

# INSPECTION REPORT

**Burneston CE (Aided) Primary School**  
Bedale

LEA area : North Yorkshire

Unique Reference Number : 121619

Headteacher : Mrs C.M.Woodward

Reporting inspector : Dr J.N.Thorp  
6327

Dates of inspection : 8 –10 November 1999

Under OFSTED contract number: 707650

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

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and junior
Type of control :	Voluntary aided
Age range of pupils :	4 – 11
Gender of pupils :	Mixed
School address :	Burneston Bedale North Yorkshire DL8 2HX
Telephone number :	01677 423183
Appropriate authority :	Governing body
Name of chair of governors :	Revd. C.Mansell
Date of previous inspection :	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
J.N.Thorp, Rgl	Children under 5; English; Art; History; Music	Attainment and progress; Teaching
J.Garland, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development; Attendance; Pupils' spiritual, moral, social and cultural development; Support, guidance and pupils' welfare; Partnership with parents and the community
R.W.Hardaker	Mathematics; Design and technology; Physical education	Leadership and management; Efficiency
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## **REPORT CONTENTS**

## **Paragraph**

### **MAIN FINDINGS**

What the school does well  
Where the school has weaknesses  
How the school has improved since the last inspection  
Standards in subjects  
Quality of teaching  
Other aspects of the school  
The parents' views of the school

### **KEY ISSUES FOR ACTION**

### **INTRODUCTION**

1 - 7

Characteristics of the school  
Key indicators

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

#### **Educational standards achieved by pupils at the school**

8 - 23

Attainment and progress  
Attitudes, behaviour and personal development  
Attendance

#### **Quality of education provided**

24 - 50

Teaching  
The curriculum and assessment  
Pupils' spiritual, moral, social and cultural development  
Support, guidance and pupils' welfare  
Partnership with parents and the community

#### **The management and efficiency of the school**

51 - 71

Leadership and management  
Staffing, accommodation and learning resources  
The efficiency of the school

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

#### **Areas of learning for children under five**

72 - 80

#### **English, mathematics and science**

81 - 115

#### **Other subjects or courses**

116 - 171

### **PART C: INSPECTION DATA**

#### **Summary of inspection evidence**

172

#### **Data and indicators**

## MAIN FINDINGS

### What the school does well

Pupils' attainment is above average in English mathematics and science

- Pupils with special educational needs make good progress
- Teaching of children under 5 is consistently good
- The school makes good provision for pupils' spiritual development
- Leadership of the school is good; the new headteacher provides a vision for future development of the school
- Financial planning is good and the school is managed efficiently
- The school provides a valuable focal point for the widespread community it serves and with which it has good links
- Governors are increasingly involved in the life of the school and aspects of management; targets for improving standards of attainment are set
- The school has responded well to the demands of the national literacy and numeracy strategies

### Where the school has weaknesses

Pupils' attainment in information technology is below average at the end of both key stages; the limited opportunities they have to use the computers restricts their progress

- I. Pupils are capable of making even more progress in most subjects
- II. Teachers make insufficient use of assessment information in their planning
- III. A minority of pupils display unsatisfactory attitudes to learning; their behaviour is not always consistently managed across the school
- IV. Procedures for monitoring the effectiveness of teaching and learning are underdeveloped
- V. The space available in school is not used as efficiently or effectively as it could be; there is no secure outdoor play space for children under 5
- VI. There is insufficient emphasis on developing pupils' understanding of our contemporary multicultural society

Although some weaknesses have been identified, and these will form the basis of the governors' action plan for development to be sent to all parents, they are outweighed by the real strengths of the school, which are contributing to the standards of attainment pupils achieve.

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

The school has made satisfactory progress in addressing the weaknesses identified in the previous inspection report. Teachers' curriculum planning is now more consistent in format and there is a clearer focus on learning objectives. However, the weekly planning schedule remains insufficiently flexible to enable teachers to use information from assessment to ensure that individual lessons are planned to meet individual learning needs, including the provision of more challenge for higher attaining pupils. While the role of individual co-ordinators was developing at the time of the last inspection, the school still needs to extend their role to ensure they contribute effectively to the management of the

curriculum. Teachers' marking shows improvement in some areas, but it remains inconsistent, particularly across Key Stage 2. The school has maintained its positive ethos and continued to develop pupils' social skills. Pupils still need more opportunities to take appropriate responsibilities however. Available support staff are now more appropriately deployed, including that provided for children under five. The new headteacher has been successful in evaluating the current situation and the school is well placed to continue improving.

### Standards in subjects

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	Key	
English	A	A	<i>well above average</i>	A
Mathematics	A	A	<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
Science	A	A	<i>well below average</i>	E

This table indicates that the results of pupils' statutory assessment when they left the school at the end of last year were well above average in English, mathematics and science compared with all other schools, and when compared with similar schools. In both mathematics and science pupils achieved higher standards than they had the year before. Taken together, standards of attainment in these three subjects have risen steadily over the last three years. Pupils make insufficient progress in extending their skills in information technology and their attainment is below average by the end of both Key Stage 1 and Key Stage 2.

### Quality of teaching

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

**During the week of the inspection, teaching was satisfactory or better in every lesson seen. In around half of these lessons teaching was good or 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.*

## Other aspects of the school

Aspect	Comment
Behaviour	Pupils' behaviour is generally good. However a significant minority of pupils display inappropriate attitudes in some lessons, paying little attention to what their teachers are saying or calling out in response; at times they are disrespectful during collective worship. While pupils' personal development is satisfactory, older pupils need more opportunities to take responsibility.
Attendance	Attendance is broadly in line with the national average. Most pupils arrive punctually to school despite the distances they travel.
Ethos*	Positive. Relationships in the school are good in the main and most pupils want to learn. Their views and contributions are welcomed and respected. While there is an appropriate emphasis on raising standards of attainment, the school also provides a caring and supportive environment for learning. At times there is too little done to encourage boys and girls to work together.
Leadership and management	Good. The new headteacher has quickly evaluated the strengths and weaknesses of the school. She has a clear vision for the future and is providing purpose and direction for further development. The governing body is supportive and plays an appropriate part in decision making and in monitoring and evaluating the work of the school. The school has well defined aims that are generally achieved. Strategies for monitoring teaching and learning are under-developed. The school is now well placed to continue developing.
Curriculum	Curriculum for children under 5 is satisfactory overall, although at times there is too great an emphasis on formal learning based on the National Curriculum. The curriculum at Key Stage 1 and Key Stage 2 is appropriately broad and in the main well balanced, although the programme of study for information technology is insufficiently well covered. Long and medium term planning throughout the school is good. While short term planning is thorough, there is a lack of flexibility in the weekly format with insufficient use made of assessment information to adapt the plans to meet the needs of all pupils. Teachers' marking is inconsistent in its usefulness at Key Stage 2.
Pupils with special educational needs	There is satisfactory provision for pupils with special educational needs. Individual education plans are well prepared and regularly updated. There is a good mix of withdrawal and in-class support. This contributes to the good progress these pupils make. Good provision has been made to extend more able pupils through the introduction of a Flair Club.
Spiritual, moral, social & cultural development	Provision for spiritual, moral and social development is good. Collective worship is a special part of the day. Cultural development is satisfactory - but more could be done to foster pupils' understanding of our multicultural society.

Staffing, resources and accommodation	There are sufficient teachers with appropriate expertise to ensure that all subjects of the National Curriculum are taught. There are good systems in place to identify their continuing training needs. Accommodation in the school is also sufficient, although inefficient use is made of some areas, like the library and practical area for example. The outside area for children under 5 is unfenced. There are appropriate resources for learning in most subjects, but not in design and technology. There is an unsatisfactory range of both fiction and non-fiction book resources in the library.
Value for money	Financial planning is good and the day to day management of school is effective and efficient. Governing body monitor cost effectiveness and the impact of decisions made. The school gives good value for money.

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

### The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>VII. Parents report they are delighted with the school and that it couldn't be better.</p> <p>VIII. They consider the school is friendly, caring, welcoming and supportive. Their children are happy here.</p> <p>IX. Pupils are looked after carefully on the bus.</p> <p>X. The school recognises achievement and encourages high standards.</p> <p>XI. The headteacher is approachable and gives much time to new parents, who appreciate her visit to the homes of children about to start school.</p> <p>XII. All parents receive good information about what is going on in school.</p> <p>XIII. It is a community school - and it is well received by the community.</p> <p>XIV. The staff are a good team – including non-teaching assistants.</p> <p>XV. Teachers are readily available at the end of the day – concerns are dealt with promptly.</p> <p>XVI. School produces well-rounded individuals, it promotes good Christian values.</p> <p>XVII. Pupils are well known by the teachers and pupils have great respect for their teachers.</p>	

Inspectors' judgements support parents' many positive comments about the school. They did not however, find that all pupils showed as much respect towards some of the teachers as parents thought.

## KEY ISSUES FOR ACTION

Considerable work has already been undertaken to develop the school since the previous inspection and progress has been made. The headteacher, staff and governors should continue to build on their achievements so far. To improve further the standard of pupils' attainment and the quality of education provided by the school, they should:

### XVIII. **Take steps to ensure that pupils acquire the full range of skills in information technology and raise the standard of their attainment in this subject at the end of both Key Stage 1 and Key Stage 2, by:**

- (a) reviewing teachers' planning to ensure that pupils are provided with opportunities to develop the full range of information technology skills, including control technology
- (b) devising a scheme of work and guidelines to ensure progression in the development of pupils' skills in information technology
- (c) providing more opportunities for pupils to use the computers in all areas of the curriculum
- (d) providing time for the information technology co-ordinator to work alongside teachers to support and improve their confidence and competence in this subject

### (●) **Ensure that all pupils make as much progress as they are able by:**

- (a) using existing assessment information to inform teachers' planning for individual daily lessons
- (b) identifying specific learning objectives for each lesson linked to what different groups of pupils in the class already know, to enable teachers to provide appropriate learning activities to meet these particular needs
- (c) planning for and organising a wider range of smaller learning groups based on what pupils know, understand and can do
- (d) providing more opportunities for pupils to take appropriate responsibility for aspects of their own learning, and for them to work independently
- (e) setting targets for improvement for pupils with similar abilities
- (f) raising expectations of how pupils interact with teachers and other pupils during lessons and managing their behaviour more consistently

### (●) **Develop the role of the individual co-ordinators in curriculum management, by:**

- (a) devising strategies to enable them to monitor and support teaching and learning in the subjects for which they are responsible
- (b) extending their opportunities to scrutinise pupils' work across the school
- (c) providing opportunities for them to lead and manage review and development in their subjects
- (d) extending their responsibilities for co-ordinating assessment in their subjects
- (e) ensuring they monitor continuity and progression in pupils' learning, by monitoring teachers' planning for example

### (●) **Ensure that all the available space in the school is used as efficiently and effectively as possible, by:**

- (a) undertaking an audit of space use
- (b) providing more opportunities for pupils to use all the available areas in the school, including the library and the practical area
- (c) providing children under five with an appropriately secure outdoor play area

In addition to the key issues above, the following should also be considered for inclusion in the action plan:

- (●) Extending pupils' understanding of our contemporary multicultural society
- (●) Reviewing and extending the available fiction and non-fiction resources in the library
- (●) Providing more opportunities for pupils to take appropriate responsibilities around the school

## INTRODUCTION

### Characteristics of the school

1 Burneston CE Primary School is located in the village of Burneston 4 miles south of Bedale. The surrounding area is very attractive. Local agriculture provides employment for some of the parents of pupils in the school; others travel to work in nearby urban centres. Following the closure of two other small primary schools in the parish, a large proportion of pupils travel to the school from across a wide catchment area; a number of them attend the school from out of this area. Many pupils arrive at school in transport provided by the local authority.

2 The school is smaller than average in size, having 119 pupils on roll at present. While the number of pupils has risen steadily over the recent past, the school expects the existing numbers on roll to be maintained over the next few years. Two additional mobile classrooms have been added to accommodate the increased numbers on roll since the present school building opened, the most recent one earlier this year. The school is organised into five classes.

3 Children are admitted to the school once a year, with the youngest children attending part time initially. Most children entering the school have had experience of nursery or playgroup. A local private nursery continues to provide childcare for some parents out of school hours after their children have started at the school. The headteacher visits all children at home before they come to school. At the time of the inspection there were 17 children under five years of age in the school.

4 The large area serving the school is mixed. The headteacher reports a wide range in children's attainment as they enter the school, although baseline assessment indicates that attainment on entry is generally above average. There is one pupil in the school with a statement of special educational need; in all around 12% of pupils are identified on the school's special needs register, which is a slightly lower proportion than the national average.

5 The school is located on an attractive and spacious site. There is a hard-surfaced play area next to the school building and a large grassed area for play and sports. There is no separate play area for the youngest children.

6 The school aims:

- (•) to give insight into the Christian faith and encourage its practical outworking in worship, service, values and attitudes
- (•) to deliver a sound, broadly based and relevant education
- (•) to create a safe, happy and welcoming place where everyone enjoys working and playing together
- (•) to develop self respect and a caring attitude which involves valuing ourselves and each other
- (•) to help pupils to develop spiritually, mentally, physically and morally into well balanced, reliable citizens who are willing to take responsibility of their immediate environment and the wider world to encourage every child to strive to do their best in every task which they attempt.

7 Current aspects of the work of the school to be developed focus on the evaluation of the implementation of the national literacy and numeracy strategies and their adaptation to the needs of pupils in these mixed age and ability classes. A thorough audit of the provision for children under five has been undertaken and priorities have been established to improve it, along with the development of approaches to teaching and learning for these youngest pupils.

## 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
1999			15

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total	14	14	14
Percentage at NC Level 2 or above	School	93 (92)	93 (100)	93 (100)
	National	82 (80)	83 (81)	87 (84)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total	14	14	14
Percentage at NC Level 2 or above	School	93 (100)	93 (100)	93 (100)
	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
1999			14

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys			
	Girls			
	Total	14	13	14
Percentage at NC Level 4 or above	School	100 (94)	93 (53)	100 (65)
	National	70 (65)	69 (59)	78 (69)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys			
	Girls			
	Total	14	14	14
Percentage at NC Level 4 or above	School	100 (65)	100 (59)	100 (65)
	National	68 (65)	69 (65)	75 (72)

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2

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

## Attendance

Percentage of half days  
(sessions)  
missed through absence for the  
latest complete reporting year

		%
Authorised Absence	School	4.27
	National comparative data	5.7
Unauthorised Absence	School	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	2.5
Satisfactory or better	100
Less than satisfactory	0

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

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

#### **Attainment and progress**

8 Although the standards of pupils' attainment on entry to the school vary, the majority of young children have levels of attainment above average for their age. The evidence of attainment among pupils already five indicates that they have made further good progress in developing their skills of literacy and numeracy.

9 The results of statutory assessment at the end of Key Stage 1 in 1999, indicate that a well above average proportion of pupils achieved the expected standard in the core subjects of English, mathematics and science. Over the four years 1996 to 1999 standards of attainment have been consistently well above the national average at the end of Key Stage 1. The most recent results indicate that the high standards achieved in previous years in relation to the national average have been maintained and that they also continue to be well above average when compared to similar schools. Great care needs to be exercised in interpreting these statistics however since there are small numbers of pupils taking the tests each year.

10 Inspection evidence suggests that the standard of attainment in English, mathematics and science of pupils currently in Key Stage 1 are all above the national average. More specifically in English, the standards of pupils' reading and writing are above average and in speaking and listening standards are average. Pupils make satisfactory progress in extending their skills of both reading and writing; at times progress in developing their skills of speaking and listening is inhibited by the lack of appropriate and established routines amongst a minority of pupils.

11 Pupils make unsatisfactory progress through Key Stage 1 in developing their skills in information technology and by the time they are seven their attainment is below average.

12 Pupils in Key Stage 1 make good progress in art and in physical education and this frequently enables them to achieve higher than expected levels in their work. In design and technology, geography, history and music their progress is satisfactory.

13 The results of statutory assessment at the end of Key Stage 2 in 1999 indicate that standards of attainment were well above the national average in English mathematics and science; a very high proportion of pupils achieved the higher level 5 in these subjects. Standards in English mathematics and science were well above those in similar schools. Over the four years 1996 to 1999 while standards have fluctuated from year to year, taken together they have been consistently above the national average in English, and closer to the average in mathematics and science. The results in 1999 indicate a significant improvement on those of last year in mathematics. Once again great care must be taken in interpreting these statistics however, with such small numbers of pupils in each cohort; differences between year groups can be amplified and wide fluctuations can appear, distorting the pattern of results over time.

14 Inspection evidence suggests that the standards of attainment in English, mathematics and science of pupils currently in Key Stage 2 are all above the national average. Pupils sustain satisfactory progress through Key Stage 2 in English, mathematics and science.

15 Pupils make unsatisfactory progress in information technology through Key Stage 2 and the overall standard of their attainment as they leave the school is at a level below that expected of pupils at this age.

16 The success with which the school has adapted and implemented its plans in response to the National Literacy Strategy is clearly influencing the progress pupils make and the standards they achieve. Pupils' literacy skills are also developed well in other subjects of the curriculum. Pupils write detailed accounts in science for example, and most can search for information in reference books.

17 Pupils' attainment was average or better in relation to the standards expected nationally in every lesson observed across the school as a whole. In around a half of the lessons the standard of pupils' attainment was above average.

18 Pupils make good progress in art and in the swimming aspect of physical education in Key Stage 2; their progress in developing their skills in design and technology, geography, history, music is satisfactory.

19 Pupils with special educational needs make good progress overall in both Key Stage 1 and Key Stage 2. The early identification of pupils' special educational needs ensures they continue to make good progress over time.

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

20 Overall pupils' attitudes to school and their behaviour are satisfactory. Most pupils behave well in classrooms and around the school. However a significant minority of pupils show rather inappropriate attitudes at times, noted for example in an assembly where some older pupils chatted amongst themselves when others were addressing the school. While pupils' behaviour is usually acceptable, in some classes teachers accept some pupils' inattention.

21 Behaviour at lunchtimes is good in the playground and particularly in the dining room.

22 Relationships are satisfactory throughout the school. There were good examples noted of co-operation between pupils in science work and music groups. Most pupils relate in a satisfactory way to their teachers, but some immature behaviour was noted among a minority of pupils in some classes.

23 Pupils' personal development is sound. However, there are not enough opportunities provided for older pupils to take responsibility or to display a mature attitude. When they are offered these opportunities, for example serving meals to their groups at table, pupils show they can respond very well.

### **Attendance**

24 Attendance is satisfactory. The latest figures indicate an attendance rate of about 95 per cent over the past year, which is lower than at the last inspection. Pupils come to school on time and most are ready to work.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

25 The quality of teaching observed throughout the school was never less than satisfactory; in around half the lessons seen teaching was good or very good. Teachers at the school work hard and pupils benefit from the considerable effort they put into their teaching. Teachers have a good knowledge of most of the different subjects they teach; individual lessons are usually carefully thought out, well prepared and closely related to National Curriculum programmes of study. In information technology however, some teachers lack confidence and appropriate expertise and provide too few opportunities for pupils to work with the computers in all subjects.

26 Teaching of children under five is good. The teacher has a clear understanding of the needs of these youngest children in the school and gives careful attention and proper emphasis to extending their personal and social development. She provides opportunities for young children to work on their own or with others and, although not sufficiently often, times when they can organise themselves. Good routines for listening are introduced at this stage, with the teacher insisting that children listen carefully to one another. This not only contributes to the development of their ability to think for themselves but also ensures that time is not wasted. The teacher of children under five demonstrates an awareness of their particular stages of development and her assessment of need informs groupings and tasks set at times, and the degree of support she offers. She makes good use of the additional support in the classroom to provide a range of opportunities for both large and small group-work and usually manages children's learning briskly and purposefully. The teacher and classroom assistant both use language carefully and this enhances young children's progress in this important area. The teacher is generally able to identify these youngest pupils' learning needs and provides a range of learning activities to meet them, at times organising a number at the same time; when she does so, she exploits the opportunities to extend pupils' learning effectively through what they do. This was well illustrated as she discussed what some children were making with lego, posing questions to extend their thinking and challenging them to develop their models. However, at other times the teaching of these young children is too formal and they are expected to concentrate on a single directed activity for too long. This occurs as a result of a too early introduction of a literacy hour and lengthy daily numeracy lesson for example.

27 In Key Stage 1 teachers have a secure knowledge of the subjects they teach. They are able to draw on a range of strategies to enable them to manage pupils' behaviour well and motivate them in their learning. Teachers generally plan their lessons carefully and provide an appropriate variety of activities to develop pupils' knowledge, understanding or skills. At its best at this key stage, in a mathematics lesson with Year 2 pupils for example, the teacher planned carefully, identifying clear learning objectives, organised a variety of appropriate learning activities, engaged pupils' interest and secured the participation of them all with her enthusiastic approach. The teacher was most effective in her ability to evaluate and then reinforce pupils' known skills with further clear and appropriate instructions. Her planned learning activities were clearly well-matched to the needs of the different groups in the class. She managed her pupils' learning at a good pace, exploiting the resources she had provided, managing the time available particularly well and supporting the various groups most effectively. Such skilful teaching has a positive impact on the good progress pupils made.

28 Teaching varies in quality across Key Stage 2. Teachers in this key stage demonstrate a good knowledge of the subjects they teach and are able to draw on a variety of teaching techniques and approaches to enhance pupils' learning, including whole class teaching. At times their questioning skills are good and are used most effectively to extend their pupils' thinking. These were frequently observed used to good effect in introductions to lessons with the older pupils at this key stage, when whole class discussion was particularly well managed. In one lesson observed with Year 5 and 6 pupils there was a clear structure to the discussion at the start of the lesson, which the teacher skilfully managed, enabling her pupils to gain an understanding of personification as they thoughtfully discussed Walter de la Mare's poem *Please to remember*. She very effectively led her pupils on to consider the difference between the active and passive voice, providing very good examples to support their understanding. The management of whole lesson was most successful in engaging pupils' interest and in extending their learning.

29 In some lessons at this key stage however, teachers' strategies to manage pupils' behaviour and retain their interest are not always apparent and at times the poor response of some pupils went unchecked. At other times teachers fail to create an appropriate working atmosphere, with excessive enthusiasm creating over-excitement among pupils resulting in high levels of noise and lack of concentration. Where monitoring of pupils' learning is ineffective, as it was in a literacy lesson observed with Year 3 and 4 pupils for example, work that is ill matched to pupils' learning needs goes unnoticed until after the session and therefore inhibits pupils' progress.

## **The curriculum and assessment**

30 The curriculum provided by the school is broad and balanced in the main and meets statutory requirements, with the exception of information technology, which is unsatisfactory. The recent introduction of the literacy hour and daily numeracy lesson has resulted in some subjects receiving less time. This is particularly the case with science, where there has been a disproportionate reduction in time available.

31 The National Literacy and, more recently, Numeracy Strategies have been effectively introduced throughout the school. English and mathematics are taught each day in all classes. The policies and schemes of work for the different subjects include a commitment to providing equality of opportunity, so that all pupils are given full access to all areas of the curriculum.

32 With the exception of information technology, planning ensures appropriate curriculum coverage. There is a system of medium and short term planning sheets that cover all aspects of the school's work. Medium term plans provide details of learning objectives, learning activities, proposed outcomes and resources required for each half-term, while the short term plans map out each week's activities across the whole curriculum. While short-term plans are very thorough and comprehensive, their existing format is inflexible and inhibits teachers' ability to make modifications in the light of what pupils actually learn during particular lessons. This weakness in the process of short term planning means that teachers are not using the results of the ongoing assessment of pupils' understanding to adapt the next stages of work. At times this has the effect of restricting the progress of those pupils who are either above or below the average ability of the class.

33 The role of individual subject co-ordinators is insufficiently well developed at present. Their contribution to the management of the curriculum and their monitoring of teaching and learning across the school has been ineffective in identifying aspects for further review or development.

34 Provision for pupils with special educational needs is satisfactory. Individual education plans are well prepared and regularly updated. There is a good mix of withdrawal and in-class support, both from class teachers and well-directed support staff, which ensures that the curriculum meets their needs. Good provision has been made to extend more able pupils through the introduction of a Flair Club, to which pupils are invited after school on the basis of their high attainment in mathematics. This contributes effectively to further raising their levels of attainment.

35 Pupils' personal and social education, including health and sex education and attention to drug misuse is satisfactorily provided for. Opportunities are taken across the curriculum to integrate work on aspects of personal and social education, as when Year 5 and 6 pupils learn about drug misuse during a science lesson on the respiratory system and the effects of smoking.

36 Teachers make good use of visits out of school, such as when Year 5 and 6 pupils make a visit to the local town nearby to study its history, as part of their planned programme of work. The school provides a range of extra curricular activities, most of which are sporting in nature, but which also include recorder and music clubs. A good number of pupils are involved in these activities, and they enrich the life of the school.

37 Procedures for assessing pupils' attainment are satisfactory. The school carries out baseline assessment when pupils enter the school, and this is followed by a range of standardised tests, National Curriculum tests at the ends of each key stage and the use of non-statutory assessment papers for Years 3, 4, and 5. The school has also recently introduced its own tracking documents for all its pupils, in which levels of attainment are recorded each year for every subject. This ensures that teachers have a clear view of pupils' progress over time and information gathered in this way is used appropriately to set targets for further improvement. In the short term however, the use of assessment

outcomes to inform teachers' daily planning is at present unsatisfactory. There was evidence during the inspection of inconsistency of approach between different classes, so that, in some classes there was more flexibility than in others, in terms of the way in which work could be adapted to individual needs.

38 The headteacher has worked hard in her short time in school, alongside the assessment co-ordinator, to ensure that appropriate procedures are in place. Although many of these measures are new, they build on previous good practice. Discussions at staff meetings and individual record-keeping ensure that the school's current practice in this area is satisfactory. Teachers know their pupils well and are able to make informal assessments on a day-to-day basis.

39 Pupils' work is marked regularly in the main, in a variety of ways. Where it is most effective and useful teachers include comments that indicate to pupils how they can improve, develop or extend their work. At times however the school's marking policy is inconsistently implemented, particularly at Key Stage 2, where teachers' marking is not always effective in helping pupils to improve what they do.

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

40 The school makes good provision of the spiritual development of its pupils. The school has strong links with the church and the rector is a regular visitor, making an active contribution to the life of the school and its spiritual focus. Christian belief is central to the school's values. Regular collective worship effectively makes the Christian ethos a part of the school day and the use of a lighted candle provides an appropriate focal point. Similarly, prayers are said at the beginning and ends of meals in a natural way.

41 Provision for pupils' moral development is good. Pupils are taught what is right and wrong. They are invited to reflect on events, actions and achievements in the celebration and other assemblies, but opportunities are sometimes missed for them to make their own contributions in this way.

42 Provision for extending pupils' social development is good. It is particularly good in the family groups in which pupils eat, where there is a most pleasant attitude and a helping hand given to younger pupils by older ones. Experiences are extended for pupils in a range of visits, and outdoor activities give pupils a sense of challenge. Pupils collect for charities and good causes. However, pupils are given too few opportunities to take appropriate responsibilities around the school and for their own work, using the library independently for example or to develop independence of thought and action.

43 Provision for pupils' cultural development is satisfactory overall. In relation to the pupils' own culture, for example in music, in learning to play instruments and the use of panpipes and hymns at assembly times, and in art, poetry and literature it is good. However, there is little provision made to extend pupils' understanding of our contemporary multicultural society and this inhibits pupils' progress in this important aspect of their cultural development. Although the school has plans to invite people of other cultures into school, as yet there are few images round the school of children of other minority groups, for example or opportunities to learn about their everyday lives.

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

44 The school supports and guides its pupils appropriately and promotes their welfare effectively. Pupils are well known by teachers whose caring approach is much appreciated by parents. Pupils' academic progress is well monitored and the school's personal and social education programme provides them with sound advice and a good grounding in areas such as health, drugs and sex education, observed for example in the work on the dangers of smoking with pupils in Years 5 and 6. Pupils with special educational needs are well supported in class and in the school community as a whole.

45 Attendance is satisfactorily monitored and there are few absences, although some parents take their family holidays in term time.

46 Child protection procedures are satisfactory and guidance is available to all staff. Although behaviour in the playground is well supervised, pupils' behaviour is not consistently managed at other times, with pupils sometimes allowed to conduct themselves in an immature manner in classes and in collective worship for example. Class rules are sometimes too complex for the ages of the pupils.

47 The school has appropriate welfare and safety policies in place. The supervision of pupils who use the school bus is very good and very well thought of by parents. In the school there has been no recent formal risk assessment of the building and the security of the site. However, there have been satisfactory measures carried out relating to the entrance to school following the previous inspection report.

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

48 The school's partnership with parents and the community continues to be one of its real strengths. Parents were very positive about the work of the school in both the questionnaires and the pre- inspection meeting. Information to parents is generally good, with both informal and formal feedback given about pupils' progress, although some reports at present lack targets for improvement. Reading record books are also used effectively to provide information about progress to parents, especially valuable to those who live in communities some distance from the school. The school brochure contains too little information about the curriculum however, and parents have not had enough information about new curricular initiatives.

49 Parental involvement is good, with most parents listening to their children read at home and a supportive parent body who fundraise, help in school and support the school generally. The new head teacher has plans to capitalise on this good liaison and has started a valuable programme of home visits to families of children about to start school.

50 There are good links with the local community. The school is used as a community playing area and there is little vandalism. It benefits from close links to the church community and neighbouring parishes. The pupils become involved in local projects and there is an initiative linked to a local business where they have designed a calendar for the year 2000. Pupils benefit from links to other schools by playing sporting fixtures with them and there is generally good use of the facilities open to them, such as an outdoor activity area and local museums.

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

### **Leadership and management**

51 The leadership and management provided by the headteacher is good. The headteacher has been in post for less than a term but she already has a clear understanding of the strengths and weaknesses of the school and provides the school with purpose and direction. She has a clear vision for the future and a determination to raise standards of attainment and she is focusing on several key strategies to achieve this. A major priority is to improve standards of numeracy by the successful implementation of the National Numeracy Strategy. The school already enjoys good relations with parents and the headteacher intends to further develop this partnership. The school serves a large catchment area and the headteacher is aware of the need to keep parents of pupils from the outlying villages well informed and to make them feel as much a part of the school as they would if they lived nearby. The school has made satisfactory improvements since the last inspection and is now well placed to continue improving.

52 The governing body largely meets its statutory duties, with the exception of some identified health and safety issues and the lack of adequate curriculum coverage in information and communications technology. Governors have a firm commitment to the school and they provide it with effective support. The governing body has appropriate structures and procedures in place to enable governors undertake their individual roles and responsibilities. They are appropriately involved in decision-making and in planning, monitoring and evaluating all aspects of school life.

53 The management of special educational needs is good. Support for these pupils is coherent and consistent throughout the school. Good procedures to assess and monitor pupils' progress through the targets in their educational plans are conscientiously carried out. The governing body is kept well informed of issues relating to special educational needs.

54 The National Literacy Framework is well co-ordinated and its introduction has been effectively monitored. The daily numeracy lesson has also been introduced and is developing satisfactorily throughout the school.

55 The current school development plan effectively matches the needs of the school and identifies short and long term priorities. Funding is provided to ensure targets are met and the criteria for success clearly identified. This plan is nearing the completion of its term. The school is in the process of writing the next development plan which will take it forward into the next three years. A good start has been made in this endeavour, the headteacher and governing body have a clear understanding of the needs of the school if it is to develop successfully.

56 The school sets specific and realistic targets to improve pupils' attainment in English and mathematics. Targets are agreed with both the governing body and local education authority.

57 Monitoring the curriculum and the quality of education provided are aspects of its work which the school has rightly identified for development. While there are designated subject co-ordinators now in place, some co-ordinators have only recently taken up these responsibilities. Strategies for monitoring already begun include the scrutiny of teachers' planning, pupils' books and the quality of work on display. Classroom observation is not yet contributing to the evaluation of the effectiveness of teaching. However, the school is examining ways of improving the effectiveness of monitoring. It is hoped, for example, to involve the local authority advisers in both classroom monitoring and in training individual co-ordinators in monitoring skills so that they can become more active in this area.

58 The school has a positive ethos. The effectiveness of the leadership and management of the school ensure that all pupils play a part in the life of the school and have an equal opportunity to progress. Older pupils are given some responsibilities for aspects of the day to day running of the school but these could usefully be extended. Relationships throughout the school are good and pupils' attitudes to work are satisfactory. The whole school community has a commitment to improve attainment for all pupils, including those with special educational needs.

59 The school is largely achieving the aims set out in its prospectus. Christian values flourish in the school and the adults working in it contribute positively towards the creation of a secure learning environment. Generally the expectation is on pupils to work hard and most develop high levels of self-esteem and an enjoyment of learning. However, these expectations are not always successfully transmitted to all pupils. There is a small but significant minority of pupils whose behaviour is sometimes unsatisfactory. These pupils do not show sufficient regard for their fellow pupils or their teachers. At times their thoughtless behaviour in the classroom gives slight cause for concern as it inhibits the progress they and other pupils make during lessons. This behaviour sometimes goes unchecked.

#### **Staffing, accommodation and learning resources**

60 There are sufficient teachers and support staff, who are appropriately qualified and experienced, to meet the demands of the curriculum; good systems are in place to identify in-service training needs, and provide appropriate courses in line with the requirements of the school development plan. This level of staffing, together with the expertise which teachers provide, makes a positive contribution to the standards that pupils attain. A number of parents also assist in school, and they too provide regular and valuable help to pupils.

61 Effective arrangements for the induction of new teachers are in place and a recently appointed member of staff has been allocated a mentor; a staff handbook is available and provides further appropriate guidance. Non-teaching staff are also given clear guidance and plans are in place to involve them more fully in planning discussions. The teacher appraisal process is fully up to date; all teachers have been appraised and the school is awaiting guidance from the local authority on the next stage.

62 The school's overall accommodation is appropriate in size, enabling teachers to teach the curriculum effectively, although some classrooms are small, particularly where the numbers and sizes of pupils are large and where practical activities are undertaken. These constraints are particularly noticeable in the Year 5 and 6 classroom and in the hall. Some areas of the school are not used as efficiently or as effectively as possible, like the library for example and the practical area. Outside facilities are good; there is a level hard-surfaced playground with markings for a variety of activities, a large field for sports and other activities, a most valuable wildlife area, flowerbeds and shrubbery. The area outside the classroom for children under five however, is not securely fenced.

63 The school caretaker maintains the building in good order and this contributes positively to the quality of the school as a learning environment. Incidents of vandalism are rare.

64 In most subjects resources for learning are adequate and well organised. There are good resources for information technology. Resources for design and technology, however, the provision of fiction books in the library and the range of non-fiction books across the curriculum are unsatisfactory. Resources for pupils with special educational needs are satisfactory.

65 Resources are generally stored in convenient locations and accessible, with teachers' resource books kept in the staff room, and general resources housed in the centrally located library. There are no up to date inventories of resources and so it is sometimes difficult for teachers to be aware of what is available. Most shelves are unlabelled and the contents of boxes not listed.

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

66 The headteacher and finance committee of the governing body manage the budget efficiently and effectively, ably assisted by a peripatetic bursar. The school makes appropriate use of its budget to provide for the education of its pupils.

67 Administrative procedures are efficient and the school office runs smoothly, to which the school's secretary makes a most effective contribution. The most recent audit report raised only minor concerns and these have been addressed satisfactorily by governors.

68 Financial planning is good. There is an effective system in place to ensure that there is a clear relationship between educational objectives and available resources. Money is appropriately allocated. For example, the school development plan and staff training are linked appropriately to each other and to the school budget. Good financial control is now in place.

69 Not all the available resources for learning are used satisfactorily. During the inspection, for example, there were very few opportunities to observe pupils working on the computers and very little use was made of the practical area. No pupils were observed engaged on independent work which

required the use of the library. A concern expressed in the previous inspection report was that non-teaching support staff were inefficiently deployed. This issue has now been addressed satisfactorily.

70 The school makes effective use of funds made available for the literacy hour and this is having a beneficial effect on standards in English. Money made available for the implementation of the numeracy strategy is being carefully spent following the drawing up of a numeracy action plan. Teachers are developing confidence in their abilities to implement the strategy effectively and standards of numeracy throughout the school are satisfactory. Funds available to provide support for pupils with special educational needs are effectively used and these pupils make good progress.

71 The school gives good value for money. This judgement takes into account:

- (●) the context in which the school works
- (●) above average attainment of pupils on entry
- (●) above average attainment of pupils in English, mathematics and science
- (●) satisfactory progress overall throughout the school
- (●) satisfactory teaching throughout the school
- (●) effective management and leadership
- (●) good provision and support for pupils with special educational needs and the good progress these pupils make.

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

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

72 When children start school in the reception class their attainment is generally above average compared with typical four year olds. The school successfully promotes the six areas of learning defined nationally for the age group and children make good progress. By the time they begin their work on the National Curriculum, most children's attainment is above the level expected for their age. However, children's progress is sometimes restricted when teaching is more formal and results in them having insufficient opportunities to learn through structured, purposeful play activities which involve them in practical experiences and talk. Nevertheless by the time they are five years old, most children attain levels that exceed the desirable outcomes of learning identified for them.

- *Personal and social development*

73 On first entering the school children quickly learn to work and play together in small groups and as a class group. They relate well to adults and to each other and willingly join in both activities and conversations. Most children share the resources sensibly, taking turns to use the tractors in the sand, for example and sharing the materials available in the role play area. They listen attentively to stories and to instructions and most are well behaved. Children are learning to listen to each other, in activities like their play in the police station and in small group activities where they work together. They concentrate on what they are doing for appropriate periods of time and are confident in getting out and putting away their own resources. They are gaining appropriate independence skills. They are given a range of appropriate planned opportunities to practise personal and social skills and the adults provide excellent role models for them. As a result, children under five make good progress in personal and social development.

- *Language and literacy*

74 Children under five have good language and literacy skills for their age. They understand that reading and writing are used to communicate messages and are beginning to write as part of their play. Some can write recognisable letters and they practise them in a variety of situations, very effectively as observed for example using brushes and water outside, sand trays and whiteboards. They handle books appropriately, turning the pages and 'telling' the story using the pictures as cues. They enjoy listening to stories, commenting on the events and answering and asking questions. The children know and can say a number of nursery and other simple rhymes. They are successfully beginning to identify some words and some letters and their associated sounds. Some are able to identify the initial sound in a word and match it to the letter. When engaged in a role-play in their police station, they take turns when speaking and are beginning to listen to each other. Most are able to explain their tasks clearly and confidently using appropriate vocabulary and sentence structure. Many are interested in words and are making good progress in understanding a wider vocabulary and using more complex sentence structures. The adults interact very effectively with the children and use every opportunity to engage them conversation. Children under five make good progress in this area of learning.

- *Mathematics*

75 In the mathematical area of learning, children under five attain appropriate levels. They practise sorting, matching and counting objects as part of their play and are learning to use numbers to ten with understanding. For example, they are able to count and order numbers on a number caterpillar; most can count to ten starting at different points. They know a variety of number rhymes and songs and are able to recognise numerals to 10; they know and use rhymes to help them write different numerals. Most know some common flat shapes, like square and circle and they can complete them with the appropriate missing parts; some understand and recognise triangle and oblong. In their play in the water, they use terms such as full, half-full and empty demonstrating a growing knowledge of

comparative vocabulary. The teacher makes good use of the opportunities provided by the play activities and plans appropriately for mathematical skills. Children enjoy their mathematical activities, although at times they go on for too long.

### *Knowledge and understanding of the world*

76 Children under five make satisfactory progress in their knowledge and understanding of the world and attain appropriate levels. They have good opportunities to learn about the world around them. In science lessons, with the older children in the class, they learn to observe and describe what they see. In their baking with the classroom assistant, young children learn that the ingredients for their cakes mix together and that they change when they are heated. They learn appropriate vocabulary like beating or dissolving. On visits out of school they learn about their own environment. They become aware of the seasons and the growing cycle and they are familiar with the different machines used in planting and harvesting crops. This understanding of some of the functions of machines is demonstrated through their talk as they play with toy tractors in the sand.

### *Creative development*

77 Children under five develop satisfactorily in the creative area of learning. They use paint and other mark making materials to express their ideas and record what they observe. They learn a variety of techniques including painting, printing and collage. The children enter into the role-play based on the police station and show enjoyment and imagination as they use the hats provided and when they pretend to be detectives. When they use tractors and other machinery in the farmyard they talk imaginatively and create stories about their activities. They make satisfactory progress in this aspect of their learning but overall do not yet have sufficient opportunities to paint, create pictures and models or engage in imaginative play. This shortcoming has been identified as one for further development by the school.

### *Physical development*

78 Children's physical development is satisfactory. Young children handle tools and materials with increasing skill. They develop control over their painting and most are beginning to control the size of the drawings and marks they make. Young children's skills with scissors are developing well. When working with the wet sand they mould a roadway with appropriate skill. Children under five have access to some play activities in the outdoors, which promote their physical development, although this is also an aspect of provision the school is currently seeking to extend.

79 Overall, the quality of teaching of children under five is good and makes a positive contribution to children's progress. The teacher has a clear understanding of the needs of the age group and in the main work is well planned to provide appropriate experiences in all the areas of learning. The teacher assesses the children as they enter the nursery and at regular intervals and uses this information when planning the activities. As a result, the activities are generally well matched to the children's needs and this also contributes to their progress. While young children have some opportunities to initiate activities for themselves, as well as working directly with the teacher, as yet this approach is not yet fully developed. When they work individually or in small groups, sometimes with the support assistant, the activities and time-scale are better matched to their needs and they make progress. Although there are some very able children in the class, when they are taught more formally as part of the whole class and are expected to sit still or concentrate on tasks for long periods of time, they make less progress.

80 Resources available for children under five are satisfactory in the main, but they have been identified as a priority for further development. The outdoor play area for these young children is not yet appropriately secure.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

81 The results of statutory assessment in 1999 indicate that the standards of pupils' attainment at the end of Key Stage 1 were well above the national average and well above the average of similar schools in both reading and writing. In teacher assessment of speaking and listening standards of attainment were also above the national average. At the end of Key Stage 2, the 1999 national tests showed that pupils' attainment was very high in comparison with the national average. The proportion of pupils achieving the higher level 5 in the tests was also very high in relation to the national average.

82 Results of statutory assessment over the three years from 1996 to 1998 indicate that standards have been consistently above the national average in reading and writing at the end of Key Stage 1. Although results dipped in 1997, they recovered fully in 1998. Over the same period, pupils' attainment in English has been consistently above average at the end of Key Stage 2. Great care needs to be exercised in interpreting such statistical data however, since there are small numbers of pupils taking the tests each year and differences among cohorts of pupils in such small year groups can disproportionately amplify fluctuations in attainment.

83 Current inspection evidence indicates that the standards of pupils' attainment in English are above average in relation to national expectations at the end of Key Stage 1 and Key Stage 2 in both reading and writing. The standard of pupils literacy is good throughout the school. The standard of pupils' spelling is average in both Key Stage 1 and Key Stage 2, although some younger pupils make frequent careless mistakes with simple words. The writing of spelling corrections in the margins of their work adversely affects the standards of presentation.

84 Children frequently enter the school with already well developed language skills. In the reception year they continue to make good progress in extending these skills. These youngest children generally listen attentively to stories and to their teachers or other children in discussion. Most of these youngest pupils develop their speaking skills well, through role-play for example, or in paired or small group work. Through Key Stage 1, most pupils make satisfactory progress in developing their speaking and listening skills, although routines are not fully established as some pupils demonstrate an inability to listen appropriately at times. Through Key Stage 2 most pupils continue to make progress satisfactorily; by the end of the key stage they can ask questions, present their own ideas clearly or take part in discussions confidently as part of the whole class. However, a significant minority of younger pupils at this key stage do not listen to their teachers or to each other appropriately and this inhibits the progress they make in this aspect of their work.

85 In Key Stage 1 pupils make good progress in reading. The youngest pupils learn to read some words and to recognise letters and the sounds they make. They extend their knowledge of how letters combine to make a different sound effectively and many begin to recognise these combinations in words. When they read aloud most pupils can use their knowledge of letter sounds to work out what a word says. However, while most pupils can use the first letter of the word as a clue, and some also use the pictures to help them, few pupils read on the rest of the sentence to help them work out an unknown word. Higher attaining pupils in this key stage read appropriately fluently and with expression and they understand what they have read. Most pupils are enthusiastic about reading, enjoy books and are eager to improve their skills. Close liaison with parents ensures pupils read at home regularly and this contributes positively to the progress they make.

86 In Key Stage 2, pupils make satisfactory progress, sustaining the standard of their reading. They read a wider range of texts and gain experience of different styles of writing. Most pupils read with accuracy, fluency and expression; they understand what they read. Although pupils develop some strategies to help them to read unfamiliar words, most pupils do not use the context of the particular passage, by re-reading or reading on, to make sense of unknown words. This slows their progress.

The most enthusiastic readers read with expression, which helps bring the story alive and reinforces meaning; they discuss the characters and ideas in stories with enthusiasm and they express their preferences in reading confidently. Older pupils at this key stage have good opportunities to use books for research and most can use contents and index pages appropriately.

87 Pupils in both key stages make satisfactory progress in writing. In reception the youngest pupils learn to write simple sentences by tracing over or copying the teacher's writing. At times this leads to some inaccurate letter formation however. Some opportunities are provided for the youngest pupils to practise writing as part of their role-play activities, making lists and plans in the police station for example and they use the small whiteboards or sand trays to good effect at times. Sometimes, however, young children engage in formal copy writing before they have the manipulative skills to fully control the pencil. By the end of Key Stage 1, pupils have developed an appropriate knowledge of the structure of words and sentences. They respond well to the stimulus of stories, report on activities accurately and can organise their writing effectively in a sequenced way in diary format for example. Most pupils begin to use capital letters and full stops consistently in their writing; higher attaining pupils have a knowledge and understanding of other aspects of punctuation. Pupils' handwriting develops appropriately, although there is insufficient insistence on the standard of pupils' handwriting in all their work.

88 In Key Stage 2, pupils continue to develop the content of their writing and many can write interesting and clearly expressed accounts and stories. The majority make satisfactory progress in developing a fluent joined style of handwriting in handwriting lessons but this is not always transferred to the other written work they do. Presentation of their work is inconsistent across the key stage. Many younger pupils at this key stage are often careless with their spelling, and even simple words are frequently spelt incorrectly. Pupils' completed writing folders contain evidence that pupils learn to plan for their writing. While there is some evidence of re-drafting, this skill is undeveloped at this stage and frequently appears to be about providing a neat final copy rather than an opportunity to review and improve the content of a piece of writing. Punctuation improves however, with some pupils able to use speech marks in their work entitled *The Hunter's Tale* for example. Although some pupils have produced word-processed final drafts, they generally have too few opportunities to write directly on the computer.

89 Through the range of good opportunities provided older pupils at Key Stage 2 develop their writing skills effectively in a range of forms, including poems and extended story writing, and for a variety of audiences. Their writing frequently contains good use of vocabulary and telling phrases to bring interest to the text, as in one Guy Fawkes poem, which includes reference to 'acrid smoke' and 'eyelids of paper' for example. Older pupils usually express their ideas clearly in their writing, as in their *Jack and the Beanstalk* play script and frequently they interpret the task set for them most imaginatively as in *The Test* for example. At this stage they show they can use alliteration and simile, as in their sound poems for example, and an ability to use punctuation appropriately and correctly. Most pupils have developed their handwriting into a smoothly controlled and appropriately joined up style by the end of the key stage.

90 Pupils' attitudes to their work in English lessons vary. At times they are good, particularly among older pupils in Key Stage 2, who frequently display high levels of attentiveness and concentration. Their behaviour is good and most persevere with their work over some lengthy periods of time, particularly in the literacy hour. Older pupils enjoy working independently and collaboratively when they have the opportunity; they join in class and group discussions enthusiastically. On some occasions however, younger pupils in this key stage show less positive attitudes to their work, appearing not interested in what they are doing, failing to listen to what they are told and disengaged from the tasks set.

91 The quality of teaching in English lessons also varies. The introduction of the literacy hour throughout the school is already having a positive impact on the progress made by pupils. Over time

this should ensure that pupils make further good progress and continue to improve their standards of attainment. Teachers' usually have clear expectations of what they want pupils to achieve and organise work appropriately to match pupils' previous attainment. Their lessons are generally interesting and well organised, with activities usually well matched to the needs of pupils in each class. In one good lesson seen, for example, the teacher of older pupils at Key Stage 2 effectively involved them in discussion of Walter de la Mare's poem *Please to remember*, as she introduced them to personification. Her own knowledge and the ability to draw out and engage with her pupils' ideas enabled her to reinforce their understanding well. The teacher was sensitive to pupils' individual needs, posed questions well to draw out existing knowledge and responded warmly to their efforts. In some other lessons teaching is not always as successful however. Where teachers are less sure about what pupils can do, or where they are insufficiently insistent on an appropriate response in their lessons, their teaching is less effective in ensuring pupils make progress. In one lesson observed, for example, the teacher's attempt to interest and engage pupils caused them to become somewhat over excited and the failure to manage their response effectively resulted in the opposite of what was intended.

92 Work has already been undertaken to develop teaching and learning in English across the school and some progress has been made. The co-ordinator has had some opportunity to monitor teaching and learning and has identified aspects of the school's work in English which was not as good as it could have been, or had been previously. As a result of this monitoring, more occasions are now provided for pupils to write and more opportunities are taken to listen to pupils read outside of the literacy hour. There is good liaison with the local secondary school, with teachers who will be working with these pupils when they are in Year 7 coming into the school to begin a piece of writing with them which they will continue when they get to secondary school. This aids continuity and makes an effective contribution to pupils' smooth transition to secondary school.

## **Mathematics**

93 The results of statutory assessment in 1999 indicate that the standards of pupils' attainment in mathematics at the end of Key Stage 1 were above the national average in comparison with all schools and above the average when compared with schools with pupils from similar backgrounds. The proportion of pupils achieving the higher level 3 in the tests was also above average. Taking results from the four years 1996 to 1999 into account, the performance of the pupils in mathematics at the end of Key Stage 1 has been consistently above the national average. These results are reflected in the findings of the inspection that indicate that pupils currently in Key Stage 1 are achieving standards which are above average for their age.

94 The results of statutory assessment in 1999 indicate that the standards of pupils' attainment in mathematics at the end of Key Stage 2 were well above the national average. The proportion of pupils reaching the higher level 5 was very high in comparison with the national average. Overall, pupils' performance in mathematics tests was very high in comparison with schools with pupils from similar backgrounds. Taking results from the four years 1996 to 1999 into account, the figures show the performance of pupils at Key Stage 2 overall was close to the national average. The inspection findings show that currently pupils in Key Stage 2 are achieving standards of attainment that are slightly above the national average.

95 At the end of Key Stage 1, pupils' attainment in number and algebra and in shape, space and measures is above expected levels. Pupils have good mental recall of addition and subtraction using numbers to 20. They have a good understanding of place value and can count sequentially and order numbers up to 100. Pupils use a good range of mathematical vocabulary when discussing their work. They also have a satisfactory understanding of mathematical symbols. They can use a range of strategies when computing small numbers and they can describe them. Pupils can double and halve small numbers. There is an appropriate emphasis on numeracy and this makes a significant contribution to the pupils understanding. Overall, standards of numeracy at Key Stage 1 are satisfactory.

96 By the end of Key Stage 2, most pupils are able to perform appropriate mental calculations accurately and confidently. They use a range of mental strategies when solving mathematical problems and they are able to explain these. Standards of computation are satisfactory with the higher attaining pupils able to handle quite large numbers when carrying out addition, subtraction, multiplication and division. Pupils can recognise and name a range of two and three-dimensional shapes. They can describe the features of acute and obtuse angles. They have a good understanding of graphs, they can use co-ordinates to locate a position on a graph and they use and understand mathematical vocabulary associated with graphs, for example, the term axis. Higher attaining pupils can calculate fractional and percentage parts of quantities and measurements. By the end of Key Stage 2 standards of numeracy are satisfactory.

97 Teachers are successfully integrating mathematics into other subjects. For example, in physical education Year 5 and Year 6 pupils create symmetrical body shapes working in pairs using their understanding of symmetry developed in mathematical lessons, science pupils make measurements in a range of contexts and pupils measure in design technology both in designing and making.

98 Pupils' make satisfactory progress at Key Stage 1 building on mathematical knowledge, skills and understanding gained in reception. Mental recall of number facts increases as pupils become older as does their ability to use this knowledge when carrying out mathematical calculations. Pupils demonstrate a developing knowledge of shapes and their properties.

99 Pupils make satisfactory progress at Key Stage 2. A strong emphasis is placed on the development of mathematical vocabulary. This is an area in which pupils make good progress. The recent emphasis on numeracy is successfully developing pupils' abilities in mental arithmetic. As pupils get older they are broadening their range of mental strategies and they are applying these to solve mathematical problems. Towards the end of Key Stage 2 pupils are given opportunities to apply their mathematical skills in solving a range of appropriately complex mathematical problems. They are encouraged to work independently at these tasks. For example, pupils are set the task of designing and making a box that will safely house an object with a given shape. Pupils are given good opportunities to consolidate previously learnt skills and to build on these. Pupils extend their understanding of co-ordinates when studying the notion of translation through movement in a straight line. Generally, most pupils are given appropriate and sufficiently challenging tasks. Homework is set in mathematics and it makes a contribution to the progress pupils make. Additional assistance is given to both low and high attaining pupils. Some high attaining pupils attend an after school mathematics club. This additional provision contributes to the satisfactory progress made by pupils.

100 Pupils with special educational needs make good progress throughout the school. These pupils receive a good level of support from class teachers and the support assistant and parent helpers. They are given work to do that matches their learning needs.

101 The school has recently adopted the National Numeracy Strategy and the curriculum now has an appropriate emphasis on the development of numeracy skills. This is beginning to have a positive impact on the pupils' performance in numeracy. which is satisfactory at both key stages. Teachers are encouraging pupils to develop a range of mathematical strategies which they use to solve mental problems. Pupils are encouraged to explain the steps they take in problem solving.

102 Most pupils enjoy mathematics and in lessons seen pupils' response was at least satisfactory and often good. Pupils generally are well motivated and behave well, they display enthusiasm, respond enthusiastically to teachers' questions and work confidently. In some lessons a small number of pupils have difficulty sustaining concentration, becoming somewhat restless and inattentive in. Most pupils develop good working habits presenting their work clearly and neatly.

103 Overall, teaching is satisfactory. Teachers plan well. Most lessons have well-defined objectives

which are made clear to pupils. Teachers plan a range of appropriate activities that meet the learning needs of most pupils, especially those with special educational needs. Some activities consolidate previously learnt skills and others help pupils to develop new skills and understanding. There is an adequate range of resources available and teachers and pupils use them effectively. They are readily accessible to pupils. Teachers use the ends of sessions well both to consolidate and assess pupils' learning.

104 Teachers generally use assessment, both formal and informal, effectively. They use it to test the pupils' levels of skills and understanding. Teachers keep satisfactory records in their monitoring of pupil progress and they mark pupils' work regularly. Planning of the curriculum is satisfactory and meets the requirements of the National Curriculum.

105 Since the last report satisfactory progress has been made in the development of mathematics. The school has recently adopted strategies associated with the National Numeracy Strategy. Standards of numeracy are satisfactory at both key stages. A few concerns were expressed in the previous report. One of these was about a lack of support sometimes being given to the youngest pupils when they set about their tasks. This is no longer a concern.

106 The co-ordinator has a clear idea of future developments in the subject and a commitment to raising standards higher. She has a clear view of the subject's strengths and weaknesses. She monitors the subject by scrutinising teachers' planning and scrutinising assessment test results. There is a well devised action plan in place for the development of the subject. This provides for the local education authority advisers visiting the school to monitor the teaching of mathematics and working with the co-ordinator to enhance her knowledge and skills in this area so that she will be able to effectively monitor developments in the subject in future. There is a school policy in place but it now needs revising to incorporate the school's response to the National Numeracy Strategy.

## **Science**

107 The results of statutory assessment in 1999 indicate that the standards of pupils' attainment in science at the end of both Key Stage 1 and Key Stage 2 were well above the national average. The findings of the inspection indicate that the standards of attainment of those pupils currently in their final year of both key stages are above average.

108 Over the previous three years test results at the end of Key Stage 2 show a fluctuating pattern, with standards well above the average in 1996, just below in 1997 and in line in 1998. The small numbers of pupils involved mean that it is difficult to make overall comparisons. When compared with similar schools over time however, attainment at the end of Key Stage 2 is below that expected. The school, therefore, appears to be maintaining good standards, but that these standards could be higher.

109 As pupils move through the school they make good progress overall, but this could be even better if a more flexible short-term planning format was used. In lessons seen during the inspection at Key Stage 1 progress was generally satisfactory; but evidence from other sources, particularly from pupils' previous work, suggests that progress is good overall. Good progress was seen in lessons observed at Key Stage 2. Pupils with special educational needs are provided with appropriate support, both from their class teachers, and by the use of support staff. Individual education plans are appropriately specific and ensure that individual needs are met.

110 Throughout the school pupils show positive attitudes towards the work, although this is somewhat better at Key Stage 2. In the best lessons pupils are involved and interested, they share and co-operate well and make good use of correct scientific language. In a Year 5/ 6 lesson on the effects of smoking, for instance, pupils discuss the issues in a mature manner, listening to the opinions of others. They are interested in the subject, and draw on their own experiences in discussion. When the Reception and Year 1 pupils go for a walk outside they listen carefully to the sounds they hear,

concentrating well and behaving appropriately.

111 The teaching of science is good overall. Teachers' subject knowledge is at least satisfactory, and, at Key Stage 2, often good. A range of teaching methods is used appropriately, although there is sometimes too much teacher talk, so that opportunities for pupils to carry out practical investigations become limited. The work is carefully planned, with teachers' weekly planning sheets giving details of activities and learning objectives. Assessment is generally carried out through careful questioning and discussion, although the present planning framework of weekly planning sheets is too rigid to allow for changes resulting from ongoing individual assessments.

112 In most lessons observed a lively pace is maintained and pupils move smoothly from one activity to the next with the minimum of disruption. Teachers generally provide resources effectively, so that pupils have all they need to hand. Behaviour is generally good, particularly when pupils are involved in interesting practical activities. In a few lessons, which are dominated by talk from the teacher, pupils sometimes become bored and find it difficult to concentrate as the lesson progresses.

113 A feature of many lessons seen was the good use made of correct scientific vocabulary, both by teachers modelling the language and by pupils using it in their own discussions. This makes a good contribution to the development of pupils' literacy skills. In a lesson with pupils in Year 5 and 6 on respiration and the effects of smoking, for example, questions were used skilfully to draw out pupils' understanding. A lively pace was maintained, and complex ideas were put over in an informative and stimulating manner. The pupils were well managed, and the teacher's expectations, both of behaviour and work, were high.

114 The subject is co-ordinated by the headteacher, who has only held this position since September. There is clear educational direction of the subject, as seen in the School Development Plan. The school is currently using the approved science scheme as the basis of its work, but the co-ordinator has given priority to a full review of the subject at an early date. The percentage of curriculum time devoted to the subject is low in comparison to the other core subjects, although it is too early for this to have had an impact on standards. There are adequate resources for the teaching of science and they are conveniently stored in a central location. There is no up to date inventory of resources, and some boxes are unlabelled. Appropriate attention is paid to safety in the use of science resources.

115 The school has good facilities for environmental science in its grounds, with a good variety of trees and shrubs, together with a mature wildlife area. This area is somewhat overgrown and in need of refurbishment. At present however, like other outside resources, it is underused.

## **OTHER SUBJECTS OR COURSES**

### **Information technology**

116 Evidence gathered during the inspection, from classroom observations, discussions with pupils, and scrutiny of previous work, shows that at the ends of both key stages standards of attainment are below average, and the statutory requirements of the National Curriculum for the teaching of information and communications technology are not met.

117 At Key Stage One pupils have had some experience of using the computer for making pictures and printing them out, as well as supporting their work in literacy, as when Year 1 and 2 pupils collect rhyming words, using the mouse to control the computer. Good use was seen of the use of information technology in one Year 2 lesson during the inspection, where a parent helper worked with two pupils with special educational needs, on matching parts of sentences to create instructions for making a cup of tea. Here the work was appropriate and the pupils responded well. In many lessons observed during the inspection, however, opportunities for using the computers to support work in many curriculum

areas were missed. Computers were often seen to be switched on, but unused, when their use would have been of benefit to the work being done.

118 In the Key Stage 2 classes a similar situation was seen. Opportunities to make use of information technology were missed and computers were typically left unused. Despite the newly-installed internet link, no example was seen during the week of pupils making use of this as a research tool during their work in other subjects.

119 In Years 3 and 4 pupils are given opportunities to learn how to use different fonts, printing styles and colours, and they have some practice of using these in word-processing activities. Discussion with Year 6 pupils indicates that they have had some experience in using information technology, including some word-processing and graphics work. They can recall activities undertaken but have little appreciation of comparing information technology with alternative methods, nor of ways of generating, organising, amending and presenting ideas using information technology. Although pupils have had some opportunities to make progress developing their understanding and skills of word processing and in graphics and design, other areas of the programmes of study for information technology have been less thoroughly covered. There is little evidence in pupils' work, in their folders or in displays, of parts of the required curriculum in communicating and handling information, and of much of controlling, monitoring and modelling, and neither were pupils able to recall or discuss them.

120 The learning activities and opportunities for pupils to use the computers that the school at present provides are insufficient to constitute a coherent curriculum for information technology. Although around 15 per cent of curriculum time is allocated to the subject, evidence during the inspection week, as well as that from other sources, like teachers' plans and pupils' work, suggests that pupils do not spend this amount of time on information technology activities.

121 On occasions when pupils were seen working on computers they generally showed enthusiasm and interest. Discussions with pupils indicated that many have access to computers at home and are well aware of the uses to which computers can be put. Instances where pupils showed sustained concentration, enjoyment, and good co-operation were seen, but these were rare compared with instances when computers were left unused.

122 Whilst some satisfactory teaching of information technology was seen, this was the exception to the more general picture of missed opportunities and unused computers throughout the school. Where some teaching of information technology is incorporated into lessons it is satisfactory, and the work chosen is usually appropriate for the ages and abilities of the pupils. In a reception class lesson, for example, the teacher revised the use of the concept keyboard, after pupils had chosen to use the computer during an activities session.

123 The present subject co-ordinator is newly appointed, but is enthusiastic and committed to the subject. He has already attended several in-service training activities, and passed on information to the rest of the staff. He has made a start in managing and developing the subject, with informal discussions with staff on the school's approach, but the monitoring aspect of the co-ordinator's role is underdeveloped at present. Much planning work had been already been done and the school development plan shows that further development issues have been carefully considered.

1Advice has been taken from the local authority, and some in-service training provided. There is a need for this to be continued, so that all staff can gain confidence and build information technology activities into their planning and take proper advantage of opportunities for information technology work in all curriculum areas. The development of a system of tracking and recording information technology activities, so that continuity and progression in the development of pupils' skills can also be ensured, should also be continued.

125 The school has recently been successful in supplementing its hardware and software, both

through the use of official funding and the ingenuity and hard work of staff, parents and friends in fund-raising. There is now a good overall ratio of computers to pupils, and the acquisition of a range of appropriate software, as well as the partial installation of a network, are all positive recent developments. Plans are well advanced to extend the computer network to the rest of the classrooms, and to continue, over a period of time, to replace older computers with new personal computers. The school still has a number of old computers, but these are still serviceable and supported with appropriate software.

#### 124 **Art**

126 It was not possible to observe any lessons in art during the inspection, but the ample work on display, along with the collection of previous work in an art folio and evidence from teachers' planning indicates that pupils gain a wide experience working with a variety of media. Pupils make good progress in developing their skills as they move through the school and by the time they reach the end of each key stage, many pupils attain a standard in their work which is higher than expected for their age. This is an improvement since the previous inspection. Progress is good across the various aspects of art, including painting, drawing, printing and textiles, although there was no opportunity to see any of the pupils' three-dimensional work since it is so difficult to store this in school.

127 The art co-ordinator is knowledgeable and enthusiastic about art and contributes positively to the strength of the subject in the school. Most teachers are confident and this enables them to provide such varied experiences for their pupils and contributes to the high quality of some of their work. Pupils' art work is well displayed around the school. It is visually stimulating, successful in motivating pupils and contributes to the overall effectiveness of the school as a an environment for learning.

128 In Key Stage 1 pupils develop their skills of colour mixing, experimenting with colour in a variety of pattern making activities. Effective use of wax resist techniques also enhances their understanding of how colours mix and blend. Observational work is extended in a variety of contexts, including visits out of school and the use of some techniques are developed in work in other subjects, like mosaics in history for example. Work on other artists is good. The work of the older pupils in the key stage, using the technique of pointillism and inspired by Vincent Van Gogh's self portrait is very good indeed. Their work is bold and the use of this technique enables them to capture the blends of colour exceptionally well in their portraits.

129 In Key Stage 2 pupils have good opportunities to build on this good start and they continue to make good progress in developing their skills. Younger pupils at this key stage extend their skills of colour mixing. Their work becomes more detailed and intricate, as in their work on the Tudor rose for example. Their work on illustrations from children's books is also good, having enabled them to evaluate the purpose and impact of such illustrations in the Mr Men stories and then to produce their own, which are appropriately bold and colourful. Older pupils in this key stage have experienced working with a wide range of media. Their careful observational drawings demonstrate their more effective control over both line and shade and they have experimented with texture with both paint and fabrics. Again work in art has been linked to other subjects, as in their earlier work on the Greeks for example. Work contained in the school's art folio contains some very good examples of pupils' completed work, in particular their pieces in response to some war poetry.

130 Teachers' planning is comprehensive in the medium term, indicating the range of aspects of art which are to be covered each term. In the longer term, however, the school lacks an overview of how pupils' skills are to be progressively developed across the whole of each key stage and guidelines to support and help teachers enable pupils to achieve even higher standards in their work.

#### **Design and technology**

131 It was not possible to observe any lessons in design and technology in either key stage during the inspection, but samples of pupils' work, teachers' plans and discussion with them show that pupils

make satisfactory progress throughout both key stages. A scrutiny of teachers' planning shows that design is an important element within the subject.

132 In Key Stage 1 pupils are introduced to the designing and making processes and they have satisfactory opportunities to handle a range of materials and to appreciate how different materials can be joined to each other. They are introduced to food technology; the youngest pupils study a range of fruits, disassembling them as part of their investigation. They learn to use a range of tools and begin to cut, chop and grate fruit safely. In their investigations of fruits they begin to discover something of the differing properties of materials and they study the various patterns seen inside fruits. They are encouraged to design an imaginative vegetable, which they then make in plasticine. They also design and make in other classroom contexts, for example pupils have designed and made warning signs for displaying in the classroom which alert them to things which they should avoid doing. Older pupils have worked with a visitor and been involved in the process of making bread wheatsheaves. They have also designed and made puppets.

133 In Key Stage 2, pupils use various materials, such as papier-mâché to make a range of three-dimensional models. For example, the oldest pupils have made some masks. The quality of the finished work is good with pupils paying good attention to detail. They select materials appropriate for model making. The younger pupils enjoy a range of disassembling, designing and making experiences. For example, when given the task of making a package to fit particular object pupils first take to bits a number of manufactured packages to see how they are constructed. They then design and make their own packages. They are encouraged to evaluate their own designs and products against a range of given criteria.

134 A scrutiny of work shows that pupils successfully build on their skills over time. They have opportunities to practice a range of making and fixing skills including shaping and sawing. The oldest pupils work carefully and accurately, painting, shaping and fixing.

135 The quality of teachers' planning is good. In their plans they make clear what it is they want pupils to learn. Pupils have opportunities to further develop their literacy and numeracy skills, with opportunities to both measure and also write up records of their investigations and experiences when designing and making.

136 The subject is appropriately resourced in terms of both equipment and materials.

## **Geography**

137 During the week of the inspection it was not possible to see any teaching of geography. However, other evidence, such as pupils' previous work, examples of work seen in displays, and discussions with class teachers and the subject co-ordinator, support judgements about work in this subject.

138 As they move through the school pupils are given a range of appropriate and worthwhile experiences in geography at both key stages. During Key Stage 1 they learn about the different parts of the United Kingdom. They look at maps, and see pictures of different cities and towns. They also learn how to ask and answer questions about places, starting to use correct geographical vocabulary. In Key Stage 2 pupils build on their earlier understanding, for instance when Year 4 pupils learn about the ways in which people affect the local environment.

139 Pupils generally make satisfactory progress in their understanding of geographical ideas at both key stages. Pupils with special educational needs are given effective support, both by their class teachers and by the skilful use of support staff and this enables them to make good progress overall.

140 There is good integration of work in geography with that in history, so that, for instance, Year 5

and 6 pupils learn about the arguments for and against the building of a new supermarket in the local town at the same time as they study the changes which have taken place in the town over the last two hundred years. They make use of maps appropriately in both their geographical and historical work.

141 Teachers' planning for geography is satisfactory overall at both key stages. Pupil's work shows satisfactory coverage of the planned curriculum, and their work is marked appropriately. The programme of work is clearly planned, with weekly planning sheets giving details of activities, learning objectives and resources.

142 Assessment procedures are informal, with teachers using discussion and questioning to determine pupils' levels of understanding. At present, however, planning procedures are too rigid to allow teachers to use assessment information to inform their planning.

143 Resources for the teaching of geography are sufficient for the school's needs and of reasonable quality. They are organised in a satisfactory manner and staff generally make effective use of them to support their work. At present there is no overall inventory of resources, and there is a need for this to be remedied, so that all staff know what is available.

144 The co-ordinator is new to this role, and so is still in the early stages of managing the subject. Regular monitoring of the curriculum is provided through planning meetings, but this aspect of the co-ordinator's role is as yet underdeveloped.

## **History**

145 The planned programme of work in history is ensuring that pupils make satisfactory progress through Key Stage 1 and good progress through Key Stage 2 in extending their knowledge of the past.

146 In Key Stage 1 pupils learn appropriate words to describe or compare past and present. They are introduced to relevant aspects of the past through stories of famous men and women and through a range of carefully planned activities with objects, pictures or people in which there is an appropriate emphasis on the continued acquisition of appropriate historical vocabulary. Good use of artefacts is helping pupils to make progress in their understanding of the past. In one lesson observed, younger pupils in Key Stage 1 had the opportunity to handle some old toys and games for example. They understand that children's games were different in the past. The more able pupils were able to identify differences in the materials of which some old toys were made and they were able to select appropriate words to describe their condition. Overall they made satisfactory progress in developing their understanding of what these objects can tell us about the past. In another lesson seen, older pupils at this key stage were able to demonstrate their knowledge of some famous men and women from different walks of life in the past, including Albert Einstein, Vincent Van Gogh and Florence Nightingale for example. Pupils were able to discuss aspects of the life of Florence Nightingale confidently and then use the available resources to research further information.

147 In Key Stage 2 pupils successfully extend their knowledge and understanding of periods in the past through the range of study units covered. They are able to draw on this understanding as they move onto different topics. Pupils could discuss building materials in their local history work using information they had gathered about wattle and daub in their work on the Tudors for example. Pupils continue to make progress in developing their understanding of chronology at this key stage, supported by a more extensive use of timelines. Good opportunities are provided for pupils to work with a range of sources, like artefacts and documents, including census material, newspapers and maps. In one good lesson observed for example, in which pupils continued their local history work on Bedale, they were able to demonstrate their ability to work with maps in their study of change and continuity in the town. Identifying features of the high street which had obviously changed they were able to discuss some of the reasons for change. Where they were less sure, they also demonstrated the ability to pose good questions for further research.

148 In some lessons at both key stages pupils have good opportunities to extend their literacy skills in their work in history. They learn to search for information, for example, using reference books and other materials, and have practice developing their skills of note-taking and summarising. Younger pupils made significant progress in developing vocabulary required to discuss the various artefacts they worked with, while older ones extended their knowledge and understanding of maps orally in some good discussion.

149 Teaching in history is good at both key stages. It is clear that teachers have extensive knowledge and interest and as a result they successfully communicate a genuine enthusiasm for the subject. In the lessons seen, teachers were lively and interesting and engaged pupils in effective learning activities, extending both their knowledge of history and their skills in thinking about and finding out about the past.

150 The co-ordinator for history is enthusiastic and knowledgeable, although she has taken over this responsibility only very recently. She has quickly identified priorities for development, including a thorough audit of resources. Displays of work in history in Key Stage 2 are most effective in stimulating interest, and reflect the variety of work undertaken already this term.

## **Music**

151 Pupils make satisfactory progress in developing their skills in music throughout the school.

152 In Key Stage 1 pupils experience a well-balanced programme of musical activities. In lessons pupils are enthusiastic and eager to participate in both singing and instrumental activities. In the whole key stage singing lesson observed for example, pupils enjoyed the activities and were immediately responsive to the teacher. Younger pupils are able to sing songs from memory and they can recognise these melodies in other contexts. They are introduced to untuned percussion instruments and are able to explore sounds with them, developing an appreciation of timbre and dynamics, and use them in their own compositions. In learning about rhythm, pupils at this stage can already keep a steady pulse and add actions to songs in time to the beat. Opportunities are taken to sing songs and rhymes at other times of the day, particularly effective with the youngest pupils.

153 In Key Stage 2 pupils extend their understanding of rhythm effectively and they can maintain a steady pulse. Pupils are making appropriate progress in developing their compositional skills. They can select instruments to create different sounds to match their ideas and they are beginning to develop their use of symbols to represent the sounds in their own compositions. There is a clear emphasis on extending pupils' musical vocabulary and they can use terms like crescendo appropriately. Although their progress in singing is satisfactory, as yet there is insufficient emphasis on teaching pupils how to improve their breath control, tone and their articulation of the words in the songs they sing. This has been identified as an aspect of their work to be improved by the new music co-ordinator.

154 Pupils listen to music with interest responding appropriately for example when listening to different group compositions. Opportunities for pupils to listen to and reflect on music or discuss the music of particular composers during collective worship and at other times of the day, is as yet underdeveloped. This has also been identified as a priority for development by the co-ordinator. Pupils do have the opportunity to listen to the music co-ordinator playing her recorder and pipe as she accompanies their entry into assembly. Pupils have opportunities to perform music at different times, including at major celebrations throughout the year. Pupils from Year 2 onwards have the opportunity to learn to play the recorder, while a number of pupils receive instrumental tuition from a peripatetic music teacher.

155 Overall the quality of teaching in music is good in both Key Stage 1 and Key Stage 2. The new music co-ordinator has the opportunity to teach all the children in both key stages and this enables her

to gain a clear overview of the standard of pupils' attainment and the progress they are making. She is highly competent and enthusiastic as a musician and she communicates this to her pupils effectively. They respond well to her in lessons and clearly enjoy their music making.

156 The new co-ordinator has already undertaken considerable work to develop teaching and learning in music. There is now an appropriate programme of work in music, which includes all the required elements. There is satisfactory range of resources available, including tuned and untuned percussion instruments; an audit of their condition has identified those in need of replacement.

## **Physical education**

157 Pupils experience all areas of physical education included in the National Curriculum; their progress in Key Stage 1 is good and in Key Stage 2 it is satisfactory.

158 In the lessons seen at Key Stage 1, pupils' physical skills, particularly movement skills are higher than those expected for their ages. By the end of Key Stage 1 pupils demonstrate good quality movement recognising that good body form contributes towards good performance. Pupils use space well when travelling and they can build separate movements into quite complex sequences. When responding to and interpreting music through dance pupils respond well to rhythm and pitch. They change direction in a controlled manner. By the end of Key Stage 2 pupils' physical skills are at levels expected for their ages. Indoor facilities in the school lack space and this inhibits the progress of the older Key Stage 2 pupils as the range of activity they can engage in is somewhat limited. Key Stage 2 pupils practise, refine and improve movement working both individually and in paired activity. In one observed lesson pupils were successfully developing sequences of movement in which they incorporated symmetrical shapes shadowing each other's body shapes.

159 Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Where teachers encourage them to think about how to improve their movements, in dance and gymnastics for example, pupils' progress is good. Pupils build upon their previous skills, for example when they put separate movements together into sequences. Pupils' progress is supported through appropriate activities and opportunities to express their ideas fully. Teachers evaluate pupils' work constructively and regular praise effectively motivates pupils' efforts. In the best lessons teachers enable pupils to evaluate their own and each other's work effectively. Pupils with special educational needs participate fully with enjoyment and make good progress.

160 Pupils respond well to physical education lessons. They enjoy lessons, behave well and concentrate hard. They listen well to instructions and are aware of safety rules. Pupils' are appropriately dressed following the good example provided by teachers. They are happy to share successful examples of work with one another. Their high levels of confidence are effectively enhanced by the good relationships they have with one another and their ability to work well in paired and team activities.

161 The quality of teaching and pupil performance has improved since the previous inspection, the report of which expressed a concern about the pace and balance of activities in some lessons. There was also concern expressed about the standard of performance of some pupils. The school has now satisfactorily addressed all these concerns. The pace of most lessons is brisk. Teachers are secure in their subject knowledge and teachers' planning is at least satisfactory and often good. Teachers use good examples of pupils' work to effectively encourage other pupils to improve their efforts.

162 Teachers incorporate aspects of work in literacy and mathematics into their teaching in physical education. For example, pupils are introduced to a range of movement related vocabulary such as pattern, sequence and rhythm. In one observed lesson pupils were creating symmetrical body shapes through paired activity. This related to ongoing work in the classroom on symmetrical shapes. Younger pupils engage in a series of number and counting games in physical education. Older pupils are able to

use mapping skills learnt in geography when they take part in orienteering.

163 The school is adequately resourced for teaching physical education. A range of games equipment is available. The school has a good-sized playing field onsite, there is a hard surfaced playing area and the school has a well-equipped school hall. The hall contains a range of large and small climbing and jumping equipment and there is an ample supply of good quality landing mats available. However, the hall is small and large classes are not easily accommodated. It restricts older pupils engaging in vigorous activity.

164 Pupils are able to enjoy a range of out of school activities associated with physical education. During the inspection a netball training session was observed. A number of Key Stage 2 pupils worked extremely hard building up stamina, practising ball handling and passing skills and learning tactics. These pupils worked enthusiastically with a well-informed teacher. Within the life of the school pupils are able to take part in football, rounders, rugby, basketball, athletics, 'kwick cricket', netball, volleyball, hockey and orienteering. Competitive sports are played against other schools in football, netball, rounders and cricket. Key Stage 2 pupils also compete annually in the Bedale cluster school sports day.

### **Swimming**

165 The inspection of this school included a focused view of swimming which is reported below.

166 Standards of attainment in swimming are above average at the end of Key Stage 2. Currently all pupils in Year 6 can swim unaided for at least twenty-five metres. All pupils who left the school in 1998 and 1999 were also able to swim this distance unaided.

167 Pupils make good progress in swimming in Key Stage 2. Almost all pupils in Year 4 can swim at least ten metres unaided. Half the year group can swim at least twenty-five metres both on their front and on their back. All pupils in Years 3 and 4 who were observed during a swimming lesson displayed good levels of confidence in the water. Most can float for at least a short distance and propel themselves in the water unaided for at least ten metres. The majority of Year 4 pupils are developing good stroke techniques in breaststroke, front crawl and back crawl. Half of the pupils in Year 4 are competent swimmers demonstrating good stroke technique and the ability to propel themselves efficiently through water using a range of recognised swimming strokes.

168 The quality of teaching swimming is good. Teachers and instructors display good subject knowledge. Instructors are well qualified and effective in their teaching. Pupils work in attainment groups following well-planned programmes. Confidence building is an important element in the teaching. Non-swimmers are given good support and work with one of the instructors in a small group at the shallow end of the swimming pool. Once able to float unaided for a short distance, pupils are taught skill techniques in a progressive manner which enable them to propel themselves through water unaided. Pupils who are able to swim at least ten metres are then taught to develop good stroke technique both on their front and their back.

169 Assessment is an integral part of the teaching process. The school has adopted a scheme of awards based round the completion of graded tests. Pupils are regularly assessed against given criteria and success leads to the pupils receiving recognition with a certificate. The pupils value these awards and they act as an incentive, promoting further good progress. The school keeps good records of pupils' achievements in swimming and these give a good indication of progress.

170 All pupils in Year 3 and Year 4 have one thirty minute swimming lesson a week throughout the year. The school makes arrangements for any non-swimmers in Years 5 and 6 to accompany this group until they can swim twenty five metres unaided, competently and safely. Currently the total time allocated to this swimming lesson is half a morning session. This includes the time spent at the

swimming pool and the time taken travelling to and from the baths, The swimming pool has good facilities for both non-swimmers and competent swimmers. Good safety supervision is provided by a pool-side life-guard during swimming sessions.

171 Last year pupils from Years 3 and 4 competed and gained good achievements in the Bedale Annual Swimming Gala.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

172 A team of four inspectors carried out the inspection over a period of three days. The team:

- observed 40 lessons or parts of lessons
- listened to pupils in each year group reading from their reading books and/or from their own work
- scrutinised samples of pupils' work, including that in folders already completed
- discussed aspects of their work and school life with pupils
- attended 4 assemblies
- examined the most recent school development plan and school policy documents
- studied teachers' planning and pupils' records
- interviewed the headteacher, other permanent members of staff and members of the governing body
- scrutinised the provision for pupils with special educational needs and examined the special needs register and individual education plans
- analysed the school's budget
- held a meeting prior to the inspection which 18 parents attended
- analysed the responses of parents in the 40 completed questionnaires received and considered the views parents expressed at the pre-inspection meeting with the inspectors
- judged the effectiveness of the school's implementation of the National Literacy and Numeracy Strategies and assessed literacy and numeracy across the school
- checked attendance registers and observed daily registration of pupils
- examined the school's reports to parents

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	119	1	14	3

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	5
Number of pupils per qualified teacher	24

#### Education support staff (YR – Y6)

Total number of education support staff	2
Total aggregate hours worked each week	4.45

Average class size:	24
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### Financial data

Financial year:	1998-99
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	£
Total Income	191 402
Total Expenditure	187 500
Expenditure per pupil	1 603
Balance brought forward from previous year	19 860
Balance carried forward to next year	17 413

## PARENTAL SURVEY

Number of questionnaires sent out:

78

Number of questionnaires returned:

40

### 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	66	34	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	72	28	0	0	0
The school handles complaints from parents well	29	47	24	0	0
The school gives me a clear understanding of what is taught	29	42	24	5	0
The school keeps me well informed about my child(ren)'s progress	31	43	23	3	0
The school enables my child(ren) to achieve a good standard of work	45	47	8	0	0
The school encourages children to get involved in more than just their daily lessons	50	45	5	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	39	48	8	5	0
The school's values and attitudes have a positive effect on my child(ren)	67	30	3	0	0
The school achieves high standards of good behaviour	59	38	3	0	0
My child(ren) like(s) school	72	28	0	0	0

NB: Percentages given are in relation to total number of returns, EXCLUDING nil replies.  
Percentages of responses are rounded to nearest integer and sum may not equal 100.