

INSPECTION REPORT

LEALHOLM PRIMARY SCHOOL

Whitby

LEA area: North Yorkshire

Unique reference number: 121295

Acting Headteacher: Mrs J Newton

Reporting inspector: Mr D Clegg
4341

Dates of inspection: 20th – 22nd March 2000

Inspection number: 185551

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 – 11 years

Gender of pupils: Mixed

School address: Lealholm
Whitby
North Yorkshire

Postcode: YO21 2AQ

Telephone number: 01947 897401

Fax number: -

Appropriate authority: The governing body

Name of chair of governors: Mr M Foord

Date of previous inspection: 9th May 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Clegg	Registered inspector	Mathematics Information technology Geography History Religious education Special educational needs Equality of opportunity	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
Ms V Lamb	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Ms S Billington	Team member	English Science Art Design and technology Music Physical education Under-fives	Quality and range of opportunities for learning

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lealholm Primary School is a small school serving a close knit rural community made up of three villages. There are 45 pupils aged between four and eleven years, taught in two mixed age classes, one with children aged four to seven years and the other with pupils aged eight to eleven years. All the pupils are white and live within the local community and have English as a first language. There are seven pupils with special educational needs, but none of these has a statement. One pupil receives free school meals. When children enter the school they are attaining above average standards, particularly in literacy and numeracy.

HOW GOOD THE SCHOOL IS

Lealholm Primary School is a successful small school with several substantial strengths which outweigh the weaknesses. Pupils enjoy coming to school, work hard and are very well motivated to learn. They achieve high standards in reading, mathematics and science and average standards in writing. The quality of teaching is good, but the curriculum has gaps and is not sufficiently balanced. The acting headteacher and governing body work effectively as a team. The overall costs are high, but the school gives good value for money

What the school does well

- Standards are above average in mathematics, reading and science at both key stages
- The under fives make good progress in literacy and numeracy
- Standards in art and history are good
- The quality of teaching is good
- Relationships are strong and behaviour is very good
- Provision for pupils personal development is good and is very good for social development.
- The partnership with parents is very effective.

What could be improved

- Standards in writing and aspects of information technology
- Curriculum balance, especially at Key Stage 2; there is too little provision for geography, music and physical education
- The use of assessment information to monitor individual pupils' progress
- Procedures for some aspects of health and safety.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1995 the school has maintained above average standards in reading and mathematics at both key stages and the above average standards in writing at the end of Key Stage 1. Standards in science have improved significantly at the end of Key Stage 2 and there have been modest improvements in information technology, although some areas of weakness remain. The school has successfully implemented the national initiatives for literacy and numeracy and planning procedures have improved. However, monitoring arrangements are still weak especially at Key Stage 2 resulting in the curriculum lacking balance. The governing body is much more involved in evaluating the work of the school than in the last inspection.

STANDARDS

The number of pupils who take the Key Stage 2 tests is below ten; statistical information is therefore not a reliable guide to the performance of the school and results are not published or compared to those of other schools.

In standardised tests, pupils have consistently attained above average standards in reading, mathematics and science over the past four years. Standards in writing have been close to the national average. The inspection confirmed the good standards in reading, mathematics and science and the average standards in writing. High standards in art and history are evident throughout the school and standards in design and technology and religious education are in line with those expected of pupils of this age. Standards in aspects of information technology at the end of Key Stage 2 are below expectation and in geography are too low at the end of both key stages. It was not possible to judge the standards in music or physical education.

The school has set realistic targets for individual pupils' attainment at the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are well motivated, have good work habits and are very positive about school. Children under five are well settled and show a good degree of independence
Behaviour, in and out of classrooms	Very good behaviour in lessons and around the school
Personal development and relationships	Pupils form and sustain constructive relationships and are well prepared for the next stage in their learning
Attendance	Well above average

Pupils' very positive attitudes, their behaviour and their abilities to develop and sustain fruitful relationships are very strong features of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

About 11 per cent of teaching is very good, 67 per cent is good and 22 per cent is satisfactory. There is no unsatisfactory teaching. It is consistently good and occasionally very good at Key Stage 1 and for the under-fives. This ensures that children get off to a good start and make good progress in literacy and numeracy. The school is particularly successful in teaching basic skills in reading and mathematics. Teachers' planning generally takes full account of the age range of pupils and they use a good range of teaching techniques. Pupils are very well managed. Weaknesses in teaching are the lack of challenge for the higher

attaining older pupils which leads to some slowing of their progress. In some lessons, time and resources not always used in the most efficient manner.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There are weaknesses in the range of the curriculum, particularly at Key Stage 2. Too little music and geography is taught.
Provision for pupils with special educational needs	Pupils benefit from the support that they receive and make satisfactory progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strong feature of the school. Provision for pupils' spiritual, moral and cultural development is good and for their social development it is very good
How well the school cares for its pupils	There is a high level of care for all pupils but some aspects of health and safety procedures need strengthening. Assessment procedures are not always consistently applied throughout the school.

There are gaps in the information technology curriculum in Key Stage 2 and the lack of suitable accommodation limits opportunity for important elements of physical education, in particular dance and gymnastics. There are weaknesses in the ways that pupils' academic attainment is monitored. More training is required in child protection procedures, safety signs need adding to fire escapes and the internal release for the main entrance is too high. The school works very effectively in partnership with its parents who vigorously support the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher provides the school with a clear sense of direction and purpose during a period of significant change
How well the governors fulfil their responsibilities	The governors work well together and have clearly defined responsibilities that they take very seriously. They are a significant asset to the school
The school's evaluation of its performance	The school takes account of the results of National Curriculum tests but does not make enough use of data to monitor and evaluate individual pupils' progress
The strategic use of resources	Budget allocation is based on a clear view of strengths and weaknesses with appropriate regard to the principles of best value.

Staffing and resources are adequate for the curriculum, but accommodation is not adequate to meet the needs of some aspects of the curriculum; the opportunities for physical

development for the under-fives is restricted by the lack of access to an outside area from the classroom.

The governing body is strong and capable. Governors work hard and have a realistic and sensible view of the strengths and weaknesses of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Teaching is good• They feel comfortable about approaching the school• The school is effectively led and managed• Children enjoy school• They are kept well informed about how well their children are doing	<ul style="list-style-type: none">• The range of activities offered

The parents are fully justified in the confidence they have in the school, they are right to be pleased with the quality of teaching and the way in which the school is led and managed. Their concern about the range of interesting activities is also justified given the inspection findings about the range and balance of the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In most years the number of pupils who sit the end of key stage National Curriculum tests is below ten and the statistical information about the results is not a reliable guide to how the school is performing. The school does not have to publish the results and compare them with other schools, unless at least ten pupils take the tests.
2. Results of the 1999 National Curriculum tests indicate that at the end of Key Stage 1 pupils attain standards in reading, writing and mathematics that are high in comparison with the national average. The results are strongest in reading and mathematics where a high proportion of pupils gained above average levels. Whilst most pupils attained average levels in writing, no pupils gained the higher levels. Over the past four years, the school has consistently attained above average standards in reading, writing and mathematics.
3. At Key Stage 2 the results in 1999, indicate that standards in English and mathematics are below average whilst in science they are in line with the average. This year group had a high proportion of pupils with special educational needs and the results are not typical. Over the past four years standards in mathematics and science have been well above average whilst in English they are in line with the average. The inspection confirms this pattern of attainment. Standards are generally above average in mathematics and science, in English, standards in reading are good but standards in writing are more in line with the average.
4. The school is particularly successful at teaching the basic skills. Children make good progress in literacy and numeracy in the reception year with many working in the early stages of the National Curriculum. By seven, most children have above average reading skills and writing standards are now improving as a result of the school's initiative in addressing some of the weaknesses. In the early part of Key Stage 2, good progress is made in building on the early skills and pupils are working at above average standards in literacy and numeracy, although progress slows slightly for the higher attaining pupils towards the end of Key Stage 2. The pupils with special educational needs make satisfactory progress and attain appropriate levels of understanding.
5. By the time that pupils leave the school they talk confidently and listen to others, sensibly responding to what each other says. They read fluently and with understanding, enjoying a range of stories but also using their skills to research information. Written work is well presented and organised. Pupils write well, produce sensible accounts and use words to create effect and add interest, but there are limited opportunities to produce extended pieces of writing. Standards in mathematics are high; pupils know their tables, calculate accurately using the four operations and use what they know to solve problems.
6. Seven year olds attain high standards in science and, following the improvements in teaching since the last inspection, the high standards are maintained throughout Key Stage 2. Pupils leave school with very good levels of understanding, especially in investigating and experimentation.
7. The youngest children rapidly learn basic skills in information technology but these are

not built up on as they move through the school. Standards are satisfactory at the end of Key Stage 1 but they are below average at the end of Key Stage 2, because of a lack of opportunity to learn aspects of information technology.

- Standards in other subjects are variable. Throughout the school pupils achieve high standards in art and history and standards in design and technology and religious education are in line with those expected, although some aspects of religious education are not sufficiently developed with the older pupils. No judgement about the standards in physical education or music is possible but in both subjects provision is limited.

Pupils' attitudes, values and personal development

- Pupils' very positive attitudes to learning, their very good behaviour and application are strengths of the school. Pupils are eager to come to school and are enthusiastic learners. They show a keen interest in their work and listen carefully to their teachers. Pupils respond well to questions, undertake assigned tasks diligently and take pride in their achievements.
- Behaviour is very good in lessons and around the school. Pupils are polite and courteous to staff, other adults and to each other. They respond well to questions and wait patiently for their turn to speak. Pupils of all ages play well together in the playground. They make very good use of the play opportunities provided and endeavour to use the available space and equipment with care. At lunchtime pupils and staff exchange news and views in an environment which is conducive to a peaceful, sociable interlude.
- Relationships between staff and pupils are built on respect and are very good. Staff have a friendly approach to pupils and show a genuine interest in their lives in and out of school. Relationships between pupils themselves are also good. They get on well together, co-operate with each other and share joint projects with enthusiasm and fairness. Even the youngest children work together without the intervention of the teacher. For example, two children became engrossed in painting at an easel, discussing the content and progress of their work and helping each other achieve the desired effect. Older pupils provide a significant amount of high quality support for younger children, through working with them and by setting a good example, for instance at break and lunchtime and in movements around the school.
- Pupils respond well to challenge. Older Key Stage 2 pupils for instance, conscientiously tackled a lengthy text to extract essential information whilst others in the class enjoyed learning how to skim through a menu and highlight key words to reduce information to basic ingredients and directions. In a numeracy lesson in the Key Stage 1 class the very youngest children voluntarily joined in learning to read the time with pupils in Years 1 and 2 after they had completed their own work.
- Attendance is well above average.

HOW WELL ARE PUPILS TAUGHT?

- The quality of teaching is always satisfactory, often good and occasionally very good. The teaching of the under-fives and in Key Stage 1 is consistently good or very good and results in children making good progress. The teaching at Key Stage 2 varies between good and satisfactory. There is no unsatisfactory teaching. The school has successfully implemented the teaching strategies outlined in the two national initiatives

for literacy and numeracy and this is proving successful in ensuring a good standard of teaching of basic skills. Effective teaching results in pupils with special educational needs making satisfactory progress, especially in the basic skills.

15. Teachers' own subject knowledge is secure and enables them to teach confidently; planning identifies what needs to be learned and this guides teaching. For instance, in a science lesson with the younger pupils, the teacher emphasised the key vocabulary of liquids and solids and as the lesson progressed insisted that children use the same words as they explained what they were doing. At the end of the lesson the teacher assessed how familiar the children were with the words and how accurately they used them.
16. Planning for different age groups is a strong feature of the most successful lessons. In the same science lesson, the teacher planned a series of outcomes around a common theme to ensure that children of different ages learned according to their ages and abilities. This meant that each year group had appropriate opportunities to learn, at their own level, about how materials and substances change. For instance the older pupils in the class observed carefully how things such as chocolate, ice and butter melted, whilst the youngest pupils concentrated on observing jelly dissolving. Teachers have high expectations expressed through sharp questions that make children think and enable them to learn from each other.
17. In each of the classes a constructive working atmosphere helps pupils to learn. Pupils work hard, concentrate on what they are doing and show a good degree of determination to succeed. On the rare occasion when concentration wanders the teachers rapidly bring children's attention back to the task in hand.
18. The use of time and classroom assistants varies. In the most successful lessons teaching assistants work effectively with clearly identified groups, following good guidance from the teacher about what to teach, the questions to ask and what children should be learning. However in some lessons, the whole class sessions, such as the introduction to the numeracy hour, lasts too long and the assistant is not usefully employed as the teacher is talking with the whole class. Not enough use is made of the assistant to work with groups from an early stage in the lesson. This sometimes results in groups of pupils, particularly the higher attainers, not making the progress that they could as they participate in work that they find too easy.
19. A particularly strong feature of the teaching is the clarity of explanations and the way that complex ideas are illustrated. For instance, in a mathematics lesson with the older class, the teacher gave a very clear and careful explanation of how using partitioning would help when calculating. The explanation was supplemented with well-prepared illustrations on the whiteboard illustrating the methods of working out. This enabled pupils to see both what they had to do and how to picture a calculation in their heads.
20. Teachers make assessments of pupils as they are working and this informs future planning. Individual targets are set, specifically in the area of writing, but the marking does not make reference to the target and so pupils are not as aware of the progress they are making towards their individual targets.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

21. The curriculum for Key Stages 1 and 2 includes all subjects of the National Curriculum and religious education, which is taught in accordance with the locally agreed syllabus. The curriculum at Key Stage 1 is broad and reasonably well balanced, although there are some limitations in the provision for physical education. However, at Key Stage 2 there are several weaknesses in the curriculum. Planning and provision for information technology, geography and music are very limited and some aspects of physical education in particular gymnastics and dance, are not taught at any point in the key stage. Statutory requirements for these subjects are not met.
22. The curriculum for the under fives is based on the desirable learning outcomes. There is generally a high level of awareness of the learning needs of the youngest children in a class that also includes Key Stage 1 pupils and a strong emphasis is placed on learning through talk, enquiry and play. However, provision for children's physical development is unsatisfactory and some aspects of creative development are also limited.
23. Throughout the school, good account is taken of the national strategies for teaching literacy and numeracy and teachers have worked hard to adapt the planning frameworks to meet the needs of mixed age classes. Planning for most other subjects is detailed and, in subjects such as science and art, is used effectively to support teaching. However, in subjects such as information technology and physical education, there is a lack of focus on the systematic development of skills and this has some impact on progress, particularly at Key Stage 2. Since the last inspection there have been considerable improvements in planning for most subjects but there is still a lack of monitoring which results in an imbalance in pupils' experiences.
24. The school works hard to ensure equality of access to the curriculum and lower attaining pupils in Key Stage 2 are benefiting from additional literacy support. Individual education plans for pupils with special educational needs include clear targets on which work in withdrawal groups is based. However, in whole class teaching there are times when not enough account is taken of the pupils' individual difficulties to ensure that work is carefully matched to their needs. There is some lack of awareness of equal opportunities in day to day aspects of organisation so that, for example, boys are listed before girls in the registers.
25. There is good provision for pupils' personal, social and health education. Much of the work in health education links with topics taught in science so that, for example, children consider what constitutes a healthy diet in their work on 'ourselves'. Provision for teaching sex education and drugs awareness is limited, although the oldest pupils have talks from the school nurse about aspects of growing up. A limited range of extra-curricular activities is provided, despite difficulties with organising transport for those children who live some distance from the school. Older pupils participate in a range of local competitive events including netball and football matches and cross-country. The curriculum is enriched by further links with the community, including study days based at the Moors Centre, use of the local secondary school facilities and a coach for teaching swimming.
26. There is good provision for pupils' spiritual, moral and cultural development and very good provision for their social development. Assemblies and work in religious education encourage children's appreciation and understanding of the importance of their families, what it means to have a place that is 'special' to an individual and the significance of harvest and creation. Much of the work throughout the curriculum has a

strong moral dimension, encouraging pupils to reflect on the consequences of their actions on others and on the wider world. Pupils' good understanding of the responsibility of humans for the environment was evident in their hopes for the post-millennium world. The work on display demonstrated a good level of empathy for people living in impoverished circumstances and an awareness of the impact of drug abuse.

27. Good use is made of the flexibility afforded by a small school to promote many aspects of pupils' social development. Older pupils are encouraged to appreciate the needs of the younger children, to play with them at break times and to sit with them in assemblies, helping them to find the right page in hymn books. They also learn to appreciate younger children's efforts for example, by listening attentively in assembly as they explain how they have made clay houses and writing comments on their performance in school productions; one wrote 'I thought he sang very clearly and he looked divine'. Key Stage 2 pupils regularly share books and hear reception and Key Stage 1 children read. A 'beach sculpture' day enabled pupils to work in mixed age groups, planning and creating sand sculptures at Whitby. Teachers actively encourage pupils to work in pairs and small groups and give older pupils the responsibility for negotiating who will undertake which role in order to achieve the desired outcomes. All Key Stage 2 pupils have jobs to undertake around the school, ranging from organising resources to tidying the library.
28. Pupils are encouraged to appreciate their local culture through a range of visits and studies of local history; good use has been made of photographs and artefacts to teach some of the traditions and lifestyles of Victorian Whitby. Local artists visit the school to demonstrate their work and enhance the range of skills taught. Children's awareness of differing customs and traditions was enhanced through a recent performance of 'Christmas round the World' and the study of Hinduism and Judaism is extended by attractive displays that demonstrate the importance of symbolism and ceremony in people's lives.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school offers a high level of individual support and welfare but there are some weaknesses in aspects of assessment and some areas of health and safety.
30. All teachers and support staff know the pupils very well. Good relationships at all levels, ensure that formal monitoring of progress and personal development is supplemented by informal knowledge which helps to ensure that each child is guided towards achieving his or her academic potential and has his or her social and welfare needs met. However, the formal procedures that track pupils' individual progress are not applied consistently across the school and do not systematically monitor achievements or difficulties and promote further progress.
31. Reception children and their parents are supported through a programme of induction that enables children to become familiar with the school and its routines gradually, and successfully encourages a smooth transition to full-time education. Helpful booklets also support parents in preparing their children for school. A series of links with the local secondary school successfully helps to prepare pupils for transfer to the next stage of their education.
32. The school very effectively promotes good behaviour and discipline amongst the pupils. Pupils know very clearly what is expected of them and the school responds positively to support any individuals who have difficulty in meeting the high standards

set. Staff provide very good role models and have developed a level of supervision which covers all parts of the school during breaks and lunchtime as well as before and after school. Rigid and well understood procedures for retrieving footballs which stray on to the road sets a high standard of safety awareness and provides an opportunity for developing individuals' sense of responsibility.

33. Good attendance and punctuality are achieved but not formally promoted by the school. There are informal procedures for monitoring registers and noting the reasons for pupils' absenteeism but these are not sufficiently formal, there are, for instance, no written records of verbal reasons given for absence. Procedures are in place for child protection, which include a policy which takes account of local procedures, but do not, as yet, include training for all staff so that they can all recognise warning signs and effectively respond to any children at risk. The school has carefully considered routines for managing a range of activities throughout the school day and the premises are well maintained. However, an annual risk assessment, to identify potential hazards and plan remedial action is not an established practice and emergency exit signs are not displayed.
34. The school takes an active interest in individual pupils and provides opportunities to celebrate successes at regular weekly 'showing assemblies' as well as special occasions. For example, a pupil about to sit a music examination played her clarinet to the whole school and staff and children responded with great enthusiasm and support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The partnership between parents and the school is a strength that brings considerable benefit and support to staff, pupils and parents. The close partnership is a key ingredient in the school's success, as parents feel fully involved in their children's education.
36. Parents talk proudly about the school and many give it great support through helping in classrooms and making their own skills available. Parents feel the school keeps them well informed about their children's progress and makes them welcome at all times. The quality of information provided is good; the prospectus is particularly comprehensive and gives a clear picture of school life and the values and attitudes that the school promotes. Booklets that guide parents in helping their children at home supplement the prospectus.
37. In addition to regular consultation evenings, the school has recently held information evenings about information technology and literacy. Parents feel that the school is open and teachers are accessible and they feel comfortable about coming into the school at any time. A committed group of parents work regularly in the classrooms listening to children read and supporting a range of other activities. Parents also accompany school trips. The Parents' Association involves the parents and the community in fundraising and social events, such as the annual 'jungle safari' which provide extra resources and experiences for pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38. The school is well managed. The acting headteacher, working closely with all staff, is successfully guiding the school through a period of change. She leads through example, setting high standards determinedly seeking constant improvement. This positive, professional attitude is shared by all the staff who play their part in implementing new initiatives such as the literacy and numeracy strategies.
39. Governors take their responsibilities very seriously, are knowledgeable about the school and fully understand and apply the principles of best value. They work efficiently and effectively, each having specific responsibilities to report on regularly to the full governing body. They fulfil most of their statutory responsibilities, but there are areas of health and safety to which they do not give enough attention.
40. The school is beginning to generate a range of data on pupils' performance and there is a close scrutiny of test results that recently resulted in a review of how writing is taught and is leading to improved standards. However, the monitoring of the curriculum at Key Stage 2 remains weak and is leading to gaps in pupils' learning
41. The school's resources are generally adequate although there are gaps; for instance the continuing lack of Internet access is inhibiting some aspects of information technology.
42. Accommodation is barely adequate, although the school makes good use of what is available. There is not enough room to enable the under-fives to have access to the outside and the facilities available for physical education are severely limited. This is having an impact on learning, for example, teaching dance or gymnastics to Key Stage 2 is not currently feasible. There are sufficient teachers and the current job sharing arrangements are effective in widening the range of curriculum expertise and in giving pupils a variety of experiences. Teaching assistants provide valuable support to individual pupils but occasionally they are not used in the most efficient and effective manner. The school receives a good level of support from parents and helpers and this also contributes positively to what pupils achieve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- **Raise standards in writing and aspects of information technology by:**
 - extending the range of pupils' writing and improving skills in drafting and editing
 - continuing to monitor pupils' writing in order to improve the rate of progress
 - ensuring that pupils are taught all elements of the information technology curriculum

- **Improve the balance of the curriculum especially at Key Stage 2 by:**
 - regularly scrutinising medium term plans to check that skills in all subjects are being progressively taught
 - seeking ways of providing a better range of experiences in physical education

- **Use assessment information to monitor pupils' progress by:**
 - ensuring that assessment procedures are consistently applied across the school
 - establishing a system by which pupils' attainment can be tracked as they move through the school

- **Improve procedures for aspects of health and safety by:**
 - providing training for all staff in child protection procedures
 - making sure that there are clear signs indicating emergency fire procedures
 - ensuring that there is an annual risk assessment.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	67	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		44
Number of full-time pupils eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		7

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	38
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	20
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	10

Financial information

Financial year	1998/99
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	£
Total income	114,236
Total expenditure	113,356
Expenditure per pupil	2,834
Balance brought forward from previous year	5,143
Balance carried forward to next year	6,023

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	45
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	44	3	0	0
My child is making good progress in school.	59	36	5	0	0
Behaviour in the school is good.	67	28	3	0	3
My child gets the right amount of work to do at home.	44	46	10	0	0
The teaching is good.	62	38	0	0	0
I am kept well informed about how my child is getting on.	67	31	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	15	0	0	0
The school expects my child to work hard and achieve his or her best.	74	23	3	0	0
The school works closely with parents.	54	44	3	0	0
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	72	18	8	0	3
The school provides an interesting range of activities outside lessons.	38	36	21	0	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

43. Children start school at the beginning of either the Autumn or Spring term before they are five. They join an established class of Key Stage 1 pupils. Almost all enter school with a good base of skills and understanding. The school makes good use of information from baseline assessments to plan for the children's further learning and they make good progress, particularly in literacy and numeracy. By the age of five, almost all exceed the targets set as desirable learning outcomes and are working in the early stages of the National Curriculum.

Personal and social development

44. Children settle readily into school and quickly adapt to classroom routines. By the age of five, they take responsibility for organising their activities and confidently select the materials and equipment that they need for different tasks. They work well in pairs, for example in the sand tray as they count the number of scoops of sand needed to fill a large container. They help each other at the computer, the more confident showing others how to operate a program.
45. Through work in religious education children learn the importance of significant occasions such as a Christening and they show an appreciation of what it means to have a special place and belong to a family.

Language and literacy

46. By the age of five, children have good skills in this area. They talk readily about their activities, ask and answer questions and quickly follow instructions. They have a good vocabulary, as they demonstrate in describing the properties of materials such as playdough and ice. All children have made a good start in reading, handling books appropriately, turning the pages and following the print. They read a simple story independently, often making use of the pictures and initial sounds to work out unknown words. Some show appreciation of the need to use expression, for example in reading 'I'm going to eat you!' said the wolf'. Children make good progress in writing, moving from writing some individual letter shapes to writing short sentences with some recognisable words and using their knowledge of sounds to make logical attempts at spellings. They write simple captions and explanations independently and most show a high level of interest in, for example, making lists and little books in the writing area.
47. Teaching is good, with a strong emphasis on encouraging children to use and extend their literacy skills in a variety of contexts.

Mathematics

48. Progress in this area is good as a result of very good focused teaching that extends children's knowledge of number and their use of mathematical vocabulary. By the age of five, children add two numbers to 10 and sometimes beyond. They understand how to add 'one more' and how to double the number in a group by matching and counting objects. Some have good skills in mental calculation, quickly adding two numbers up to 10, doubling 8 and knowing the next number in a sequence when they count in twos or fives. Most are beginning practical subtraction. They sort a variety of objects by colour or characteristics and know positional and comparative vocabulary such as

'next' and 'taller' or 'shorter'.

Knowledge and understanding of the world

49. By the age of five, children have a good base of scientific knowledge. They sort materials according to their properties and uses and describe the process of change, for example as ice melts or cubes of jelly dissolve. They develop an awareness of how the past might have differed from the present, as they discuss the uses of household objects such as washing tongs and a flat iron. On the computer, they use the mouse to locate and move objects on the screen and use icons in creating images, for example in painting using 'Splosh'. Teaching is satisfactory overall but there is limited work on children's surroundings and the immediate environment and on occasions some of the work that they undertake is more appropriate for the older pupils in the class and too difficult for children with limited experience.

Creative development

50. By the age of five, children use a variety of materials including paints, brushes and crayons to represent their ideas with recognisable form. They make good use of sculpting tools in decorating clay tiles and use a variety of materials to create colourful prints. However, while work in art is good and children have access to a broad range of experiences, provision for other aspects of their creative development is more limited. They have some opportunities for role-play but resources are limited and do not promote quality play. There is very little opportunity for music making or small world play to extend children's imaginative thinking.

Physical development

51. Children learn to use a variety of tools and equipment and, by the age of five, have good skills in cutting, shaping and drawing. Provision for the development of large motor skills is unsatisfactory. There is no outside play area to which the children can have immediate access, there are few large toys and there is limited time and a restricted programme for physical education.

ENGLISH

52. Test results show that at the end of Key Stage 1, standards in reading are generally well above national averages; standards in writing are above average. At the end of Key Stage 2, standards in English are well above the national average, but performance in reading is generally much stronger than that in writing. Inspection findings are that standards overall are above average and very good in speaking and listening and in reading. Standards are average in writing, but with strong indications of improvement as a result of the school's current initiative to raise levels of attainment. Overall, the high standards found in the last inspection have been maintained.
53. Throughout the school pupils have very good skills in speaking and listening. The youngest children speak audibly and listen and respond appropriately to adults and their peers. They benefit from frequent opportunities to work with older pupils so that by the end of Key Stage 1, almost all children talk and listen carefully in a variety of situations, exploring and communicating their ideas and adapting their speech to the needs of listeners. Pupils have a good vocabulary and they use this well in subjects across the curriculum, for example in science using terms such as 'squishy' and 'pliable' to describe cubes of jelly. By the end of Key Stage 2, pupils are generally

articulate and confident speakers. They clearly explain and express their ideas, listen with concentration to others and contribute their own observations or ask pertinent questions. Higher attainers carefully reflect on subjects under discussion and use a good variety of expression and vocabulary in their individual contributions.

54. Pupils make good progress in reading in Key Stage 1. By the end of the key stage, they read a range of books independently and accurately, making use of a range of strategies to tackle unknown words. They read with understanding and expression and use their skills in locating information, for example in a glossary or dictionary. Progress overall in Key Stage 2 is good, but there are a few pupils whose progress is limited because, for example, they continue to finger-point and this hinders fluency. By the end of the key stage, almost all pupils read clearly and with good expression. They have clearly established preferences for authors and particular types of books and show understanding of the styles and characteristics of different types of text. Pupils use their skills well in locating and using information from a variety of sources. Children with special educational needs are benefiting from additional literacy support and their reading skills are improving.
55. By the end of Key Stage 1, almost all children write in a variety of forms including, accounts of their activities, re-telling stories and book reviews. Spelling is generally accurate or phonetically plausible and children make accurate use of capital letters and full stops. Handwriting is legible, but rarely joined, and letter formation is sometimes erratic. Pupils begin to make good use of their skills across the curriculum, for example in recording the outcomes of simple experiments in science and describing their visit to the church as part of their work in religious education. However, pupils rarely produce extended pieces of written work or draft and edit work to improve the final product. By the end of Key Stage 2, pupils write well-structured accounts of events, with words chosen carefully for effect. Work is neatly presented, spelling is accurate and pupils use a range of punctuation to enliven their stories. Higher attainers make very good use of descriptive vocabulary, for example in writing their own versions of fables, showing good understanding of ways of engaging the attention and interest of the reader. The range of writing undertaken by the pupils has recently been extended to include, for example, analysis of stories and characters and the production of a newspaper. Whilst this is essential to further raise standards, opportunities for extended writing are limited and too much time is spent on skills practice that is at a similar level for all pupils; this is unnecessary for some and too difficult for others.
56. Teaching is generally good. Teachers are making good use of the National Literacy Framework to plan clearly focused lessons that promote pupils' understanding of a wide range of texts. Teachers effectively use resources such as enlarged texts and posters to engage pupils' interest and attention and to discuss the type and purpose of language used, for example the unusual adjectives to describe fruit in 'Handa's Surprise'. In a lesson on persuasive texts, the teacher drew pupils' attention to the differences in language used to engage the reader's interest compared to that which merely gave factual information. The pupils used this well in analysing information in catalogues and in writing advertisements for objects such as a car and a toothbrush. They tackled a challenging task enthusiastically and many worked well in pairs to exchange ideas about the language used.
57. The school has recently identified some areas of weakness in writing and is taking appropriate action to try to remedy these. Individual targets have been set for pupils and all teachers have been involved in moderation of written work to gain a view of levels of attainment and areas for improvement. The school also recognises the need

to ensure greater consistency in systems for tracking attainment in reading in order to carefully monitor and support the progress of all pupils.

MATHEMATICS

58. Test results are consistently above the national average at the end of both key stages. Inspection findings are that standards are good throughout the school. The majority of pupils make good progress in mathematics throughout the school, although occasionally, the higher attaining older pupils mark time in lessons. Pupils with special educational needs make satisfactory progress and benefit from the extra support that they receive. Since the last inspection the school has maintained high standards.
59. At the end of Key Stage 1 children are already confident with numbers. They successfully add and take away and have a developing understanding of place value. They are familiar with number patterns, for instance they confidently count in 2s, 5s and 10s, have a good understanding of odd and even numbers and know that adding two odd numbers will always result in an even number. Most pupils know about halving and doubling and the higher attainers double numbers up to 64. The majority of children have begun to understand multiplication through the idea of 'sets of'. They have a rudimentary knowledge of fractions, are familiar with halves and quarters and have some understanding of the relationship between them. Children collect and present data using graphs and know the names of common two and three-dimensional shapes.
60. Through Key Stage 2 pupils extend their understanding of place value, work with higher numbers and learn to solve problems using efficient methods such as breaking numbers down and making them more manageable. By the end of the key stage, pupils have successfully developed a good understanding of how numbers work and accurately calculate using fast strategies such as counting on and back and rounding up and down. They work very comfortably with large numbers using the four operations. They calculate accurately to two decimal places and also calculate using negative numbers. They have a secure understanding of the relationship between fractions, decimals and percentages and apply what they know to solving practical problems. Pupils also have a good understanding of other aspects of mathematics. They use formulae to work out area and volume, know the key features of common shapes and use appropriate vocabulary such as circumference, radius and perimeter to describe them.
61. Numeracy skills are well developed at both key stages and pupils often use what they know when working in science, for instance where they collect and present data as part of their experiments.
62. Teaching is generally good and pupils respond well. They are eager to join in lessons and make contributions. They work effectively together, for instance when measuring liquids, they shared the equipment and helped each other to work in the most sensible manner. Teachers' plan work carefully using the new National Numeracy Framework and adapting it for working with mixed age classes. Lessons get off to a brisk pace with some good mental mathematics questions that teachers use well to explore a range of calculating methods. Good subject knowledge enables them to teach confidently and they have a good idea of what it is important for children to learn. A particularly strong feature of teaching is clear instructions supported by good illustrations. These help pupils to see what they have to do and show them how to tackle new problems. Pupils work enthusiastically; maintaining good levels of concentration and are determined to succeed. Occasionally, the higher attaining older

pupils in Key Stage 2 are not challenged as much as they could be. In some lessons they spend too much time consolidating what they already know and do not make the progress that they could. Teaching assistants are not always used in the most effective manner. Whilst the support they provide to individual pupils is helpful, there is scope to use them more efficiently to enable more attention to be given to different year groups.

63. Teachers have worked very hard to successfully implement many of the key ideas within the National Numeracy Strategy. The school intends to use the suggested record keeping system to monitor pupils' progress as they move through the school. Current assessments are not always used in the most effective manner to plan challenging work for the higher attaining pupils at Key Stage 2.

SCIENCE

64. Results of teacher assessments at the end of Key Stage 1 and of standardised tests at the end of Key Stage 2 show that overall standards are generally above the national average. This represents a considerable improvement since the last inspection. Pupils have a good base of scientific knowledge and their skills in experimentation and investigation are often very good.
65. At the end of Key Stage 1, children know how living things grow and understand the importance of a balanced diet in maintaining a healthy lifestyle. They know the names and functions of the main parts of the body and give a simple, but clear, explanation of how muscles move a particular limb. They have a very good understanding of the properties of materials and identify how different materials might be used. They understand how some materials change when they are heated or cooled and use their knowledge to predict, for example, where ice might melt most quickly. Their observations and findings are clearly recorded with effective use of simple diagrams and labels.
66. At the end of Key Stage 2, pupils justify their predictions using good scientific knowledge. They identify the conditions for a fair test and independently decide how to ensure constants to make a test valid. Pupils are able to devise their own test procedures and select appropriate apparatus and methods. Results and conclusions are clearly recorded, often in tables enhanced by simple diagrams. Knowledge of science is good; pupils talk confidently about food chains and understand, for example, the functions of the main organs of the body and how forces affect motion.
67. Only two lessons were seen, but scrutiny of pupils' work and subject planning shows that teaching is good. Teachers have a clear understanding of scientific ideas and processes and make good use of resources and demonstration to promote pupils' understanding. The process of testing is explained clearly, with pupils encouraged to use their experience and understanding to predict the outcomes. Teachers make good use of questions to encourage close observation and to guide pupils' thinking. Pupils are taught efficient methods of recording, for example younger children use simple pro-formas and older pupils quickly create tables to note results, so that there is a good emphasis in lessons on key elements of science with minimal time used for writing.
68. Planning is based on a cycle of topics and a new scheme of work that provide a clear framework to ensure that all aspects of the subject are systematically taught.

ART AND DESIGN AND TECHNOLOGY

69. Only one art lesson was seen and there was no teaching of design and technology during the inspection. Scrutiny of work on display, photographs and planning show that standards in art are above national expectations throughout the school and that pupils make good use of skills and techniques learned in art in aspects of design and technology. Since the last inspection, standards in art have improved and pupils are now given more opportunity to plan work in design and technology.
70. In Key Stage 1, pupils make good use of a variety of materials including pencils, paint, chalks and pastels to represent their ideas and observations. They paid close attention to detail in observational drawings of a variety of Victorian household objects such as a soap dish and a steam iron. In connection with their topic on 'houses', pupils looked carefully at the colour and texture of a variety of materials and made effective use of chalks and pastels in their studies of slates and bricks. In the art lesson observed, Year 2 pupils showed confidence in using paint and rollers in collage printing and a variety of tools in shaping and making clay houses. Pupils generated ideas for design in careful and detailed plans in preparation for making models of rooms from recyclable materials. They showed good skills in cutting, joining and shaping materials and made good use of sample boards to select the textiles to be used in finishing the product. Pupils also made good use of simple plans in designing two-dimensional puppets with moveable joints.
71. Skills in art are developed well in Key Stage 2 as pupils make good use of a variety of materials to create images, for example in making collage names with a colourful pastel background and silhouette letters cut from the pages of magazines. They consider the visual impact of their work, as they showed in confident use of line and shape in abstract chalk and charcoal patterns. They experimented with a range of materials and techniques in designing and making prints using inks and watercolours, carefully considering the impact of the end product. Recent work in silk painting showed very good detail and bold design, as well as careful attention to the impact of colour. Limited time is given to design and technology, with work usually linking with the current topic. In making skeletons, pupils made clearly labelled sketches, considering how they would shape and join joints. The end products, made from cardboard and papier-mache, formed good representations of human and animal skeletons.
72. There is a good range of resources for both subjects. Pupils' work is carefully displayed and used well to enhance the environment. Art makes a good contribution to pupils' spiritual and cultural development; collaborative projects, such as the planning and making of sand sculptures on the beach at Whitby, also contribute to their social development.

GEOGRAPHY

73. No teaching was seen, but from discussions with pupils and the work done previously it is clear that very little geography has been taught and consequently standards are below those normally expected in both key stages.
74. Key Stage 1 pupils have some knowledge about the types of housing found locally and the materials used to build them. Key Stage 2 pupils have some understanding about their immediate environment and issues such as conservation, but they have very limited knowledge or awareness of places different to their own village and have not had the opportunity to study other countries.

75. Provision for the subject is weak, too little time is allocated for teaching and as a result standards are too low particularly at Key Stage 2.

HISTORY

76. No teaching was seen, but evidence in pupils' books and discussions with children indicate that standards are above expectations at the ends of both key stages.
77. At Key Stage 1 children develop a good grasp of how things have changed both within their own lifetimes and beyond. They understand, for instance, the changes that have taken place in simple everyday activities. Using old pictures and artefacts they contrast and compare 'tubtime' in 'the olden days' with their own 'bath night'. This work is extended to include other household activities such as wash day. One boy, pointing to one of the artefacts explained that it was a 'posser', and eagerly explained what it was and how it helped to make the washing go round. The majority of pupils have a good understanding of how various artefacts, such as soap dishes, washing tongs and candleholders, were used. Their work, illustrated with keenly observed drawings, shows a genuine interest in the past and the differences between old and new. Work is given authenticity through the use of artefacts and good quality pictures and the fact that the local community generated the collection of items. This, for example, enabled one child to write about the things his 'grandma used'.
78. This work is built upon at Key Stage 2 where pupils have a very good recall of the key people and events of the periods that they have studied. They talked sensibly about aspects of Ancient Egypt and knew about the discovery of the tombs and the process of mummification. They were aware of how we know so much about the period from the work of archaeologists and the deciphering of Egyptian hieroglyphics. Study of the Tudors had clearly made an impact and pupils were very knowledgeable about the War of the Roses and how that led to the accession of Henry Tudor and the establishment of the dynasty. They recalled the key figures, especially Henry VIII and his wives. They were also aware of how the desire to marry Ann Boleyn resulted in the establishing of the Church of England. They knew about the local connections between Danby and Mary, Queen of Scots in the reign of Elizabeth I. In their current work on Victorians, pupils were successfully learning about the many social changes that occurred and the contrasts in lifestyles between the rich and the poor. Their written work had a good 'feel' for the period through a diary style that, for instance described the work involved in wash day and how at the end of the day people sat down to 'pigs' trotters'. Pupils have extended their knowledge about how we learn about the past and have a good grasp of what constitutes historical evidence.
79. In discussions, pupils were enthusiastic and clearly enjoyed history. They were genuinely interested in discovering about how people lived in the past whilst at the same time having a keen interest in the bigger events involving kings and queens. The subject is well resourced and the artefacts, largely supplied by the families of pupils, bring the subject to life and enable them to relate history to their own lives and those of their families.

INFORMATION TECHNOLOGY

80. No direct teaching of information technology was seen although computers were in use during lessons. Work seen and discussions with pupils indicate that attainment is broadly in line with expectations at the end of Key Stage 1 but at the end of Key Stage 2 attainment is variable. It is in line with expectations in word processing and data

handling, but below expectations in aspects such as sensing and control technology. This represents only modest improvement since the last inspection.

81. At the end of Key Stage 1 children confidently use computers. They have well-developed skills and know their way around the programs that they use. Using 'Splosh' children produce good pictures showing a good eye for detail; they control the mouse very carefully, drawing outlines, and then choose their colours and fill in using the mouse and the appropriate icons. All pupils know how to save and print their work. Children gain a good level of skills in early word processing skills; using 'Easypage' they provide captions for their pictures and combine pictures and text. Progress is often good and shows increasing control and discernment about how programs are used. There is very limited use of control technology and this aspect is not well developed.
82. At Key Stage 2 pupils consolidate and extend their understanding and skills. They become more sophisticated at word processing, use programs to record stories and creating lively fonts that match the style of writing. They are also effective in using information technology as a tool for working. For instance they research information using CD Roms and in science, enter data that is then presented as part of the recording of the investigation. Pupils have very limited experience of control technology and have not yet been introduced to how computers can be used in to collect and present data and consequently standards are below expectations in some aspects.
83. Pupils are keen and enthusiastic about using computers; they often work sensibly in pairs or very independently when the need arises. The older pupils are very good at helping the younger ones in each class and all pupils are impressed with what they produce, as the younger children showed as they avidly watched the printer whilst waiting for their pictures to slowly emerge.
84. Resources are adequate to teach most aspects of the subject, although the lack of Internet access is inhibiting the opportunities for research and communicating. Planning is satisfactory although the school is not yet making the best use of the guidance offered by the Qualifications and Curriculum Association; this is due to be implemented in September.

MUSIC

85. No teaching of music was seen and there was very limited evidence on which to base a judgement on standards. Planning for Key Stage 1 shows that there are opportunities for pupils to undertake some simple composition and performance. Planning for Key Stage 2 is very limited and unsatisfactory, with little composition or performance, except to accompany singing. Throughout the school, there is very little provision for listening to and appraising music. Some pupils in Key Stage 2 benefit from peripatetic music tuition.
86. The last inspection found that standards in music were high, but that there was a need to improve the quality of singing. Whilst tuneful singing in assemblies shows that the latter element has improved, limitations in provision strongly indicate that the standards have not been maintained since the last inspection.

PHYSICAL EDUCATION

87. No lessons were seen and it was not possible to make a judgement on standards in this subject. However, provision is very limited and pupils, particularly at Key Stage 2,

do not have access to an adequate range of experiences in the subject. At Key Stage 1, pupils are taught gymnastics and dance in the village hall, but this is small and inhibits opportunity for movement and there is no provision for large apparatus. Games are taught throughout the school and pupils swim regularly at the local secondary school; all learn to swim at least 25 metres by the end of Key Stage 2. However, at Key Stage 2 games is the only aspect of the physical education programme that is regularly provided. This is supplemented by some external coaching and the use of the TOPS scheme ensures a good range of experiences in sport. Planning is perfunctory and focused on experiences rather than the development of skills.

RELIGIOUS EDUCATION

88. No lessons were observed but from the work seen and discussions with pupils attainment is broadly in line with the expectations in the locally agreed syllabus. Progress is more consistent at Key Stage 1 than at Key Stage 2.
89. At Key Stage 1 pupils are familiar with a range of bible stories such as the flight from Egypt. Stories are recorded and illustrated with some lovely pictures of smiling people making their way between the walls of water. Children are successfully introduced to religious rituals and festivals, for instance pupils are familiar with baptism following the visit to the church where the vicar went through the service using a baby doll. This was recorded in detail and clearly fascinated the children. Pupils also have a simple grasp of some more complex ideas about religion. They have some understanding of the symbolic importance of items such as the cross 'as the sign of Jesus'; in one account of the baptism one child wrote 'the candle is the light of the new baby'. Children have an understanding of 'special places' and the importance of them for everyone. They write with feeling about their special places and why they like to go there; one little girl wrote ' I like to go to my den to pretend I am a mouse'.
90. At Key Stage 2 knowledge about religion is extended and widened, particularly in the understanding of other major faiths. However, overall, the learning at Key Stage 2 is less sustained than at Key Stage 1 and there is a lack of development of ideas. There is no evidence that pupils engage with the subject in the way that they do at Key Stage 1, and they do not think about what having a faith might mean and how it may impact of everyday life. Work on Hinduism gives pupils some rudimentary understanding of the importance of religion to different people and they contrast the beliefs of different religions, for instance the different accounts of creation. They are familiar with some Hindu stories. Pupils are encouraged to reflect upon possible futures and their writing about the hopes for the Millennium show a good degree of concern and sympathy for those less fortunate than themselves.