

INSPECTION REPORT

CAYTON COMMUNITY PRIMARY SCHOOL

Cayton

LEA area: North Yorkshire

Unique reference number: 121358

Headteacher: Mr R Wilkinson

Reporting inspector: Mrs A Dancer
20848

Dates of inspection: 31st January - 4th February 2000

Inspection number: 188951

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs E Vickers
Date of previous inspection:	July 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs A Dancer	Registered inspector	Mathematics Information technology Music Physical education Under-fives	The characteristics and effectiveness of the school Key issues for action The school's results and pupils' achievements Pupils' attitudes, values and personal development Teaching and learning Leadership and management
Mr C Farris	Lay inspector		Pupils' welfare, health and safety Partnership with parents and carers Efficiency Attendance
Mr L Garner	Team inspector	Science Design and technology Religious education Special educational needs Equal opportunities	Quality and range of opportunities for learning Assessment
Ms R Webber	Team inspector	English Art Geography History	Spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cayton Community Primary School has 234 pupils on roll, which is broadly average for primary schools. There are very few from minority ethnic groups, none of whom speak English as a second language. The percentage of pupils known to be eligible for free school meals, 11.1 per cent, is below the national average. The percentage of pupils on the special educational needs register, 20.9 per cent, is broadly in line with the national average. One of these pupils has a statement of special educational need. Most pupils live close to the school, but an increasing percentage, 26.5 per cent at present, come from further afield. This has resulted in attainment on entry to the school now being average, and not above average as at the last inspection.

HOW GOOD THE SCHOOL IS

The school provides a good, broadly based education and most pupils achieve well. The teaching is good. The leadership and management of the school are good and there is a very clear educational direction for the school's work. The school provides good value for money. This is an improving school, and the potential for further improvement is very good. The strengths of the school far outweigh its weaknesses.

What the school does well

- The headteacher is an inspiring leader who leads by example in all aspects of school life
- The school provides a 'stimulating, supportive and secure environment' (school ethos statement)
- Standards are currently high in English at Key Stage 2 and also in art, physical education and music throughout the school
- Teaching is good. Teachers have high expectations. The staff work effectively as a team
- Relationships are excellent and pupils' attitudes to school behaviour are very good
- Literacy and numeracy skills are well promoted in many subjects
- The curricular and other opportunities offered to pupils are good
- Homework is varied and interesting and supports schoolwork well
- The provision for pupils' moral and social development is very good
- The school works well in partnership with parents

What could be improved

- Most pupils in Year 3 are underachieving in mathematics
- Information about what children know, understand and can do is not easily available to help teachers plan lessons nor to help the school to monitor the progress of individuals and groups
- The school does not evaluate sufficiently the success of the targets it sets for improvement

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress in addressing the issues identified at its last inspection in July 1996. Opportunities for spiritual development are now included in planning for all subject areas and, as a result, provision for spiritual development has improved from satisfactory to good. Issues relating to improving planning, and for the good teachers to share their expertise to raise expectations in teaching, have been very well addressed through the school Curriculum Review and Evaluation Model. This provides for a three year rolling programme of review, development and implementation in every subject and has been the

catalyst for creating a highly motivated and closely-knit staff team. Monitoring of teaching and learning has been effectively delegated to the teachers, and the programme is skilfully co-ordinated by the headteacher and senior management team. As a result, since the last inspection, there has been a good improvement in the quality of curricular provision, in the expertise and expectation of all teachers, in the quality of recorded assessment information and the response of the pupils. The percentage of very good teaching has risen from 4 to 25 per cent. Indications are that standards are rising throughout the school, based on increasingly relevant planning, detailed and accurate pupil records and improved and improving staff expertise. There is very good potential for future improvement. Accommodation has been improved through 'infilling', and an attractive staffroom and a music room created since the last inspection.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	C	C
mathematics	C	C	C	C
science	B	B	C	D

Key

well above average A B

above average

average C

below average D

well below average E

In 1999, standards at Key Stage 2 in English, mathematics and science were in line with the national average. Compared with the results achieved in schools with pupils of similar backgrounds, results were broadly average in English and mathematics and below average in science. These results show a dip in attainment from previous years, and fell short of targets set by the school. However, the school's trend in results is one of improvement and over the last four years is in line with the national trend. The attainment of pupils presently in Year 6 is above average in English, and average in mathematics and science, with an increased percentage of pupils already working at the higher Level 5. This indicates that standards in Year 6 are better than those indicated by the 1999 test scores, and the school is making good progress towards targets set for 2000.

Standards are average in reading and below average in writing and mathematics at the end of Key Stage 1, on the basis of the 1999 test results and the school work of the present Year 2 pupils. However, the achievement of these pupils is satisfactory because both year groups contain a high proportion of pupils with special educational needs and few higher attaining pupils. Standards in information technology are in line with those expected nationally, and in religious education standards are in line with the expectations set in the locally agreed syllabus. There are high standards in art, music and physical education. Pupils are underachieving in mathematics in Year 3 because of unsatisfactory teaching. The headteacher is working alongside the classteacher to raise standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very well motivated and keen to do well. They are interested in all aspects of schoolwork and are proud of their achievements.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour is of a consistently high standard in lessons, about the school, at playtimes and on school visits.
Personal development and relationships	Relationships are excellent. Personal development is good. Pupils are polite and responsive to the needs and feelings of others. They are trustworthy and responsible. When given the opportunity, they initiate projects and carry them out with maturity.
Attendance	Good. Pupils enjoy school, and arrive in good time for lessons.

The very good behaviour, very positive attitudes and excellent relationships are strengths of the school and make a very important contribution to the pupils' good gains in learning and to the positive ethos of the school.

TEACHING AND LEARNING

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

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

Teaching seen was at least satisfactory in 98 per cent of lessons and meets the needs of all its pupils well. It was good or better in 75 per cent of lessons and very good or better in 24 per cent of lessons. The very good teaching is located in the Reception and Year 1 classes, and in the three classes with the oldest pupils at Key Stage 2, but every teacher received a good grade for teaching in at least one lesson. All teachers have high expectations, most have good subject knowledge in all curriculum areas, and resources are used very well to support learning. The teaching of English and mathematics is good in almost all classes, with the exception of mathematics in Year 3, where planning for numeracy hour does not challenge all pupils and teaching is unsatisfactory. The teaching of pupils with special educational needs is good, and higher attaining pupils are well challenged in most lessons. The teaching of mental arithmetic, physical education, art and music is consistently good throughout the school, and pupils achieve highly in these subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curricular opportunities are good. A broad curriculum is offered to pupils of all ages, with subjects linking well to provide learning experiences of good quality. All statutory requirements are met. A very good range of well-planned visits extends learning in many subjects. Older pupils have a good choice of extra-curricular activities that are well supported, particularly the recorder clubs that are attended by a quarter of pupils in Key Stage 2. There are very few clubs at Key Stage 1.
Provision for pupils with special educational needs	Good. Pupils are identified early, relevant individual education plans guide and support learning well, and specialist teaching of groups and individuals is good. Pupils make good progress in most lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for moral and social development. Staff set a very good example in the creation of a calm and orderly community. The opinions and interests of pupils of all ages are known and valued. Good provision for spiritual and cultural development. Pupils are encouraged to gain an insight into their own feelings and values and those of others, and to appreciate the richness of their own and other cultures.
How well the school cares for its pupils	There is good care and concern for pupils' welfare. The procedures for monitoring pupils' personal development and behaviour are very good. Pupils' achievements are recorded in detail, but are not summarised so that progress can be monitored easily. The school does not meet statutory requirements for regular risk assessments.

The school has good links with parents and carers and involves them well in the life of the school. Parents make a good contribution to the learning of their children. Information for parents about the curriculum and the progress of their children is satisfactory, although pupil reports do not always contain information on both information technology and design and technology.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is an inspirational leader who delegates well and is ably supported by the deputy and senior staff. He gives high priority to the raising of standards in all subjects of the curriculum and to the personal development of all pupils. Insufficient attention is given to the evaluation of the school's targets for improvement. The school development plan is for one year only and does not contain existing longer term planning for key areas of development.
How well the governors fulfil their responsibilities	Satisfactory. Governors have a good knowledge of the school. They have good involvement in key decision making, and in the current development of subject areas. They are not sufficiently involved in target setting or in evaluating targets in the school development plan.
The school's evaluation of its performance	Satisfactory. The monitoring and evaluation of teaching is good. National Curriculum test data is analysed to improve future performance. Evaluation of the progress and achievement of individuals and groups of pupils is not sufficiently focused.
The strategic use of resources	Good. The school finances are effectively managed and educational developments are supported through careful planning.

Staffing and accommodation are satisfactory for the effective delivery of the curriculum. Resources are good. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are very happy at school • Staff are very dedicated and teaching is good • Children are expected to work hard and do their best • It is easy to approach the school with a problem • Homework is interesting 	<ul style="list-style-type: none"> • More learning through play in the Reception class • Better communication with one teacher of the younger pupils • A parent/teacher meeting in the Spring term • Increased supervision at lunchtimes • More school clubs for younger pupils

The inspectors fully endorse the positive views of parents. The inspectors agree with parents that there are fewer opportunities than usual for pupils in the Reception class to learn through play, but the curriculum is broad and relevant and children have many opportunities to develop their own ideas. There are less school clubs for pupils in the Reception class and at Key Stage 1 than are usually found. The school is already aware of the other areas that parents would like to see improved and these are being considered. The reduced level of supervision at lunchtimes is being monitored, and regular reports given to the governing body. The inspectors' view is that there are times when the level of supervision is insufficient, particularly on the playground for pupils in Key Stage 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' results in the end of Key Stage 2 National Curriculum tests in 1999 were broadly in line with the national average in English, mathematics and science, based on the average of all the levels achieved. The percentage of pupils reaching the national standard, Level 4 or above, was close to the national average in all three subjects. The percentage of pupils reaching the higher Level 5 was close to the national average in English, below the national average in mathematics and well below the national average in science. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in the 1999 tests was broadly average in English and mathematics and below average in science. The standards achieved in 1999 fell short of the targets set for pupils in English and mathematics, and teacher assessments in 1999 showed a more favourable picture than the tests. At the last inspection, this group of pupils was at the start of Key Stage 2, and said to be underachieving because of low teacher expectation. School records show that they have made good progress since then. The school's average point score trend in the end of Key Stage 2 tests, based on figures for the last four years, is upwards and is broadly in line with the national trend. The best improvement over time is in mathematics.
2. The evidence of the schoolwork of pupils presently in Year 6 shows that they are making good progress to meet the suitably challenging school targets for English and mathematics in 2000. Pupils are performing at an above average standard in English and at an average standard in mathematics and science. More pupils are in line to achieve the higher Level 5 in mathematics and science than did so last year. The standards of Year 6 pupils represent good progress since the national tests at Key Stage 1 in 1996, when their attainment was broadly average in reading and writing and well below average in mathematics.
3. Pupils' results in the end of Key Stage 1 National Curriculum tests in 1999 were broadly in line with the national average in reading, and below the national average in writing and mathematics, based on the average of all the levels achieved. The percentage of pupils reaching the national standard, Level 2 or above, was close to the national average in writing and mathematics, but below the national average in reading. The percentage of pupils reaching the higher Level 3 was below the national average in writing and mathematics and close to the national average in reading. In comparison with the results achieved by pupils in schools with similar backgrounds, pupils' performance in 1999 was below the national average in reading and writing and well below the national average in mathematics. Teachers' assessments in 1999 were broadly in line with the test results in reading and mathematics, but optimistic in writing. Teacher assessments in science were below the national average for the percentage reaching Level 2 and above, and in line with the national average for the percentage reaching Level 3 and above. The results for 1999 show a fall in standards in reading and writing from the previous year. This year group, now Year 3, contains an unusually high proportion of pupils with special educational needs, and this is the reason for the fall in standards. Taking the results for the last four years, there is a clear trend of improvement in all subjects, with mathematics showing the best improvement from an extremely low level in 1996.
4. The evidence of the school work of the present Year 2 pupils is that they are also performing at a level that is broadly average in reading, but below average in writing,

mathematics and science. The attainment of this group of pupils was below average in English, mathematics and science at the beginning of the school year, and the scrutiny of work shows that they have made satisfactory progress since then. There are a smaller number of higher attaining pupils in this year group than in most other classes, and a higher proportion than usual of pupils with special educational needs who are already at Stage 2 of the Code of Practice.

5. Children's attainment on entry to the Reception class at the start of the school year in which they become five is broadly in line with that expected for their age. This is lower than at the time of the last inspection and reflects the changing backgrounds of children starting school. Good teaching results in most children exceeding the Desirable Learning Outcomes for five-year-olds by their fifth birthday in personal and social development, language and literacy and physical development. Standards are broadly average in mathematics, knowledge and understanding of the world and creative development. Children's listening skills are good and they have mature attitudes to learning. Higher attaining children know many words, read simple texts confidently and are starting to use their knowledge of letter sounds competently in reading and writing. All children write their names and most write some words unaided, using upper and lower case letters correctly. Most children recognise numerals to ten and count beyond twenty. They recognise simple two-dimensional shapes such as circles and squares, and identify and complete repeating patterns of shape and colour. They use and understand mathematical language such as taller and heavier.
6. By the end of Key Stage 1, pupils listen attentively to their teachers and to each other, responding readily in discussion and answering questions confidently. Most pupils are fluent, competent readers who read a range of books suitable for their age. In writing, however, most pupils' knowledge of sentence structure and use of full stops and capital letters is lower than it should be for their age. Most pupils add and subtract competently up to 20 and higher attaining pupils order numbers to 1000. Mental arithmetic skills are improving as a result of regular practise in the numeracy hour. Knowledge and skills in other aspects of mathematics, such as measurement and problem solving, are below average. Pupils are developing a suitable scientific vocabulary and skills of scientific enquiry but their scientific knowledge is more limited than that of most pupils of their age.
7. By the end of Key Stage 2, attainment is above average in English. Pupils show a good understanding of set texts and read fluently and with interest. Their library skills are well developed. They organise their writing into paragraphs effectively, using a good variety of punctuation with accuracy. Handwriting is joined, clear and fluent. In descriptive and poetic writing across the curriculum, pupils choose vocabulary carefully for effect and interest. Attainment in mathematics is average overall, with good and rapidly improving skills in mental arithmetic that are speeding calculation and increasing confidence in number investigations. Most pupils locate co-ordinates in four quadrants accurately, collect and process data efficiently and use the right mathematical processes when solving problems related to time, shape and space. Pupils have the expected body of scientific knowledge and clearly understand the principle of a fair test.
8. Standards in information technology are in line with those expected nationally at the end of both key stages, as they were at the last inspection. By the end of Key Stage 1, most pupils enter and edit text with confidence, saving their work between sessions. They use the mouse in a range of programs, such as in geography when selecting pictures and symbols to create a pictorial town map. By the end of Key

Stage 2, most pupils have competent word processing and desktop publishing skills that they demonstrate in creating attractive, illustrated news-sheets. They write simple programs to control a range of lights, buzzers and movements, as in a working model of the Spanish Armada. A small number of pupils have used the office computer to access and add to the school Internet site. Pupils use a computer program effectively to compose music, and they research competently using a CD-ROM. Data handling skills using the computer are less well developed.

9. At the end of both key stages, standards in religious education are in line with those set in the locally agreed syllabus. Standards at the time of the last inspection were judged to be above average. By the end of Key Stage 1, pupils have a sound knowledge of the Christian religion and know some of the stories, symbolism and festivals associated with Judaism and Islam. By the end of Key Stage 2, pupils identify similarities and differences in the main world religions and are confident in discussion, relating their growing understanding to events in their own lives and those of others.
10. At the end of both key stages, pupils' standards in art, physical education and music are above those normally found for their age. The high standards in art and physical education are due to teacher's good subject knowledge and consistently high expectations in those subjects. In music, the high numbers of pupils learning to read music and develop skills through learning to play the recorder and other instruments result in above average skills and good understanding of music theory. Attainment at the end of both key stages in design and technology, geography and history is in line with that of most pupils of similar ages and shows good achievement in many aspects of these subjects. At the last inspection, attainment in history at Key Stage 1 and in geography at Key Stage 2 was above the national expectation, and attainment in art, physical education, music and design and technology was in line with the national expectation.
11. Throughout the school, literacy skills are applied and developed well. Literacy skills are developed effectively in subjects such as history, where there are many good examples of the use of English for different purposes, such as research for information, letter writing and writing to develop a point of view. Information technology extends the audience for stories and descriptive writing, with pupils' work on view at the Tesco Schools' 2000 Internet site. The use of numeracy skills to support work in other subjects is also effective. Projects using control in information technology and design and technology use emergent programming skills well. Data processing skills are developed in science, and knowledge of measurement, scale and co-ordinates supports learning well in geography.
12. The achievement of children under five is good overall. The strongest area of the children's achievement is in their personal and social development, where they develop very positive attitudes to work, learn to behave very well and to listen carefully and respond immediately to instructions. These gains in personal development impact very strongly on their progress in all areas, but most notably in language and literacy and physical development. Teaching that is always at least good, and frequently very good, where both adults in the classroom support and praise the best efforts of all children, ensures that learning is fun, and understanding secure.
13. Pupils' achievements are good in Year 1, and sometimes very good, in response to the high quality of the teaching. Pupils have made good progress from the assessments on entry to the Reception class that indicated average attainment. The standard of work of many pupils in English, mathematics and science is not far

behind that of average attaining pupils in Year 2, although the achievement of Year 2 pupils is generally satisfactory in relation to their prior attainment. Progress is satisfactory overall in Year 2.

14. The achievements of pupils in Year 3 are also satisfactory, in relation to their prior attainment, in all subjects except mathematics, where pupils have not done enough work in this school year and teaching and learning are unsatisfactory in all aspects except mental arithmetic. The school is taking effective action to improve the quality of teaching in mathematics in Year 3. Pupils in the three classes with the oldest pupils at Key Stage 2 are making consistently good progress in all subjects in almost all lessons. In many lessons, progress is very good because of the very high quality of the teaching. The progress and achievement of all pupils in these classes over time is good, particularly as in two out of the three classes there are pupils with potentially challenging behaviour that was noted during the last inspection and said to be disrupting learning. At the time of the last inspection, higher attaining pupils were underachieving in two classes because of the low expectations of the teachers. Apart from the underachievement in mathematics in one class, the evidence from this inspection is that higher attaining pupils are now receiving sufficient challenge in almost all lessons. This is because of the teachers' raised expectations, and improved planning, assessment and organisational skills resulting from the implementation of the school's Curriculum Review and Evaluation Model. In five of the eight classes, pupils are working consistently at or near their capacity, and this is also true in some lessons in the other three classes. Assessment information recorded for individual pupils is now well focused and detailed and provides a good basis for accurate target setting in the future for pupils of all capabilities.
15. The progress made by pupils with special educational needs is good in most lessons and they achieve well. Appropriate targets are set for their learning that are mainly related to literacy, although, where relevant, there are targets set for numeracy and behaviour. This balance is appropriate, because this is where the attainment of most pupils is weakest. There are well-taught 'booster classes' in literacy and numeracy for lower attaining pupils in Year 6, where targets are set as a result of the analysis of weak areas in previous test results. Individual education plans are well written and relevant, and assessment procedures are good. Achievement and progress are good because all class teachers know the targets for their children and plan work specifically to meet them. The special educational needs co-ordinator is a good teacher of individuals and groups and supports class teachers well by sharing her expertise and ensuring continuity in learning.

Pupils' attitudes, values and personal development

16. Children under five settle quickly and happily into school routines and build excellent relationships with adults and with each other. They co-operate well, amicably sharing resources, and they are keen and eager to learn. The children are attentive and follow instructions well. They have mature social skills, are responsible in carrying out tasks in the classroom and confident to respond to questions in assembly. Behaviour is very good.
17. Throughout Key Stages 1 and 2, pupils have very good attitudes to learning and are well motivated, responding very positively to the stimulating teaching in most classes. Even in the few lessons where work is not stimulating, attitudes remain positive. Pupils expect to work hard: they are proud of their achievements and keen to show positive comments from teachers praising their neat and accurate work and from parents in reading diaries. Homework books are immaculate, and pupils say that they

enjoy the variety and challenge of the work set. Pupils collaborate and co-operate very well when asked, as in gymnastic groups and when using computers, but also work very well independently, showing maturity in their approach to new learning. When lower attaining pupils are taught in withdrawal groups, they try hard and have a very good attitude to their work. This is because of the well-planned work and good teaching.

18. Behaviour is generally very good in class, in the playground, and on school visits. This is a very important factor in the good progress of most children. No time is wasted as pupils move from one activity to the next. Pupils are courteous to each other, to staff and to visitors. Most pupils work very well without direct supervision, for example, older pupils working in the computer 'corridor'. Pupils are trustworthy and responsible, looking after their own possessions and school property with equal care. Teachers and pupils have very high expectations of behaviour and any pupil who misbehaves is seen by the others as letting the class down. Pupils of all ages mix together well and no oppressive or aggressive behaviour was seen during the inspection. There have been no exclusions during the last school year.
19. Relationships are excellent both among the pupils and between pupils and adults. Pupils respond very well to the humour and friendly banter in most classes that help to make learning fun. Pupils of all ages, including those with special educational needs, are made to feel special, and appreciate that their best efforts will be noticed and praised. A new pupil, who had only been in school for a few days, said that she had already made many new friends and was really pleased that all the adults knew who she was and stopped to talk to her. Boys and girls work and play very well together and naturally include everyone in playground games. They appreciate the value of friendship.
20. Pupils respond well to the school's provision for their personal development. They are sensitive to others and take care not to hurt their feelings. In gymnastics, for example, where Year 6 pupils appraise each other's balancing skills, they are appreciative of the effort and achievement of those who find this very difficult. Pupils see what needs to be done and willingly carry out self-appointed tasks to keep the school tidy and clean. Pupils in Year 6 are thoughtful and mature. When asked, they plan and organise their work responsibly, but they have fewer opportunities than in some schools to be involved in decision making about the life and work of the school.
21. Attendance for the last reporting year was 95.4 per cent, which is above the national average and is good. Unauthorised absence is well controlled and is low. Registers are fully summarised and very well maintained. Registration is carried out quickly and without fuss and lessons start punctually. There was an occasion in one class when afternoon registration did not take place.
22. The inspection team fully endorses the very positive views of parents. Ninety-six per cent of those who responded to the questionnaire agree that children like school, that behaviour is good and that the school is helping their children become more mature. The very good behaviour, very positive attitudes and excellent relationships are a strength of the school and make a very important contribution to the pupils' good gains in learning and to the positive ethos of the school. This aspect was judged to be good at the last inspection, and so has shown good improvement.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is good throughout the school. Teaching was at least good in

three-quarters of lessons. It was very good or better in a quarter of lessons, and in two of these lessons teaching was graded excellent. Of the 51 lessons seen, only one lesson, in mathematics for younger pupils at Key Stage 2, was graded unsatisfactory. Good teaching was observed for every teacher in at least one lesson. The best teaching is in the Reception and Year 1 classes, in the three classes with the oldest pupils at Key Stage 2, in physical education taught by the headteacher and for groups of pupils with special educational needs taught by the specialist teacher. The strength in teaching is across the full curricular range, and good teaching was observed in at least one lesson in every subject. As a result, all pupils learn well and make good progress in some lessons, and in five of the eight classes pupils learn well and make good progress in almost all lessons.

24. The proportion of teaching that is very good or excellent has increased by 21 per cent since the previous inspection. This improvement is a direct result of the implementation of the school's Curriculum Review and Evaluation Model, with its in-depth analysis of all subjects and the effective introduction of the National Literacy and Numeracy Strategies. The headteacher and subject co-ordinators have been very successful in significantly improving the overall quality of teaching since the last inspection. They have high expectations and have enabled the closely-knit staff team to learn from each other's strengths. The Key Issue from the last inspection, 'to ensure that the expertise of good teachers is used to promote good practice throughout all the school by raising other teachers' expectations and improving their methods of teaching', has been addressed very well. In doing so, the expertise of the good teachers has also improved.
25. The excellent teaching observed in physical education and religious education has many common features. It is characterised by clear planning, a cracking pace with much achieved in the time and very good but unobtrusive classroom management. There are very high expectations of pupils to take responsibility for their work and improve their performance, for example, in working as a group to improve the quality of their movement in physical education, or by drafting and redrafting answers to questions in religious education. Another strong feature is the way in which pupils are encouraged to evaluate their learning, through self-assessment in physical education and through an effective final discussion in religious education, where pupils linked their learning of the teachings of Buddha to their own lives. Pupils of all levels of prior attainment are encouraged to make maximum effort and achieve success, as in physical education, where some pupils found forming a bridge with their bodies very difficult. All teachers have good strategies for behaviour management, plan in detail and use resources very well to support learning. However, where teaching is graded satisfactory, a combination of factors results in the diminished interest, concentration and independence of the pupils, although this is never less than satisfactory. It is not always clear what pupils are expected to learn in the lesson, and this results in some pupils not being able to work quite as hard as they could, although their progress is satisfactory overall.
26. Literacy and numeracy are well taught in English and mathematics lessons and developed well in other subjects, such as writing for different purposes in history and data handling in science. Information technology is increasingly used to support work in other subjects, for example in town planning in geography, and control in design and technology. As a direct result of the improvement in the expertise and practice of teachers, the assessments on the notepads that record the acquisition of knowledge, understanding and skills in all subjects are becoming increasingly accurate and well focused. Most teachers are also skilled at questioning individuals and groups and setting suitable tasks to assess progress within the lesson. They adjust planning

effectively to ensure continuity in learning. The good quality of teaching and learning is also shown in the range and interest level of homework set for pupils of all ages, the good quality and quantity of work done at home, and the careful marking that values the effort of all pupils.

27. Relationships are excellent, and this is a key factor in the good quality of learning and achievement of the pupils. In most lessons, there is a shared sense of purpose, enjoyment in learning, and pride in the acquisition of new knowledge and skills shown in neat and accurate recording. Humour is used effectively, with sensitive repartee that motivates and enthuses pupils of all levels of prior attainment. Praise for best efforts is earned and appreciated.
28. Children under five are well taught, and build knowledge, understanding and skills in a very supportive atmosphere. The teacher makes very good use of her extensive knowledge of the children and their backgrounds to make learning relevant, with good links to home and the local community. The teacher gauges the attention span of these young children very well and ensures that a range of suitable activities is always available to maintain interest and extend learning. A strong emphasis is placed on the acquisition of skills, and this is sometimes at the expense of individual exploration, for example in painting. Teaching of literacy and numeracy is very good with good gains in learning.
29. Teaching now more effectively meets the needs of all pupils than at the time of the last inspection. Improved lesson planning has resulted in the needs of higher attaining pupils being considered in all classes, and relevant activities provided for them. The teaching of pupils with special educational needs is good. Class teachers give appropriate work and support. Basic skills are effectively taught through well planned class sessions in reading, writing and mental arithmetic, and reinforced through appropriate tasks designed to meet the needs of groups of pupils with similar levels of prior attainment. Teaching of individuals, withdrawal groups or booster classes by the special educational needs co-ordinator was always good or better, and the well planned contributions made by the non-teaching assistants in Key Stage 1 enable pupils to make good progress in many subjects. Class teachers are familiar with the individual education plans of their pupils and focus the work they provide to meet their requirements. This and the well planned curriculum and assessment systems means that teaching effectively addresses the needs of pupils and supports their learning well.

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

30. The quality and range of learning opportunities provided by the school are good. The school offers its pupils a broad, balanced and relevant curriculum. It meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. There is good provision for pupils' personal, social and health education. This provision contributes very well to the very good attitudes and behaviour seen in school. A sex education policy is in place. Drug misuse is dealt with effectively in each class with the class teacher deciding when and how to tackle the subject.
31. The curriculum for children who are not yet five is satisfactory. Work is planned suitably in the recommended areas of learning, and children make a smooth transition to the National Curriculum Programmes of Study when they have achieved the Desirable Learning Outcomes for children aged five. There is no provision for outdoor play, but children have good opportunities to balance and climb and develop skills with small apparatus during two long lessons in the school hall each week.

32. At Key Stages 1 and 2, much of the curriculum is planned on a two-yearly cycle to accommodate mixed age classes. Planning for English and mathematics is based on the demands of the National Literacy and Numeracy Strategies. Some of the work in other subjects is covered by a topic approach. Science, geography and history are taught in this way. This means that links between subjects can be made more effectively. Other subjects such as art, music, religious education and design and technology are planned separately, but still with regard to the split-aged groups to ensure that pupils don't do the same work in two consecutive classes. Suitable policies and schemes of work are in place for all subjects, and this is an improvement since the last inspection. The school makes very good use of day and residential visits to the immediate locality and further afield to support learning. As in the visit during the inspection to the local museum to study Victorian art, planning is detailed and relevant, and often links different areas of the curriculum effectively.
33. Overall provision for pupils with special educational needs is good. The arrangements fully comply with the requirements of the Code of Practice. An effective Special Needs Policy has been developed and is monitored by the special needs co-ordinator. Individual education plans are relevant and are reviewed regularly. All pupils have full access to the curriculum and receive good support wherever possible from non-teaching assistants in Key Stage 1 and the special needs co-ordinator in Key Stage 2.
34. There is satisfactory provision for extra-curricular activities that contributes well to the social development of many pupils in Key Stage 2. Pupils are able to take part in a range of well-attended clubs covering activities such as recorder groups, library challenge, needlework, football and netball. Many of the older pupils take the opportunity to play chess at lunchtime. Where it is possible, some activities are arranged at lunchtime so that the children who come to school by bus can join in. Instrumental music tuition is available for guitar, keyboard, brass and strings, although the numbers involved are small. There are few opportunities for the younger pupils to take part in clubs.
35. There is good provision for literacy and the well-planned literacy hour is now fully established and usually taught well. The numeracy hour has only been introduced recently, but the increased emphasis on mental skills and the detailed planning to meet the needs of pupils with differing prior attainment is already leading to improved progress.
36. The school has good links with the community to support the curricular opportunities. Links have been successfully forged with the local church, sports groups and local industry. For example, participation in the Tesco Schools' 2000 promotion resulted in pupils accessing the Internet at the local store and a day when laptop computers were brought to school for Year 1 pupils to write stories. Good links exist with the village playgroup and very good links with receiving secondary schools that ease transition to the next stage in education.
37. Since the last inspection, curricular provision has improved, largely because of the effective system of reviewing selected subjects each year. A successful new initiative has been to link subjects of the curriculum to individual members of the governing body. Governors value the increased knowledge of teaching and learning in school gained through contact with individual subject co-ordinators and also the feedback to the governing body after school visits.

Provision for pupils' personal development including their spiritual, moral, social and cultural development.

38. The school makes very good provision for the moral and social development of pupils and good provision for their spiritual and cultural development.
39. Since the last inspection, the school has made significant improvements in successfully addressing the Key Issue to develop pupils' spiritual development through curriculum planning in all subjects. Provision is now good. Spiritual development is promoted well through the daily act of worship and religious education. In assemblies and religious education lessons, pupils are given many opportunities to reflect on their personal experiences and gain an insight into their own feelings and values and those of others. For example, in religious education, Year 6 pupils related the story of Buddha to their own lives by effectively discussing how they could help people who are suffering in their family, neighbourhood and the world. Children under five discuss the importance of friendship. A clear set of values is well promoted through the work of the school. Pupils have opportunities to reflect on prayer during assemblies, and grace is said at lunchtimes. Local clergy regularly visit the school to lead assemblies and pupils often visit local churches and other religious places of worship as part of their curriculum studies. All curricular policies effectively outline how pupils' spiritual development can be promoted through individual subjects and this supports pupils' spiritual development well. For example, in music, a sense of awe and wonder was effectively promoted as Reception children closed their eyes to listen to an extract from 'The Four Seasons' by Vivaldi and one child was heard to say: 'I saw the violins playing in my head'. Opportunities for pupils to learn about and explore other world faiths are appropriately developed through religious education.
40. The provision for pupils' moral development is very good. The school is a calm, caring community to which pupils respond with interest, confidence and happiness. All adults throughout the school set very good examples, and care is taken to promote relationships of very high quality both in the school and the community. The school's code of conduct is consistently applied throughout the school and this creates a secure learning environment in which pupils develop very good attitudes. From the very earliest days in school pupils are made to understand the differences between right and wrong. Immediate and clear explanations are given where behaviour is unacceptable, and pupils encouraged to conform to the very high expectations set out in the rules agreed in each class.
41. The provision for pupils' social development is also very good. Social values are well promoted by adults throughout the school and pupils are encouraged to care and take responsibility for others. For example, older pupils help to look after younger ones as they sit in mixed age groupings at lunchtimes. Pupils of all ages are encouraged to take on a range of responsibilities that contribute positively to the life of the school, such as preparing the hall for assembly, answering the phone at lunchtimes and ensuring the school library is tidy and well maintained. Involvement in a range of national fund-raising activities such as the European Children's Trust, Red Nose Day and the Toybox Charity helps pupils to consider the needs of others. Visits to various places of interest, including a residential visit to Boggle Hole in Yorkshire for Year 6 pupils, participation in the school orchestra and opportunities for competitive sport with other schools also contribute significantly to pupils' social development. Pupils have some opportunities to initiate and implement change, as in the recycling project, but this aspect of social development is not strongly promoted.

42. Provision for pupils' cultural development is good. Numerous visits to historical places of interest, museums, art galleries, places of worship and involvement with the local theatre group effectively promote the pupils' appreciation of their own cultural heritage and that of others. Opportunities for pupils to learn about other cultures are effectively promoted through religious education, although non-European cultures are not so strongly promoted through other areas of the curriculum such as music and art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Overall, the school cares for the pupils well and there are appropriate procedures in place to ensure the safety and well being of the pupils. There are many strengths but also a few weaknesses. At a practical level, the school is a warm and friendly place in which pupils are happy and secure and able to learn without fear in a caring environment. All pupils have equal opportunities in all aspects of school life. The pastoral support provided by all staff is very good with the headteacher's influence much in evidence around the school. Pupils feel able to talk to staff about any worries or problems they may have because of the high quality of relationships between adults and pupils. Child protection procedures, which were a concern at the time of the last inspection, are now fully in place. Staff have undergone recent training and the headteacher keeps them well briefed on any concerns about pupils in their care. Where necessary, the school involves social services and other outside agencies. Class teachers are very caring and aware of all pupils' needs, and give effective support in class to all pupils, including those with special educational needs. Effective use is made of the expertise available in support staff from the local education authority.
44. The school's arrangements for assessing pupils' progress from the Reception year to Year 6 are generally satisfactory. Detailed assessment information on entry to the school is used in lesson planning. There are regular tests in reading, and pupils' attainment levels in the core subjects of English, mathematics and science are assessed accurately each year against the levels of the National Curriculum. Two 'notepads' for each pupil are completed each year and these are useful documents that have the potential to enable the progress of individual pupils to be noted in every subject of the curriculum. Teachers also use these assessments to plan future work, although the extracting of information from individual notepads is very time-consuming. The provision for recording pupils' personal development is very good with sections of the notepad giving teachers the opportunity to comment on this. However, there is a gap in the school's assessment procedures. The information held in the notepads is detailed and accurate, but the overall progress of individuals or groups of pupils throughout the school is not easily obtained. This is unsatisfactory, because teachers cannot readily identify when pupils are either making good progress, and need more challenging work, or stay at one level for too long. It also poses problems for informed, long-term target setting.
45. There are satisfactory procedures for monitoring and promoting attendance. Registers are checked each week by the headteacher and any unexplained absences are followed up. The importance of regular attendance is emphasised in letters to parents, but the range of activity within the school itself makes the pupils keen to attend.
46. The school's management of behaviour is very good and this results in the high standard of pupil behaviour both in and out of lessons. There are few formal rules but these, coupled with high expectations and the excellent role models provided by all staff, lead to an environment which is conducive to effective learning. Pupils know what is expected of them and for most it is second nature to conform.

47. The school has an appropriate policy for health and safety and the management of this is satisfactory on a day-to-day basis. However, there are some shortcomings. Safety inspections by the premises sub-committee are supposed to take place at least annually, but there is no record of this having happened in the last year. Although an insurance company undertook some assessment in connection with security and fire risks, the school itself does not carry out risk assessment other than for off-site visits. This is a statutory requirement and its omission is unsatisfactory. Fire drills are held regularly and fire appliances are serviced at the correct interval. However, the fire alarm is not tested weekly and should be. Testing of portable electrical appliances is up to date and appliances are marked accordingly. First aid procedures are good. All teaching and support staff have first aid qualifications and accidents are properly logged. When a more serious accident or bump to the head is involved, parents are notified either in person or by a note. The school should consider confirming all such occurrences in writing and recording the fact in the accident log.
48. There is one concern, which was raised by parents at the pre-inspection meeting. Following a reduction of midday supervisory staff, the school is monitoring, and is reporting to governors, the effect of the reduced level of adult supervision. The inspection evidence is that the level of adult supervision, particularly on the junior playground, is at times insufficient for the number of pupils playing there.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has a good relationship with the pupils' parents and works closely with them on the education of their children. The views of parents, expressed at the pre-inspection meeting, in the questionnaires and during interviews in the inspection week are strongly supportive of the school. As at the last inspection, parents see the school as being well led, providing a good education and having a positive work ethic. They see their children liking school, being well looked after and affectionately guided as they grow and develop. Most find the school very welcoming, with teachers available to tell them how their child is progressing. Some parents of younger children are not so happy about the information provided on their child's progress, but overall the picture is very positive. The inspection findings support all the positive views of the parents. However, a quarter of responses to the questionnaire expressed concern at the range of extra-curricular activities provided by the school. The inspection findings are that the range of extra-curricular activities is good for older pupils, but for the younger, particularly those at Key Stage 1, the provision is less than is normally found in schools and the parents' concerns are justified.
50. The school provides parents with a satisfactory level of information about their child's progress and about general matters. The headteacher circulates diary details and some teachers also provide parents with helpful information on the topics and curriculum for the term. The prospectus and governors' annual report are informative and include almost all statutory information. They omit attendance details in the correct form and the national figures for the National Curriculum assessments at age seven. Pupils' annual reports give generally good information about attainment and progress but they do not meet statutory requirements since information and communication technology and design and technology are incorrectly reported together under one heading. There are parents' consultation meetings in the autumn term and also in the summer term when the pupils' annual reports are discussed. All these meetings are well attended. Some parents are critical of the school for not providing them with their child's report ahead of the consultation evening to give them sufficient time to digest the detail before meeting the teacher. Many would like to have

an additional consultation evening in the spring term. Parents of pupils with special educational needs are involved at an early stage. Some individual education plans include ways in which parents can contribute to pupils' progress, and ensures consistent support for those pupils at home and school.

51. Parents make a good contribution to the learning of their children and to the life of the school. A number of parents help in the classroom and on outside visits and provide valuable help that the school itself could not afford. Parents provide significant help to pupils at home with their reading and other homework, and reading diaries are used well. The school's homework policy provides a structured and progressive programme that extends the pupils' abilities and helps them develop good learning habits. Parents find the homework imaginative and interesting and enjoy helping their children with it. The school provides helpful information to new parents. There are well written documents to help parents of pupils with special educational needs and regular meetings take place with parents to review their child's progress. The Friends' Association is active and well supported and raises significant funds that are put to good use purchasing resources for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The school's aim to provide a 'stimulating, supportive and secure environment' is very well reflected in its work. The weaknesses identified at the time of the last inspection have been very effectively dealt with. The quality of teaching, the curriculum, and the response of the pupils have all improved since the last inspection, and most pupils make good progress in the majority of lessons. Lessons are interesting, resources are used well to extend the curriculum and learning is fun. This is a school that aims for high standards, recognises and celebrates the achievements of all pupils and monitors their personal development very well. The excellent relationships in school enable pupils to feel secure and confident and create a very good climate for learning, with equal opportunities for all. Pupils in Year 6 are mature, knowledgeable and hard working, and well prepared for secondary education.
53. The leadership and management of the school by the headteacher and key staff are good. The headteacher is an inspirational leader with a very clear educational vision for the school and the ability to motivate and influence both staff and pupils. He leads very effectively by example, setting very high expectations for standards of work and behaviour in his own teaching, supporting teachers by working alongside them in the classroom and earning the respect and loyalty of his staff team. The headteacher delegates well, is a good listener and communicator and makes very good use of the capabilities and skills of the staff. The deputy head is experienced and capable in the role and his expertise complements that of the headteacher very well. The senior management team are very effective in the introduction and management of change in all aspects of school life. The co-ordinator for special educational needs is an effective manager. She knows the children who are on the register well and keeps a check on their progress through regular discussions with class teachers. Through the implementation of the Curriculum Review and Evaluation Model, all members of staff are involved as curriculum co-ordinators in the systematic review of their subjects, including the monitoring of teaching and learning. This has resulted in a common purpose and mutual support that has enabled the teachers to become a close-knit team and learn from each other's strengths. The effects are shown in the good improvement of planning, teaching, learning and assessment throughout the school. The potential for further improvement is very good because the school is only half way through the three-year review cycle. The headteacher is successfully raising standards through long-term school improvement in all aspects of subject

management, teaching and learning.

54. The headteacher is less effective in the strategic management of monitoring and evaluating the school's performance, although this is satisfactory overall. The details of development targets are not always clear, and this makes evaluation difficult. For example, a target to improve the achievement of higher attaining pupils, set after the last inspection, had no success criteria or information as to how progress would be measured. The monitoring, evaluation and development of teaching is good and is being very effective in improving the quality of teaching and learning, but monitoring of pupil progress is less strong. The headteacher monitors teaching in all classes effectively. He gives very good support in response to identified need, for example by teaching a mathematics group and marking their work to demonstrate the required standards in teaching numeracy. Those teachers whose subjects have been a main focus have monitored teaching and learning effectively and say that good discussions were generated that have resulted in improved practice and greater consistency in planning. The school's strategy for teacher appraisal and performance management is satisfactory, although the governors are still seeking guidance about target setting for the headteacher. There has only been one teacher appointed in the last three years, but arrangements for the induction of new staff and for the training of newly qualified teachers are fully in place.
55. The school has analysed the results of National Curriculum tests at Key Stage 2, and taken steps to improve performance in areas of identified weakness. For example, pupils in the literacy and numeracy booster classes taught by the special needs teacher are making good progress towards the targets that have been set for them. However, the monitoring of progress and the setting of targets based on the past performance of pupils is unsatisfactory. This is because the detailed and accurate information on all subjects of the curriculum is contained in individual files. Some teachers have already started to collate information onto class record sheets to facilitate lesson planning. When this process is complete, the school will have good records from which to monitor the progress of individuals and groups more effectively, and set realistic targets based on past performance.
56. The current one-year school development plan, and the plan for 2000-2001 that is already well-advanced in draft form, are of good quality and contain relevant targets for improvement. The school has developed a sound ongoing curriculum review structure based on a three-year cycle. Development planning of good quality takes place in many subjects, for example numeracy and information technology. The school has looked closely at the likely future reductions in pupil numbers and the financial implications that follow. However, it has not put all these various elements together into a composite long-term development plan. This would be helpful to give outside agencies and new governors and staff a clear picture of strategic planning in the school.
57. The effectiveness of the governing body in fulfilling its responsibilities is satisfactory overall. The governors are very committed and most know the school very well. They have a good involvement in shaping the direction of the school, and act as a critical friend in deciding changes of policy. For example, the decision to admit children at the start of the Reception year was strongly debated at four meetings. Other key decisions, such as building improvements and staffing decisions linked with falling rolls, have been communicated to the governors in detail and discussed at length. Governors all have subject responsibilities, and take a good interest in the development of their own and other subjects. Regular progress reports on teaching and learning are made to the governing body. The governor with responsibility for

special educational needs is employed as a non-teaching assistant in school. She is experienced in dealing with pre-school children with problems and has good knowledge of the provision for pupils. Governors have a satisfactory understanding of the strengths and weaknesses of the school. However, they do not receive sufficient detailed information about the attainment and progress of pupils to be able to monitor trends and agree targets, and they are not sufficiently involved in evaluating the success of targets in the school development plan. Statutory requirements are not met for the separate reporting to parents of information technology and design and technology, for the recording of afternoon registration, for risk assessment and the inclusion of all the required items in the school prospectus and the governors' annual report to parents.

58. The school has a sufficient number of appropriately trained and experienced staff to meet the demands of the curriculum. Most teachers' subject knowledge is well matched to their specific responsibilities and this ensures effective planning for learning. The well-qualified co-ordinator for special educational needs is part-time without a class responsibility and provides a wide range of effective support for individuals and groups at Key Stage 2 resulting in good progress. Non-teaching assistants are well informed by teachers and make a significant contribution to pupils' learning at Key Stage 1. The administrative staff provide very good support to the school and ensure the smooth running of daily routines and procedures.
59. The accommodation is adequate. Much careful planning and thought has gone into improving the accommodation since the last inspection. The creation of a new staffroom through infilling of a central patio has effectively created a larger room for the school administrators and a much-needed room for specialist music tuition. The existing accommodation is well used to support learning, with the special needs room and areas outside classrooms being well used by teachers with withdrawal groups. A new classroom is currently under construction, designed to alleviate the cramped conditions for Year 6 pupils. The school accommodation is well maintained, kept very clean and provides a safe and attractive learning environment for pupils. The overall range, quantity and quality of learning resources in most subjects is good. The computer suite is very cramped, and computers are outdated, but plans are in hand to upgrade the provision. Resources for special educational needs are good, with many books matching reading ability and interest level well. These good resources are also available to other teachers in school to use with all pupils. A particular strength in resource provision is the very good use made of a wide range of visits to different places of interest to support pupils' learning in history, geography, religious education and art.
60. The strategic use of resources is good and educational developments are supported through careful planning. Funding earmarked for special educational needs is used appropriately. The amount received per pupil in the last financial year was well below average but the school managed its funds sufficiently well that it carried a surplus of around 7 per cent into the current year. Lower pupil numbers will cause this surplus to reduce significantly during the current year. The financial links in the school development plan for 1999/2000 are sound, with expenditure properly identified and linked to staged developments. Management of the school's finances is largely the responsibility of the headteacher. His role is properly covered by a scheme of delegation approved by the governing body. The finance committee nominally meets each term, but appears not to have done so for some time, although there have been regular informal meetings between the headteacher and chair of governors and financial management is good.
61. Day-to-day administration and financial management are good. The school secretary

effectively maintains the accounts and these are regularly reconciled with figures provided by the local education authority. Purchase procedures ensure that value for money is obtained and the school benefits from contracts for energy and telephones negotiated by the local authority. Contracts for services such as cleaning and grounds maintenance have been renegotiated and more competitive providers have been secured. There is a proper hierarchy of signatories for order, receipt and invoice. The school was recently audited and received a very positive report on its financial procedures. The one minor recommendation has been put in place.

62. The school received grants under the standards fund and the National Grid for Learning. These grants are administered and monitored by the headteacher and are properly used for the purposes intended. The school is in the middle of a major growth period in new technology but already uses this well. Good use has been made of the Tesco Internet promotion to support and promote children's writing. The school's computer suite now enables large groups of pupils to be taught together and building work currently taking place will enable this facility to be expanded. The school has already created an interesting web-site and some pupils are able to send e-mails and access the Internet. This facility will also expand in the near future. The deputy head is well skilled in computer technology and has provided good training to staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to build on the existing good practice, rectify the weaknesses and improve the quality of education in the school, the governing body, headteacher and staff should:

- Raise attainment in mathematics for pupils in Year 3 by:
 - ensuring that the classroom organisation and pupil management enables the successful implementation of the National Numeracy Strategy;
 - ensuring that the learning needs of pupils of differing prior attainment are met;
 - continuing to monitor and support teaching and learning. (paragraphs 14, 23, 25, 84)
- Ensure that information about what pupils know, understand and can do is more easily available to help teachers in lesson planning and to enable the school to monitor the progress of individuals and groups by:
 - developing a way to summarise the detailed assessment information for individual pupils, so that their progress can be tracked over time;
 - continuing to develop record sheets for each year group. (paragraphs 44, 55, 78, 87, 93, 119)
- Improve the evaluation of the school's targets for improvement by:
 - involving governors in evaluating the success of targets in the school development plan. (paragraphs 54, 57)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

- There are times when the supervision of older pupils at lunchtime is insufficient. (paragraph 48)
- The school development plan is not sufficiently forward looking. (paragraph

56)

- Statutory requirements are not met in respect of the content of the school prospectus and governors' annual report to parents, the reporting of design and technology and information technology, and requirements for risk assessment and afternoon registration. (paragraphs 21, 47, 50)
- There are very few extra-curricular activities for younger pupils. (paragraphs 34, 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	20	51	23	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll	234
Number of full-time pupils eligible for free school meals	26
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	49
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	21	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	18
	Girls	11	12	12
	Total	26	29	30
Percentage of pupils at NC level 2 or above	School	76 (89)	85 (86)	88 (83)
	National	82 (81)	83 (82)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	12	13	12
	Total	28	29	28
Percentage of pupils at NC level 2 or above	School	82 (85)	85 (88)	82 (94)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	17	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	12	9	13
	Total	24	23	27
Percentage of pupils at NC level 4 or above	School	75 (74)	72 (62)	84 (81)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	15
	Girls	14	14	14
	Total	28	30	29
Percentage of pupils at NC level 4 or above	School	88 (79)	94 (88)	91 (93)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	231
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y[R] – Y[6]

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	25.2
Average class size	29.2

Education support staff: Y[R] – Y[6]

Total number of education support staff	3
Total aggregate hours worked per week	36

FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	382,388
Total expenditure	367,696
Expenditure per pupil	1,420
Balance brought forward from previous year	11,252
Balance carried forward to next year	25,943

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	235
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	1	0	1
My child is making good progress in school.	54	42	3	0	1
Behaviour in the school is good.	44	52	3	0	1
My child gets the right amount of work to do at home.	39	50	10	0	1
The teaching is good.	56	42	1	1	0
I am kept well informed about how my child is getting on.	36	48	12	1	3
I would feel comfortable about approaching the school with questions or a problem.	65	29	6	0	0
The school expects my child to work hard and achieve his or her best.	64	35	0	0	1
The school works closely with parents.	36	50	14	0	0
The school is well led and managed.	55	38	4	0	3
The school is helping my child become mature and responsible.	58	38	1	0	3
The school provides an interesting range of activities outside lessons.	26	38	19	6	11

Summary of parents' and carers' responses

Almost all parents of the oldest children are very happy with every aspect of school life. Parents of younger children feel very strongly that there are not sufficient after school activities in which they can take part. The least positive response was from parents of children aged 6 or 7, where more than 25 per cent of parents were unhappy with the amount of homework set. They also felt that they were not well informed about how their children were getting on and that the school did not work closely with parents.

Other issues raised by parents

Some parents were concerned that lessons are too formal for the younger children now admitted to the reception class, and there were insufficient opportunities to learn through play. Some parents were concerned that the reduction in midday supervisory staff had resulted in inadequate supervision outdoors at lunchtimes. Many parents felt that holding

parent/teacher talks in October and July did not give parents the opportunity to discuss progress with the class teacher and to set targets for improvement during the school year.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. The attainment of children in the Reception class as they enter the school at the start of the school year in which they have their fifth birthday is broadly in line with that expected for their age. In the last inspection report, the range of children's social backgrounds and attainments on entry was judged to be more favourable than the national average. The different judgement reflects the changing backgrounds of children starting school. By the age of five, standards are above average. Children make good progress in all areas of learning, as at the time of the last inspection, in response to teaching of high quality, with good support from an experienced non-teaching assistant. Valid comparisons cannot be made with the last inspection report because of changes in children's attainment on entry and the admission procedures.

Personal and social development

65. Most children exceed the nationally recommended targets for five-year-olds, the Desirable Learning Outcomes, in this area of learning by their fifth birthday. Children make good progress as a direct result of the skilled and sensitive teaching that enables each child to feel secure and valued within the class group and the school community. The class teacher skilfully uses every opportunity to help each child become confident and caring, supporting the development of excellent relationships through activities such as a discussion about friendship, followed by making a card for a friend. High standards of behaviour are expected, and achieved. Very positive attitudes to learning are developed through the provision of interesting and relevant activities that closely match the learning needs of the children, and the shared celebration of effort and achievement for individuals and groups. Learning is fun. Many activities are more closely directed by the teacher than is usual at this age, but the children are encouraged to extend their learning through discussion and to develop their own ideas. This was clearly seen in the making of a number game, where a range of outcomes resulted from a common starting point. After being in school for a term, almost all children are independent in dressing and personal hygiene. They tidy up efficiently and willingly and accept responsibility for jobs within the classroom. Personal and social development is also strongly supported through the inclusion of Reception children as valued members of the school community, for example in assemblies and in discussion in mixed-age groups at lunchtime.

Language and literacy

66. Most children exceed the Desirable Learning Outcomes for language and literacy by their fifth birthday. The very good teaching in this area is warm and supportive, develops very positive attitudes to learning and ensures good progress for children at all levels of prior attainment, including those with special educational needs. The structure of the literacy hour is used very effectively to develop focused listening, confidence in responding to questions, reading skills through secure knowledge of letter sounds, and independent writing for different purposes. The skills of the teacher in supporting the whole class to read with expression, as in ' "Oh no," said Biff!, ' or to sound cross, or whisper, are carried through successfully into individual reading, where even the lower attaining children tell the story with animation, using the pictures as prompts. Many children read fluently, and are very interested in the characters in the story and how they speak. Almost all children know that sentences start with a capital letter and end with a full stop. They discuss titles, illustrations and authors. All

children write their names confidently, with correct use of upper and lower case letters, and most are beginning to write independently. The teacher uses the final part of the lesson effectively for children to share their work and to celebrate success. Children read their writing with pride, and there is praise from the teacher for those who have written more sentences than before. The other children are appreciative of the effort involved in this achievement.

Mathematics

67. By the age of five, the children's knowledge and understanding of mathematics is in line with the Desirable Learning Outcomes. Very good teaching in number has resulted in good progress, with most children having a secure knowledge of numbers to ten, for example, being able to use a number 'fan' to find the number after seven, or the number that comes between three and five. The few children with special educational needs are very well supported and make good progress in number through additional activities to meet their learning needs. Most children count to at least twenty, and many beyond. Every opportunity is taken to develop number awareness and all children can tell that there are three objects in a set without needing to count them. Higher attaining pupils recognise sets as large as five without counting. The correct mathematical vocabulary is used, and reinforced in other subject areas, as when making treasure boxes from cylinders. A wide range of number games, songs and rhymes are taught to reinforce learning. In other aspects of mathematics, teaching and learning is satisfactory. The children do have opportunities to learn through exploration, for example using water and sand to develop understanding of capacity, but there are too few opportunities to experiment and explore in play situations, or to solve practical problems, and this slows learning.

Knowledge and understanding of the world

68. By the age of five, children's knowledge and understanding of the world matches the Desirable Learning Outcomes for five-year-olds. Teaching is good, with every opportunity taken to develop the children's knowledge and interest in the world around them. For example, during the inspection, the children were asked to look at the sunset when they went home, and to be ready to talk about it the next day. Through wide-ranging discussions and practical observations and activities using a good selection of resources, children learn about the weather in different seasons, and the effect of this on people, animals and plants. For example, the children know why Scarborough has many summer visitors, and why there are few holidaymakers in the winter. The teacher has a very good knowledge of the children and their families, and uses this effectively to help the children develop a secure understanding of past, present and future. The children learn about the properties of materials, as when testing the strength of paper bags, and are taught a range of suitable cutting and joining skills. However, there are too few opportunities to design and make their own artefacts, rather than add finishing touches to teacher-generated designs, as in the treasure boxes made during the inspection. The teaching of computer skills does not have a high priority, but children use the limited number of available programs confidently, as when matching shapes by colour and type by using the 'space bar' and 'enter' key during the inspection.

Physical development

69. Most children exceed the Desirable Learning Outcomes for physical education by the age of five. The quality of teaching is good. The wide range of activities and high expectations of the teacher enable children to develop accurate brush and pencil control, and to use scissors to cut accurately and safely. Outdoor play is not part of the planned curriculum, but the teacher uses two long hall periods each week effectively to teach the children to develop a range of movements of good quality, such as high and low stretches. Pupils show a good grasp of the vocabulary of movement and good body control. Praise and demonstration are used effectively to teach the children to use the hall space creatively and respect each other's personal space. Plans from another lesson show that the children are learning to follow instructions and to use small apparatus such as beanbags and hoops.

Creative development

70. By the age of five, the creative development of the children is in line with the Desirable Learning Outcomes. The quality of teaching in this area is satisfactory, with good teaching of music. The teacher effectively promotes the enjoyment of music through active listening and confidence in singing. Children are encouraged to 'make pictures' in their heads while listening to an extract from Vivaldi's 'The Four Seasons', and responses such as 'I saw a violin playing' and 'happy music' showed their knowledge and interest. All are encouraged to participate in class action songs; most sing in tune, but some pupils find it difficult to sing and do the actions at the same time. Two girls volunteered to sing on their own, and the rest of the class listened to their quiet, sweet singing with shining eyes and open mouths. The classroom is an Aladdin's cave of children's artwork that displays the range of children's skills and the pride that the teacher has in their achievement. However, there are too few examples of original artwork or artefacts where the inspiration has come directly from the children themselves.

ENGLISH

71. In the end of Key Stage 2 National Curriculum tests in 1999, the average of all levels achieved shows pupils' performance as close to the national average. The percentages of pupils reaching the national standard, Level 4 or above, and the higher Level 5 were also close to the national average. When compared with the results achieved in schools with pupils from similar backgrounds, pupils' performance was broadly average. Although standards fell slightly in 1999, pupils' performance over the period from 1996 to 1999 has improved in line with the national trend and the average standard in English is above the national average. In the end of Key Stage 1 National Curriculum tests in 1999, pupils' performance was in line with the national average in reading and below in writing, on the basis of the average of all the levels achieved. The percentage of pupils reaching the national standard, Level 2 or above, was below the national average in reading and close to the national average in writing. The percentage of pupils reaching the higher Level 3 was close to the national average in reading and below the national average in writing. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in 1999 was below average in both reading and writing. Attainment dipped sharply in 1999 because the group of pupils taking the tests contained a higher than usual percentage of pupils with special educational needs. Over the last four years there has been an improvement in standards in line with the national average. During this period there has been very little difference in the performance of boys and girls in reading, but boys have performed better than girls in writing. Teachers' assessments

in 1999 misjudged the standards of higher attaining pupils at Key Stage 1. Teachers also overestimated the numbers achieving Level 4 at Key Stage 2, leaving the school well short of their target for pupils in Year 6. At the time of the last inspection, these pupils, then in the early stages of Key Stage 2, were said to be underachieving because of teachers' low expectations. They made good progress in response to good teaching to reach an average level of attainment by the age of eleven.

72. The evidence of pupils' school work shows that standards of attainment at the end of Key Stage 2 have improved since the last inspection and that the present Year 6 pupils are now above the national expectation for their age in all aspects of English. They are well on course to meet the school's target at the end of the school year. At the end of Key Stage 1, the standards of Year 2 pupils are broadly in line with national expectations in reading, but below expectations in writing. However, the scrutiny of work shows that this achievement in writing is satisfactory because pupils have made satisfactory progress from a low starting point at the beginning of the school year. In Years 2 and 3, where there is a high proportion of pupils with special educational needs combined with satisfactory teaching, pupils make progress in writing that, although satisfactory, is slower than in other year groups. The achievement and progress of pupils in English in all other year groups is good in response to teaching that is good, and sometimes very good.
73. Pupils show good achievement in speaking and listening throughout the school. Teachers provide plenty of opportunities such as precise questioning and role-play to develop their skills and, by the time they are eleven, pupils are confident and eloquent speakers. For example, most pupils give extended answers to questions and express their ideas, opinions and views clearly, often demonstrating a good knowledge and understanding of vocabulary, particularly at Key Stage 2. Throughout the school, pupils have very good attitudes to learning and are able to listen attentively and with sustained interest and concentration in a range of different situations across the curriculum.
74. Pupils make satisfactory progress in reading at Key Stage 1 and good progress at Key Stage 2. Throughout the school, pupils are enthusiastic readers and show both enjoyment and understanding of the texts they read. At Key Stage 1, Year 1 pupils in particular acquire appropriate reading strategies for their age, show pride in their achievements and quickly see themselves as readers. By the end of Key Stage 2, pupils are fluent, confident readers and read a range of books suitable for their age. Pupils in Year 6 show a good understanding of set texts through inference and deduction and refer to specific parts of a text to support and illustrate their answers to questions about the content. Pupils' library skills are well developed. They know how a library is organised and effectively use an index page to locate information in a non-fiction book.
75. The achievement and progress made by most pupils in writing across the school is good. However, pupils in Years 2 and 3 make slower progress than in other year groups. In Year 2, most pupils' knowledge of sentence structure and use of basic punctuation such as full stops and capital letters is inconsistent and lower than it should be for their age. At Key Stage 2, most pupils' knowledge and understanding of a range of punctuation is good and, by the age of eleven, most pupils use a variety of punctuation such as commas, apostrophes, speech and exclamation marks consistently well. Older pupils organise their writing into paragraphs well. In handwriting, most pupils make good progress through the school and, by the age of eleven, their handwriting is joined, clear and fluent. Opportunities for pupils to write extended narrative and to write for different purposes and audiences are developed

well across the curriculum. In descriptive and poetic writing, pupils choose vocabulary carefully for effect and interest. For example, in Year 4, pupils wrote poems about winter effectively using two adjectives and one noun on each line. Most pupils plan, proof read and edit their writing competently by the end of Key Stage 2.

76. The quality of teaching is good. In three of the seven class lessons observed teaching was very good. The high quality of the teaching, particularly for pupils in the three older classes at Key Stage 2, and the very positive attitudes that most pupils have about their own learning, contribute significantly to the good progress made by most pupils in English across the school. The school has successfully implemented the National Literacy Strategy, and a strong feature of teaching is when teachers develop key reading and writing skills such as spelling patterns and punctuation effectively during shared and guided reading. Learning is greatly enhanced when teachers demonstrate high expectations and set appropriate challenging tasks for all ability groups and questioning is focused and precise in developing pupils' knowledge and understanding of text, vocabulary and punctuation. Where teaching is good or very good, the brisk pace and delivery of lessons, which moves from listening to talking and then to writing activities ensures that pupils stay interested and motivated to learn. Most teachers use a range of teaching methods and resources very effectively to support learning. Another good feature of teaching that impacts significantly on pupils' learning is the effective use of demonstration of key reading and writing skills. Where there are shortcomings in teaching, the quality of learning is sometimes restricted when there is insufficient structure to guided reading and set tasks are inappropriate for some groups of pupils, as in a lesson in Year 2. All teachers set an interesting range of homework that complements and supports schoolwork effectively.
77. Specialist teaching and support of good quality ensures that pupils with special educational needs achieve well. In most lessons, even where class teaching is satisfactory, the high level of support ensures that these pupils make good progress in relation to their prior attainment and make the same rate of progress as other groups of pupils in the school. Those pupils with individual education plans make good progress towards the targets set. Year 6 pupils attending booster classes, taught by the special educational needs co-ordinator, are interested and attentive, appreciating the structured teaching and well-targeted support. Where teaching is good or very good, higher attaining pupils are well challenged, but in other lessons, work is less well matched to their needs than for the lower attaining pupils, and they sometimes mark time.
78. Teachers provide plenty of opportunities to develop literacy across the curriculum. For example, in design and technology, pupils write evaluations about their designs. In history, pupils research information and in Year 4 some good examples of extended writing were seen, illustrating life in Medieval Cayton. In religious education, some pupils in Years 3 and 4 write a short script to act out showing a good awareness of the spoken word, while others make a presentation about a parable, demonstrating clear speaking and expression.
79. Teaching and learning are effectively monitored by two subject co-ordinators. Resources for the subject are generally good and used well to support learning. Information technology is used well for class exercises in editing texts, and older pupils create newspapers of good quality. Stories and articles of good quality are displayed on the Tesco Schools' 2000 Internet site. Until new computers are purchased, there are too few computers available in classrooms to enable information technology to play a strong part in the literacy hour. Pupil records are

detailed and accurate, and are supported well by annotated pieces of work. The quality of these records has improved with the school's focus on monitoring and evaluation, and they now form a secure basis for monitoring progress and setting realistic targets, if the information can be collated for ease of reference. A wonderful tribute to the success of the literacy hour was given by the governor with an overview of literacy. She has heard readers in school for many years and is delighted to see how the reading interests of the older boys have changed recently. Whereas their favourite books were previously connected with sport, they now choose and enjoy 'Wind in the Willows', which is their set text in class.

MATHEMATICS

80. An average of all the levels achieved in the end of Key Stage 2 National Curriculum tests in 1999, shows that pupils' performance was broadly in line with the national average. The percentage of pupils reaching the national standard, Level 4 or above, was close to the national average, but the percentage reaching the higher Level 5 was below the national average. At Key Stage 2, improvement over the last four years is slightly better than the national trend. Over the four-year period, boys performed better than girls. In comparison with the results achieved in schools with similar backgrounds, pupils' performance in the tests at the end of Key Stage 2 was broadly average. Teachers' assessments in 1999 were slightly below the test scores at Key Stage 1, and higher than the test scores at Key Stage 2. There is no gender difference over time. The previous report indicated that this group of pupils, then at the beginning of Key Stage 2, was underachieving. Their average results suggest that the pupils made good progress during the three years between the last inspection and when they left the school.
81. In the 1999 Key Stage 1 National Curriculum tests, pupils' performance was below the national average. The percentage of pupils reaching the national standard, Level 2 or above, was close to the national average, but the percentage reaching the higher Level 3 was below the national average. In comparison with the results achieved in schools with similar backgrounds, pupils' performance in the tests at the end of Key Stage 1 was very low. In the year group taking the tests at Key Stage 1, there was a higher than usual percentage of pupils with special educational needs, and this is a significant contributory factor to the below average attainment. However, their results showed a considerable improvement on the previous year. Over the last four years there is a clear trend of improvement at Key Stage 1, starting from a very low base in 1996, and improving at a faster rate than the national trend.
82. The evidence of pupils' schoolwork shows the present Year 6 to be performing in line with national expectations for their age in all aspects, with strengths in number. This judgement indicates very good progress over time from a well below average level at the end of Key Stage 1 in 1996. Most pupils use a secure range of methods to calculate using the four rules of number and they understand decimal fractions, work with co-ordinates in four quadrants, have a sound knowledge of shape, space and measures, handle data confidently and distinguish between median and mean. Higher attaining pupils calculate confidently to two places of decimals. Pupils with special educational needs and a small number of lower attaining pupils attend booster classes for two lessons each week. They have begun to use decimal notation and understand fractions. Mental arithmetic is strong in Year 6 as a direct result of good teaching and the successful introduction of the National Numeracy Strategy.
83. Year 2 pupils are performing below the expectation for their age. The scrutiny of work shows that they started the school year at a below average level for their age, and that

all are making satisfactory progress. There are no assessment records for this group of pupils to indicate attainment on entry. However, the group does contain a larger than average number of pupils at Stage 2 on the special needs register, and there are fewer pupils attaining highly than in most other year groups within the school. Most pupils use a number square to 100 to look for pattern in addition and subtraction, for example when adding nine to any number. They count confidently in fives and tens. Attainment is better in number than in shape, space and measures. Work in books shows a limited coverage of shape involving counting angles and sides, and the use of standard units for measuring. Higher attaining pupils order numbers to 1000.

84. The quality of teaching and learning in mathematics is satisfactory at Key Stage 1, with strengths in Year 1. All pupils, including those with special educational needs, make good progress in Year 1, where they respond with interest to challenges set by the teacher, for example to help her 'shop' for the evening meal. The discussion that followed was a very effective mental arithmetic session with all pupils keen to participate. Work is matched closely to the needs of the pupils, and they concentrate well because they are interested in the tasks. The non-teaching assistant is well briefed and gives good support to lower attaining pupils. In Year 2, there is good teaching where pupils learn to solve simple money problems. Pupils are encouraged to explain their thinking using the correct mathematical language, and questions are targeted well to enable pupils of varying prior attainment to answer successfully. Pupils concentrate well and make good gains in learning during the lesson. However, work in books for these pupils shows that progress is only satisfactory since the start of the school year.
85. The quality of teaching and learning at Key Stage 2 is good overall. Teaching and learning in three out of five lessons was very good; it was satisfactory in one lesson in five but unsatisfactory in one lesson in five. Teaching is unsatisfactory at the start of the key stage because pupils have not yet learned to work independently and the teacher is unable to concentrate on the group identified for focused teaching. Some tasks are not clearly defined, and many pupils are not clear what they should do, or how to record their work. Time is wasted as they ask their friends what to do, or wait for the teacher to help them. Despite the confusion, attitudes and behaviour are satisfactory. Higher attaining pupils make fewest gains in learning in the lesson. In contrast, the quality of teaching in the three oldest classes is of a very high standard. Slick mental arithmetic sessions, with learning made fun by the use of humour and repartee, and the imaginative use of resources, such as a bent wire to guide pupils round a nailboard to practise decimal notation, are the curtain raiser to well planned lessons where all pupils make very good progress. The excellent relationships give all pupils the confidence to 'chance their arm' and explain their thinking. Teachers and pupils appreciate best efforts. A very good feature of these lessons is the way in which planning is adapted from lesson to lesson, and even within the lesson itself in response to the assessed needs of the pupils. Lower attaining pupils in Year 6, including those with special educational needs, are well supported and make good progress in two booster classes a week, which are well taught by the special needs co-ordinator. A very strong feature of mathematics teaching is the homework given throughout the school. This is at the right level to consolidate each pupil's work in class and to present new challenges. As with other work in mathematics, homework books are neat and marking is constructive and helpful.
86. The knowledgeable co-ordinators have written a good quality development plan to support the effective introduction of the National Numeracy Strategy. Staff training has been successful in raising the quality of teaching mental arithmetic in the school. Assessment information in individual pupil records is detailed and relevant, but not

readily accessible for co-ordinators to monitor progress and trends and to set accurate long-term targets. The promotion of numeracy across the curriculum is good. Data handling skills are developed in science, and knowledge of measurement, scale and co-ordinates used well in geography. Simple computer programs are written to control models, but computers are underused to support data handling.

SCIENCE

87. In the 1999 National Curriculum end of key stage tests for 11-year-olds, at the end of Key Stage 2, pupils' results were average when compared with schools nationally but below those of similar schools. The number of pupils achieving the target level for their age (Level 4) was close to the national average. The number of pupils achieving above expectations (Level 5) was well below the national average. Standards in science have been close to, or slightly above, the national average for the past four years. At the time of the last inspection, standards were said to be 'high'.
88. At the end of Key Stage 1, in 1999, the attainment of pupils in Year 2 was assessed by their teachers. Assessments show that, generally, they achieved below national standards, although more than average achieved a higher level. This group of pupils, now in Year 3 contains a higher than average proportion of pupils with special educational needs. The previous report in 1996 found that standards at the end of Key Stage 1 were in line with national averages, and those at the end of Key Stage 2 were above national averages.
89. The standards now achieved by pupils in Year 2, the final year of Key Stage 1, are below national expectations for their age. However, this is a group that includes a high proportion of pupils with special educational needs. Pupils in Year 6, the final year in Key Stage 2, are achieving standards which are in line with national expectations and more pupils are set to achieve Level 5 than last year. Teachers are now matching work more closely to the identified needs of the pupils. Pupils make satisfactory progress overall at Key Stage 1, and good progress overall at Key Stage 2. Pupils with special educational needs make good progress throughout the school because of the support they get from non-teaching assistants in Key Stage 1 and the way the work they do is adapted and linked to their learning needs in Key Stage 2.
90. Pupils in Year 2 have studied materials, forces and electrical circuits. They are developing a suitable scientific vocabulary and skills of scientific enquiry. For example, they conducted an experiment to find which of a number of different kinds of sports ball would bounce the highest. They dropped the balls from the same height to make sure the test was fair, and found that the netball bounces the highest. Pupils had predicted that the hockey ball would bounce lowest because it was solid, but found the rugby ball, with little air in it, was worse. Pupils in Year 6 have a sound knowledge of the solar system, understanding the reasons for day and night and the changing seasons, and how eclipses occur. The scrutiny of work shows that the attainment of most pupils is at the expected level for their age. Most pupils have a good working knowledge of parallel and series circuits, with higher attaining pupils designing more complex circuits.
91. The quality of teaching is good overall, although it varies between classes. Throughout the school, teachers have high expectations of their pupils and manage them very well. The most effective teaching and learning is seen when pupils are stimulated and challenged well. Lessons of this quality were seen in Year 1 and Year 5. In Year 1, the teacher captured the pupils' interest at the start of the lesson by wearing glasses covered in thick blue paper to introduce a lesson on materials

suitable for house windows. Pupils learned that windows which can be seen through are transparent. They decided that other windows, such as those in the bathroom, should let light through, but not be transparent; these are translucent. The material covering their teacher's spectacles is opaque, they couldn't see anything through them. They recorded this information carefully on a chart and cut out and stuck transparent, translucent and opaque windows on a cut-out house front. Their concentration was very good and their understanding secure. In Year 5, pupils were challenged to design their own experiment to discover which material (wood, sponge, polystyrene or paper roll) allows the most sound to pass through. Pupils appreciated the opportunity to be independent in their learning. They worked well in groups as they discussed the task carefully before starting work, and by trial and error, gained valuable insights into what makes a good scientific experiment. As they worked through the task, groups realised they could change only one part of the experiment for the results to be valid. Not all groups realised they had to have the same pupil, with the same ear, listening to make a fair comparison. Pupils are learning from their mistakes, as well as the things that go right. The practical curriculum supports learning well. In Year 4, for example, pupils constructed a circuit and found that most, but not all, metals will complete the circuit. There is great interest when they find that the teacher's silver chain will conduct electricity more effectively when it is stretched than when it hangs loose!

92. Some of the teaching, although satisfactory overall, is less effective. Even in these lessons, behaviour and attitudes are generally good. It is only when the experiments which pupils are asked to do are inappropriate because they won't work, or when the task presented to them is unclear, as in a Year 2 lesson, that pupils briefly lost patience and showed their frustration by making silly noises.
93. Throughout the school pupils make effective use of their literacy and numeracy skills in science. They write up their experiments well and use reference books. They use charts to record the results of their experiments. Homework is used very well. Activities are linked to the work pupils are doing in class and are appropriate for their age. For example, pupils in Year 1 are asked to look at their bathroom window at home after being introduced to the idea of translucent glass.
94. The science curriculum is satisfactory overall and good attention is paid to health education. Topics are covered on a two-year cycle to make sure that the pupils in the mixed-age classes do similar work. Pupils' work is assessed and recorded in their individual notebooks. These notes give teachers a clear idea of the standards reached by individuals and are used to group pupils of similar ability. However it is difficult for teachers to find quickly the information that would give them a clear picture of how pupils have made progress since they started school. Useful collections of pupils' work, matched to National Curriculum levels, are being built up to help teachers assess standards. The results of the national tests at the end of Key Stage 2 are analysed to identify weaknesses. The results of teacher assessments at the end of Key Stage 1 are not yet analysed. The subject co-ordinator uses his good subject knowledge to help teachers plan their work. There are sufficient resources to ensure that all aspects of the subject can be taught.

INFORMATION TECHNOLOGY

95. Two full lessons were seen and several shorter observations were made of groups of pupils working in the computer 'corridor'. Other evidence was drawn from teacher's plans and from discussions with teachers and pupils.

96. Pupils' attainment in information technology is in line with the national expectation at the end of both key stages. At the last inspection, standards were also judged to be in line with the national expectation. However, whereas then progress was satisfactory, the progress of pupils at Key Stages 1 and 2 in basic skills is now good. Staff training and the use of the computer suite has enabled the weekly teaching of a whole-class lesson. This has enabled all pupils to practise and consolidate their skills with the existing software and to be ready for new learning when the computers are upgraded. However, there are insufficient opportunities for pupils to apply their learning in different situations, and so overall achievement is satisfactory, rather than good.
97. By the end of Key Stage 1, pupils enter and edit text with confidence, saving their work between sessions. They are familiar with a range of programs where they use the mouse to 'drag and drop' symbols and pictures, for example to create a street scene from a bank of road segments, houses and shops, traffic lights and pedestrian crossings. Pupils create pictures using variations of line, texture and colour.
98. By the end of Key Stage 2, pupils have the skills to create a news-sheet with columns of text, a range of fonts and illustrations imported from a picture file. They write simple programs to control increasingly complex external devices, which they design and build themselves as part of design and technology studies. For example, a model of the Spanish Armada includes cliff top beacons that light up and ships that move and hoot on command. Pupils input information into a database, and know which type of graph will give the most appropriate illustration of the results. They have not yet learned to process their own data and create and interrogate the database for themselves. A small number of pupils have used the office computer to access and add to the school web site, creating a monthly calendar of school and national events. Pupils compose simple tunes, some of them of a high standard, using a computer program with conventional notation, and a well-written worksheet.
99. The quality of teaching in information technology is good. Staff training and very good support from the co-ordinator have ensured familiarity with a carefully selected range of programs for each year group. The programs are taught with confidence, and the computer suite enables pupils to work together and support each other in learning. The planning enables pupils of differing levels of prior attainment to be well challenged, either through extension work or a range of different tasks on the same theme. For example, in one lesson in Year 3, higher attaining pupils were well challenged as they wrote a simple program to generate shapes, while other pupils built patterns of shapes at different levels of difficulty. The home-made worksheets were relevant and easy to understand. Pupils with special educational needs are well supported, through work at the right level and help from teachers and other pupils, and they make good progress. The computer suite is very cramped, but the very good organisational and behaviour management skills of the teachers ensure that, where relevant, programs are pre-loaded, pupils are supported effectively so that their interest is maintained, and that they have the necessary skills, such as saving and printing work, to complete their tasks independently. The pupils' response is very good, they are interested in the work, collaborate very effectively when asked, and behave very well. The mature response of older pupils is impressive. Pupils work with minimal supervision, supporting each other in their learning sensibly. In one lesson in a Year 4 and 5 class, half the pupils were working on a text editing exercise for 30 minutes while the rest of the class were taught in an adjoining room. They maintained a good work rate throughout, and made good progress.
100. The subject is well led by an enthusiastic and knowledgeable co-ordinator who is making the best use of the outdated hardware and preparing in detail for the next

steps in development of the subject. An audit of staff expertise has enabled effective individual support to be given. A well-written policy and scheme of work with targets for each year group guide teaching and learning effectively. Plans are well in hand to develop a suitable computer room when the current school building programme is completed. The computers from the 'corridor' suite will then be available within classrooms to support daily work, for example in the literacy hour. The co-ordinator has established a school web site, with useful information about the school, and some children's work. Good use has been made of the Tesco Schools' 2000 Internet scheme. Through this scheme, all Year 5 and Year 1 pupils have written and illustrated stories and articles that can be accessed at the Tesco Internet site. This involved visits to Scarborough for the older pupils, and a day when laptops were brought to school for the younger pupils. Assessment information recorded on individual pupil's notepads is detailed and relevant. Information technology now has a high profile within the school and is beginning to have a positive influence in work in English, mathematics, geography, art, design and technology and music.

RELIGIOUS EDUCATION

101. Pupils' attainment, at the end of both key stages, meets the expectations of the locally agreed syllabus. Pupils know enough about the religious stories and personalities of major religions, in particular Christianity. They have the breadth of knowledge to ensure that, by the time they leave school, they understand the traditions and teachings of at least three world religions. Pupils throughout the school, including those with special educational needs, make satisfactory progress. Standards would appear to have been, at least, maintained since the last inspection when it was reported that 'Religious education has a high profile in school'.
102. By the end of Key Stage 1, pupils have been involved in the celebration of Christian festivals. They have written the story of Jesus' birth at Christmas and are aware of his death at Easter. Pupils know that Christians worship in a church and that weddings and funerals are held there. They mention other ceremonies such as a baptism when babies have a cross drawn on their forehead with water. The cross is recognised as the most important symbol of the religion. They identify the Bible as the holy book of Christianity and know that it is in two parts called the Old and New Testament. They recognise that the Christian religion is described in the New Testament and that most of the people in the Old Testament belong to the Jewish religion. Pupils have a sound knowledge of some of the traditions of this religion. They know it is an older religion than Christianity, that some of its prayers are written on a scroll and that Jewish people don't eat some foods because of their beliefs. Pupils also talk about a third religion, Islam. They know Muslims worship at home as well as the Mosque, have festivals such as Eid and have a holy city in Saudi Arabia.
103. By the end of Key Stage 2, pupils have extended and deepened their knowledge of Christianity and other religions. They recognise the fish as a Christian symbol as well as the cross, and explain why this is. Pupils have written their own accounts of Bible stories such as the Last Supper and the betrayal of Jesus. In Key Stage 2, pupils are introduced to the Buddhist religion. Year 6 pupils describe the way the Buddha achieved enlightenment after his journey which included periods of suffering. They talk about some of the traditions of this religion such as the 'Four Noble Sights' of the Buddha as things he had never seen before and which helped his understanding of life. Pupils have knowledge of most of the major religions of the world. They recognise the crescent moon as a symbol of Islam and that, although many Muslims live in Asia there are many Muslim families in parts of England. Pupils identify Hinduism as another Asian religion.

104. The quality of teaching seen during inspection was always at least good and in one lesson it was outstanding. The best teaching was characterised by very effective use of time; pupils learned a lot in a short time! The teacher was highly organised, gave clear instructions and had very good but unobtrusive class management. This focus encouraged pupils to concentrate well and work at a good rate when drafting and redrafting answers to questions. Detailed help was given to individuals at the level they required, enabling all pupils, including those with special educational needs, to make very good progress in the lesson. A strength of the good teaching is the way that stories from religions are linked to pupils' everyday life and enable pupils to reflect on their relevance. In Year 1, pupils learn about friendship and understand that they don't need to spend money on presents to be friends with someone. Year 3 pupils read about the Shield of Faith and Helmet of Salvation described in a letter by St Paul. They linked this to a letter that they wrote to themselves. In this they recognised their own faults and how they could improve; 'I must improve how I behave at home, I jump up and down when I'm annoyed!' Year 4 pupils have read some of the parables of the Bible, they gained an understanding of the important messages as they record the story of, for example, The Good Samaritan as if it had happened in this country at the present time. The very good relationships in school enable teachers and pupils to work well together and gain the maximum benefit from lessons. Pupils are very interested in the subject. They listen carefully to the opinions of others and consider why people have acted in a certain way. For example, Year 6 pupils listen with interest to their classmates as they follow a lesson on Buddhism with a discussion of how they help people who need support in their village or family.
105. The school's planning and policy are based on the locally agreed syllabus, which provides clear guidelines of the work to be covered and the targets to be achieved. The good subject knowledge of the co-ordinator is used as a reference by other members of staff. There is a good range of resources available, arranged to cover all aspects of the subject. Religious education makes a very positive contribution to the spiritual development of the pupils and to their development of literacy through reading, discussion, role-play and written work.

ART

106. Pupils throughout the school make good progress in art and standards by the time they leave the school are above that normally found for their age. This is an improvement since the last inspection, as attainment was then reported to be in line with national expectations. Only two art lessons were observed during the inspection, but a scrutiny was made of the many displays in school, and discussions were held with pupils and teachers.
107. Displays of pupils' work throughout the school are of a good standard and show good development by pupils in painting techniques such as brush work, colour mixing and composition. From an early age, pupils develop a good sense of colour and learn how both colour and texture can be used effectively to enhance their art work. For example, Year 1 pupils sorted and used a range of different materials in order to make an attractive collage of hot and cold colours. Year 2 pupils used a variety of materials such as beads, coloured sand, pasta shapes and rice to create texture in their well-observed pictures of various subjects such as flowers, fish and faces. Pupils in Years 5 and 6 used shading techniques well to create shadow and depth of tone in their detailed pencil drawings of buildings illustrating architecture from the past. In Year 6, pupils used oil pastels skillfully to develop shading and blending techniques of a good standard. Pupils of all ages study and work successfully in the style of other

artists. For example, Year 5 pupils reproduced wallpaper designs in the style of William Morris, depicting precise and accurate use of shape, tone and colour and Year 6 pupils demonstrated a good understanding of colour wash techniques in order to paint watercolour landscapes in the style of William Turner. Three-dimensional work is not quite as well developed as other aspects of the subject across the school, but in the small sample of three-dimensional work seen in Year 5 during the inspection, standards were good.

108. The quality of teaching is good. The sequential development of skills resulting from the implementation of a new scheme of work has focused teaching and enabled pupils to make good progress, particularly in observational drawing at Key Stage 2. Most teachers have good subject knowledge and communicate this effectively to pupils, resulting in effective learning through positive attitudes and good levels of interest and concentration. All pupils, including those with special educational needs, enjoy the opportunity to be creative while using a range of media, and make good progress through supportive teaching and the knowledge that their best efforts are appreciated. Pupils persevere, work with care and handle resources with respect. A strong feature of the teaching is the way in which teachers promote the knowledge and understanding of different aspects of the subject and develop cross-curricular links, for example in Year 6 history when studying architecture. Teachers make effective use of visits to art galleries and other local places of interest to enhance pupils' learning in art. For example, a visit to the Scarborough art gallery by Year 3 pupils greatly developed their appreciation of Victorian artists, and pupils were able to recognise several painting techniques used by the artists to create the effect of ripples and light on water. Adults who accompanied the visit praised the behaviour, interest and knowledge of the pupils.
109. Since the last inspection, a good plan of work has been implemented across the school and teachers use it effectively to support their planning. The new scheme, and an enthusiastic subject co-ordinator, who has raised the profile of the subject throughout the school, have ensured that standards in art have improved since the last inspection. The skills of the pupils are recorded effectively through the notepad system.

DESIGN AND TECHNOLOGY

110. At the last inspection, standards of attainment were described as broadly in line with national expectations at the end of both key stages. The school has maintained these standards and pupils continue to work at a level that matches that seen by most pupils of their age. Pupils make satisfactory progress throughout the school.
111. The main reasons for these standards are the enthusiasm of teachers and pupils for this subject and the effective leadership of the co-ordinator who has good subject knowledge and shares this with other teachers.
112. Pupils develop their design skills well. In Key Stage 1, they make plans for the new classroom which is being built. They identify where the desks, windows, sink and dustbin should go, and their classroom models relate accurately to these plans. In Key Stage 2, pupils have produced imaginative designs to show how parts of models can be moved by the action of water in a piston moving along a tube. They make detailed drawings to show what is going to happen and how the 'hydraulic' action will work. One pupil has a monkey pushing a skier off a mountain and landing into the mouth of an alligator!
113. Pupils' skills in making the models they have designed develop as they become older. In Year 1, pupils measure and cut out paper and card reasonably accurately to match their plans. They use gluesticks effectively to join materials. In Year 4, pupils link their work to their history topic on the Victorians as they produce careful paper constructions of flowers using the 'quilling' technique. In Year 6, pupils again link their making skills to the Victorians as they produce good quality portraits using cross-stitch techniques with needle and thread. Year 5 pupils demonstrate the way they can work with wood as they use handsaws safely and accurately to make square corners to the frames they are going to use. Some pupils need to join the wood in other ways and cut the wood accurately to make 45 degree corners. Older pupils at Key Stage 2 develop good skills of control technology and build models of good quality to support their work. These vary from moving robots to a fully irrigated and floodlit model garden and greenhouse, and an estuary model to illustrate the Spanish Armada, with lighted beacons and moving ships.
114. Pupils are also taught to evaluate their work in some classes. Younger pupils discuss their classroom models and decide how they might improve the way they have coloured some areas of them. Older pupils in Year 5 set themselves targets for what they hope to complete in a session. They look at what they have achieved and decide if the work they have done is fit for the purpose and whether it could be improved.
115. The quality of teaching seen during inspection was good. The very positive relationships and well-planned projects result in very good attitudes and behaviour and a hard working atmosphere. Pupils enjoy doing the practical 'making' activities. They listen carefully to the instructions they are given and sustain concentration well because of the interesting tasks. Teachers are enthusiastic and use time well. They encourage pupils to improve and refine their drawings and models well. In Key Stage 1, support staff make a good contribution to the progress pupils make in their group work. Pupils with special educational needs are well supported and make satisfactory progress in this practical subject. Older pupils appreciate the freedom they are given to plan their own work and they make the most of these opportunities.
116. The subject co-ordinator has good subject knowledge. He has had the opportunity to monitor teaching and learning because the subject was part of the recent curriculum

review programme. This has given him a useful insight of the work done throughout the school although the lack of planning books for pupils means that it is difficult to judge accurately which pupils have mastered each practical skill. There are sufficient resources available to enable whole classes to tackle practical work. The work areas outside classrooms are used particularly well.

GEOGRAPHY

117. The standard of work is in line with that normally found for the age of the pupils, and progress throughout the school is satisfactory. Three geography lessons were seen, and other evidence comes from a scrutiny of pupils' work, teachers' planning and discussion with pupils. At the time of the last inspection, standards were judged to be in line with national expectations at Key Stage 1 and above national expectations at Key Stage 2.
118. Pupils have a sound knowledge and understanding of a range of places. Older pupils use the knowledge gained from a detailed study of Cayton village and a wide range of visits to successfully compare the human and physical features of their own environment with different localities in the United Kingdom. They also compare differences in population, industry and climate with contrasting localities abroad. Across the school, pupils make satisfactory progress in understanding maps and plans in a variety of scales. At Key Stage 1, pupils develop an increasing awareness of some of the human and physical features within their immediate locality and interpret and draw simple maps and plans of features around the school such as classrooms and classroom furniture. Year 2 pupils correctly identified the four countries that make up the United Kingdom and identified the position of Scarborough reasonably accurately on a map of Britain. Pupils in Year 4 know how an index is arranged and used atlases, maps and other resources confidently to inform their studies of different places. For example, they used an aerial photograph of Cayton to make observations of how a settlement is planned and use their knowledge and understanding to make their own building plans for a housing estate, including a variety of features such as detached, terraced and semi-detached houses and a road system with a roundabout. Pupils in Years 5 and 6 use four-figure grid references confidently, but their understanding of six-figure grid references is less secure.
119. The quality of teaching is good. Teachers use resources, questioning and demonstration effectively to support learning and capture the interest of all pupils, including those with special educational needs, enabling them to make good progress in lessons. Pupils' attitudes and response to learning are good, particularly at Key Stage 2. Teachers have good subject knowledge, and give clear explanations, checking understanding before moving on to new learning. There is a good pace to the lesson and expectations of behaviour and work rate are clearly stated and achieved in practice. Pupils listen attentively and are eager to answer questions and contribute to whole-class discussions. They work with sustained concentration and interest and co-operate and share resources well during group work. A good use of information technology as an aid to teaching and learning in geography is the town-planning program used well by pupils in Year 2. This creates a forum for discussion, allows pupils to experiment with different layouts and provides the teacher with a valuable assessment opportunity. Teachers effectively plan appropriate practical activities and visits to geographical places of interest such as Boggle Hole in Yorkshire. These visits successfully develop pupils' knowledge and understanding of different places and add to pupils' geographical skills in fieldwork.
120. The school's Curriculum Evaluation and Review Model provides sound strategies for the co-ordinator to monitor teaching and learning in geography, but the subject has

not yet been a main focus for development. The school uses the local and surrounding environment well to support learning through a wide range of visits for pupils of all ages. Geography is not taught continuously to the older pupils, and the curriculum is arranged in termly 'blocks'. There are gaps in learning, for example from July to January, when no geography is timetabled. This results in a lack of continuity, supporting the inspection findings that although teaching and progress are good, the knowledge and understanding of pupils in geography is in line with their age. Individual knowledge and skills are recorded effectively through the notepad system, but the information is not readily accessible to monitor the progress of groups of pupils through the school.

HISTORY

121. It was only possible to observe one history lesson during the inspection but samples of pupils' work and the teachers' planning were seen. Standards are generally in line with those usually found for pupils of similar ages, as they were at the last inspection.
122. At the time of the inspection, most pupils were studying, or had recently studied, different aspects of Victorian Britain. Scrutiny of pupils' work shows that the progression made in pupils' knowledge and understanding of different aspects of Victorian life is appropriate for their age and prior attainment. For example, at Key Stage 1, Year 1 pupils look at toys from the Victorian era and make reasoned comparisons with the toys of today. In Year 2, pupils know how modern kitchen utensils and appliances are different from Victorian times and explain in detail how a 'dolly peg' and mangle were used to wash clothes in the past. At Key Stage 2, good use is made by teachers of role-play and visits to local historical places of interest such as Beningbrough Hall to enhance the subject; and this contributes significantly to the good progress made by many pupils in their learning. For example, in Year 5 pupils dress up as different characters from a typical Victorian household in order for pupils to gain a better understanding of the life-style of rich and poor families within Victorian society. Through their research into Victorian country life, inventions and industry, older pupils make good progress in understanding how the lives of people in Victorian Britain were affected by changes in both industry and transport. Some older pupils have made good progress, achieving work of good quality in this Study Unit.
123. In the one lesson seen for pupils in the Year 3 and 4 class, teaching was good. The teacher and pupils dressed in Victorian costume and good subject knowledge enabled the teacher to re-construct life in a Victorian classroom. Very good use was made of resources as the room was transformed into a Victorian schoolroom, with rows of desks, ink pens and Victorian texts. The skill of the teacher and her good relationships with the pupils enabled the role-play to be realistic. Pupils responded suitably to the firm manner of the teacher as they followed instructions for a new style of learning that included handwriting, tables practice and drill. This was a well- taught lesson, with an imaginative and motivating approach that supported pupils' learning effectively. Pupils' work is neat, carefully written and illustrated, and indicates their interest in the subject and the use of a wide range of resources including documents and artefacts being used effectively to support learning. The work of pupils with special educational needs indicates satisfactory progress.
124. Literacy skills are well promoted in history through extended writing and research skills. Resources for the subject are good and are used effectively to support pupils' learning across the school. Teachers' planning of the subject over a two-year cycle at Key Stage 1 and a four-year cycle at Key Stage 2 ensures that pupils study all aspects of the National Curriculum Programmes of Study in sufficient depth across

both key stages. Assessments of gains in knowledge are recorded effectively in the school notepad system.

MUSIC

125. Two class music lessons were observed in Year 6, also a whole school 'singing assembly' and recorder practices. A brief visit was paid to a guitar lesson taught by a visiting specialist teacher. Music workbooks for pupils in Year 6 were examined.
126. The standard of work in music is above that normally found for the ages of the pupils, and they make good progress throughout the school. The scheme of work shows a varied program of listening to music. A class booklet in Year 1 compiled after listening to 'Chariots of Fire' contained an interesting variety of comments including, 'It got faster and faster' and 'I liked the twinkling music'. Year 6 workbooks contain lively pictures and sensitive comments recorded after listening to the 'Peer Gynt Suite' and music from 'Starlight Express'. All pupils have a varied repertoire of songs that they sing in tune with good tone and diction and make satisfactory progress. The development of composition and recording is clearly shown in Year 6, with pictorial scores at the start of the school year, followed by the beginning of recording using conventional notation, supported well by composition using the computer program 'Notate'. All pupils in Year 6 are learning tonic sol-fa and about half are beginning to use their skills to pitch a sequence of notes accurately. A third of Key Stage 2 pupils read music as a result of recorder lessons, or, for about a dozen pupils, through music lessons from visiting specialists in guitar, brass, violin or keyboard. The school orchestra, at present consisting entirely of recorder players, achieves a high standard of performance, with very good technique and tone.
127. The quality of teaching is good. At least three of the teachers have good musical expertise and knowledge, and use this effectively to support learning throughout the school. Their enthusiasm is infectious, and learning is enjoyable as pupils develop skills and knowledge systematically in all aspects of the subject. Pupils appreciate the opportunity to learn to play the recorder at lunchtime, and the large size of the groups and the unusually low drop-out rate in the beginners and intermediate groups is a tribute to the quality of the teaching and the pride of the pupils in their developing skills. Teachers set high standards, and ensure that all pupils, including those with special educational needs, are fully included in each lesson and make good progress. Pupils learning instruments are given every opportunity to share their expertise. The effort that the pupils make and their developing skills are valued and appreciated by the school community. In assembly during the inspection week, pupils played the clarinet and cornet, and the recorder orchestra played music for listening, as well as accompanying the singing. Pupils talk with enthusiasm about preparation for school concerts, where the excellent relationships make practice fun, and where all pupils, whatever their level of expertise, make an important contribution.
128. The enthusiastic music co-ordinator has a clear whole-school vision for the development of the subject. A well written policy and outline scheme of work ensure good progression in learning, and teachers who are less confident receive good support in planning lessons. The co-ordinator has monitored teaching, and been pleased with the standards of teaching and the progression of skills that are being taught. This effective monitoring is responsible for higher standards than at the previous inspection, where pupils' attainments were reported as 'generally in line with national averages, and sometimes in Key Stage 2 they are good'. Assessment is detailed and relevant. The subject makes a good contribution to the spiritual, social and cultural development of the pupils. Resources for learning are accessible and

well used.

PHYSICAL EDUCATION

129. Standards of work are above those expected nationally, for pupils of the same age. As at the time of the last inspection, pupils make good progress throughout the school.
130. Five complete lessons were seen, a brief observation was made of games activities for the older Key Stage 2 pupils, and information sought about swimming standards. In Year 2, pupils move with grace and control. They collaborate well within their groups and work hard to design and perform a sequence of movements that reflect the slow, calm music. Standards are high, with good use of space, extended positions and controlled movements, and a commitment to practise to improve. In Year 6, pupils developing patterns of movement move thoughtfully from floor work to the apparatus, working very effectively with a partner to reflect flowing movements from balances to a range of bridge positions. In games lessons, older pupils playing 'Unihoc' on the shiny hall floor demonstrate very good skills of stopping, passing and dribbling the ball. Netball skills of passing and marking are well developed, and good soccer skills of dribbling, passing and shooting are demonstrated in a small game context. Swimming is arranged in the summer term for older pupils at Key Stage 2 who have not reached the national standard. They make good progress, and almost all can swim 25 metres by the time they leave the school.
131. The quality of teaching is good. In one gymnastics lesson where teaching was graded excellent in Year 6, all pupils worked at maximum productive effort for the whole 40 minutes. The lesson was taught at a good pace, with varied activities developing a single theme, and clear instructions. Very high standards were set, and achieved, through pupil self-assessment prompted by the teacher asking 'How am I going to know if it is good?' Clear demonstrations and skilful coaching suggest possibilities, but leave the pupils a clear brief to experiment. Humour and praise for best efforts lead to all pupils being thoroughly involved in the lesson and very good support is given to those who find balancing difficult. Pupils are enabled to work constructively in pairs, to trust each other when working in close proximity, and to appraise each other's performance with honesty and sensitivity. Common features of the good teaching noted in other lessons are the awareness and teaching of safe practice, the very good planning where imaginative warm-up activities move directly into the theme of the main lesson, the common desire to achieve high standards, and the shared enjoyment and pride in the pupils' achievement. In the one lesson where teaching is satisfactory, a dance lesson, pupils follow instructions on a tape. Attainment is satisfactory, but the pupils' response lacks the sparkle and originality seen in all other lessons where pupils enthusiastically strive for improvement and high standards.
132. The co-ordinator has good subject knowledge and a clear vision for the subject. She has closely monitored and supported planning and has monitored teaching in other classes, enjoying the opportunity to share ideas and discuss good practice. Assessment using pupil notepads is perceptive and comprehensive. Well attended after-school clubs for boys and girls give older pupils opportunities to develop their skills and to play in matches and tournaments against other schools.