

# INSPECTION REPORT

**Hutton Cranswick Primary School**

Driffield

LEA area : East Riding of Yorkshire

Unique Reference Number : 117855

Headteacher : Mrs L Burton

Reporting inspector: Mrs M Ward  
No. 21118

Dates of inspection: 8<sup>th</sup> - 11<sup>th</sup> November 1999

Under OFSTED contract number: 707448

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Community Primary
Type of control:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	The Green Hutton Cranswick Driffield YO25 9PD
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs L Stephenson
Date of previous inspection:	30 <sup>th</sup> April – 30 <sup>th</sup> May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs M Ward, Rgl	English	Special educational needs
	Information Technology	Attainment & Progress
	Music	Leadership & Management
		The Efficiency of the School
Mrs M Finch, Lay Inspector		Equal Opportunities
		Attendance
		Support, Guidance & Pupils' Welfare
		Partnerships with Parents & the Community
Mrs V Kitchen, Team Member	Art	Curriculum & Assessment
	Geography	Spiritual, Moral, Social & Cultural Development
	History	Under Fives
	Religious Education	
Mr P Powell, Team Member	Mathematics	Attitudes, Behaviour & Personal Development
	Science	Quality of Teaching
	Design Technology	Staffing, Accommodation & Learning Resources
	Physical Education	

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## MAIN FINDINGS

### What the school does well

The headteacher, the deputy headteacher and the Governing Body lead the school very well.

- Subject Leadership is strong in all subjects; it is particularly strong in English and Music.
- The quality of teaching is good. 73% of the lessons seen were good or better with 21% very good or excellent.
- Arrangements for the professional development of staff are very good.
- The curriculum is very well planned. It is broad and relevant and includes a strong creative emphasis.
- Music provision at Key Stage 2 is very good.
- The school makes very good provision for pupils' cultural development.
- The school maintains very good links with the community.
- A very good range of extra-curricular opportunities is provided.
- Attendance levels are very good.

### 1. Where the school has weaknesses

- Pupils in Key Stage 2 do not reach the required standards in Information and Communication Technology.
- The balance of the curriculum restricts the time available for some subjects.
- The use made of day to day assessment to inform the planning of the next lesson is not consistent.
- Some parents receive insufficient information about the curriculum, the progress their children make and about changes that are taking place in the school.

1. The weaknesses identified in the inspection are more than outweighed by what the school does well. The Governing Body will be producing an action plan to improve the areas in need of development and will send a copy to all parents of pupils at the school.

### How the school has improved since the last inspection

2. The school has developed very well since the last inspection. It has successfully overcome the weaknesses identified in May 1996 and is very well placed to make further improvements. The headteacher, very new to the post during the previous inspection, has led the school very well in the intervening period. The roles and responsibilities of staff and governors have been clarified and all now take an important and effective part in planning for school improvement and checking on the progress made.
3. Significant improvements have been made to the curriculum since the last inspection, notably in the provision of a curriculum that is very broad and highly relevant to all pupils. Greater emphasis has been placed upon the provision for the spiritual and cultural development of pupils and these are now strengths. Standards have improved in both English and mathematics and the proportion of pupils achieving at the higher levels has increased. The school has improved its procedures for the assessment of pupils but some of the systems have only been in place for a short time and have not been evaluated to ensure they are used consistently by all teachers. Provision for special

educational needs is better co-ordinated and pupils' individual needs are better met.

1. The school has successfully introduced the National Literacy Strategy and is effectively implementing the daily lesson of mathematics, recommended through the National Numeracy Strategy.

### Standards in subjects

1. The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	C	C
Mathematics	B	B
Science	C	D

<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	
<i>below</i>	
<i>D</i>	
<i>well below average</i>	<i>E</i>

2. Schools are described as similar when they fall into the same band with regard to the proportion of pupils entitled to free school meals.
3. The inspection findings confirm that attainment in mathematics is above the national average and pupils make good progress. The effective implementation of the National Numeracy Strategy is improving pupils' confidence and is increasing their enjoyment of mathematics. In English and science the 1999 results were in line with the national averages however pupils' performance is somewhat better than that indicated by the national test results and pupils are making good progress. There is no doubt that the school's latest teaching strategies for improving the quality of pupils' writing, as well as the introduction of the literacy hour, are having a positive effect on the quality of pupils' writing throughout the school. The introduction of a revised scheme for science coupled with good quality teaching is having a positive impact on progress.
4. At Key Stage 2, standards in information and communication technology are below the level they should be and pupils make unsatisfactory progress. The introduction of a new computer network supported by a well-tailored programme of staff development has begun to address this issue. Pupils do well in religious education and in all other subjects. They do particularly well in physical education.
5. **Quality of teaching**

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Good
Other subjects	Very good	Satisfactory	Good

1. Overall, the quality of teaching is good. Teaching is satisfactory or better in 97 per cent of



lessons. It is good in 73 per cent and very good or excellent in 21 per cent. The remaining three per cent of lessons were unsatisfactory. Whilst there is good teaching throughout the school, the best teaching is to be found in the reception class and in the latter part of Key Stage 2. The teaching of music and physical education is very good.

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

## 2. Other aspects of the school

Aspect	Comment
Behaviour	Throughout the school pupils' attitudes to work are good. Overall behaviour is satisfactory and in class it is often very good.
Attendance	Attendance is very good and is consistently well above the national average. Punctuality is good.
Ethos* Leadership and management	There are good relationships within the school. The school has a strong team spirit committed to school improvement. The headteacher, the deputy headteacher and the Governing Body provide very good leadership. The curriculum is managed well by subject leaders.
Curriculum	The curriculum is good. It is broad and relevant but the school spends significantly more time on English than is usual. All pupils have equal access to the well planned work. There are very good opportunities for extra-curricular activities. Effective assessment procedures are developing.
Pupils with special educational needs	Good: support is well planned and work is designed to match pupils' needs and abilities.
Spiritual, moral, social & cultural development	Good overall. Cultural development is very good. Spiritual and moral development are good. Social development is satisfactory.
Staffing, resources and accommodation	Satisfactory overall; arrangements for staff development are very good.
Value for money	Good

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

### 3. The parents' views of the school

What most parents like about the school	What some parents are not Happy about
<ul style="list-style-type: none"> <li>▪ The school encourages parents to play an active part in the life of the school.</li> <li>▪ The school helps the pupils to achieve a good standard of work.</li> <li>▪ Parents value the wide range of extra-curricular opportunities and the wide range of educational and cultural activities made available.</li> <li>▪ The school teaches positive values and attitudes.</li> <li>▪ Their children enjoy coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some feel that they receive too little information about their children's progress.</li> <li>▪ Some find difficulty in making</li> </ul>

1. The inspection findings support the positive comments made by parents. A range of well written information is provided on a regular basis for all parents. Talks on the changes to the curriculum have been arranged but unfortunately few parents were able to attend. Written reports and formal consultation meetings with teachers provide suitable opportunities for parents to gain information about their child's progress but the school does not share, in much detail what the children will be studying. The school has experienced a period of considerable change. Many of the changes were much needed and have been successful in improving the quality of education provided and in raising standards. However the school has sometimes failed to canvass parents' opinions and given insufficient explanation about decisions taken, when it would have been helpful to do so. The school is sensitive to the concerns of parents and is already considering how this situation might be improved.

## KEY ISSUES FOR ACTION

1. In order to achieve the targets that the school has set for itself in its continuing efforts to improve the quality of education provided and raise levels of attainment the Governing Body, with the headteacher and staff, should:
  - Improve levels of attainment in information and communication technology at Key Stage 2 by:
    - Ensuring that all pupils are taught the required programme of study;
    - Continuing to provide appropriate training for all staff;
    - Reviewing schemes of work in other subjects to check that opportunities for using information and communication technology to support and extend learning are clearly identified.  
(see paragraph No's 32, 138, 161 & 163)
  - Review the balance of the curriculum in the light of current performance and adjust the time allocations to prioritise other areas of the curriculum by:
    - Undertaking a time audit across all classes;
    - Allocating sufficient time to maintain improvement equitably in all subjects;
    - Reviewing and considering the best use of the time allocated to English.  
(see paragraph No's 53 & 135)
  - Improve the consistency with which performance in lessons is assessed by:
    - Evaluating the recently introduced short term planning format and its use throughout the school;
    - Further developing teachers' understanding of the relationship between day to day assessment and planning for the next lesson;
    - Providing new and temporary teachers with clear guidance, within the induction process, on how assessments should be completed.  
(see paragraph No's 47, 63, 149 & 154)
  - Further develop the systems for informing parents about the curriculum, their children's progress and changes made by:
    - Maximising opportunities to canvass parental opinion;
    - Consulting parents about the additional information they would like to receive;
    - Agreeing with parents a means of providing sufficient information.  
(see paragraph No's 81 & 92)
1. In addition to these key issues the Governing Body should include in its action plans how it intends to:
  - Ensure that all statutory requirements are met;  
(see paragraph No's 81, 91 & 99)
  - Improve the consistency of behaviour management in some classes;  
(see paragraph No's 44, 134 & 148)
  - Improve the planning for and use of outdoor provision for the under fives;  
(see paragraph No's 107, 120 & 127)
  - Reduce the noise transference in the Key Stage 1 unit;  
(see paragraph No 100)
  - Provide more opportunities for pupils to take on greater responsibilities within the school community;  
(see paragraph No 70)
  - Improve the monitoring of the expenditure of monies allocated for special educational needs;  
(see paragraph No 104)
  - Further increase the number and range of reference books available within the library.  
(see paragraph No's 101 & 138)

## INTRODUCTION

### Characteristics of the school

1. Hutton Cranswick is situated in a village located between Beverley and Driffield on the Yorkshire Wolds. The school serves an area, which includes private housing, a council estate of social priority housing and outlying rural and farm dwellings. The economic and social balance of the area is above the national average. All the children are from white families in which English is the first language.
2. The number of pupils on roll has recently decreased from 222 to 197 at the time of the inspection, making it slightly smaller than the average primary school. Pupils are arranged into single age classes. There are a similar number of boys and girls in the school but the balance in each year group varies considerably from year group to year group. The number of pupils with a Statement of Special Educational Need is broadly in line with the national average. There are twenty-three pupils on the school's register of special educational need. At nearly 12 per cent, this is below the national average.
3. Prior to entering primary school many children attend a playgroup that has close links with the school. All pupils enter the reception class in the September before their fifth birthday. Pupils' attainment on entry is above the national average.
4. Governors and staff have worked together to produce a long-term strategic plan for the school. The school is committed to providing a broad and relevant curriculum, enriched with stimulating activities and opportunities. Key priorities for improvement include:
  - Further developing strategies for monitoring and evaluating performance;
  - Raising achievement in science, particularly at Key Stage 1;
  - Continuing to develop the implementation of the National Literacy Strategy;
  - Implementing the National Numeracy Strategy;
  - Further developing Information and Communication technology;
  - Facilitating school development across the school.

## 1. Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1

For latest reporting year:

Year	Boys	Girls	Total
99	14	21	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	12	12	12
	Girls	20	20	16
	Total	32	32	28
Percentage at NC Level 2 or above	School	91 (91)	91 (86)	80 (82)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	12	12	12
	Girls	20	20	18
	Total	32	32	30
Percentage at NC Level 2 or above	School	91 (86)	91 (77)	86 (86)
	National	82 (81)	86 (85)	87 (86)

<sup>1</sup>

Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2  
For latest reporting year:

Year	Boys	Girls	Total
99	22	19	41

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	17	18	20
	Girls	15	15	13
	Total	32	33	33
Percentage at NC Level 4 or above	School	78 (62)	81 (65)	81 (81)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	16	19	18
	Girls	15	16	16
	Total	31	35	34
Percentage at NC Level 4 or above	School	76 (70)	85(73)	83 (78)
	National	68 (65)	69 (65)	75 (72)

## Attendance

Percentage of half days (sessions) Missed through absence for the Latest complete reporting year			%
Authorised Absence	School		94.3
	National comparative data		93.8
Unauthorised Absence	School		0.0
	National comparative data		0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
Fixed period		0
Permanent		0

**Quality of teaching**

Percentage of teaching observed which is :

	%
Very good or better	20.69%
Satisfactory or better	96.55%
Less than satisfactory	3.45%

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

2. Baseline assessments show that pupils' attainment on entry to the school is above average. In the reception class attainment is above average in all areas of learning. Pupils can express themselves confidently using a good vocabulary, they understand how books work and many can write their names. Most children count to ten and beyond accurately and they have a good knowledge of the world in which they live. They handle tools and control their movements with increasing mastery and an awareness of safety. Pupils, including those with special educational needs, in the reception class make good progress and by the age of five most pupils' level of attainment exceeds the nationally agreed Desirable Learning Outcomes for five year olds in all areas.
3. The results in the 1999 national curriculum tests for seven year olds show that attainment in reading and writing is above the national average. However attainment in mathematics and science is well below that found nationally. Attainment at the higher levels at Key Stage 1 is below average in reading but above in writing when compared with all schools. In mathematics the proportion of pupils attaining at the higher levels is below the national average and in science it is well below that found nationally. The 1999 results have been compared with results from schools with a similar intake of pupils. These comparisons show that results in reading and writing are above those in similar schools and below in mathematics and science.
4. National curriculum test results for eleven year olds in 1999 show that pupils' attainment in English and science was in line with the national average. In mathematics attainment was above the national averages. When compared to similar schools the results in English were in line with the average. In mathematics they were above average but science results placed the school below the average. Attainment at the higher levels at Key Stage 2 is in line with the average found nationally in English, mathematics and science. It is in line with the attainment in similar schools in English and mathematics but it is below average in science. Overall attainment in the core subjects is in line with the average for all schools and for those that are similar in nature.
5. Trends in attainment in national tests over the past three years (1997-1999) for seven year olds show that the school has maintained a trend of improvement in both reading and writing. Over the same period performance in mathematics has been sustained at a similar level. The performance of eleven year olds in national tests over the past three years has increased substantially both in English and mathematics, and remained at a similar level in science. The proportion of pupils at both key stages achieving at the higher levels in all core subjects has increased, whilst there has been a reduction in the number of pupils achieving at the lower levels. There is no significant difference in the attainment of boys and girls.
6. The school has set appropriately challenging targets for improvement in English and mathematics. In 1999, the targets in both subjects were exceeded by 2% in English and by 10% in mathematics.
7. In English attainment is above national expectations by the end of Key Stage 1. Pupils make good progress in reading. They make satisfactory progress in developing speaking and listening skills and in writing, however, the more able pupils make good progress in writing. Pupils with special educational needs make good progress overall. Seven year olds can express themselves clearly in a range of situations and listen with good concentration. They read and write with confidence and growing accuracy. They have developed a range of strategies to aid their reading and most



pupils have knowledge of common spelling patterns and basic punctuation. By the age of eleven pupils' attainment is above national expectations and all pupils make good progress. By the end of the key stage pupils express their ideas fluently and read with accuracy and good expression. They are able to plan, draft and edit their work to improve it to produce well-structured and interesting passages for a variety of purpose, however, there are too few pupils writing at length. The school's recent emphasis on English, the effective implementation of the National Literacy Strategy and the way it has been linked to other subjects contribute considerably to the progress pupils are making.

8. In mathematics attainment is in line with national expectations by the end of Key Stage 1 and pupils make satisfactory progress. In year two, most pupils recall addition and subtraction facts to ten and beyond and they use a range of mental strategies in solving problems. At the end of Key Stage 2 attainment in mathematics is above national expectations and pupils make good progress. Eleven year olds use decimals to two decimal places and classify shapes using a full range of properties. They devise their own methods for recording their work. The effective implementation of the daily lesson of mathematics has recently increased the rate of improvement as pupils are more confident and are gaining more enjoyment from the subject.
9. Attainment in science is in line with national expectations at the end of Key Stage 1. This is better than the standard indicated by the end of key stage assessments. The school has identified assessment procedures in science as an area for development and plans to moderate judgements more closely in the future. Seven year olds have a good understanding of the process of scientific investigation and are able to talk about fair testing. At the end of Key Stage 2 attainment is above national expectations. Eleven year olds have a good understanding of all the required elements of science. They are able to make predictions based on their scientific knowledge and use appropriate scientific vocabulary to describe the outcome of their investigations. The introduction of a revised scheme for science coupled with good quality teaching is having a positive impact upon progress.
10. Attainment in information and communication technology is in line with national expectations and pupils make satisfactory progress at Key Stage 1. However, opportunities for pupils to develop their skills further have until recently been more limited at Key Stage 2 and consequently the rate of progress over time is unsatisfactory. In Year 6, many pupils have a deficit in their knowledge and skills and, by the time they are eleven, attainment is below national expectations. The introduction of a new computer network supported by a well-tailored programme of staff development has begun to address this issue. Where teaching has focused upon a particular aspect of the curriculum, such as spreadsheets, pupils have made rapid progress.
11. At Key Stage 1, progress in religious education and all other subjects is satisfactory. Pupils in Key Stage 2 make good progress in religious education and in all subjects, except in physical education, where progress is very good with pupils attaining levels that are well above those found nationally. In design technology it was not possible to judge attainment or the progress made, as there was insufficient evidence available. All pupils with special educational needs make good progress.
12. Since the last inspection the school has improved its system for identifying more able pupils. The curriculum has been revised to make it more interesting and challenging and teachers have improved the way in which they match work to the needs of individuals and groups of pupils. These developments have led to more appropriate challenge being offered to the more able pupils, resulting in better levels of attainment and an increase in progress for these pupils.

### 34. **Attitudes, behaviour and personal development**

1. Children under five respond with increasing self-confidence and independence. Many children take turns and negotiate sensibly when playing together. They are co-operative and willing to take part in all the activities. They are very well behaved. The children's attitudes to school are very positive.
2. Throughout the school, pupils' attitudes to work are good. They listen attentively while the teacher is talking and follow instructions conscientiously and with accuracy. They are keen to answer questions and to demonstrate and explain their strategies and ideas and to engage in discussions. They make a prompt start on work given to them and maintain concentration for extended periods. The majority of pupils are always keen to learn and show interest in their work. When opportunities arise, pupils are capable of selecting their own resources, which they treat with care. Pupils generally present their work well and show pride in the results of their efforts.
3. Overall behaviour is satisfactory and in class is often very good. They are polite and courteous to staff and to each other, are quick to open doors and offer assistance to each other and are welcoming to visitors. However, very occasionally, when teaching is less satisfactory, behaviour can become disruptive and learning is diminished. There were no exclusions last year.
4. Relationships are good. Pupils display maturity in their relationships with one another and with staff and visitors. All adults have a good rapport with the pupils. Pupils help one another when appropriate in lessons and collaborate well to produce a group effort. They are encouraged to discuss differences between cultures and beliefs. Although some playground play was boisterous no bullying was seen. The school is a totally white community but pupils are aware of the multi-cultural nature of society and are encouraged to respect the views of all its members. The school is fortunate in having a Japanese visitor working in the school at the present time.
5. The personal development of pupils is good. Pupils know right from wrong and play a part in setting class rules. Pupils regularly collect for charities. The very good range of extra-curricular activities encourages a sense of fair play and of working in a large group to produce a worthwhile result. The choir, drama group and sports teams exemplify this. In lessons pupils take responsibility for choosing resources and, when appropriate selecting suitable materials to use for a task. Older pupils check their work to make improvements. However, the opportunities given to older pupils to take responsibilities around the school are limited.

### **Attendance**

1. Attendance throughout the school is very good, and consistently well above the national average. There are no cases of unauthorised absence, and authorised absence is below the national average. Punctuality by pupils and staff throughout the school day is good. This ensures that the planned school and class timetable is followed.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

2. Overall, the quality of teaching, including the teaching of literacy and numeracy is good. In five per cent of lessons the quality of teaching is excellent and in sixteen per cent it is very good. In a further fifty-two per cent of lessons the quality of teaching is good, twenty-four per cent are satisfactory leaving only the remaining three per cent as unsatisfactory. This represents a

significant improvement in the quality of teaching since the last inspection when it was judged to be “satisfactory or better”. The quality of teaching is a significant factor in the good standards that pupils achieve and an indicator of the school’s ability to further raise these standards.

3. The best teaching was seen in the Reception Class and in the upper school with the year five and year six classes.
4. The quality of teaching for the under fives is consistently good or better. Thorough and careful planning leads to a well balanced programme of adult led and child chosen activities. The teacher and nursery nurse have high expectations, whilst also being sensitive to the development needs of younger and lower attaining pupils. They have a good knowledge of Early Years practice.
5. At Key Stage 1 the quality of teaching is satisfactory. In thirty-one per cent of lessons the quality of teaching is good, in fifty-four per cent it is satisfactory and is unsatisfactory in fifteen per cent of lessons. In the more successful lessons there are clear learning objectives, clear instruction and explanations. There are clear and sharp starts to lessons and good pace is maintained. In the small minority of unsatisfactory lessons a lack of appropriate strategies for the management of pupils’ behaviour and high noise levels affect the pace of the session and this has a detrimental effect on the progress made by some pupils.
6. In Key Stage 2 the quality of teaching is good. In twenty per cent of lessons the quality of teaching is very good and in ten per cent of lessons it is excellent. In a further fifty-three per cent of lessons the quality of teaching is good and in the remaining seventeen per cent it is satisfactory. Overall, the strengths of the teaching at Key Stage 2 lie in the very good management of pupils, the clear learning objectives and lessons delivered with good pace and appropriate challenge where teachers have high expectations of their pupils. Teachers’ subject knowledge is secure and they make good use of the pupils’ time.
7. The good teaching has several other common features. One of the most important of these is linked to the ethos of the school in which relationships between pupils and staff are very important. Teachers explain clearly to pupils the work they are to do. Appropriate praise is given which encourages pupils to persevere with tasks. Pupils are challenged to produce work at a level that enables them to make good progress.
8. Lesson plans have consistently clear learning objectives, which help to give a precise focus to teaching. Most of the teachers know their pupils well and are using this knowledge to ensure that appropriate progress is made. There are, however, a very few instances where assessments from lessons are written down and used to ensure that progress is being made by all the pupils. In a few instances, failure to use this assessment to help future planning is hindering progress.
9. The quality of teaching for pupils with special educational needs is good and teachers have a good knowledge of pupils’ individual education plans. Plans for teaching set appropriate expectations for pupils and assessment of the pupils’ progress towards the targets in the individual education plans is carried out regularly. Support staff are well briefed and make a positive contribution to pupils’ progress. Progress for pupils with special educational needs is good.
10. Overall the management of pupils in lessons is good and is very good at Key Stage 2. Routines are well established in all the classrooms and pupils settle down to their work quickly. In the most effective lessons teachers use a wide range of teaching strategies and methods that promote a good pace of learning and cater for pupils’ different learning preferences.
11. Throughout the school, teachers make good use of resources and the educational time available.

Lessons start promptly and pupils are encouraged to sustain their efforts throughout the lessons. Where teaching is most effective, teachers make good use of their time by planning to work with specific small groups for some of the time and teaching the whole class at other times. Support staff are used well and contribute to the quality of education.

12. The use of homework is satisfactory at both key stages. At Key Stage 2 pupils take home tasks for which they need to research topics or use their numeracy skills. This has a positive effect on pupils' progress.

### **The curriculum and assessment**

1. There is a carefully structured Early Years curriculum for children under five which is planned to cater for their different stages of development. It is based on the recommended areas of learning and linked well to the National Curriculum to prepare children for their work at Key Stage 1. The programme of activities is well balanced, broad and relevant and based on first hand experience. Appropriate emphasis is placed on the key skills of literacy and numeracy and children's social development and prepares children well to achieve or exceed the Desirable Learning Outcomes by the age of five.
2. The curriculum for pupils at Key Stages 1 and 2 is broad and relevant for all pupils including those with special educational needs. It meets statutory requirements. Religious education also meets the requirements of the locally Agreed Syllabus. Significant improvements have been made since the last inspection, notably in the provision of a curriculum, which is very broad and highly relevant to all pupils. The school has sensibly decided to make literacy and English priorities over the last few years in order to raise standards. However, the amount of time spent on English related activities is significantly more than the average in schools nationally, and in some classes includes substantially more time than that required to deliver the literacy hour and with additional time for extended writing. The time allocated to mathematics is appropriate and gives sufficient opportunity for pupils to receive a daily mathematics lesson. There is a need now to review the time balance of the curriculum in the light of current improved performance in English to create more time for other aspects of the curriculum
3. The curriculum is effectively delivered through themes and subject teaching linked through topics and contributes positively to the standards achieved. The school has undertaken a full curriculum audit and has developed a long-term plan identifying continuity and progression from Reception to Year 6 to ensure effective coverage of the National Curriculum.
4. The role of the subject leader has been developed significantly since the last inspection. Subject leaders are instrumental in developing plans and schemes of work, identifying progress and development through data analysis and classroom observation, and defining priorities for future subject development. This has had a very positive influence on the quality of curriculum provision. The thematic, cross-curricular approach works well throughout the school and is well planned to enrich and enhance pupils' learning. Some specific areas of learning are taught separately and different teaching styles and approaches are employed to suit different situations. There is an emphasis on teaching skills in a progressive way rather than just knowledge and this has a positive impact on pupils' learning in all curriculum areas. The school is developing strategies for planning more challenging work for more able pupils through providing a more relevant and interesting curriculum, setting in Year 6 booster classes and a wide variety of extra-curricular activities, which challenge and stimulate. The school has made good progress in this area since the last inspection.
5. There is appropriate provision for sex education, drug awareness and health education. These

are built into the curriculum as cross-curricular themes - as are business enterprise, the environment, multi-cultural education and citizenship. The school takes a positive attitude towards equal opportunities and all pupils have access to the full school curriculum.

6. There is very good provision for extra curricular activities. These include various sports, dance, drama, a 'green' environmental club, choir, orchestra, a 'making' club and an information and communication technology club. The school is currently developing further opportunities for pupils at Key Stage 1. All clubs are well supported and pupils take part with enthusiasm. Such activities as school performances and residential trips make a positive contribution to pupils' personal and social development and their sense of achievement. Visitors to school, such as artists and musicians, and class visits to places of educational interest such as museums, theatres and the local church add a further valuable dimension to pupils' learning experiences. Pupils are encouraged to complete homework according to the school's homework policy. Homework is the responsibility of the pupil and the school has an expectation that work will be completed, well presented and returned to school within a specified time-scale. Pupils at Key Stage 2 keep a homework diary. There is evidence that daily reading is taking place at home and has a positive effect on progress. However, there is a variation throughout the school in how the policy is implemented and the impact of homework on other areas of learning is unclear.
7. Governors are linked to specific curriculum areas and make informal visits to classrooms to see the subjects being taught. Generally, governors are kept well informed about curriculum developments and initiatives through interviews with subject leaders, reports and presentations. This ensures that the Governing Body has a strategic overview of curriculum provision and this assists in fulfilling its monitoring responsibilities.
8. The school's systems for assessing pupils' attainment are satisfactory overall. There are effective procedures for assessing children's attainment on entry to the Reception class using the PIPS (Performance Indicators in Primary Schools) materials. This process assists staff in identifying children's levels of attainment and in planning for their needs. Day-to-day assessment is successfully informing the planning of work, the grouping of children and enabling staff to judge when children are ready to begin work on the National Curriculum.
9. Statutory assessment requirements for pupils aged seven and eleven are fully met. The results are carefully analysed to identify relative strengths and weaknesses and where necessary used as a basis for planned curriculum development.
10. Also, the school participates in the Local Education Authority School Improvement programme and has adopted annual standardised tests. Results from these are processed by the Local Education Authority and analysed by the school. QCA (Qualifications and Curriculum Authority) curriculum tests for Years 3, 4 and 5 are used to identify trends and assist in target setting. The school has produced school portfolios of assessed exemplars for English, maths, science, information and communication technology, geography and history to ensure that the assessment of pupils' work is consistent. Some teachers lack confidence in levelling work to National Curriculum requirements particularly in science at Key Stage 1, where further moderation is required to ensure consistency of judgements.
11. The development of an agreed, consistent approach to assessment and marking of pupils' work to contribute to planning was a key issue in the previous inspection report. Procedures have been put in place, for example, individual pupils' portfolios of selected, assessed and annotated work which build into records of achievement with recorded targets. There are plans to make more use of class ability profiles to inform targets for the school and to review the school assessment and marking policies.

12. Also, a new short-term planning model identifies assessment and shows differentiation across the ability range. The model is a half-termly booklet and at the end of a lesson/day/week teachers are required to do an assessment review to inform the following week's planning. However, this system has been in place for a short time and has yet to be evaluated to ensure its consistent use amongst teachers. Staff are beginning to share targets for future learning with pupils and parents.
13. Annual reports to parents are generally satisfactory and give an appropriate indication of pupils' attainment.

### **Pupils' spiritual, moral, social and cultural development**

1. Overall, the provision for pupils' spiritual, moral, social and cultural development is good.
2. Since the last inspection, the school has made good improvements in the provision for pupils' spiritual and cultural development. These areas were underdeveloped at the time of the previous inspection but now spiritual development is good and cultural development is very good.
3. The provision for collective acts of worship meets statutory requirements. The school is trying out ways to make religious education and assemblies 'special' and 'different' in its continuing attempt to achieve a special fellowship and sense of school community. There are good opportunities through religious education for pupils to show reverence and respect for Christian and other religions. Older pupils demonstrate that they understand what is special about the Jewish Shabbat meal and the spiritual significance of each part of the ceremony, for example, lighting the candles and saying the prayers. Year 6 pupils reflect reverently during the two-minute silence when laying a poppy wreath at the village war memorial. All take part in a prayer led by the teacher and behave respectfully during the whole ceremony. Afterwards, pupils discuss their feelings and emotions about the futility and human sacrifice associated with war, and also explain the spiritual experience of remembering the war dead. The curriculum takes full advantage of bringing the spiritual element into teaching, most notably through art, music and drama. For example, older pupils show wonder and delight when looking at beautiful materials and objects from other countries. They watch the visiting Japanese assistant perform the tea ceremony and experience the calm, respectful atmosphere created. Music enriches spiritual development of pupils when they listen to works of great composers or when they experience the joy of creating music themselves.
4. The provision for the moral development of pupils is good and the school takes positive steps to teach the pupils right from wrong. Even the youngest children are aware of the school rules which are well promoted throughout the school with the help of Einstein the Owl, who is the school's logo and a feature of the personal and social development programme. There are high expectations of pupils' behaviour and self-discipline. Positive rewards in the form of team points, certificates and stickers encourage good behaviour and achievement. Assembly themes and lessons often contain guidance on behaviour and the importance of rules for the common good. Respect between adults and pupils is mutual and all adults in the school are effective role models for pupils.
5. Each week, each class undertakes a 'Circle Time,' which provides a well-structured and effectively managed opportunity for pupils to discuss problems and moral issues, which have arisen.
6. The provision the school makes for pupils' social development is satisfactory overall. Some aspects of pupils' social development are good. They work together well, sometimes in groups and sometimes in pairs. Younger children work together in a group to make a large picture of Bonfire Night and discuss each other's contribution. Older pupils work in pairs on science

experiments and decide which materials to use and how best to conduct a fair test. Good relationships and respect are effectively promoted by the school. Pupils make progress in becoming independent both in social skills and as learners. There is involvement with the local community to encourage good citizenship and social responsibility. This is achieved through taking part in charity events and visits to and visitors from the local community. There are limited opportunities for pupils to take responsibility and show initiative especially at Key Stage 2.

7. Pupils' cultural development is very well promoted through all subjects of the curriculum. Pupils' knowledge and experience of their own culture is good. For example, poetry and drama are part of the English curriculum and these are further enhanced by visits from poets and storytellers and visits to the theatre. Pupils are familiar with national and international cultural traditions through termly initiatives focusing on a curricular theme. For example, last term there was a geography focus when pupils studied Africa and the Caribbean through a rich variety of experiences involving art, music, visitors from those countries, events and assemblies. Pupils show a very good understanding of and respect for the cultures and traditions of many parts of the world. Currently, a Japanese classroom assistant is making a positive contribution to pupils' knowledge and understanding of her country and people. Also, pupils are able to teach her about English customs and way of life, thus reinforcing personal knowledge of their own culture.
8. Cultural development is further enhanced through theatre, church and concert visits, visiting artists and musicians, and a wide variety of extra-curricular activities. Older pupils have the opportunity for a residential visit to Wales, where they gain knowledge of the Welsh culture and traditions. Pupils have the opportunity of studying another European culture through corresponding with a school in Italy. Well-presented books, pictures and artefacts, illustrating world cultures and traditions enrich the school environment.

### **Support, guidance and pupils' welfare**

1. The school has a caring and supportive ethos and sound procedures are in place to promote pupils' welfare and guidance. The school provides a secure and pleasant learning environment with well established routines that are respected by pupils. All staff know their pupils well, show concern for their well being and meet their needs successfully. Procedures for monitoring pupils' progress is satisfactory, appropriate work is planned to match their abilities.
2. A number of personal care and welfare policies are incorporated in the Well Being Policy. These policies are delivered and managed positively throughout the curriculum and this contributes to the personal development of pupils and standards achieved in the school. Pupils with special educational needs are well supported and make good progress. All pupils have full access to a broad curriculum. There are suitable arrangements for the induction of children starting school for the first time. There is regular liaison with the local playgroup and parents and children are invited to social events at the school.
3. Behaviour is consistently managed and positively promoted by all staff. This contributes to pupils' positive attitude to learning and the friendly atmosphere of the school. The school owl emblem 'Einstein' is used effectively to promote care and consideration for others. Anti-bullying strategies are incorporated within the comprehensive behaviour policy. Pupils are encouraged to share their concerns with all staff. Parents appreciate the values taught by the school and are very supportive of its aims. The school merit system promotes good behaviour, attitudes and achievements in and out of school. These are celebrated in the classroom and during a weekly assembly. Pupils value and understand the system and this has a positive effect on learning.
4. Established routines during the lunchtime break develop pupils' social skills. There are

opportunities for pupils to enjoy polite conversation and develop friendships.

5. Procedures for monitoring pupils' attendance are sound. Classteachers and administrative staff actively pursue any absences. Parents are given clear guidelines regarding notification of absence. The education welfare officer visits the school regularly to monitor attendance patterns.
6. Arrangements for dealing with child protection incidents are sound. The school has an effective child protection policy, which meets statutory requirements, a regular awareness programme for all staff is undertaken. All staff benefit from a regular programme to raise awareness of child protection issues.
7. Health and safety issues are well managed in the school. There is a good policy which makes provision for termly inspection. There are satisfactory arrangements for dealing with first aid.

#### **79. Partnership with parents and the community**

1. The school has established sound links with parents and they feel welcomed and valued when contributing to school life. Some parents give valuable assistance in the classroom, under the guidance of the classteacher. Parents support extra curricular activities and special events. This help effectively contributes to the quality of pupils' experience and learning, through promoting a friendly caring atmosphere.
2. Parents are kept informed through regular well presented letters. The school produces a full and clear prospectus outlining the aims and life of the school. However there were some minor omissions at the time of the inspection. The Governors Annual Report to Parents is very comprehensive and includes details of events and reports on the developments in each curriculum area. The school arranged workshops to inform parents about the literacy and numeracy initiatives, however, these were not well attended. Whilst the school provides an appropriate amount of information for parents on curriculum developments, too little information is provided for parents about the work that children will cover in lessons and the levels at which they are working. This reduces, for some parents, the effectiveness of their involvement in supporting their children's learning at home. Annual written reports are satisfactory and appropriately document pupils' progress, attainment and areas for development. Suitable opportunities are arranged for formal consultation with parents at open evenings held twice each year. These sessions provide a good opportunity for pupils' targets to be shared with their parents. Parents of pupils with special educational needs are appropriately involved with their children's annual reviews and in developing their individual education plans. The school operates an 'open door' policy and encourages parents to discuss concerns on a daily basis however not all parents are confident to approach the school in this way.
3. Parents are supportive of the school and appreciate the work it does for pupils both in school and through the provision of a wide variety of extra curricular activities. The homework policy has clear aims and guidance for each key stage and year group and also encourages parents to participate. Homework diaries for Key Stage 2 and reading diaries for all pupils provide a regular home school link with opportunities for parents to contribute. The school has close links with the local playgroup and has an established successful induction programme for pupils and parents. Visits to the school are organised to ensure that pupils feel confident in school.
4. An established Home/School Association organises a number of events that are well supported. These make a valuable contribution to the social and financial resources of the school. The Association's efforts have generated funds to enable the purchase of a steel band, infant library and storage shed for the school. Local businesses have also supported the development of the



outdoor area of the school by providing plants.

5. The school has very good links with the local community. These help to enhance pupils' personal development and enrich curriculum provision. Pupils' social skills and individual talents are extended through a wide range of opportunities to participate in drama productions, musical events and sport. Elderly residents of the neighbourhood, parents and local playgroup are regular visitors to school events. The clergy of two local churches conduct assemblies on a regular basis. Pupils also visit the churches. The school supports a number of charitable causes, and pupils are encouraged to think of the needs of others less fortunate. The Making Club provides knitted blankets for Bosnia, and donations are made to charities such as Children in Need and Comic Relief. The combined efforts of staff, parents, pupils and 'friends' contribute to the quality of education in the school.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

1. The school is very effectively led and this has a very positive impact on pupils' attainment and progress. The school has made very good progress since the last inspection and has the capacity to maintain this positive rate of progress.
2. This school has a very clear vision of where it wants to go and how it wants to get there. The headteacher provides outstanding personal leadership in managing the school and leading it forward. The deputy headteacher provides very good support for the headteacher and plays a significant role in the management of the school. Indeed this was exemplified during the inspection when he successfully led the school, in the headteacher's absence due to personal injury. All subject leaders are effective within their role and provide a good strategic view for their area of the curriculum.
3. The management of and provision for pupils with Special educational needs is good even though at the time of the inspection the role of special educational needs co-ordinator was not allocated following the recent promotion of the previous co-ordinator. In the interim period the headteacher has maintained an overview of this area and has given staff appropriate support in the preparation of individual education plans and has liaised with parents and outside agencies. The deputy headteacher has ensured that the good procedures established by the previous special educational needs co-ordinator continue to be fully implemented.
4. There is a perceptive and well-informed Governing Body which meets on a regular basis. The Chair of Governors and other governors are in regular communication with the school and thus are in a good position to carry out their duties. All relevant committees are in place. The Governing Body receives regular reports from subject leaders regarding the development of the curriculum. Individual governors have areas of responsibility to monitor all curriculum areas and special educational needs throughout the school.
5. Good procedures are in place for the curriculum to be monitored, evaluated and supported. All subject leaders have had a positive effect on raising standards. The headteacher in her role as subject leader for English has modelled good practice for others to follow. This has been a very successful strategy. All subject leaders have worked well to develop an interesting and varied curriculum and its implementation is carefully monitored through lesson observations, scrutiny of pupils' work and a regular review of teachers' plans.

6. There is a well-considered school development plan that includes suitable priorities for development reflecting the national agenda and the school's own needs. The plan is securely based on a thorough self-evaluation of the school's strengths and weaknesses in respect of standards of attainment, teaching and learning and the school's financial resources. Opportunities to consider other aspects of school life are beginning to be developed. The plan is well monitored by both staff and governors, however, procedures to monitor the expenditure of monies allocated for special educational needs are not sufficiently rigorous.
7. All relevant policies are in place and statutory requirements are met, with the exception of minor omissions from the school prospectus and non-compliance with formal teacher appraisal arrangements. However, the school has in place very effective staff review and development procedures. The school takes appropriate measures to ensure that all pupils, including those with special educational needs, have equal opportunities to participate in the life of the school. The school has a vision, which is embedded in the school's mission statement. The whole school community supports these aims and this makes a significant contribution to the positive ethos of the school.
8. Written communications with parents, including newsletters, the prospectus and the governors' Annual Report to parents are clear and informative. Suitable opportunities have been arranged for parents to meet staff, both formally and informally to learn about the curriculum and about the progress made by their child but some parents feel that they receive insufficient detail about the curriculum and the standards that their children achieve. Also, some parents do not fully understand the reasons for decisions taken by the headteacher and governors.
9. When inspected in April 1996, leadership and management were found to need improvement, in two particular aspects. There was a need to construct a development plan with identified priorities, and also a need to develop the roles of curriculum co-ordinators to help them to monitor and evaluate the teaching of their subject and its effect on pupils' attainment. These issues have been fully and very successfully addressed. Other issues raised within the report have also been effectively accomplished. Good progress has been made in providing more challenging work for more able pupils. There has been good progress in improving provision for spiritual development, and very good progress in improving opportunities for pupils' cultural development. Satisfactory progress has been made in developing assessment and marking procedures, however, the good agreed practices are yet to be applied consistently.

**93. Staffing, accommodation and learning resources**

1. The school has a sufficient number of teachers with appropriate training and experience to match the demands of the curriculum. There is a good balance of experience and expertise on the staff and the school uses the subject and phase experience well. Posts of responsibility are appropriately allocated although some long-term absences and staffing changes have necessitated some teachers taking on extra curriculum responsibilities on a temporary basis. The subject leadership, is, without exception, a strength of the school. This is a significant improvement from the previous inspection where the need to develop subject leadership was identified as a key issue.
2. The staff working with the under fives are experienced and knowledgeable about child development and early years education. There is an appropriate ratio of adults to children.

96. Classroom assistants are appropriately skilled to support teaching and learning and have a positive effect upon the quality of education that the school provides. Provision for pupils with special educational needs is good.
- 96.
97. The school's administrative staff provides good support and enables the day to day life of the school to function efficiently in addition to providing a pleasant welcome for visitors.
- 97.
98. The school's arrangements for the professional development of all staff are very good. An extensive and varied induction programme for the newly qualified teacher is in place and sufficient time is given for mentors to support new staff effectively. All staff have regular interviews with the headteacher regarding their professional development and a full and wide range of courses is available to them. All staff have an individual professional development log.
- 98.
99. Although the school has suspended the statutory appraisal system at the behest of the Local Education Authority, it has maintained an effective internal teacher appraisal system of its own design.
- 99.
100. The accommodation is adequate for the numbers and ages of pupils. The hall is rather small when used by larger classes for physical education but is otherwise of an appropriate size for its requirements. The folding screen that separates the Key Stage 1 classes allows noise during certain activities to have a distracting effect on the other class. Similarly, because, of the staggered morning and afternoon breaktimes, playground noise interferes with the learning environment in both Key Stage 1 classes. The school is well decorated and maintained to a high standard by the conscientious caretaker and cleaning staff. The standards of presentation of the numerous and interesting wall displays of pupils' work is very good and adds to the schools ethos and expectations. Outside there is a reasonably sized hard surfaced play area and a good school field that is used extensively. A pleasant library is currently being developed.
- 100.
101. The school is at least adequately resourced in all curriculum areas and in some subjects, for example in mathematics and science, the level and quality of resourcing is good. The school library has a good range of fiction but the number of reference books is barely sufficient to meet the demands of the curriculum.
- 101.
102. Resources are organised and managed well and are readily accessible to teachers and pupils. The school makes good use of visits and visitors to enrich the curriculum. The schools own supplies of artefacts are supplemented with resources on loan from the local authority library and museum services.

### **The efficiency of the school**

1. The headteacher and the Governing Body manage the school's finances well. They work closely together to ensure that educational developments are appropriate to the needs of the school, and are supported by efficient use of a full range of resources. Financial planning is carefully undertaken and always takes account of the need to improve the quality of education provided in order to raise standards. The school gives appropriate consideration to the long-term implications of financial variations brought about by changes to the school population and plans appropriately to achieve a balanced budget. For example, through prudent financial management and actively working to attract additional funds, the school has managed to increase the teacher to pupil ratio at a time of falling numbers. At the time of the last inspection the school had a substantial budget surplus. This has now been spent appropriately to renew and improve the resources available within the school.

2. The school development plan is carefully costed, and best use is made of finances when purchases are made. Good use is made of specific grants made available to the school. Funds for special educational needs are appropriately used, however, procedures for monitoring this expenditure are not yet secure. Budgets are appropriately allocated to specific headings, and are regularly reviewed by the headteacher and the governors' general purpose committee. This represents a significant improvement since the last inspection.
3. Day-to-day control of the school's finances is good. The last audit of the school's finances (1997) concluded that financial systems and procedures were in place and were operated satisfactorily. Only minor recommendations for further improvement were made, and these have been dealt with. Day-to-day routines are carried out efficiently by the headteacher, deputy headteacher and the administrative assistant.
4. Teachers are appropriately deployed. Good use is made of the specialist music teacher to provide high quality music provision throughout Key Stage 2. The allocation of subject responsibilities has been effective and has made good use of the considerable expertise available. The limited time available for staff release has been used appropriately to provide non contact time for the special educational needs co-ordinator and subject leaders. Support staff are generally deployed well to meet the needs of pupils with special educational needs. In class, support staff play an active part in the lessons and provide good support for the less able. Very good provision has been made for staff development, taking into account the needs of the school and the professional development needs of the individual.
5. Accommodation is generally well used. The hall is timetabled and used extensively. Libraries are regularly used by individuals and for small groups. Outdoor facilities are used effectively and provide hard standing play space, grassed areas for sporting activities and a natural area to aid the pupils' study of the environment. However the secure area available outside the reception class is under-used as a resource for planned outdoor activity for the under fives. Learning resources, including the local environment, places of interest and visitors are used efficiently to support the work of the school.
6. Pupils both enter and leave the school with standards of attainment that are above average. Whilst this may suggest only average progress it masks the significant progress achieved over the last three years. The quality of education provided is good, in particular, the quality of teaching which is predominantly good. The school is managed very well. The income and expenditure per pupil is broadly average for a school of this type. The school has made very good progress since the last inspection. Overall the school gives good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

1. There are 26 children in the Reception class and they are admitted in the September of the academic year in which they become five. At the time of the inspection most children are still four years old. Arrangements for admission are flexible and children may begin full-time schooling from the outset or come on a part-time basis. However, most children are attempting school full-time by the end of the first half term.
2. When they join the Reception class, children's attainment in the key areas of language, mathematics and social development is above national expectations and, in a few cases, well above. Attainment in all other areas of learning is also above that found nationally. Children make considerable progress, including those with special educational needs. By the age of five, standards of attainment exceed the nationally agreed Desirable Learning Outcomes for five-year-olds in all areas of learning. Overall, provision for the under fives is very good.

#### 110. Language and Literacy

1. The provision for the development of language and literacy is very good. Generally, children express themselves clearly and confidently. Many speak in full and complex sentences and have a good vocabulary. They use language imaginatively in role-play as they re-enact the story of the Three Bears and describe in great detail their experiences of Bonfire Night. Children demonstrate good language skills when actively engaged in activities covering all other areas of the curriculum and use appropriate vocabulary. For example, they discuss which materials and colours they will use to make a bonfire collage and describe similarities and differences of their teddy bears and put them into sets.
2. Most children listen carefully and attentively to stories and rhymes, both as part of a group and when sharing a book with an adult. They understand how books work, that print goes from top to bottom, left to right and that there are spaces between words. Many children are developing a sound knowledge of key words and are confident to identify initial letter sounds. Children who are more able are using this knowledge to read and spell unfamiliar words. Most children are forming letters with growing control and accuracy to write their names and simple sentences about bonfires. They show good progress in improving their techniques through attention to letter formation and spacing between words. Some children are aware of full stops and their purpose and are beginning to write simple sentences that are phonetically correct. Most children understand that writing is a way of communicating and that there are other ways, for example, talking, pictures and role-play.

#### Mathematics

1. Most children count confidently and accurately to ten and beyond, using objects, pictures and symbols. Many children estimate and check numbers of bears up to six and say which set has more or fewer bears. Children develop an understanding of 'more than' and 'less than' while making up fields of toy farm animals and then counting them. They sort their bears into sets according to size, colour and height, using appropriate language such as 'tiny,' 'very big,' 'middle-sized,' 'tall' and 'short.' They record the number of bears in the sets either pictorially or using digits. Higher attaining pupils understand that a set of six bears with ice creams and one of 16 bears without ice creams add together to make the original 22 bears. Some know how many more will be needed to make a field of six pigs into a field of eight pigs. Children use their mathematical knowledge well, for example, to count how many children are staying to dinner and recognise the repeated pattern sequence of traffic-light fireworks. Children know and enjoy

number rhymes and games and these reinforce learning effectively.

### Knowledge and Understanding of the World.

2. Children have good knowledge and understanding of the world in which they live. They learn about the different properties of materials and classify objects according to whether they are hard or soft. With help, children identify balls with a soft outer surface and hard inner core. This is developed through children describing the properties of the materials used to make teddy bears – “soft furry” feel to the body and “hard chocolate button” nose. They develop their scientific vocabulary and knowledge of materials to begin to classify objects and sort them.
3. Children apply their understanding of the use of materials and their properties when choosing different fabrics, papers and glues to make a collage. They design and construct three-dimensional models with a range of building materials and construction kits which fit together in different ways.
4. Children develop a sense of chronology by studying their own development from birth to five years. Also, they discuss the ages of their bears, comparing ages of the bears and finding out if they are older or younger than the bear.
5. Children say how the bears got to school, explaining the journey route and distance. Through this, they begin to develop geographical awareness and some understanding of direction and locality.
6. A computer is always available in the Reception class, and children use it competently and with confidence. They know that their action controls the movements on the screen and they use the mouse to move the arrow/cursor with reasonable control. Children double click on the appropriate icon and some are able to operate programs independently. The computer is used appropriately to enhance and reinforce children’s skills in literacy, mathematics and art.

### Physical Development.

1. Children are developing a good awareness of space and where others are. They move confidently and develop appropriate skills. Children handle tools with increasing control and safety. They cut shapes and stick a variety of materials competently and hold pencils and brushes with appropriate control.
2. In the hall, children show a developing awareness of how they use different parts of their bodies and move expressively to music with increasing control. They respond imaginatively to sounds of different percussion instruments when going on an imaginary bear hunt. Most children run, jump and skip in a controlled and well co-ordinated way. They can put different movements into a sequence to perform the complete story, responding to percussion sounds. Children have access to indoor climbing and balancing apparatus but the school has no provision for separate outdoor play for the Reception class.
3. Children have a good knowledge of colours and use a rich vocabulary in describing them. They show awareness of appropriate colours and shades for the fire, sky and fireworks when planning a collage. Most children choose appropriate materials to achieve different textures and effects. They have good control when using finger paint, glue and glitter. Some children create pictures of bonfires using the computer and select appropriate colours by clicking on to the colour icons. They control the mouse well to produce recognisable and accurate coloured compositions. Children listen with great concentration to Handel’s Fireworks Suite and recognise the different tempos and moods of the music. They relate these to the king’s procession down the river and

the excitement of the fireworks. Some are beginning to understand that music is a way of communicating feelings, moods, pictures and events. Similarly, children listen to a musical story about a farm and recognise differences in the music, which denote events and characters. They can say if the music is loud or soft, fast or slow. Using this experience, children recreate a musical story about a bear hunt using percussion. They interpret picture clues to make a musical composition using appropriate loud or soft effects.

### Personal and Social Development.

1. Young children settle into school very quickly and are confident to use all areas of the classroom. Most children are confident with visitors and work easily alongside each other and adults. They are enthusiastic and eager to learn and share their thoughts and opinions. Children show confidence and independence when given responsibility, for example, when choosing their own activities, taking registers to the office and fetching equipment for the teacher. Most can dress themselves after physical activities in the hall. Some help is needed with more difficult fastenings and clothes but children make good progress and persevere with fastening buttons and putting on socks until they succeed. The majority of children are getting much quicker and more successful in dressing themselves unaided. Some children offer help to others, showing care and concern. Children work collaboratively in groups when re-enacting the Three Bears in the home corner. They negotiate who will play the different characters without adult intervention. Children take turns in a mature way when using the computer and can work on it independently for long periods, only seeking adult help when needed. Above all, children are very happy in the Reception environment and show very good attitudes to learning.
2. Progress is never less than satisfactory in lessons and is more often good or very good. Over time, progress is good. Children gain confidence and independence in all areas of learning and social skills. Children with special educational needs are identified and, given extra support and appropriate programmes of work, they make good progress.
3. The quality of teaching for children under five was of a consistently high standard across all areas of learning during the inspection and was never below satisfactory, with 86% being good or very good. Thorough and careful planning provide good opportunities for skills to be developed through a well-balanced programme of adult led and child chosen activities. The classroom environment is well developed to encourage independence and well organised to allow self selection. It is a suitable stimulus to promote language development and learning about the natural world. The staff work very effectively as a team to ensure that all the children's needs are met and a good degree of challenge is provided for individual children. They have high expectations of the children's capacity to cope with demanding work, whilst also being sensitive to the developmental needs of younger and lower attaining children. Management of children's behaviour is good and consistently applied. Over exuberant or immature behaviour is quietly and sensitively handled without suppressing children's enthusiasm. Staff have good Early Years knowledge and this is evident in the effective procedures for developing early reading, writing and numeracy skills. The nursery nurse makes a good contribution to the quality of learning.
4. The curriculum for the children under five is good. It appropriately covers all areas of learning related to the Desirable Learning Outcomes. Each area of learning is developed through strong links to a central topic or theme where possible. The cross-curricular links make learning relevant and meaningful for the children and provide real experiences, which generate interest and enthusiasm. Work is regularly assessed across all areas of learning and the results guide teaching to ensure that all children make good progress. There are good procedures for identifying children with special educational needs (when they enter the Reception class) through baseline assessment and day-to-day monitoring. As a result of early intervention, a significant number of these children successfully overcome their difficulties.

5. Staff working with children under the age of five foster good relationships with parents and value the contribution and support given to their children's learning at home.
6. Classroom accommodation is good and used effectively. There are sufficient resources for all areas of learning and good use is made of all available equipment and materials. However, the outside area is under developed for use with equipment to develop further children's physical skills and imaginative play.
7. The Reception class is well managed by the phase leader and this supports the good quality of education provided.

## **ENGLISH, MATHEMATICS, SCIENCE, INFORMATION AND COMMUNICATION TECHNOLOGY AND RELIGIOUS EDUCATION**

### **English**

1. At the end of both key stages the overall standard of attainment of pupils across the English curriculum in the lessons observed and in the samples of work examined is above the national average. Overall standards of literacy are good throughout the school.
2. Results in the national curriculum tests over the last three years show a trend of improvement in both key stages. In 1999 the proportion of pupils achieving the national expectation (Level 2 or above) in reading and writing in the end of Key Stage 1 tests is above the national average and above the average attainment in similar schools. However the number of pupils attaining at the higher levels is below average in reading. Results in 1999 at the end of Key Stage 2 in English show the percentage of pupils reaching level 4 or above has increased substantially by 28% in the last two years, with a similar increase in the proportion of pupils achieving at the higher levels. In these tests attainment in English is in line with the national average for all schools and for similar schools.
3. Pupils enter the school with attainment that is above that expected nationally. They speak confidently and have a good vocabulary; they listen carefully and know that print conveys meaning. At Key Stage 1 pupils make satisfactory progress in developing their speaking and listening skills. Seven year olds express themselves clearly and confidently in a range of situations and listen with good concentration. Progress in reading is good. By the end of the key stage many pupils are confident readers and have developed sufficient fluency and accuracy to read aloud with expression. They have developed a range of strategies to tackle unfamiliar words and establish meaning. They apply their knowledge of the alphabet to access information through the index and contents of a book. Although most pupils make satisfactory progress in writing the more able pupils make good progress. Most pupils have knowledge of common spelling patterns and spell correctly from memory a good range of basic words. They write accurately using capital letters and full stops. Handwriting is well formed and sometimes joined. The work of more able pupils shows good original ideas with a variety of sentence openings being used to add interest and leading to well sequenced writing in both narrative and non narrative forms.
4. Pupils at Key Stage 2 make good progress. Eleven year olds express their ideas fluently, and read with accuracy and good expression. Most are enthusiastic readers and talk knowledgeably about the contents of their books and their preferred authors. Year 6 pupils in a lesson about Romeo and Juliet are able to contribute to a lively discussion about the plot and the characters and many are able to justify their views with reference to the significant events in the play. Pupils make notes and use these effectively to inform their writing. They are given opportunities to plan, draft and improve their work. Although this process has led to examples of good, well-structured



pieces of writing there are few examples of pupils writing at length. Most pupils have developed a joined and legible handwriting style. Pupils with special educational needs in both key stages make good progress. Work is carefully modified to take account of the differing needs of the less and more able pupils. Additional adult support is often directed to those with special educational needs. These adults know the pupils well and are very familiar with pupils' individual needs. They skilfully encourage practice of the areas identified within Individual education plans, whilst working on the topic common to the class.

5. The pupils' response is satisfactory at Key Stage 1 and good at Key Stage 2. When working with the teacher, pupils at Key Stage 1 are attentive, interested and eager to learn. They are confident to ask questions and express their views. Most are enthusiastic about reading and several make regular visits to the local library. Older pupils view their work critically and are becoming increasingly aware of the need for accuracy and careful presentation in their writing. Most pupils are beginning to work independently when required to do so but a few interrupt the teacher when she is working with another group and some are too talkative when not directly involved with the teacher. At Key Stage 2 pupils have a good attitude to their work and they behave very well during lessons. They enjoy reading and talk about their preferences of author and specify areas of interest that they like to investigate through reading books. In lessons they are attentive and keen to contribute their ideas. They work very well with each other in pairs and in groups. Pupils ask each other questions sensibly and value the contributions each makes. Occasionally younger pupils are excitable as they move from one activity to another. Overall, pupils concentrate well and take care with presentation.
6. The quality of teaching at Key Stage 1 is satisfactory and at Key Stage 2 it is good or better. Teachers are well acquainted with the National Literacy Strategy and have a good knowledge of the range of work and the expectations of the Framework. Teachers have successfully embraced all the features of the National Literacy Strategy. Teaching in all lessons was at least satisfactory and at Key Stage 2 it was frequently good and in one lesson it was excellent. In the excellent lesson the teacher had given the pupils individual targets to which they referred in the writing process. The teacher's relationship with pupils was excellent and the work presented a high degree of challenge for all pupils. Very effective questioning by the teacher and between all pupils allowed them to write more extensively. In other good lessons, the teachers have clear learning objectives and relate work appropriately to the National Literacy Strategy, modifying it well according to need. Teachers work effectively with groups whilst encouraging and empowering others to work independently. Good questioning and a brisk pace are common features. Praise is used well to acknowledge good work and build self-esteem. Teachers have good subject knowledge and are often enthusiastic in their delivery. Technical vocabulary is used appropriately. Where lessons are satisfactory many of these characteristics are evident but progress is sometimes delayed by pupils moving too slowly from one task to another and noise levels are occasionally allowed to escalate causing distraction for some pupils.
7. The amount of time allocated to English is generous and more than might be found in most schools. The school has adopted a flexible approach to the National Literacy Strategy and the outcome is having a positive impact on teaching and learning. Although all elements of the strategy are appropriately represented, the guided reading component has been removed from the Literacy Hour and this is taught in a discrete session. In addition to the Literacy Hour, pupils are given the opportunity to complete pieces of extended writing. Opportunities for pupils to develop their speaking and listening skills are many and varied. The first part of the Literacy Hour is proving very successful and pupils of all abilities make good progress when they study a shared text with their teacher. Pupils increase their vocabulary, read together with expression and analyse more challenging literature than they might otherwise read. Guided reading and writing sessions are generally effective. Most lessons end with an effective short plenary when pupils share what they have written with the class for appreciative and constructive comments to be

made. This time is also well used as an opportunity for the teacher to assess what pupils have achieved, and to recap, clarify and reinforce the work covered in the hour. Pupils are provided with suitable opportunities to use and develop their literacy skills across the curriculum. Throughout the school, pupils read in a variety of contexts and use a range of writing styles for different purposes, for example devising recording systems in science, producing a historical newspaper and preparing an anti-slavery poster in religious education.

8. This subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development. Pupils are frequently given the opportunity to consider issues beyond their direct experience and debate moral issues through the consideration of plays, poetry and drama. For example, older pupils are encouraged to give their personal response to Shakespeare's tragedy "Romeo and Juliet" and similarly to the war poems considered on Remembrance Day. Pupils are given good opportunities to collaborate and work co-operatively within English lessons. Teachers introduce literature and poetry from different cultures and use these effectively to celebrate diversity.
9. The headteacher provides very good leadership and management in this subject. She has an excellent knowledge of the subject and of the Literacy Strategy. She has successfully used the management of this subject as a role model for other subject leaders. She is supportive of colleagues and has provided significant and successful staff development opportunities in this area of the curriculum. She provides a strong sense of direction for the subject and has made it a main focus for improvement. Significant development has been achieved and standards have improved dramatically. The curriculum has been carefully planned and its implementation is carefully monitored through classroom observation, the scrutiny of pupils' work and a regular review of teachers' plans. She has analysed assessment data and reviewed test papers to identify areas for further improvement. She has provided opportunities for parents to hear about developments in the subject through workshops led by her and by visitors to the school. She has sent well-written information to parents to help them to understand the school's approach to English and give them guidance as to how they might help their child at home. She has developed a highly relevant curriculum in collaboration with her colleagues, based upon a wealth of well-conceived first hand experiences. She has involved governors appropriately and kept them informed of developments.
10. The development of resources for English and Literacy has been a priority since the last inspection and there has been a significant improvement to the range and quality of the books available. However there are barely sufficient reference books in the library to allow pupils to develop their information retrieval skills. The school has recently re-equipped with a new computer network and is now well placed to use this as a tool for writing but as yet the use of information technology to plan, edit and publish writing is under-developed.
11. Overall the school has made very good progress in developing this area since the last inspection. Standards have risen, the quality of teaching has improved, the curriculum has been greatly enhanced to make it more demanding and more relevant, resources have been revitalised and the subject is much better led.

## **Mathematics**

1. In the 1999 national end of key stage tests for eleven year olds in mathematics, pupils' attainment comfortably exceeded the national average for those achieving at Level four of the National Curriculum. The proportion of pupils achieving a higher level was in line with the national average. In comparison with similar schools pupils achieved in line with the average. In the end of key stage tests for seven year olds pupils' attainment has increased over time but remains well below the national average. There are no significant differences between the achievement of

boys and girls.

2. At the time of the last inspection performance in the 1995 National Curriculum tests was reported. Pupils achieved well in these tests, however since 1996 when the tests became more consistent, results have been lower but they have shown signs of improvement year on year.
3. The school is effectively implementing the daily lesson of mathematics, recommended through the National Numeracy Strategy. All classes have adopted a three part lesson with an oral and mental starter which is usually of good pace, with good expectations and in which the pupils provide instant recall of number facts. The main teaching activity is characterised by substantial amounts of direct interactive teaching when pupils are taught to develop mental strategies for calculation and explain their strategies to the rest of the class. The plenary sessions at the end of the lesson are used effectively to establish the extent to which the lesson objectives have been achieved. On rare occasions the focus of the oral and mental starter would be more appropriate as a main teaching activity.
4. Pupils enter the reception class with attainment above the national average. They can now count confidently to twenty and beyond and know that the last number gives the number of objects in the set. They are beginning to add and subtract small numbers and they know doubles up to double five. They are developing an appropriate mathematical vocabulary.
5. In lessons at Key Stage 1 all pupils, including those with special educational needs make appropriate progress and attainment is in line with national expectations. This represents a continued trend of improvement brought about in part by the developments in teaching strategies. Pupils build on the good start in reception. In year 1 all pupils know doubles up to ten. They can count backwards from twenty and are beginning to make the connection between counting back and taking away. They are beginning to recognise the mathematical symbols used in addition. They can add single digits to ten and give instant answers by recognising the pattern. In year 2 most pupils can recall addition and subtraction facts to ten and some can go well beyond this. Some pupils are able to use remembered number facts to tackle more difficult problems. They can count in hundreds from zero to one thousand and back to zero.
6. In lessons at Key Stage 2 most pupils make good progress and attainment is generally above national expectations. In Year 3 pupils can multiply by four by doubling and doubling again. They can partition two digit numbers into tens and units as a mental calculating strategy. They can order by size a series of fractions with different denominators. In year 4 pupils have good recall of multiplication tables facts and can derive division facts from them. Year 5 pupils can identify and plot co-ordinates in the second quadrant, which is work recommended for Year 6 in the National Numeracy Strategy. Pupils in Year 6 can use decimals to two decimal places and can classify a range of quadrilaterals using a full range of properties and can devise their own appropriate methods of recording their work. All pupils with special educational needs make good progress.
7. Pupils' numeracy skills are used well across the curriculum. They have used their knowledge of co-ordinates in geography and use mathematics while collecting, recording and collating data in science. Older pupils made the connections between their knowledge of negative numbers to the negative temperatures indicated on a thermometer in a science lesson.
8. The quality of teaching is satisfactory at Key Stage 1 and good and sometimes better at Key Stage 2. In one excellent lesson with older pupils the teacher shared the lesson's objectives with the pupils, had very high expectations, very good subject knowledge and used appropriate mathematical vocabulary. The lesson was delivered with pace and any tasks set were time limited. Generally in the better lessons a whole range of teaching methods are well used and include whole class, group and individual work with stimulating activities that lead to good

achievements.

9. The pupils' response is good overall. They respond eagerly to the opportunities to explain mental strategies and to demonstrate to the class. They work with good concentration. Relationships are very good. Pupils co-operate and work well together and they also relate well to adults. Pupils' behaviour is generally good except occasionally where weak behaviour management leads to some challenging behaviour. Pupils generally take a pride in their work and consistently present it well.
10. The school has made effective improvements to the planning and assessment procedures and the subject leadership since the last inspection. The subject leader is confident and enthusiastic and regularly monitors both the planning and the teaching of mathematics throughout the school. He provides good leadership and support for colleagues. A range of tests is undertaken and records of individual pupil progress are systematically recorded. The test results are carefully analysed for any trends and the findings are used effectively to identify any areas of weakness in the curriculum. The school has fully implemented the National Numeracy Strategy and this is having a positive effect both on standards achieved and pupils' enjoyment of the subject. Resources are good and are used to help pupils develop their mathematical understanding. Teachers are expected to assess pupil performance during lessons and make notes so that this assessment can inform future lessons. This is not always done and can affect the progress of some pupils.

#### 149. **Science**

1. The 1999 teacher assessment at the end of Key Stage 1 indicates that attainment is below national expectations. Inspection findings, however, puts attainment in line with these expectations. By the end of the key stage pupils have a good understanding of the process of scientific investigation. They are able to talk about fair testing. They know, for example, when mixing different substances with water that the same amount of water needs to be used on each occasion. Pupils make simple predictions based on their prior knowledge and understanding and carry out experiments to test the predications. They can recognise and describe a range of materials and are developing an appropriate scientific vocabulary.
2. The results of the 1999 end of Key Stage 2 national tests and teacher assessments indicate that attainment is in line with national average. Inspection findings confirm this. By the end of the key stage pupils have a good understanding and knowledge of all the required aspects of science. For example they have a good knowledge of a variety of materials and their properties and are able to make predications about thermal suitability based upon that knowledge and can make hypotheses about a control experiment.
3. Pupils' progress is satisfactory at Key Stage 1 and good at Key Stage 2. Pupils' knowledge and understanding are reinforced through carefully planned practical and investigative work. At Key Stage 1 pupils are becoming confident in using scientific terminology. Pupils are encouraged to present their work in a scientific style. At Key Stage 1, for example, they begin to produce simple labelled drawings so that as they progress through Key Stage 2 their diagrams become more sophisticated as in year 4 where pupils are producing diagrams of electrical circuits using the accepted conventions. Pupils at Key Stage 2 make good progress because they re-visit topics and are able to build systematically on previous knowledge. For example pupils were observed in year 3 and year 6 working with solutions. While the year 3 pupils were making simple observations the year 6 pupils had recognised that solubility is reversible whilst some chemical and physical changes are not. Pupils also make good progress in scientific recording and are encouraged to devise their own systems. Pupils use spread sheets on the computer to enter data from experiments. Pupils with special educational needs make good progress.

4. Pupils' attitudes to science are good overall. Pupils are interested in the work. They readily support one another in practical tasks and collaborate well on joint investigations. Pupils listen well and are eager to participate orally in lessons. They handle scientific equipment carefully and are conscious of the need for safety during experiments.
5. The quality of teaching is good overall and is never less than satisfactory. Where the quality of teaching is excellent the teacher starts by explaining the purpose of the lesson to pupils, keeps their interest with effective questioning, has very good subject knowledge and provides appropriate challenge. Resources are well prepared and lessons well planned although assessment in lessons is not always evident and this can lead to certain pupils' progress being affected.
6. The school has adopted the Bedfordshire Science Scheme. This supports successful teaching and learning. It provides clear guidance for non-specialist teachers so that pupils' knowledge, skills and understanding build progressively throughout the school.
7. Arrangements for the assessment of science are satisfactory. Pupils' scientific skills are assessed regularly. At the end of each scientific topic individual assessments are made and these become part of each child's assessment portfolio. National tests are analysed to identify areas for improvement.
8. The teaching of science contributes much towards the pupils' spiritual and social development. Pupils develop a respect for living things and an awareness of the need for sustainability through care for the environment.
9. The subject leader provides good leadership for the subject. She is enthusiastic and has a clear vision of how the subject should develop and provides good support for colleagues. The subject leader scrutinises planning and undertakes formal monitoring of teaching as part of her role and this is having a positive effect on the standards of teaching and learning.
10. Since the last inspection the school has secured improvements in the quality of teaching in science, enhanced the resources available and has further developed the role of the subject leader.

#### 159. **Information and Communication Technology**

1. At the time of the last inspection standards in information technology were judged to be generally satisfactory and in line with national standards but with some unsatisfactory features in Key Stage 2. The progress made by pupils was satisfactory except in Years 5 and 6 where it was too slow. Some teachers had an insecure knowledge of the subject and no in-service training had taken place. The role of the subject leader was under developed and pupils' work was not monitored or evaluated. The school has made satisfactory progress in developing this subject and is now well poised to improve it further.
2. Pupils at Key Stage 1 make satisfactory progress and at the end of Key Stage 1 the majority of pupils achieve standards that are in line with national expectations. However attainment at the end of Key Stage 2 is below the expected standard and progress over time is unsatisfactory. Pupils with special educational needs and more able pupils make satisfactory progress. Recently the school has re-equipped with a new computer network and teachers have undertaken in-service training to improve their subject knowledge and skills. This has had a very positive impact upon the information and communication technology provision within the school and has improved the rate of progress made by the older pupils. The planned curriculum provides for the continuous

and progressive development of skills and makes appropriate links with other areas of the curriculum. Pupils are given useful opportunities to develop their numeracy and literacy skills through the use of information technology. For example pupils in Year 5 are able to justify the formula used in their shopping spreadsheet and check their calculations for accuracy.

3. Year 1 pupils are familiar with the screen format and are able to access the required program by double clicking on the icon. With help, pupils are able to enlarge the font size. Many can locate the space bar and enter key on the keyboard. Some pupils are familiar with the location and purpose of the delete key. When using a painting program, Year 2 pupils are able to select the colour, the size of brush and the density of colour to form patterns and pictures. They are able to use the eraser and delete key to amend their pictures and they know how to send work to a remote printer.
4. At the beginning of Key Stage 2 pupils build upon their earlier experiences appropriately and many have a satisfactory range of skills that they are able to apply to a range of subjects. For example pupils in Year 3 in a science lesson are able to enter data onto a simple spreadsheet as a means of recording their findings. However by the end of Key Stage 2 pupils do not attain the expected standard. In lessons pupils are seen to be attaining levels that are appropriate for their age within a limited range of activities but by the end of the key stage many older pupils have deficits in their understanding and in their computer skills. Pupils without a computer at home have underdeveloped control of the mouse and are unfamiliar with the keyboard. Although they are aware that it is possible to type in text they are unsure how to edit this. They have limited knowledge of spreadsheets or aspects of control technology. The extra-curricular computer club is helping some pupils to address their lack of prior experience and the school's policy to give priority to those pupils without access to a computer at home is a sensible one.
5. Pupils in both key stages have a positive attitude towards Information and Communication Technology and talk enthusiastically about the work that they have done since the new computers have been installed. They work together well in small groups and share their collective knowledge effectively. They work to solve problems with a good degree of independence but know when it is appropriate to seek assistance. They are able to explain, with confidence, what they are doing and what happens when they take a particular action.
6. Teaching in both key stages is satisfactory overall and occasionally it is good. Most teachers are working confidently with the support of the skilled and knowledgeable subject leader. Teachers set clear objectives for their pupils' learning and give clear explanations. Direct teaching is used well to introduce pupils to new programs and to demonstrate skills. Useful prompts are displayed near to computers and teachers generally make the task relevant to other aspects of the curriculum. Teachers suitably monitor the progress of pupils working on the computer providing assistance when needed and maintaining an appropriate pace by reminding pupils of the time available. In the most effective lessons activities are pitched at levels which match the needs of different pupils in the class presenting a good level of challenge to all pupils.
7. Following the successful bid for National Grid for Learning funding the school has a good quality network with a comprehensive range of software with which to deliver the curriculum. This provision allows pupils appropriate access to computers in lessons. The subject leader oversees the subject proficiently. Resources are organised well and suitable in-service training has been arranged to develop the skills of all staff. She is fully aware of the current position within her area of responsibility and has a good strategic view of future developments.

## 166. Religious Education

1. The policy for religious education is developed around major religions and follows the locally Agreed Syllabus. During the course of the inspection it was possible to observe very few religious education lessons, particularly at Key Stage 1. However, from discussions with pupils and staff and scrutiny of teachers' planning documentation, there is sufficient evidence that standards are generally in line with those expected locally and nationally at Key Stage 1, and above this at Key Stage 2 where progress is good.
2. At Key Stage 1, pupils express opinions about right and wrong when discussing the characters in the story of the Little Red Hen in 'Circle Time'. They show growing awareness of acceptable behaviour and relate this to their own experience. They are beginning to make moral judgements, for example, saying what little red hen should have done. Pupils are confident to justify their opinions and say what they would have done given the same circumstances. They express their feelings when they share sweets or receive them and can give examples of when they share things in school. Pupils are beginning to link morality to Christian teaching through listening to Bible stories in assembly and understand that we cannot judge people from their outward appearance and that God sees good in all people.
3. At Key Stage 2, pupils show good understanding of Christianity and other major world religions, which they have studied. They are able to make telling comparisons between Christianity and Judaism when considering special days for both religions. Pupils understand the significance of the different artefacts used during the Shabbat meal and offer ideas about what constitutes a blessing and when it is used. They share their thoughts and feelings about Shabbat and consider their own beliefs. Pupils have a good understanding of the special meaning of ceremonies and festivals associated with different religions and relate these to the patterns of activities in their own lives. Pupils develop their understanding of morality further by exploring the lives of people who have dedicated their lives to a cause, for example, Frederick Douglas and William Wilberforce. They are able to debate maturely the reasons why slavery should be abolished and offer well thought out solutions to abolish it in Third World countries today. Many pupils show great perception and insight when discussing a picture of a child slave and demonstrate their understanding of the rights of fellow human beings and of the existence of slavery today. They make good progress in showing a keen awareness of situations, which raise questions of right and wrong requiring them to make moral choices.
4. In the lessons seen, younger pupils generally are attentive and interested. Most show respect for other pupils and their opinions and are confident to express their feelings when it is their turn. Older pupils listen attentively and reflect carefully. They show great interest in the pictures and artefacts and ask pertinent questions about them to gain a better understanding. Pupils show reverence as they re-enact the Shabbat meal and show respect as they handle the artefacts.
5. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Lessons are well prepared, resources are used effectively and planning has clear learning objectives. Teachers guide discussion well and show sound subject knowledge. They provide older pupils with many opportunities for debate and reflection, taking into account the abilities of all pupils.
6. Planning for the subject is undertaken each term to allow the school to respond to local, national and international events. Religious education is planned in a cross-curricular way, with reference to all subject areas and the locally Agreed Syllabus. Medium-term objectives are planned to reflect increasing challenge, continuity and progression. Religious education has developed significantly over the past few years and has moved away from being purely knowledge-based and passively received, towards a more experiential concept and this is reflected in the planning.

The school takes advantage of any current relevant initiatives to make the subject lively and dynamic, for example, visits to the theatre to see “Joseph and his Amazing Technicolour Dreamcoat” and to the Jewish Life exhibition. The school is well resourced with artefacts but plans to supplement the number of books available. The subject is further enhanced by visits from local clergy who contribute to assemblies and visits by pupils to the local churches.

7. Currently, no formal assessments of attainment in the subject are made other than by teacher observation. There are plans to begin monitoring religious education and assemblies during the current academic year and the policy will be reviewed next term with reference to the new locally Agreed Syllabus.
8. The school is making progress towards its aim of weaving religious education into the school ethos and curriculum to make it relevant to pupils’ everyday lives. It is beginning to develop them as caring individuals who are able to empathise with others and respond to their needs.

## **OTHER SUBJECTS OR COURSES**

### **174. Art**

1. It was not possible during the inspection to observe much teaching of art at Key Stage 1, however, a scrutiny of pupils’ work, the displays around the school and discussions with teachers and pupils enabled judgements to be made.
2. At Key Stage 1, pupils attain standards appropriate to their age and make satisfactory progress. Pupils mix paints to obtain different shades successfully using primary colours, black and white. They use brushes carefully to create pictures in the style of George Seurat using a dot technique. Pupils are successful in creating shading and density by blending or spacing the paint dots. They make appropriate progress to improve their techniques and produce improved paintings from the previous lesson.
3. At Key Stage 2, attainment is above average and pupils make good progress. Working from detailed observational drawings of cross sections of fruit and vegetables, pupils make designs which they translate into patterns and pictures using a variety of materials. They have a good understanding of tone, harmony and contrast and apply this well using oil pastels, collage, embroidery and tile prints to produce very successful designs. Pupils make deductions about the lives and times of people and cultures by looking at artefacts and works of art from different countries. They show good knowledge of materials when they describe the artefacts and how they are made. Pupils understand the technique of batik painting and draw on previous experience to say what type of design would be suitable for this form of art.
4. Pupils recognise the characteristics of Japanese art from watching the Japanese classroom assistant demonstrate a simple painting and by looking at designs on artefacts displayed in the classroom. Pupils are able to compare and contrast the work of Paul Klee with Japanese art and say which style would be more appropriate for a batik design. They collect and organise information from a range of reference and resource materials to formulate ideas for their work. The Japanese assistant is well used by pupils as a valuable source of information about her country and its culture. Through discussions with her, the class teacher and each other, pupils experiment, compare results and adapt their work as a result of evaluation. Pupils make good progress in developing skills and techniques. They develop their ability to record accurate and detailed observations and make effective use of tools such as pencils and fine brushes. There is good progression in their knowledge, appreciation and understanding of the works of other artists and cultures.



5. At Key Stage 1, pupils have a positive attitude to the subject, concentrate well and show sustained interest. At Key Stage 2, pupils work well both independently and co-operatively. They make informed decisions about their work and choose their own tools and techniques. Pupils work with care, concentrate very well and persevere with work to finish tasks. Great pride is taken in the presentation of work and pupils are ready to evaluate their own efforts and those of others and seek ways to improve. The subject makes a significant contribution to pupils' spiritual and cultural development and, in some lessons, pupils' response is uplifting.
6. Overall, the quality of teaching at Key Stage 2 is good, with some very good. Generally, teachers have good subject knowledge, have very well-established classroom routines and create purposeful learning atmospheres. There is a brisk pace to lessons and expectations, although high, are modified for the lower attaining pupils through careful questioning. Visual stimuli are used well to inspire pupils and teachers give many opportunities for independent research, experimentation and individual response. Lessons are carefully planned with clear learning objectives and stages of development. Pupils are challenged to experiment and try out new skills and are given praise and encouragement to improve. Good use of demonstration, explanation and examples of artists' work further inspire pupils to try new techniques. Well-presented displays of pupils' completed work celebrate their achievements and create a very attractive and stimulating environment. This builds pupils' self esteem and confidence and so adds to their positive motivation. Assessment of pupils' work is facilitated through identified outcomes and using sketchbooks for monitoring progress. The school has identified assessment of art as an area for further development. There are detailed schemes of work to ensure continuity and progression of skills and knowledge throughout the school. Planning is both cross curricular and discrete, in that specific school initiatives or topics are planned for and also art specific study units. The subject has developed significantly over the past few years from being purely illustrative, with one-off lessons to illustrate other subjects, to one that is truly cross-curricular with a growing emphasis on the teaching of skills. In conjunction with the display policy, art makes a significant contribution to the quality of the learning environment and makes a statement about how pupils are valued in the school.

## **Design Technology**

1. The school teaches design and technology in association with broad topics and as none of these is being undertaken at present no teaching of the subject was observed. More over only one class had examples of work within the subject. Judgements regarding design and technology have been from observations of work, scrutinising planning and policies, and interviewing the headteacher.
2. The school has an extensive policy for design and technology which, if implemented fully, would ensure that all pupils make appropriate progress. In year 3 the pupils have been designing Joseph's coat of many colours after a visit to the theatre. This work has been well executed with careful design being transferred into finished product and the attainment and progress is appropriate for the age of the pupils. The school has adequate resources for this subject.

## **Geography**

1. It was not possible during the inspection to observe the teaching of geography at either key stage. The geography focus took place during the summer term and evidence is well documented in the subject portfolio. Using this evidence, discussion with pupils and staff, scrutiny of work and teachers' planning, it is possible to establish that standards of attainment are about average in relation to national expectations at Key Stage 1 and above this at Key Stage 2.

2. Younger pupils can identify places on a map of Hutton Cranswick and draw their own map of the locality, showing certain features such as the church, war memorial, school and shop. They can compare and contrast the coastal area of Flamborough to their own locality in terms of geographical features, buildings and population. From their recent study of the Caribbean and Africa they know that the climates are different from England and that certain fruit can be grown there which cannot be grown in this country.
3. Pupils in Year 6 show a good understanding of map reading and using grid references based on their experiences of orienteering on a residential visit to Wales. They explain what contours are on a map and how these denote high or low ground. Pupils can name the continents and explain how these are different from countries. They use the correct geographical terminology in their descriptions of the residential visit, for example, fieldwork, surveys, resources, weather patterns and contours. Pupils are able to compare and contrast Hutton Cranswick to Wales in respect of land formation, settlements, occupations and population. They understand how to conduct weather surveys and represent their findings using data bases on the computer.
4. As pupils move through the school, they make good progress in using geographical and research skills through projects, first hand experience, visits and visitors. They show a growing awareness of their own locality and the climates, vegetation, terrain and living patterns in other countries of the world.
5. Pupils at Key Stage 1 show positive attitudes to geography and are willing to talk about what they have enjoyed learning. They show an interest in what it must be like to live in certain countries.
6. Older pupils are very confident when relating what they have learned. They show enthusiasm when describing the residential visit and say which parts they found challenging and interesting.
7. In line with modifications to the National Curriculum, the school uses some of the medium term plans from the QCA (Qualifications and Curriculum Authority) units and have refined its existing schemes of work, which are followed at both key stages. This ensures that throughout their time in the school, all pupils study elements of local, national and international geography. Each year, there is an assessed piece of work, which is put into pupils' portfolios. There are future plans to enhance the monitoring and assessment of the subject.
8. Geography is continuing to develop through the provision of an exciting and stimulating range of activities. The subject makes a significant contribution to pupils' spiritual, social and cultural development. This has been achieved through visitors from the West Indies, Ghana, Japan and Africa. This has enriched pupils' experience of the art, music, history and culture of these countries. Letters, faxes, videos and photos are exchanged with a school in Italy in order to strengthen pupils' understanding of a different European culture. To increase pupils' understanding of world maps and locations around the world, pupils have become personally involved with the travels of Einstein, the school 'owl.' He goes with staff on their holidays and travels with a log book and is photographed in a variety of locations. The development of the school's information and communication technology facilities helps to bring geography alive through the use of the Internet and E-mail.
9. The school has adequate resources to deliver the geography curriculum and this is further enhanced by exciting and stimulating artefacts from different countries. The subject leader is knowledgeable and very enthusiastic and this has a positive impact on the quality of provision in the subject.

## History

1. Due to the curriculum structure of the school, no lessons in history were observed during the week of the inspection. However, from scrutiny of work, classroom displays, the subject portfolio and discussions with staff and pupils, evidence suggests that attainment is broadly in line with national expectations at Key Stage 1 and above this at Key Stage 2.
2. Pupils at Key Stage 1 can compare and contrast modes of transport in past times with those of today. They explain why travelling in the past was noisy, slow, uncomfortable and cold compared with the present day. Pupils know the differences between horse drawn vehicles and cars, trams and buses, steam and diesel trains and can say how transport has improved over the years. They are beginning to recognise the contribution made by people in the past through their inventions and discoveries, for example, by explaining about George Stephenson and the Rocket.
3. Older pupils at Key Stage 2 explain how the Ancient Egyptians lived, their belief in different gods and their contribution to the modern world. They describe in detail the process of making papyrus and the mummification process. Pupils offer opinions and views about the poverty and cruelty of Victorian times. They compare this with the present day and recognise that these aspects still exist in their own country and other countries of the world.
4. Pupils show a good understanding of research skills and know how to find information about the subject through books and information technology.
5. Pupils at Key Stage 1 have positive attitudes towards the subject and talk enthusiastically about their visit to the Hull Transport Museum. They show interest in photographs of the visit and are confident to explain the things they have seen and what they have enjoyed most. Pupils express a liking for learning about people in the past. Pupils at Key Stage 2 talk very enthusiastically about their studies of Victorian times and the Ancient Egyptians. They are particularly interested in the artefacts which they have handled and express fascination at the rites and beliefs of Ancient Egypt.
6. All history at both key stages is taught through the five key elements. In recent years, emphasis has been placed on developing pupils' understanding of chronology and their enquiry skills. Most teaching is whole class with work differentiated for ability groups, although this varies according to the activity. There are detailed medium term plans, which ensure continuity and progression through both key stages. Cross-curricular links are identified in teachers' weekly plans and in the history policy to ensure that history is more meaningful and interesting for the pupils. There are plans to develop schemes of work for older Key Stage 2 pupils so that they can study periods of history which are closer to their experience, for example, Year 5 pupils will study life in the 1950s and 1960s. Assessed pieces of work with an evidence sheet detailing future targets are added to pupils' individual portfolios every year in order to track progress.
7. The effective use of educational visits plays an important part in the overall quality of the work in history and the school takes advantage of many local museums to enhance pupils' knowledge and understanding of the past. A visit from an archaeologist gave pupils an insight into how history is researched by piecing together evidence from the past.

## 198. Music

1. No class music lessons were observed at Key Stage 1. Contributions from younger pupils in 'sung worship' and in assembly indicate that by the end of Key Stage 1 pupils are achieving standards that are in line with national expectations. They are able to sing a range of songs in

tune and in time. They are able to sing in unison with an awareness of their fellow performers and they are able to incorporate the appropriately dynamics and tempo, their breathing is controlled and their diction is clear. In discussion with pupils it is evident that they are accustomed to listening to music and understand that music can convey a story and that this often involves a sequence of musical events. They recall working together to compose a musical story and they are beginning to appreciate that music varies from culture to culture for example they are able to describe and talk about the differences between the Caribbean music and the Chinese music that they have heard.

2. By the end of Key Stage 2 pupils are attaining levels that are above those found nationally. They have a growing musical vocabulary and are well accustomed to discussing and appraising musical pieces. They are able to describe the mood of musical items and justify why the piece suggests this to them. They are able to identify the orchestral instruments playing and how these are used in different ways to create an effect. They are able to talk knowledgeably about the musical traditions of other cultures. Older pupils are able to use both percussion instruments and their orchestral instruments to compose music, record this using graphic notation and perform it for others. For example Year 6 pupils created a "space" composition using a variety of instruments and voice whilst Year 4 pupils represented a story with a sequence of sounds.
3. Pupils at Key Stage 1 make steady progress in developing a repertoire of songs, in controlling sounds using a variety of instruments and in listening to and appraising music of different forms. Pupils at Key Stage 2 make good progress. They are given good opportunities to develop an appreciation of music and develop their own performances. The older pupils have recently been introduced to the steel drums and have made rapid progress in learning about these. They are already able to name the different pans, use the beaters to sustain a roll on a given note, locate a variety of notes on different pans and use these to play a simple tune. Many pupils in Key Stage 2 play the recorder and several have lessons from visiting specialists for woodwind, strings and brass instruments. The skills gained through these experiences are utilised well within class lessons and are further developed through the opportunities for pupils to participate in the school orchestra and musical ensembles. A choir drawn from all of Key Stage 2 enhances the singing in the school.
4. The school is developing a strong musical tradition. Pupils are encouraged to develop their response to music through writing, art and dance and this contributes positively to pupils' skills in these areas, but there are few opportunities for pupils to extend their musical composition through the use of information technology. Otherwise the music curriculum is well balanced and the variety of musical activities available enables all pupils to access the music curriculum with success and in particular it provides good opportunities for the gifted and more able.
5. Pupils have a very positive attitude towards music and are eager to participate in the wide range of musical activities available. All pupils are confident and show enjoyment in their performances. They listen attentively to music and respond imaginatively and thoughtfully to the pieces they hear. They show good levels of self-control when playing instruments and work together well to develop their own compositions. They handle instruments with care and take responsibility for them well. They are considerate of others as they play both individually and collaboratively. When singing pupils are aware of posture and the need to attend closely to the teacher's directions in order to improve their performance. Those undertaking instrumental tuition practise regularly and arrive at the lesson well prepared. Pupils behave well during music lessons.
6. As no class lessons were observed at Key Stage 1 it is not possible to judge the quality of teaching in this key stage. Teaching at Key Stage 2 is very good. The subject leader who has a very good knowledge of the subject and uses her expertise skilfully teaches most music lessons. The teacher's planning identifies clear and appropriate learning objectives that are shared

effectively with the pupils. The teacher has high expectations and demands high standards. She makes good use of questioning to extend pupils' thinking and gives suitable opportunities for pupils to express their ideas and share their opinions with the rest of the group. Pupils are organised well and a good pace is maintained. The subject leader is energetic in her delivery and transmits her own enthusiasm to the pupils. Resources are well chosen to both promote the intended learning and for relevance to other areas of the curriculum. For example the use of Yiddish music and extracts from "Fiddler on the Roof" support well the work on Judaism in religious education. Teaching in musical workshops and assemblies appropriately develops the pupils' choral singing and provides suitable opportunities for pupils to perform to a wider audience. Tuition provided by specialist musicians visiting the school is of good quality. Extra-curricular activities including the orchestra and the choir are well organised and effectively enhance the musical experiences of pupils.

7. Music makes a very strong contribution to the schools provision for the spiritual, social and cultural development of pupils. Pupils are encouraged to reflect and discuss the music they hear. They are encouraged to work together to support each other and improve on the collective performance. They are expected to take responsibility for instruments and develop the self-discipline of practice and rehearsal. The music curriculum provides very good opportunities for pupils to develop an awareness and appreciation of other cultures.
8. At the time of the last inspection the role of the subject leader was not fully developed to include monitoring and evaluating the provision across the school. Good progress has been made in addressing this issue. A new teacher with a specialism in music has been appointed to the post and she manages this area of the curriculum very well. She has helped colleagues to develop an interesting and varied curriculum and she monitors its implementation through discussion with staff and through a review of the progress made by their pupils. Arrangements are in place for classroom observations to be undertaken within the school's cycle of monitoring. She is well aware of the work undertaken in each class and has established high expectations throughout the school. She has a good strategic view of the developments needed to promote further development.

## **Physical Education**

1. Overall pupils including those with special educational needs, make good progress and at Key Stage 2 the progress is very good. By the age of seven pupils can travel across the floor in a variety of ways and are beginning to link movements together into sequences. Most pupils can catch a ball consistently and can throw or roll a ball to a partner with accuracy. The school's good provision for this subject has been maintained and further enhanced since the last inspection.
2. Throughout Key Stage 2 pupils' skills are systematically developed, and all pupils, including those with special educational needs, build well upon their previous learning. Pupils enjoy a broad programme of physical education activities that includes gymnastics, dance, games, and at Key Stage 2, swimming and outdoor activities. All year 3 pupils take part in the annual swimming programme in the summer term with the majority of those taking part able to swim 25 metres by the end of the programme. By the time they leave school, most pupils understand the short-term effects of exercise on the body and can discuss these changes. The majority of pupils have appropriate skills for playing team games such as netball and football. In gymnastics the older pupils can demonstrate skills with precision and perform sequences with fluency and clarity. They can transfer floor sequences and balances to large pieces of apparatus and some are working at a level beyond that normally seen in a primary school. In dance pupils are making very good progress in developing the control needed in the movements required in a variety of dances and can successfully depict emotion through movement. Most pupils show positive attitudes to physical education and with the exception of a few pupils in one Key Stage 1 class, behave well in

lessons. They listen carefully to instructions and are keen to improve their performance through practice and perseverance. They show independence in organising themselves to carry out the tasks. They respect and take good care of the resources they use. They take care when putting out equipment and apparatus and have good awareness of the need for safety in physical education.

3. The quality of teaching is good overall and very good at Key Stage 2. Where teaching is very good, staff are knowledgeable about the subject and have high expectations of their pupils. There is very good interactive teaching with pupils used to demonstrate techniques and work of quality. Staff prepare well and plans for teaching are mostly good and show progression and continuity of skills through the different year groups. Praise is used well to encourage pupils self esteem and confidence. Four teachers have received training in the TOPS Programme (Sports Council).
4. The subject is effectively planned to cover all the programmes of study of the National Curriculum. The subject leader, although only holding this leadership on a temporary basis, is nonetheless enthusiastic and is proud of the schools achievements. The school has very successful football and netball teams. The school places emphasis on the role that physical education plays in the pupils' personal and social development where citizenship, sporting behaviour, fair challenges and doing ones best are emphasised.
5. Resources are good and although the hall is rather small for larger classes, the school has a good, well used school field. The school offers a good range of sporting activities outside the school day and successfully competes in competitive sport.

## 211. PART C: INSPECTION DATA

### SUMMARY OF INSPECTION EVIDENCE

1. Four inspectors including a lay inspector, visited the school for a total time equivalent to 14 days. Before the inspection members of the team attended a meeting of the parents to discuss inspection issues and to hear the views of 23 parents who attended. In addition, 92 completed questionnaires were analysed.
2. The main evidence considered by the inspection team was gathered from:
  - Observation of 61 lessons or part lessons, covering all classes and including pupils with special educational needs, for a total of some 40 hours;
  - Attendance at daily acts of collective worship, and observation of registration periods and extra-curricular activities;
  - Observation of pupils' behaviour in and around school;
  - Listening to a sample of pupils from across the school reading
  - Examining a representative sample of pupils' work from each class undertaken since the beginning of the term, work on display around the school and work in progress;
  - Examining portfolios of work retained from the previous year;
  - Discussions with pupils about their work;
  - Discussions with the headteacher, the deputy headteacher, teachers and education support staff, others staff working in the school, governors and parents;
  - Scrutiny of the school development plan, minutes of meetings of the governing body, policy documents, teachers' planning and other documentation;
  - Examination of registers, financial statements, records of pupils' progress and reports to parents;
  - Examination of the use of the accommodation and resources provided by the school for the pupils.

### DATA AND INDICATORS

## 1. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of special educational needs	Number of pupils on school's register of special educational needs	Number of full-time pupils eligible for free school meals
YR - Y6	197	1	24	19

## Teachers and classes

### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	7
Number of pupils per qualified teacher	25:1

### Education support staff (YR - Y6)

Total number of education support staff	4
Total aggregate hours worked each week	65

## Financial data

Financial year: 1998/99

	£
Total Income	343,196
Total Expenditure	350,988
Expenditure per pupil	1,782
Balance brought forward from previous year	6,043
Balance carried forward to next year	-1,749



## PARENTAL SURVEY

Number of questionnaires sent out:	197
Number of questionnaires returned:	92

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	19.8	69.2	8.8	2.2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	25.3	60.4	6.6	5.5	2.2
The school handles complaints from parents well	9.0	40.4	31.5	16.9	2.2
The school gives me a clear understanding of what is taught	17.4	50.0	18.5	13.0	1.1
The school keeps me well informed about my child(ren)'s progress	17.4	54.3	15.2	13.0	0
The school enables my child(ren) to achieve a good standard of work	16.5	71.4	4.4	6.6	1.1
The school encourages children to get involved in more than just their daily lessons	32.6	53.3	9.8	3.3	1.1
I am satisfied with the work that my child(ren) is/are expected to do at home	17.6	62.6	16.5	1.1	2.2
The school's values and attitudes have a positive effect on my child(ren)	14.1	67.4	14.1	4.3	0
The school achieves high standards of good behaviour	10.9	67.4	12.0	9.8	0
My child(ren) like(s) school	30.4	58.7	9.8	1.1	0

### Other issues raised by parents

Some parents are concerned about the high number of pupils in some classes.

Some parents would like more opportunity for all pupils to be involved in drama productions at Christmas.

Some parents feel there is too little opportunity for parental views to be considered when decisions are being taken.

Parents of younger pupils would like there to be more opportunity for extra-curricular activities in Key Stage 1.