range of activities planned to support development across all the areas within creative development.
- A narrow range of resources in unsatisfactory condition limits opportunity to develop creativity.

### **Commentary**

44. Teaching in both classes is good and children achieve well and most attain the expected goals by the end of the reception year. Children in reception class learn to chant and clap simple rhythms and develop a sense of beat and co-ordination. The children make good progress because of the effective use of frog and tadpole pictures to capture their imagination and the good explanation and demonstration offered by the teacher. In the nursery, lack of music resources hinders development. Adults participate in play-based activities, dressing up along with the children, making learning fun. Good adult intervention to develop children's language is a strong feature in both the nursery and reception classes. For example, during independent role-play in the nursery one boy spends a sustained period of time hammering and measuring with a tape. Effective intervention by an adult reveals that the boy is repairing a hole in his house. This helps sustain the play still further, during which time he is joined by a girl with a clipboard who proceeds to monitor the situation. Many painting and other art activities are available at different times. As a result, children develop skills in handling paint and brushes, choosing collage materials and applying them with increasing accuracy. Overall, a good range of activities is planned to support development across the areas of creative development.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Overall provision for English is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching and learning are good in Years 3, 4, 5 and 6.

- The school's focus on writing is bringing about an improvement in standards, particularly by the end of Year 6.
- Standards at the end of Year 2 are below average in reading and writing. Pupil achievement is unsatisfactory.
- Marking is inconsistent and does not provide pupils with a clear view of how they can improve.
- There are insufficient opportunities for pupils to practise skills taught in literacy in other subjects across the curriculum.

## Commentary

45. Test results indicate that standards by the end of Year 2 are well below national averages in reading and writing. This is a decline from the last inspection when standards in reading were in line and writing was below average. Evidence from this inspection indicates that standards are below average in reading and writing. Test results for 2004 indicate that standards by the end of Year 6 have improved and are now in line with those expected nationally. They have recently returned to the standard found at the last inspection.
46. Overall achievement is satisfactory. Achievement in Years 1 and 2 is unsatisfactory. In Years 3 to 6 it is good. By the end of Year 2, girls achieve better than boys in reading and writing. By the end of Year 6 boys achieve better than girls in English. The school is aware of these differences and a range of fiction books has been purchased to meet the needs of boys. Pupils with special educational needs are well supported but better support is needed for lower attaining pupils, with work more carefully matched to their abilities.
47. Standards of speaking and listening are in line with those expected nationally. Pupils listen well and speaking skills improve as they progress through the school. By the end of Year 2, pupils listen well to adults and to each other. In Years 3 to 6 teachers provide pupils with many opportunities to further develop their speaking and listening skills. By the end of Year 6 pupils become confident speakers and good listeners because they know that their efforts are valued by teachers and teaching assistants.
48. Standards in reading in the current Year 2 are below average. This is an improvement on recent results although pupil achievement is still unsatisfactory. The reason for standards not being as high as they should be has been correctly identified by the school as pupils, particularly boys, not applying their knowledge of letter sounds when they meet new or unfamiliar words. Standards by the end of Year 6 are broadly in line with national average. Pupils in Years 3 to 6 achieve well because reading skills are developed appropriately. Pupils who have fallen behind in their reading are provided with additional support such as the nationally recommended reading programmes, well delivered by teaching assistants. However, the space available for the library is restricted. A number of books are old and of poor quality. The books are catalogued by number and colour but pupils say that the system is no longer used. As a result, pupils are not being given the opportunity to develop appropriate library skills.
49. Standards in writing are in line with national averages in Years 3, 4, 5 and 6 and below in Years 1 and 2. Underachievement in writing, by the end of Year 2, is because there is an over-reliance on worksheets which are not as well matched as they could be to pupils' abilities. There are too few opportunities for pupils to write independently. The school has continued to identify writing as a priority for

development. Teachers are aware of the need to develop pupils' vocabulary and knowledge of technical vocabulary. For example, in the Year 3/4 class pupils extended their vocabulary through a Christmas poem using and explaining 'anticipation' and 'preparation'. Year 5/6 pupils were enthusiastic about their own versions of *Jabberwocky*. In Year 2, pupils learnt about rhyming couplets.

50. Too often when work is marked there is little insistence on improvement in handwriting and presentation. The school has identified this as an area for development. Letters are poorly formed and too many pupils are not joining their writing until Year 6. Displays in classrooms and corridors do not use pupils' own writing. Consequently they have insufficient opportunity to write neatly for a purpose. The overuse of commercially produced worksheets contributes to a poor match of work to pupils' abilities and limited opportunities for pupils to write at length.
51. Overall, teaching in Years 3, 4, 5 and 6 is good. It is satisfactory in Years 1 and 2. Lessons follow the advice of the national guidance for literacy and teacher subject knowledge is good. Teachers use a range of different ways to gain pupils' interest, including computer programs with older pupils, whiteboards and 'talking partners'. Where teaching is good, lessons are well planned and learning proceeds at a brisk pace. Activities where pupils work on their own are well matched to their abilities and teaching assistants are well directed. Reminders are given about time available for tasks and good work is shared as a way of praising effort and inspiring others. Where teaching is less effective, introductions are too long, some pupils become inattentive and there is a lack of challenge in the activities. As a result, more able pupils are insufficiently challenged and the work set does not meet the needs of lower ability pupils. Sometimes, teaching assistants are not well enough directed.
52. Leadership and management are satisfactory and the subject leader's plans for the future are good. The subject leader uses her expertise as a LEA leading literacy teacher and her membership of the senior management team to promote new initiatives. Her monitoring of the subject has led to a focussed action plan, which is beginning to have a positive impact on raising standards, particularly by the end of Year 6. The systems now in place and the planned developments, such as more rigorous scrutiny of work, will enable continued improvements to standards.

### **Language and literacy across the curriculum**

53. The school provides some opportunities for pupils to label, write accounts and reports in subjects across the curriculum. For example, pupils in Year 1 used writing frames to write crime reports following a visit to a police station. Pupils in Year 3/4 class labelled sandwiches in a class book on 'How to make sandwiches'. In Year 5/6 class, pupils used role-play to explore the feelings of characters in a bullying scene from a play. However, there are missed opportunities for pupils to record their own investigations and research, across the other subjects.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Teaching and learning in Years 3 to 6 are good.
- Marking does not always help pupils improve their learning.
- There is too much use of worksheets, which set boundaries on tasks and inhibit independent thinking in Years 1 and 2.
- Pupils behave well and have good attitudes in lessons.
- Teaching assistants support pupils well and pupils with special educational needs make good progress in lessons.
- Teachers' and pupils' use of ICT effectively supports learning in Years 3 to 6.

### Commentary

54. Standards in mathematics are beginning to rise following a decline since the last inspection. Current standards in Year 2 and Year 6 are broadly in line with those nationally. This is a significant improvement on the recent Year 2 test results and those reported at the last inspection. Standards in Year 6 tests, following a decline in 2002 and 2003, improved to above average in 2004, as at the time of the last inspection. Overall, pupils achieve satisfactorily. Pupils with special educational needs make good progress because of the amount of support they receive from teachers and teaching assistants. Over the last three years boys and girls have made similar progress; however, in 2004 boys achieved better than girls in the end of Year 2 and Year 6 tests.
55. Most children enter nursery with below average mathematical understanding, and by Year 2 most pupils are working within the expected range for their age, developing knowledge and understanding of place value and recalling addition and subtraction number facts to 10. Pupils, however, are not always provided with sufficient opportunities to solve problems. By Year 6, most pupils recall multiplication tables and use this skill to explore patterns of numbers. They are able to apply their number knowledge to solve problems such as "How much turf will be required to cover the lawn?"
56. Overall teaching and learning are good. Teaching and learning in Years 1 and 2 are satisfactory. In Years 3 to 6 they are good. The National Numeracy Strategy is used well as the focus for teaching and learning. In the good lessons teachers clearly explain to pupils what they are expected to learn. Teachers provide pupils with opportunities to discuss their thoughts with a partner prior to answering questions. Resources and teaching strategies are used well to support pupils' learning. In a Year 3 /4 lesson pupils were asked to show the teacher, from their collection of coins, two with a greater value than twenty pence. In a Year 4/5 lesson about measuring the teacher writes as well as saying the amount and the unit of measure, such as 15 cm, which supports the different ways pupils learn. In a Year 5/6 lesson the teacher asks a range of open-ended questions enabling pupils with very different abilities to respond well. At the end of the good lessons teachers effectively reinforce what the pupils have learnt and explain how they can use that piece of learning in the next lesson or in a different context.

57. In Years 1 and 2 there is too much use of worksheets, which do not encourage pupils to think about how to approach a task. The worksheets also limit the task so pupils cannot demonstrate what they might be able to achieve beyond the set work. In a Year 2 lesson on ordering numbers most pupils completed a worksheet. However, a group working without the constraints of a worksheet independently sought more challenge in their task and exceeded the teacher's expectations.
58. All work in books is marked regularly and good work is celebrated. However, marking does not always inform pupils of how they can improve.
59. Pupils enjoy mathematics lessons; they work hard and concentrate well throughout the lessons. They respond well to teachers' questions. When pupils are working independently they quickly become involved in the task, working carefully, so no time is wasted. The work pupils complete in their books is well presented and clearly set out. When required they collaborate well. For example, in the Year 4/5 class pupils worked in pairs to develop skills of estimating and measuring accurately to check estimates.
60. Teaching assistants are clear about their role. They work with lower attaining pupils or pupils with special educational needs during group or independent tasks. Overall, pupils make satisfactory progress; however, in lessons where their group has had the support of an adult they make good progress.
61. Leadership and management are satisfactory. This has improved recently through the school's participation in the Primary Leadership Programme and the mathematics subject leader becoming part of the senior management team. The subject leader monitors the quality of teaching through lesson observations, scrutiny of work and tracking pupils' achievements. He shares with teachers the strengths and weaknesses that he has identified.

### **Mathematics across the curriculum**

62. Pupils apply their mathematical skills in other subjects, notably in science where data handling skills are used at an appropriate level, and in ICT. Teachers also help pupils understand how mathematics is used in real-life contexts.

### **SCIENCE**

Provision for science is **satisfactory**.

#### **Main strengths and weaknesses**

- There are good opportunities for pupils to develop their investigative skills.
- In the lessons observed teachers made good use of reviewing what the pupils have learnt.
- Pupils in Years 1 and 2 are underachieving.
- The curriculum co-ordinator's role is not sufficiently developed to enable her to promote improvement effectively.

### **Commentary**

63. Standards by the end of Year 6 are broadly in line with national and similar schools averages and pupils achieve well. By the end of Year 6 boys achieve better than girls, with boys achieving slightly better than the national average for the last five years. The practical approach to teaching science contributes to the good achievement by the boys. Standards since the last inspection have fallen.
64. Standards throughout Years 3 to 6 are broadly in line with the national average and by the end of Year 2 standards are below average. Pupils in Year 2 do not achieve as well as they should because too often all pupils are given the same work to do and therefore it is not well matched to the wide ability range in the class. Throughout the school pupils with special educational needs achieve well because of the support provided by an adult.
65. A strength of the school, particularly in Years 1, 3, 4, 5 and 6, is the focus on developing the investigative skills of pupils. As a result pupils are interested and motivated, and concentrate well, and they are good at working co-operatively to devise and carry out their experiments. In Years 3 to 5 pupils are able to devise their own way of recording their work; however, in Year 6 pupils are provided with a set format to record their work.
66. Teaching varies between satisfactory and good. The good lessons were in Years 3 to 5. A strength of these lessons was in the end part of a lesson when teachers reviewed what the pupils have learnt and explain how what they have learnt in that lesson will be used in a subsequent lesson. A good example of this was seen in a Year 3/4 lesson where the teacher used the work that a group of pupils had completed on the computer to stimulate the discussion. Other strengths are the teachers' subject knowledge, use of scientific vocabulary and the use of the resources available to support the interesting investigations. The weaknesses include the teachers' acceptance of poorly presented work, marking which is supportive but does not inform pupils how they can improve their work and the less effective use of teaching assistants in the whole class sessions. These features are particularly apparent in Year 2.
67. Teachers' assessment is inconsistent. In some classes pupils' ability is compared with the National Curriculum levels. In other classes it is a comparison of ability within the class.
68. The curriculum co-ordinator is new to her role; however, she has taken over a role that is not well developed. There is no analysis of standards, or monitoring of pupils' work or of teaching. The co-ordinator has accurately identified her personal development needs to enable her to complete this role successfully.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

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

### **Main strengths and weaknesses**

- ICT is used well to support learning in other subjects.
- Pupils use computers and other equipment confidently.

- The subject co-ordinator does not have the opportunity to evaluate the quality of teaching and learning, pupils' achievement and standards.

## **Commentary**

69. Standards by the end of Year 2 and 6 are in line with national expectations and pupils achieve satisfactorily. The last inspection did not report on ICT. In this inspection one lesson in the ICT suite was observed and evidence was taken from the use of ICT in other lessons, scrutiny of pupils' work and discussions with pupils and the subject co-ordinator.
70. In the lesson dedicated to ICT, teaching was good. In other lessons, where ICT was used, teaching was effective. The recent staff training in ICT is being implemented well and the interactive whiteboards are being used well to enhance pupils' learning in many subjects. Teachers use resources well to ensure pupils have a wide range of experiences. They use ICT for word processing, graphics, the Internet, data handling and control technology. The Year 5/6 pupils recount how they have used digital equipment such as microscopes in science, and control equipment in design and technology lessons. They can also explain how sensory equipment is used. In a good lesson in Year 5/6, pupils developed their skills in using spreadsheets to carry out calculations. The teacher supported lower attaining pupils who achieved well during the lesson. The teaching assistant was well used, giving guidance to pupils identified by the teacher.
71. Pupils' attitudes to ICT are good. They use computers, overhead projectors, CD-ROMs, tape recorders and calculators confidently in lessons and assemblies. They are very keen to learn and describe how they practise the skills they have been taught in school on computers at home.
72. The role of the subject co-ordinator does not include the monitoring and evaluation of teaching, pupils' learning, achievements and standards. Assessment procedures need to be developed. Opportunities for liaison between the ICT subject co-ordinator and subject leaders and co-ordinators of other subjects would enhance cross-curricular work.

## **Information and communication technology across the curriculum**

73. ICT is used well to support learning in a wide range of curriculum areas. Year 2 and Year 3 pupils learn how to use a graphics program and make links between art and mathematics. Year 5 pupils use the Internet to carry out research in history. Year 5 and Year 6 pupils use spreadsheets to solve problems using mathematics in real-life contexts. Recent improvements such as the interactive whiteboards are being used well by teachers in ways that support pupils' learning across the curriculum. Staff training is continuing and has been effective in improving the quality of pupils' learning.

## **HUMANITIES**

74. In humanities, work was sampled in history and geography. No lessons were observed; however, inspectors looked at teachers' plans, samples of pupils' written

work in books, on displays and on computer stored files and held discussions with pupils and subject co-ordinators. There is every indication that standards are broadly in line with expectations in history by the end of Year 2 and in both history and geography by the end of Year 6. Standards in geography are below expectations by the end of Year 2. The school has established a long-term plan, which ensures that there is appropriate coverage of the programmes of study in history and geography and this enables staff to provide successfully for mixed age classes. A good range of educational visits organised by the school supports pupils' understanding in both history and geography.

75. In **history** in Years 1 and 2 pupils begin to learn about chronology through the examination of toys from the past and from the present; visits to museums and places of interest consolidate their understanding. Exciting practical activities support pupils' developing skills of enquiry and historical interpretation. Opportunities to dress in period clothing and examine artefacts from the Victorian era support knowledge and understanding of how we lived long ago. In Years 3 to 6 pupils learn about chronology and can complete a time-line identifying important historical events. Research skills are developed effectively using the Internet and specially selected computer programs. However, written work produced is confined to very brief notes or a simple sentence; there is too much reliance upon the use of worksheets and there are insufficient opportunities to develop writing skills in the context of humanities.
76. In **geography** in Years 1 and 2 there was very little written evidence and pupils were unable to talk about the subject. Their understanding is unsatisfactory. In Years 3 to 6 pupils develop their skills and in Year 6 pupils learn about water's effect on the landscape. An attractive display produced by the Year 5/6 class supports their developing understanding of the physical features of a river, with good use of technical language such as 'confluence', 'tributary' and 'meander'.
77. Teachers assess pupils' work using an A, B and C system. This system appears to indicate how well pupils are doing in that class and does not always review their work against National Curriculum levels.
78. Leadership in these subjects is less well developed than in English and mathematics. Co-ordinators only monitor teachers' planning and are responsible for the small amount of money to purchase resources. They do not have a clear understanding of strengths and weaknesses within the subjects.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- By the end of Year 6 pupils are keen to discuss different religious beliefs, showing respect for different points of view.
- The role of the subject co-ordinator is not sufficiently developed.
- Pupils' achievement is satisfactory by the end of Year 6 but is unsatisfactory at the end of Year 2.

### Commentary

79. Standards are in line with the expectations of the locally agreed syllabus by the end of Year 6. They are below expectations by the end of Year 2. Standards in religious education were not reported in the last inspection. In this inspection judgements were based on the one lesson that was observed, scrutiny of pupils' work in books and on display and discussions with pupils and the subject co-ordinator. By the end of Year 6 pupils have satisfactorily developed their knowledge and understanding of Christianity and some world religions. They can apply their knowledge in discussion. In a discussion with pupils in Year 2, they could recall regular and recent events and experiences such as assemblies. Despite encouragement and support they were unable to retell a religious story.
80. In the lesson seen, teaching was satisfactory. Teachers help pupils to understand the importance of religion in some people's lives by making relevant links to everyday experiences. For example, in the lesson observed, pupils were asked to describe the similarities and differences between secular and religious Advent calendars. They were then asked which type of calendar they think a person with Christian beliefs would probably choose. However, in examples of pupils' work, pupils in Year 2 are not always provided with work that is well matched to the different ability groups within a class and this reduces pupils' achievement. Religious education is not well used by all staff to develop pupils' reading and writing skills.
81. The locally agreed syllabus is in place and is supported by nationally developed units of work. The co-ordinator has planned the scheme of work so that the mixed age classes are provided for satisfactorily. Resources have been developed to support teachers. Visits to a local church, Selby Abbey and a mosque support pupils' understanding of different places of worship. Teacher assessments are made and the co-ordinator uses these to evaluate standards. However, she does not evaluate the accuracy of the assessments. The role of the subject co-ordinator requires further development to ensure that teaching and learning can also be monitored and evaluated.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. No lessons were observed in art and design and music and one lesson was observed in each of physical education and design and technology. However, inspectors gathered evidence from looking at pupils' work, photographs, teachers' planning, the school prospectus and a discussion with pupils and some staff. In the discussion with a group

of pupils representing each class in the school, many revealed that they liked the lessons in these subjects and they were very grateful for the opportunities to develop their work in a wide range of after-school clubs. Pupils were very proud of the choir and they thought that the singing in the school was very good.

83. Subject leadership in all of these subjects is unsatisfactory because the role of the co-ordinator is limited to monitoring teachers' planning, budget and resources. An action plan for each subject is in place but this needs to become better informed by more rigorous monitoring of standards, pupils' work and teaching and learning.
84. In **art and design** pupils are offered an appropriate range of experiences to enable them to develop their knowledge and skills. There are indications from the displays that standards are broadly in line with expectations. At the time of the last inspection art and design was a strength. The curriculum is enriched by the occasional involvement of professional artists who work alongside pupils. All pupils have recently created clay tiles that are arranged well to make a pleasing display in the entrance area to the school.
85. Teachers' planning in **design and technology** meets National Curriculum requirements. Standards of work are broadly in line with national expectations. In the lesson observed pupils were working in groups of three making a circuit, as part of a project, to make a torch. This work effectively linked with science work. The element of design, however, was not a strong feature in this lesson and in the design and technology displays around the school designs are not displayed. In a Year 5/6 class the prototype and finished slippers were on display. Photographs of pupils making bread showed that a range of design and technology work is developed. On both displays there was no evidence of pupils' writing.
86. **Music** is a strong feature of this school. It has some talented musicians on the staff and pupils benefit from their specialist expertise for choir, hand bells and recorder. Pupils enjoy music, particularly singing. In assemblies pupils participate well, singing tunefully and with enthusiasm. They are given opportunities to perform in concerts and school events as well as participating in community events. For example, the choir has performed at Selby Abbey and the choir and hand bell group are currently practising for a performance at Rievaulx Abbey at Christmas. Peripatetic musicians support the development of musical skills through guitar and keyboard lessons, outside of normal lessons.
87. Teaching in music is good. The choir has 40 members and through effective, skilled teaching they were able to perform well in two parts and learnt a range of skills to improve their singing, including how to control breathing in order to improve performance. Very good relationships and effective teaching made this a high quality, enjoyable experience. Pupils are given opportunities to extend their knowledge of composers and musical works. Listening to music is a regular feature of assemblies. Pupils listen attentively and are able to identify the composer, country and the title of the music. A music time-line in the hall provides a reminder and secures learning. Pupils' knowledge of musical notation and composing varies across the school, depending upon staff expertise. A wide range of enrichment activities is provided through visiting musicians, for example a steel band and an Indian dancer.

88. In **physical education**, pupils play games with enthusiasm. In the Year 5/6 class, pupils understand and respect the rules of play, develop skills well and work well as a team. They can control a ball well, pass, catch and use body awareness for tactical play including dodging, weaving and shielding.
89. In the one lesson observed, teaching was very good. A commentary by the teacher allows pupils to refine and further develop their skills. Pupils are also given opportunities to comment on the performance of other pupils and offer suggestions for improvement. Good use is made of music in 'warm up' and 'cool down' activities, with pupils motivated to perform well.
90. All year groups from Year 3 to 6 are offered swimming lessons funded by the 'Friends of Barlby Bridge School' and a wide range of extra-curricular activities is offered, including football, tag rugby and a sports club which gives experience of different games. The school is working effectively towards meeting the requirement for two hours of high quality physical education within and beyond the curriculum by 2006.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for personal, social and health education is **good**.

### Main strengths and weaknesses

- There is a well-planned and structured curriculum, which means that pupils make good progress and develop their knowledge, skills and understanding.
- The headteacher and staff are good role models and a wide range of opportunities is provided for pupils to practise their personal and social skills.

### Commentary

91. There is good provision for pupils' personal, social and health education. This has been strengthened by a well-planned, well-structured programme of work that is taught effectively through designated lessons and through other subjects. A good example was seen in a religious education lesson in Year 3/4 where the teacher made effective use of a class book produced in a personal, social and health education lesson. The book 'Looking Forward' was used as the starting point for a lesson on Advent. This made good use of pupils' work, building on their own experiences to further their knowledge. In a designated lesson, Year 4/5 pupils worked well together in groups to consider the factors to be taken into account when buying a present for someone from another country.
92. Standards in pupils' personal, social and health education are good and pupils achieve well. This is because there are high expectations of work and behaviour. In Year 5/6 pupils were able to show their knowledge of a range of strategies to avoid bullying when considering the feelings and actions of characters in a play. Circle time activities are used in all classes and a 'Circle of Friends' supports pupils who need more help in their personal skills. This group is ably led by a teaching assistant. Pupils are given opportunities to make choices about health, drugs use and misuse and personal safety.
93. A sex education programme is planned across the school and is supported by the school nurse in Years 5 and 6. A drugs education programme has been developed and pupils were able to work with a theatre group to deepen their knowledge and understanding. There is a wide range of opportunities for pupils to develop a sense of responsibility. Older pupils have a range of jobs in school, for example playground buddies, library, door duty, registers and responsibility for equipment. Pupils are willing and eager to fulfil these roles. There are also opportunities for older pupils to work with younger ones for reading and sporting activities.
94. Pupils enjoy supporting charities locally, nationally and internationally, including the 'Shoe Box Appeal' and 'Children in Need'. They are proud of their work with the local community, holding coffee mornings and giving Harvest Festival gifts to local elderly residents.
95. Pupils' views are gathered informally through discussion with staff. There is no formal system for gathering pupils' views and for pupils to make decisions about improvements to their school and pupils say they would like this opportunity. This is a missed opportunity to develop pupils' awareness of citizenship.

96. A system to assess how well pupils are making progress has been introduced but pupils could be more involved in monitoring their own progress and in setting personal targets.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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