

# INSPECTION REPORT

**St George's R.C Primary School**  
Eastfield Scarborough

LEA area : North Yorkshire

Unique Reference Number : 121659

Headteacher : Mr Brian Campbell

Reporting inspector : Mrs Lesley P.A. Clark  
25432

Dates of inspection : 20<sup>th</sup> –23<sup>rd</sup> September 99

Under OFSTED contract number: 707654

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

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## INFORMATION ABOUT THE SCHOOL

Type of school : Infant and Junior School

Type of control : Voluntary Aided

Age range of pupils : 3 To 11

Gender of pupils : Mixed

School address :  
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Scarborough  
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Appropriate authority : The Governing Body

Name of chair of governors : Mrs Meg Lawrence

Date of previous inspection: 18<sup>th</sup> – 20<sup>th</sup> March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Lesley Clark RgI	English Science Information technology Music	Special educational needs Equal opportunities Attainment and Progress Attitudes, Behaviour and Personal Development Teaching Leadership and Management
Kath Berry Lay Inspector		Attendance Support, Guidance and Pupils' Welfare Partnership with Parents and Community
John Porteous	Mathematicss History Geography Physical education	Curriculum and Assessment Spiritual, Moral, Social and Cultural Development Efficiency

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## MAIN FINDINGS

### What the school does well

The teaching is good or better in just over half of the lessons seen during the inspection. No unsatisfactory teaching was seen and good teaching was seen in every class.

- Pupils are keen to learn and listen attentively in lessons.
- The school is well led; there is a commitment to continuous improvement.
- The school makes good provision for pupils' spiritual, moral and social development.
- Older pupils behave very responsibly.
- Parents support the school fully in the education of their children.

### Where the school has weaknesses

- I. Standards in information technology are not high enough, particularly for juniors.
- II. The curriculum gives little guidance on the skills pupils need to acquire, how these are to be assessed and how literacy, numeracy and information technology can be used in other subjects.
- III. Pupils have too few opportunities to use their initiative. Teachers use worksheets too much for pupils to record what they know and understand.
- IV. Children under five have limited opportunities to explore learning through structured play both inside and outside.

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents and guardians of pupils at the school.

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

The school has developed satisfactorily since its last inspection in March 1996 despite the considerable disruption caused by the fire in May 1997. Standards in English, mathematics and science are more consistent across the school than they were in the last inspection and are in line with nationally expected levels. Teaching throughout the school has improved, notably in English and mathematics lessons, and teachers at both key stages now have appropriate expectations of what their pupils can achieve. The school continues to make good provision for pupils with special educational needs. Because of the damage to resources in the fire of two years' ago, the school has made limited progress in developing information technology since the last inspection though its development is clearly set out in the school's long-term strategic plan. The school is well placed to improve.

### Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<b>Key</b>	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	C	D		
Mathematics	D	E		
Science	E	E		

This table shows, for example, that standards in science last year were well below average both nationally and compared to similar schools. The 1999 test results, although they are not yet set against national standards, show pupils' attainment to be above the expected average in English, mathematics and science. Inspection evidence indicates that the present Year 6 group achieves standards close to those expected of their age in all three subjects. The reasons for the discrepancies between inspection evidence and different years' results is due to the small size of year groups where small variations in levels of attainment appear to be statistically more significant. The National Literacy Strategy is having a significant effect on pupils' attainment in English. Attainment in mathematics has been raised by the early introduction of elements of the National Numeracy Strategy. This has improved the quality of teaching and contributed towards more consistent standards. Pupils' attainment in information technology is in line with standards expected nationally at Key Stage 1 and below those expected at Key Stage 2. Pupils achieve satisfactory standards in all subjects at Key Stage 1 and in all except design and technology at Key Stage 2. Religious Education is inspected and reported on separately.

### Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Good	Good
Science	Satisfactory	Good	Good
Information technology		None seen	None seen
Religious education		Reported separately	Reported separately
Other subjects	Satisfactory	Satisfactory	Satisfactory

The quality of teaching is good overall. It was good or better in 53 per cent of lessons observed during the inspection and of these 11 per cent were very good. Teaching was satisfactory in 47 per cent of lessons. Good teaching was seen throughout the school and there was no unsatisfactory teaching seen in any class.

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

### **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Good; all pupils behave well and are keen and interested in their work.
Attendance	Very good; consistently above the national average.
Ethos*	Good; strong commitment to academic achievement working in harmony with spiritual development.
Leadership and management	Good; effective leadership by the headteacher supported well by the governors.
Curriculum	Satisfactory; a balanced curriculum with a strong emphasis on literacy and numeracy. Progressive development of skills and the use of literacy, numeracy and information technology are not planned for in other subjects.
Pupils with special educational needs	Good provision for pupils who need individual and specialist support.
Spiritual, moral, social & cultural development	Good overall; provision for pupils' spiritual, moral and social development is good with satisfactory provision for their cultural development.
Staffing, resources and accommodation	Satisfactory; sufficient well-qualified and experienced staff; adequate resources; good accommodation for children under five and infants, satisfactory for older pupils in external classrooms.
Value for money	Satisfactory.

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



## The parents' views of the school

<b>What most parents like about the school</b>	<b>What some parents are not Happy about</b>
V. The school's values and attitudes have a positive effect on their children. VI. They find the school approachable. VII. Their children enjoy coming to school. VIII. The school achieves high standards of behaviour. IX. Children achieve a good standard of work. X. They are kept well informed about their children's progress.	

Inspectors' judgements support parents' positive views. The school is very welcoming. Most parents expressed complete satisfaction with the school and were united in finding the school very easy to approach. They all agreed that the school's attitudes and values have a positive effect on their children.

### KEY ISSUES FOR ACTION

In order to raise standards the school should take the following measures:

1. Raise standards in information technology\*, particularly at Key Stage 2, by:
  - fully implementing the programmes of study of the National Curriculum;
  - developing the use of information technology across other curriculum areas;
  - assessing and recording pupils' skills so they build on what they know and can do.

(Paras: 10, 23, 73, 79, 80, 81, 83)

1. Develop the medium-term planning by:
  - clarifying the objectives of what is to be taught;
  - identifying appropriate ways of systematically assessing and recording the skills pupils have learnt and those they need to develop;
  - incorporating the use of literacy, numeracy and information technology across the curriculum.

(Paras: 9, 25, 26, 28, 67, 73, 78, 83, 89, 93)

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

- broaden the range of practical activities;
- develop a wider range of recording what pupils know and understand other than by using worksheets;
- provide opportunities for pupils to take some initiative in their own learning;
- develop the Early Years' Unit by providing additional support staff in the afternoons and more exciting opportunities for children to explore learning through structured play activities both inside and outside.

(Paras: 9, 18, 20, 22, 23, 25, 26, 44, 49, 55, 58, 59, 60, 77, 87, 89, 97, 101)

\*The school has already identified this as an area for improvement in its development plan.

## INTRODUCTION

### Characteristics of the school

1. St George's Roman Catholic Voluntary Aided Primary School is situated in the middle of a large housing estate in Eastfield, mid-way between Filey and Scarborough. The school serves a wide area, drawing its pupils from the Eastfield estate, outlying villages and approximately 20 per cent from Filey itself. Many pupils come to school by bus. The school opened in 1975. The large playing field is shared with the neighbouring school. In May 1997, three quarters of the school was destroyed in an arson and burglary attack. Ninety per cent of the school's documentation was lost, including pupils' work and library and information technology resources, as well as causing a high level of disruption to the work of the school during this time. Pupils at Key Stage 2 were disapplied from the 1997 National Standardised Tests, due to take place on the day the school re-opened after the arson attack. Following the fire, the school was redesigned internally and now includes an Early Years' Unit within the school. The local education authority's tests indicate a very broad range of attainment on entry to the nursery and include a small number of children with under-developed social and language skills. At the time of the inspection there were six nursery-aged children who attended part-time and fifteen reception children in the early years' class, all of whom were under five. Their teacher was appointed at the beginning of this term.
2. The school is for boys and girls aged from three to eleven years old. They are taught in four mixed age classes by three full-time teachers, one part-time teacher and the headteacher. There are 109 pupils on roll. The school's community is largely Roman Catholic and the social backgrounds of the pupils reflects the local society. No pupils are learning English as an additional language. Fourteen pupils are admitted each year and priority is given to baptised children from Roman Catholic and other Christian denominations, as agreed between the governing body and the local education authority. Thirteen per cent of pupils are registered for free school meals which is broadly in line with the national average. Twenty one per cent of pupils are on the school's register of special educational needs. The percentage of pupils with statements is close to the national average. The attendance rate is above the national average and the rate of unauthorised absence is also above the national average. There have been no recent fixed term exclusions. The intake is similar to that reported on in the previous inspection though the incidence of unemployment and one parent families is much higher.
3. The school aims to enable its pupils to find the God that dwells within them and to help them to achieve their full potential by providing them with a broad and balanced curriculum. Its key priorities are to develop information and communications technology throughout the school and to improve the systems for assessing and recording pupils' attainment.

## Key Indicators

### Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1999 (1998)	10 (5)	8 (9)	18 (14)

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	8(2)	8 (3)	8 (4)
	Girls	5 (8)	8 (7)	8 (7)
	Total	13 (10)	16 (10)	16 (11)
Percentage at NC Level 2 or above	School	72 (71)	79 (71)	89 (79)
	National	(80)	(81)	(84)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	8 (3)	9 (4)	9 (4)
	Girls	5 (9)	8 (8)	8 (9)
	Total	13 (12)	17 (12)	17 (13)
Percentage at NC Level 2 or above	School	72 (86)	94 (86)	94 (93)
	National	(81)	(85)	(86)

## Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1999 (1998)	4 (9)	9 (8)	13 (17)

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4 (6)	3 (3)	4 (4)
	Girls	7 (5)	8 (7)	8 (7)
	Total	11 (11)	11 (10)	12 (11)
Percentage at NC Level 4 or above	School	85 (65)	85 (59)	92 (53)
	National	(65)	(59)	(69)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4 (7)	3 (7)	4 (7)
	Girls	7 (6)	6 (5)	6 (4)
	Total	11 (13)	9(12)	10 (11)
Percentage at NC Level 4 or above	School	85 (76)	69 (71)	77 (65)
	National	(65)	(65)	(72)

3. *Figures in brackets refer to the previous year's figures*

### Attendance

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

		%
Authorised Absence	School	3.9
	National comparative data	5.7
Unauthorised Absence	School	1
	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school age)  
during the previous year:

	Number
Fixed period	0
Permanent	0

### Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	11
Satisfactory or better	100
Less than satisfactory	0

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

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

#### **3. Attainment and progress**

1. In the previous inspection in 1996, pupils were achieving standards broadly in line with national expectations in all subjects at Key Stage 1, apart from mathematics, physical education and information technology where their attainment was below the expected level. At Key Stage 2, pupils' attainment was in line with national expectations in all subjects except information technology where it was below the expected standard and in science where it was above the level eleven-year-old pupils were expected to attain. The report indicated under-achievement in pupils' writing at Key Stage 2. Pupils' attainment is much more consistent now and there has been improvement in mathematics and information technology at Key Stage 1 and in the quality of pupils' writing at Key Stage 2. Pupils' attainment in science in the present Year 6 class is about average. This does not indicate a decline in standards since the previous inspection but difference in attainment of different year groups. Pupils' attainment in information technology, however, is still below the standard expected nationally by the end of Key Stage 2 and in this subject there has been little improvement since the previous inspection.
2. Attainment on entry to the nursery and reception class is broadly average though there are a small number of children with under-developed social and language skills. Children make satisfactory progress in all their areas of learning and by the age of five they are likely to meet the nationally agreed desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. Children learn to talk more confidently and begin to write their own names. They enjoy listening to stories and some begin to recognise initial letters and sounds. Most children can count up to eight and the majority recognise the number three and begin to write it. They discover interesting facts about the world and comment on the differences between themselves now and when they were babies. They become physically more adept and learn to handle tools and construction equipment safely and with increasing control.
3. By the end of Key Stage 1, pupils' attainment is close to the national average in English, mathematics and science. In the 1998 tests for seven-year-olds, pupils' attainment was well below the national average in reading, both nationally and compared to similar schools, and close to the national average in writing, though below average when compared to similar schools. In mathematics, in the 1998 national tests, pupils' attainment was well below the national average and well below in comparison with schools with pupils from similar backgrounds. Taking the past three years' results together, pupils' attainment in both reading and writing was close to the national average though well below average in mathematics. Inspection evidence agrees with the most recent test results of 1999 which, although not set against national figures, confirm pupils' attainment to be close to the national average in both English and mathematics.
4. By the time pupils leave school, their attainment in English, mathematics and science is in line with the national average. They have made satisfactory progress since starting school. Inspection evidence is at variance with the test results of 1999 which although not set against national figures indicate above average attainment in English, mathematics and science. The results of the 1998 national tests for eleven-year-olds indicate that pupils' performance was close to the national average in English but below the national average in mathematics and well below the national average in science. Analysis of pupils' performance over time suggests that pupils' performance in English is above the national average, close to the national average in mathematics and below the national average in science. In comparison with similar schools, pupils' performance was below average in English, and well below average in mathematics and science. Inspection evidence is that pupils attain standards close to those expected of their age in all three subjects. The reasons for the discrepancies between inspection evidence and different years' results is due to the small size of year groups where small variations in levels of attainment appear to be statistically more significant. The National Literacy Strategy is having a significant effect on pupils' attainment in English. Attainment in mathematics has been raised by judicious use of 'booster classes' last year and the school's early introduction of the elements of the numeracy hour. This has improved the quality of teaching and contributed towards more consistent standards. During the inspection there was no discernible difference between the attainment of boys and that of girls.
5. There are many strengths in pupils' attainment in English, mathematics and science. Their skills in literacy are sound. Whilst younger pupils begin to compare different versions of the same fairy tale, noticing differences in wording and in textual layout, older pupils learn to change the narrative voice in a passage from third to first person. They write in a range of different forms for different purposes, using punctuation correctly. Higher attaining pupils use speech marks and exclamation marks effectively. In mathematics, pupils see patterns in numbers and use this to knowledge to solve addition and multiplication problems. Most pupils calculate mental arithmetic problems

effectively. Pupils cover a wide range of work in science and they carry out or observe a number of investigations

6. Pupils, including those with special educational needs, make satisfactory progress at both key stages in English, mathematics and science. The standard of pupils' work improves during their time at the school. They learn useful linguistic, mathematical and scientific skills. They know how to use the library to research information though they have limited opportunities to present information in a logical and well ordered way. The use of literacy, numeracy and information technology across the curriculum is also less well developed. For example, pupils have few opportunities to construct graphs in subjects other than mathematics and to draw conclusions from interpreting data. In science, pupils use limited methods for recording results so that scientific attainment is largely dependent on literacy skills. This restricts the progress of some pupils.
7. Pupils attain standards in line with national expectations in information technology at Key Stage 1 but below the level expected of eleven-year-olds by the end of Key Stage 2. The destruction of resources in the fire and arson attack of two years' ago largely accounts for the lack of improvement in information technology since the last inspection though there are other factors. Pupils make satisfactory progress at Key Stage 1 but unsatisfactory progress at Key Stage 2 because they do not cover the expected range of work and have too few planned opportunities to use the computers regularly. Pupils have very few opportunities at present to develop and use their skills to present information appropriately in different subjects and this further inhibits their progress. The school is well aware of these shortcomings and the very newly installed computer suite, with planned access to the Internet, is scheduled to be integrated into the work of the school after this inspection.
8. Pupils make satisfactory progress in all subjects at Key Stage 1 and in all except design and technology at Key Stage 2. Particular strengths in the school lie in English, mathematics and science. This reflects the careful attention the school has paid to ensuring more consistent standards following the last inspection report.

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

9. Pupils throughout the school, including those with special educational needs, have good attitudes towards learning. The majority of children under the age of five are attentive. They listen well to stories and are happy to respond to questions. They choose activities sensibly and concentrate on them for reasonable periods of time. They are polite and courteous. The children respond to adults in conversation though a few have difficulty articulating their thoughts. They co-operate well in pairs and work well alongside each other. They carefully observe the classroom rules and are very willing to learn.
10. At Key Stage 1 pupils are interested in their tasks and concentrate well when they work on their own or in groups without adult support. They listen carefully to their teachers and enjoy sharing imaginative games, half-believing that the one-eyed teddy bear is keeping an eye on them as they share reading Goldilocks and the Three Bears with their teacher. They are willing to learn and respond well to questions volunteering observations. At both Key Stages pupils including those with special educational needs are well-motivated to learn. At Key Stage 2, pupils answer questions confidently and politely. They readily express appreciation. Pupils explain their answers to mental calculations clearly and give good explanations of the methods they use to arrive at an answer. They listen exceptionally well.
11. The standard of behaviour is good throughout the school. Pupils know and follow their class and school rules and during the inspection there was little evidence of inappropriate behaviour. Bullying is not a problem at the school and there have been no pupils excluded within the last few years. Pupils move around the school in an orderly manner and treat school property with respect. They are courteous and welcoming to visitors. Their relationships with their teachers and with each other are very warm and friendly. Pupils respect other people's feelings and care about their fellow pupils, willingly assisting those that have difficulties. The good behaviour of the pupils and the good relationships between pupils and teachers are significant contributory factors in the satisfactory progress made by pupils.
12. The personal development of pupils is good. Pupils happily get involved in the daily routines of the school. Older pupils take responsibility for running the school library and show initiative in producing posters advertising the recommended 'book of the week'. At playtimes older pupils take it in turns to care for the nursery and reception class children by organising them and encouraging them to play imaginative games such as waiting at a railway station to be pushed along on an imaginary train made out of wheeled vehicles. A wide range of extra-curricular activities are offered and pupils willingly give up a playtime to learn a traditional sword dance.

#### **Attendance**

13. Attendance rates are consistently above the national average and are a strength of the school. Parents support the school by ensuring that their children attend regularly and arrive on time. Children under the age of five arrive promptly. Pupils, including those with special educational needs, obviously enjoy coming to school and arrive ready to learn. Rates of unauthorised absence are above average. This refers to a very small number of parents; the majority are careful to inform the school of reasons for absence.

## QUALITY OF EDUCATION PROVIDED

### Teaching

14. The quality of teaching is good overall with some very good lessons observed at both key stages. This is an improvement on the findings of the previous inspection report and reflects the teachers' successful adoption of the recommended organisation for teaching literacy and numeracy. Good teaching was seen in every class. Teaching was good or better in just over half the lessons observed during the inspection, with eleven per cent of lessons being very good and forty seven per cent satisfactory. There was no unsatisfactory teaching seen during this inspection.
15. The quality of teaching of children under the age of five is satisfactory overall; some good lessons were observed during the inspection. The recently appointed teacher has established orderly routines which make children feel secure. Teachers have high expectations of good behaviour and children's ability to concentrate. Sometimes children are kept sitting on the carpet for discussions and explanations which are too lengthy for their age and stage of development. An appropriate range and variety of teaching strategies were seen during the inspection and children are cheerfully encouraged to learn. Too few opportunities are provided for children to learn through exciting, purposeful play or discovery. The planning is satisfactory though no planning was seen for personal and social development or for outdoor play.
16. The quality of teaching is good overall at both key stages. Pupils with special educational needs receive good teaching and the work is well suited to their individual needs. Additional support enables them to achieve the targets set in their individual education plans.
17. Where the quality of teaching is satisfactory, lessons are planned to provide appropriate tasks to develop pupils' learning. Teachers have a sound knowledge of the needs of the different age groups in their classes and carefully select work to suit their different stages of development. They have appropriate expectations which most pupils fulfil. Initial discussions outline clearly what pupils have to do and teachers give helpful support to individual pupils. Sometimes teachers spend too long on introductory sessions, expecting pupils to learn by listening, and do not provide sufficient opportunities for pupils to learn through practical activities.
18. Where the quality of teaching is good, clear, direct, whole-class teaching enthuses pupils to work on their own purposefully. Lessons are well planned and teachers use varied strategies to maintain pupils' interest. They know how to make the work interesting for their pupils; for example, by choosing books in the literacy hour which awaken their interest in the past or by using a toy kangaroo to stimulate speedy mental calculations. Teachers have good organisation and control and enable pupils to achieve their potential. Lessons proceed at a brisk pace and begin and end well with a short discussion of what pupils have learnt. Where the quality of teaching is very good, varied subject material, sensitive timing and unexpected ways of applying what has just been learnt make lessons dynamic, fun and memorable as in a lesson where punctuation was swiftly and jauntily revised in a closing 'rap'.
19. Teachers rely heavily on commercially prepared worksheets both to impart information and as a means of recording what pupils have learnt. Whilst this practice consolidates pupils' learning it restricts the use of literacy, numeracy and information technology across the curriculum. For example, pupils have few opportunities to take notes or to record information in different ways drawing on a wide range of formal or informal language. Teachers use the recommended teaching strategies for literacy and numeracy well and the pace and creative use of time and resources in these lessons is consistently effective. Marking is constructive and celebrates success whilst pointing out how work can be improved.

### 22. **The curriculum and assessment**

20. All subjects of the National Curriculum are taught and all statutory requirements are met. The curriculum is broad but it lacks balance in some areas. In information and communication technology pupils undertake insufficient work to ensure that they cover all aspects of the curriculum. In both subjects, the balance between the areas of work is unsatisfactory, particularly at Key Stage 2. In information and communication technology the opportunities for pupils to create and store sequences of instructions are very limited. The previous inspection commented on the insecure place of information technology in the curriculum. At the time of the current inspection this remains the case. The programme for physical education covers the curriculum and this is an improvement since the previous inspection. Teachers use national guidelines to plan lessons for literacy and numeracy. All teachers use additional time to the daily literacy hour to develop pupils' writing skills following recommendations in the previous inspection report. The school's implementation of the national initiative in mathematics ensures a balanced programme for the pupils. These aspects have improved since the previous inspection.



21. The curriculum for children under five is broad and balanced and planned to take account of the nationally agreed desirable learning outcomes in language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. There is no specific planning for personal and social development though clearly these skills are being developed. Assessment procedures are satisfactory. Children are tested at the beginning and end of the reception year, using the local education authority's baseline tests. Teachers assess their progress in key areas three or four times a year though not against the criteria of desirable learning outcomes.
22. There are brief policy statements for most other areas of the curriculum and the school relies on the local education authority's 'building blocks' as the basis of planning. These identify the body of knowledge to be taught. However, there is no identification in teachers' medium term planning of the skills which pupils are expected to learn. Consequently there is no clear identification of the skills which are common to most curriculum areas such as research, information retrieval, note making, skimming, scanning or recording. In those curriculum areas which require written recording there is a dependency on worksheets which restricts the development of such skills. Teachers do not use learning objectives for individual lessons or for blocks of lessons in the medium or short-term planning. During the inspection the planning seen for literacy and numeracy lessons indicates the work to be covered by pupils of varying ability. Planning for other individual lessons is much more general.
23. All classes at both key stages have pupils from two age groups. The curriculum is planned carefully to cope with the problems which this presents. Teachers are careful to ensure that pupils undertake work which is matched to their ability, even though this is not always clearly recorded in their written plans. All pupils have equal access to the curriculum and are given a sound foundation for the next stage of their education. The dependence on worksheets to record information in the foundation subjects deprives the pupils of opportunities to initiate their own independent learning. The school makes satisfactory provision for pupils with special educational needs. Support assistants provide effective support for pupils with statements of special educational need.
24. The school provides a wide selection of extra-curricular activities which enhances the curriculum. These include soccer, netball and rounders competitions and swimming galas. Visiting specialists provide cricket coaching. The school enters at least two country dance competitions each year and is proud of its history of success in both. A wide range of visitors includes the nurse, the emergency services, charities and theatre groups. The pupils' self esteem and self confidence are raised by their residential visit to East Barnby at the beginning of the academic year. Visits and visitors connected with the parish church support the pupils' spiritual development.
25. Arrangements for assessment are satisfactory. The school uses a range of formal tests including baseline testing to plan for pupils approaching Key Stage 1. Pupils at Key Stages 1 and 2 take national end of key stage tests and optional tests. The results of the national tests are carefully analysed and used to set whole school targets. Teachers follow the school's marking policy consistently and offer constructive guidance to pupils. Pupils at Key Stage 2 show their appreciation of the teachers' efforts by replying to their teacher comments, for example, promising to try harder. One lesson in mathematics was based on the teacher's marking of the previous day's work and used well to examine problems common to a number of pupils. This is good practice and produced good progress. Pupil records, begun in the reception class, follow the pupils throughout school. By the time pupils reach Year 6, there is an interesting and informative collection of academic and social recording on each pupil. It is clear that the teachers know pupils well and are aware of the work covered. There is, however, no consistent assessment of the development of pupils' skills or the quality of their learning. Since the previous inspection the school has improved its assessment of pupils' progress in acquiring knowledge and skills in English and mathematics but this kind of assessment is not undertaken in most other curriculum areas.

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

26. The school has maintained the good provision it makes for the spiritual, social, moral and cultural education of pupils as reported in the previous inspection. The school makes good provision for the spiritual development of the pupils, including children under the age of five. Opportunities for reflection are given to pupils during all acts of collective worship. At this time there is complete silence and pupils give their full concentration to their thoughts. Each school session begins and ends with prayer and older pupils take it in turns to bring their own prayer to the class. In lessons, pupils' sensitivity and reflection is revealed when they listen to music and compare it to a woman singing in a meadow. In lower Key Stage 2 pupils listen to a story about the life of a Victorian child and one boy was heard to say, 'I wish I could write a story like that'. The whole life of the school is set within a spiritual dimension and pupils are successful in maintaining that dimension in both their academic work and their play. There are small displays, pictures and religious artefacts on display in many different parts of the school and these help pupils to remember that school is a spiritual as well as an academic institution.

27. The school makes good provision for the pupils' moral development. There are no large displays of school rules or posters encouraging pupils to behave, but all pupils, including children under the age of five, have very clear ideas of how they are expected to conduct themselves and they are very happy to fulfil those expectations. Pupils and teachers promote the school's ethos and its strong moral code effectively. Teachers make good use of praise to raise pupils' self-esteem and this has a positive effect on the behaviour of many pupils. The vast majority of the pupils choose to behave well in classrooms and on the playground. No teachers were heard to raise their voices during the inspection because pupils consistently behave well during lessons. When two of the youngest boys choose to test the unwritten rules they are dealt with in a very firm manner, but they are given opportunities to redeem themselves. Teachers have high expectations of the pupils and pupils live up to those expectations. Classrooms, corridors and the dining hall are calm places where pupils feel safe. Older pupils support the youngest children during break times. They care for the younger pupils and are respected by them. Adults are positive role models for pupils.
28. The school's provision for the pupils' social development is good. Children under the age of five who have difficulties socialising with others are helped to settle through regular and predictable routines. Pupils work quietly in classrooms and help one another without fuss. They are able to take turns when playing games in literacy and numeracy lessons. No misbehaviour was seen on the playground where pupils play together in friendship groups. There is no evidence of racial tension or bullying but the school has appropriate procedures in place should any incident occur. Pupils are happy at school. Relationships between pupils and adults working in school are good and they are at ease in one another's company. Pupils are polite to each other and to adults, including visitors. The school is heavily involved in the church community and raises money for children's charities. The school develops pupils' social skills in the wider community through their participation in sporting activities, and through dancing and singing competitions. The school's programme of physical and social education enables pupils to leave school with clear and realistic expectations of their future life. One child wrote, "I agree babies are cute, but very hard work."
29. The school makes satisfactory provision for the pupils' cultural education. The pupils have a clear understanding of their place within the catholic heritage of the school. They understand the culture of people from other lands and at other times in history. They compare their own life with the lives of children living in Nairobi and learn to appreciate cultural differences. They make comparisons between their own lives and children in Victorian times and conclude that life was much harder in times past. They learn about the culture of Tudor and Stuart times and listen to a variety of classical and contemporary music. Pupils have good ideas of their own culture through learning English country dances and taking part in competitions. They learn about the lives and belief systems of religions other than Christianity, especially Judaism, Hinduism and Islam. The school provides a wide programme of educational visits to places such as museums of ancient history, marine or local rural life. Year 5 and Year 6 make a residential visit to East Barnby and a week-end visit to the same centre. The school has begun to widen the scope of pupils' awareness of the multicultural dimension of society. This is an improvement since the last inspection.

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

30. Provision for the support, guidance and welfare of all pupils is good and has remained consistent since the last inspection. This is recognised and acknowledged by parents in the comments they have made both during the inspection and in answer to the parents' questionnaire sent out before the inspection began. The school has well-established procedures for all areas of pastoral development and carries out formal and informal monitoring of pupils' development, within a caring and sensitive ethos. Each pupil has an individual record which progresses through the school with them as a useful record of progress and development. Teachers know their pupils well and report fully to parents through the annual written reports and parent and teacher consultation evenings. Pupils with special educational needs receive good quality support to meet their needs from the staff, the headteacher, specialist support staff, the special needs governor and local agencies as required.
31. Effective procedures support the high levels of attendance enjoyed by the school. Registration is a quiet yet industrious time, ensuring a calm start to the day. The positive ethos promotes the good behaviour demonstrated by pupils and is well supported by the school's discipline policy. There are well-established strategies for dealing with inappropriate behaviour and parents are fully involved from the outset. Children are sensitively inducted into the early years and well prepared for their transition to their secondary schools.
32. The school has good procedures for ensuring the health and safety of its pupils. It is guided effectively by the diocese in matters of child protection and staff are fully aware of how to identify and to report any concerns they may have. Medical matters are well attended to and health and safety is a high priority. There is an appropriate health and safety policy which is fully implemented. Pupils enjoy a clean, safe and pleasant learning environment.

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

33. The school's partnership with parents and the community is good. The school continues to enjoy the support of the parish and the respect of the community in general. The great majority of parents are very supportive of the work of the school and there are open lines of communication and a friendly approach to parents and visitors. Parents receive regular up-to-date information in newsletters which are written in a clear, easy-to-read format. They can approach the staff, who make themselves available at the end of the school day for this purpose, with any problems. There are two opportunities a year to discuss their children's progress and a helpful, evaluative annual report. Curriculum information is available but some parents would appreciate a more formal and regular timetable so they can be more informed and help their children at home. Parents are fully committed to supporting their children's learning and regularly help with educational visits, fund raising or supporting school events and activities. A small group of parents and other members of the community come into school to help in classrooms or give of their time and expertise. Other parents are actively involved in developing and promoting the school image by organising events and looking at ways of encouraging more parental participation.
34. The school follows a well-thought out homework policy. Homework is set on a regular basis. Reading books are sent home and many parents hear their children read regularly and help them to learn spellings or multiplication tables. Parents of pupils with special educational needs work in partnership with the school to meet the pupils' individual requirements. Parents of pupils who misbehave are made aware of the strategies to be employed in school and are encouraged to use the same strategies at home so that the support their children receive is consistent.
35. The school makes full use of the resources of the local and wider community, for example, through visits, entry into competitions and participation in sporting events. The Country Dancing team has enjoyed particular success and the singing group regularly performs for community groups. There are regular visitors to the school and close links with the church and parish community. The school is closely involved with the local Catholic community and pupils attend Mass at the local church. The support of parents, the church and the community ensures pupils receive the rich experience needed to enhance their overall personal development. Fund raising through voucher schemes and through local business sponsorship helps buy much needed equipment for the school and makes a positive contribution to pupils' learning.

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

### **Leadership and management**

36. The leadership and management of the school are good and there is no evidence of the weaknesses identified in the previous inspection. After the fire and the destruction of the school's documentation, the headteacher undertook training in strategic planning and staff management. The benefits are seen in the improved management of the school. The school now takes a long-term view of school development and plans and evaluates the work of the school more explicitly. It has reassessed the delegation of curriculum and management responsibilities in line with the recommended actions outlined in the previous inspection report.
37. The school's mission statement of aims and values permeates the work of the school. The headteacher, in partnership with the governing body, provides strong educational direction for the school. The governing body is well informed and well organised and ably fulfils its role as a critical friend. The chair of the governors takes responsibility for liaison with the diocese thus enabling the headteacher to concentrate on the work of the school. The chair of governors' work is delegated to committees, ensuring that parent governors participate in as many committees as possible so that parents' views are fully represented. Governors have particular curricular responsibilities and so support the school's educational policies on literacy and numeracy and the development of an information technology suite. The governors have a strategic view of how the school should develop which is clearly expressed in the school development plan.
38. The management of the school is characterised by concern for individuals as well as efficient educational leadership. The headteacher works very well with staff, governors, parents and pupils. All staff, including the headteacher, have individual subject responsibilities as well as contributing effectively to the management of key curricular areas. An unavoidable disruption in the management of early years means that an evaluation of provision, resources and principles for practice is overdue. The part-time teacher has responsibility for special educational needs and this too is well managed. Parents are consulted early in the process of identifying pupils with special educational needs and through both formal and informal discussions receive information about their children's progress. The policy meets statutory requirements and is implemented fully. The governing body takes its responsibility for special educational needs seriously and provides sensitive support to oversee the provision made by the school.

39. The school's strategic plan is efficiently organised and is closely linked to school improvement. It is clear, concise and contains criteria for judging success, arrangements for evaluation and notes on the progress made. In addition a summary of identified priorities from a self-review clearly identifies current strengths and points for further development. It is realistically linked to finance and resources and contains clearly defined, achievable targets, designed to improve the quality of pupils' education. This is an improvement on the last inspection report when strategic planning and evaluation was at an early stage of development and was one of the key issues for action. The procedures for monitoring, supporting and evaluating teaching are sound; as yet they are limited to monitoring the teaching of literacy and numeracy. The school makes good use of the local education authority for additional monitoring and evaluation of these curriculum areas.
40. The school aims to prepare its pupils spiritually, socially and academically to be responsible and caring members of society as well as to provide an effective learning environment which promotes high achievement. In this it largely succeeds. Whilst there is a positive ethos for learning within the very caring community of school and parish, pupils' attainment is in line with rather than above nationally expected standards. The governors, headteacher and staff have maintained their strong commitment to supporting individual children and their families and have sustained the values and ethos of the school as recommended in the previous inspection report's key issues. The enthusiastic leadership is well informed and is always looking ahead to further developments and improvements. There are equal opportunities for all pupils, including those with special educational needs. Pupils are happy at school and pupils and teachers work well together. Good use is made of class and school assemblies to promote the values of the school and to provide a common sense of purpose as well as daily periods for reflection. The leadership firmly believes that pupils should enjoy learning and that academic achievement should work in harmony with their spiritual development. All statutory requirements are met.

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

41. There is an adequate number of teachers, most of whom are very experienced in primary education and have taught at the school for some time. The number of support staff for children with special educational needs provides a good level of support for those pupils. Additional support staff for the nursery and reception class, however, has been reduced to mornings only. Although the present nursery and reception class is very small, it is nonetheless difficult for the class teacher to meet the variable needs of the different aged children within the class all the time. Appropriate induction procedures are in place. Appraisal of teachers is properly implemented and teachers have positive views of its effect on their professional development. There are good arrangements for staff training, which are closely linked to the priorities in the school development plan, particularly literacy, numeracy and information and communication technology.
42. In May 1997 a fire destroyed three quarters of the school. Since then the main school building has been rebuilt with its internal layout following staff suggestions, and Key Stage 2 classes have been accommodated in two adequate, temporary mobile classrooms. The new layout of the main building has allowed the creation of an Early Years' Unit, a new library area, new hall and the development of an information and communication technology suite. The school has good outside facilities with a large field, newly tarmaced playground and a fenced outside play area for children under five. Overall the school has good accommodation to meet the needs of the national curriculum. The school is well cared for by a most conscientious caretaker and common areas are clean and tidy.
43. Overall resources for subjects are satisfactory. Although provision for outside play is good in the early years, classroom resources for children under the age of five are barely adequate. Ninety per cent of book and other learning resources were destroyed by fire. The present library stock is adequate in terms of number but good in quality; they are invitingly displayed and used well by pupils. There is an adequate range of fiction and non-fiction which take into account the special educational needs of pupils. The book stock is now catalogued on the computer and four new computers are used well by pupils to access information.

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

44. The efficiency with which the school manages its finances is satisfactory. The headteacher and governors give careful thought to financial planning and have cut the large budget surplus by half in the current year. There is a continuing problem of a large class in alternate financial years for the foreseeable future, and governors are aware of the need to consider providing additional classroom support whenever that class is in school. Governors receive detailed financial records each term and the finance committee meets regularly. The latest audit report has been implemented in full. The whole governing body is involved in budget setting and governors support the school by taking active roles as literacy, numeracy and special needs governors. The quality and detail of the financial information given to governors

has improved considerably since the previous inspection. The chair of the governing body is very supportive of the school and meets with the headteacher every week.

45. Teachers have responsibility for particular curricular areas and are involved in a full programme of training to improve their expertise. These are improvements since the previous inspection. In practice the small number of teachers in the school means that all staff are involved in almost every aspect of school life. The governing body has an effective committee structure.
46. Teachers are used effectively and they have a strong commitment to the school's aims and ethos. All classes have two age groups and teachers have expertise in managing the differing needs of pupils of different ages and levels of attainment. Additional classroom support is used well to assist those pupils with special educational needs. Resources are used satisfactorily to support teaching and to help pupils to learn. The outdoor play area for children under the age of five and large-scale play equipment is under-used except at playtime or during the lunch hour.
47. Alterations made to the building following the fire two years ago have been beneficial to both staff and pupils. The main building is small but all spaces have been carefully thought out to provide pleasant classrooms and efficient workspaces, especially the library area. There has been good improvement since the last inspection in the library provision in terms of the range and quality of books. This combines with the imminent installation of computers linked to the world-wide-web to provide an exciting room for pupils.
48. The school secretary carries out her duties quietly and efficiently. She ensures that day to day routines support the education of the pupils and she provides regular and accurate financial information to the headteacher and the governing body. She knows the pupils well and undertakes much of the liaison with parents in a friendly and supportive way.
49. Children under five and pupils at both key stages make satisfactory progress. Pupils are attaining standards close to the national average in English, mathematics and science at the end of both key stages. In terms of the educational standards achieved by the pupils, the quality of the education provided and the effectiveness with which the resources of staffing, accommodation and learning are used, the school gives satisfactory value for money. This judgement supports the judgement made in the previous inspection report.

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

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

50. Children are admitted to the nursery three times a year and to the reception class in the September of the year in which they are five. At the time of the inspection there were six nursery and fifteen reception children, all taught in one class. All the children were under five years of age. The newly appointed nursery teacher started in September 1999, and the nursery assistant, although not new to the school, has only taken responsibility for nursery support this term. Attainment on entry to the school is broadly average for children of this age, though there are a small number of children with social and language difficulties. Children make satisfactory progress in the nursery and reception years. By the time they are five, most children are likely to achieve the nationally agreed desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development.
51. In personal and social development, by the time they are five, children attain standards that are in line with those expected of their age. Their progress is satisfactory. Children understand what is expected of them in the classroom and behave sensibly. They relate well to adults and to other children, and work co-operatively or alongside one another. Most are polite and courteous, and respond positively to adult instructions and questioning. They work sensibly at their chosen tasks and maintain interest without direct teacher intervention. They put on their own coats, and organise their jumpers, bags and packed lunch boxes responsibly. The quality of teaching is satisfactory. The teacher and support assistant create an orderly and secure environment. They help children appreciate the importance of rules and to develop a clear sense of right and wrong. Children understand notions of fairness, sharing and having consideration for others. In one instance the teacher gave some reception children the responsibility of taking the two nursery children to find their painting overalls. Pupils know how many children are allowed on the water table at one time and know that they should not call out in class discussion.
52. By the time children are five, they attain standards in language and literacy that are in line with those expected of this age group. They make satisfactory progress. Children can listen attentively to a story, following the events and answering questions appropriately. Higher attaining children express their ideas keenly and readily; most others can

explain themselves with a little coaxing and support. A small number have difficulty formulating and articulating language. Most children can join in a choral reading of a story with the teacher, using their memory and some picture clues. Many can make simple predictions of covered-up words in a re-telling of the story. They can identify a few letters of the alphabet and can link a letter to an appropriate object starting with that letter. Most are beginning to write their name and to copy-write with a reasonable level of accuracy. The quality of teaching is satisfactory. Lessons are soundly planned and organised, and the children are well managed to encourage participation. The teacher has a satisfactory understanding of the literacy hour but is currently applying it in too formal a way for children of this age. Too few opportunities are provided for children to learn through structured play or to develop their speaking, listening and writing skills in imaginative role-play activities.

53. In mathematics, children make satisfactory progress and they meet the desirable learning outcomes by the age of five. All join in readily in number rhymes. All can easily recognise the digits 1 and 2, and relate them to facial features like nose, eyes and ears. The majority recognise three and can write it. Higher attaining children can predict that the next number will be four. Children were able satisfactorily to group dinosaurs by colour and size. Most can count up to eight and a few up to ten. The quality of teaching is satisfactory. Resources were well prepared and used, and there is a lot of talk to engage the children's interest. Questions are sensibly directed to enable children both to succeed and to learn. Children are praised when they offer correct answers. In one lesson, children were expected to sit and listen for too long and there was insufficient development of mathematical language using for instance, words like "more", "fewer" and "less".
54. In knowledge and understanding of the world, five-year-old children attain standards expected of their age and they make satisfactory progress. Children know some parts of the body and can label eyes, ears, mouth and nose on a picture of a face. They understand the notion of "senses", and know that we use the eyes for seeing and the nose for smelling. They can use appropriate language to describe the smells of objects hidden in boxes. Children experiment with the computer and some can press keys to indicate that they have recognised similarities and differences. On one occasion, as children were leaving the classroom, they looked at photographs of themselves as babies and noticed how different they are now; and commented on how much older and bigger they were. The quality of teaching is satisfactory. The teacher has a sound knowledge of this aspect of the curriculum and generates pupils' interest and enthusiasm well. A small group of children waiting for their parents looked through some small mirror/microscopes and were delighted to discover that they could see multiple images. Members of staff make good use of songs to reinforce learning.
55. In physical development, children make satisfactory progress and achieve the desirable learning outcomes for five-year-olds. They handle tools and construction materials safely and with increasing control. They can move around the hall, aware of using space, and vary speed according to instructions. They show good body control, especially in throwing. Only a few can confidently catch a beanbag thrown into the air. Pupils can use construction materials to build, for, example, a tower on wheels, selecting and connecting components confidently. The quality of teaching is satisfactory. The teacher showed a good appreciation of children's needs, giving simple instructions with one objective at a time. Good use was made of children to demonstrate movements to others. The outside play area was not used during the week of the inspection except at playtime and no activities were planned for it.
56. In creative development children make satisfactory progress and by the time they are five most children attain expected standards. They explore colour, shape and form in painting and drawing. They investigate the properties of materials like play-dough, rolling, stretching and cutting it, and can describe some textual features. They invent plausible names for instruments and can hear the difference between high and low sounds. They can define what you need to do to make an instrument sound; for example, "shake" or "tap". They are able to play instruments sensitively and they begin to sing in tune. Pupils were observed playing imaginatively together; two boys pretended to make tea in the playhouse, and two girls and a boy bathed dollies and took great care to wash their hair thoroughly. The quality of teaching is satisfactory and a good music lesson was seen. The session was well planned, and children's interest was captured well in the way the instruments were introduced. Children's suggestions were used constructively, and high expectations were communicated to the children. There is limited provision, however, of imaginative activities with exciting resources to further extend children's creative development.
57. Children under the age of five receive a broad and balanced curriculum, appropriately based on the nationally recommended areas of learning. Assessment is satisfactory and influences what is planned. Baseline assessment is carried out both at the beginning and end of the reception year and appropriate records are kept of children's progress. The new staff in this area have made a good start and are working effectively together. There are good resources for outside play, though these are under-used at present. Classroom resources, however, are barely adequate, and the classroom at present does not provide a visually or imaginatively stimulating learning environment with opportunities for learning through structured play. The current lack of a nursery assistant in the afternoons has some detrimental

impact on teaching and learning. The new Early Years co-ordinator recognises the need to re-organise planning to ensure that the needs of both nursery and reception children are met in the one class.

## ENGLISH, MATHEMATICS AND SCIENCE

### English

58. Overall standards of attainment in English are close to the national average. By the time they leave school, most pupils' attainment is in line with national expectations with a small number attaining above or below that level. The 1998 national tests for eleven-year-olds indicate that pupils' performance in English was close to the national average but below average compared to similar schools. Although not set against national figures, the results of the 1999 tests indicate slightly better attainment with 85 per cent of pupils attaining at or above the expected level. Taking the past three years' results together, pupils' performance was above the national average. The reason for the discrepancy between the test results and inspection evidence is the small size of year groups where small variations in levels of attainment seem statistically to be more significant. In the 1998 tests for seven-year-olds, pupils' attainment was well below the national average in reading and close to the national average in writing. Taking the past three years' results together, pupils' attainment in both reading and writing was close to the national average. Inspection evidence confirms this assessment. There is no discernible difference in the attainment of boys and girls over time.
59. By the end of Key Stage 1 pupils' attainment is close to the national average overall. Their speaking and listening skills are about average for their age. They listen attentively to their teachers and express their opinions clearly, volunteering, for example, why they like a particular story or pointing out some subtle details in the illustrations. When reading Goldilocks and the Three Bears together they comment perceptively that Goldilocks 'shouldn't have gone to look' inside the bears' house. Pupils' reading and writing is also close to the level expected nationally. Younger pupils know that 'you read the words you can' whilst older pupils begin to read more fluently. Pupils have a number of strategies they use to read new words, such as looking at the pictures and using their knowledge of sentence structure and the meaning of the story. Their use of phonics, however, to help them to decipher unfamiliar words, is inconsistent. When reading as a class in the literacy hour they are good at varying their tone of voice for different characters. Pupils tell a story in their own words well, using appropriate storytelling techniques. They structure sentences correctly and arrange them in logical sequence. Their handwriting is reasonably legible and standards of spelling are satisfactory for their age.
60. By the end of Key Stage 2, pupils' attainment is close to the national average in speaking and listening, reading and writing. Pupils express themselves clearly in lessons and speak confidently. They offer explanations for unusual words in a poem such as 'turret' or 'smote'. When they try to explain how the poem makes them feel, however, their vocabulary is more limited. Pupils respond better to questions than to speaking at length on their own. They listen very closely to their teachers. Pupils read an appropriate range of books and higher attaining pupils read fluently and expressively. Most pupils can skim read for information and can talk quite fully about what they have read, recommending a series of books, for example, because they like the characters in the story. When studying a text in the literacy hour, pupils can interpret events and characters' feelings and understand the concept of viewpoint. Pupils' writing of stories and poems is at an appropriate level for their age. Some show a delightful touch of humour as when the cat in its 'Tabby's Diary' admits 'OK! OK! So I shouldn't have dragged a dead mouse into the house.' Their handwriting is legible and this term's target to improve the neatness of handwriting and presentation throughout the school is effective. Pupils use punctuation accurately and understand its purpose to clarify their writing.
61. Pupils make satisfactory progress over time at both key stages. They make good progress in some lessons in response to the good teaching they receive. Pupils with special educational needs make satisfactory progress towards the targets set in their individual education plans. At Key Stage 1, pupils make satisfactory progress in speaking and listening as they learn to listen more closely, give more appropriate answers to questions and become better able to articulate them more coherently. Pupils learn to read more fluently, develop skills in comprehension and read a wider range of texts. They make satisfactory progress in letter formation and sentence construction and in developing their ideas in extended pieces of writing. Higher attaining pupils make good progress in writing stories with a beginning, middle and end, drawing on a range of punctuation such as speech marks and exclamation marks. Lower attaining pupils learn through practising repeated initial letters by inventing silly sentences such as 'Silly Sam saw a slippery snake at St George's School.' At Key Stage 2, pupils develop their skills in speaking and listening in response to teachers' skilful questioning, particularly during the literacy hour. They develop their skills in literacy by reading more widely and discussing what they read together as a group. Pupils' writing becomes more adventurous as they learn to write in different styles for different occasions, experimenting, for example, with persuasive language as they imitate the

language of advertising. Pupils learn to turn a playscript into narrative and to change an extract from third person narration to first. They have limited opportunities to develop their skills in literacy though in other subject areas such as science or design and technology by researching information or presenting ideas or observations formally.

62. Pupils enjoy the variety of texts and approaches to learning they receive in the literacy hour. They were enthralled by a story set in Victorian times, gripped by the discussion of the twist at the end of the tale. They concentrate well on their tasks and behave sensibly. They are well motivated to work hard. Higher attaining pupils in particular are keen to offer ideas in response to questions. Pupils are sensitive to evocative language though less able to articulate the atmosphere the poet creates in 'The Listeners', for example, other than to say 'creepy' or 'scary'. Pupils' personal diaries illustrate the very good rapport they enjoy with their teachers as they swap experiences and comment on each other's entries.
63. The quality of teaching is good overall and some very good lessons were observed during the inspection. Teachers make good use of the introductory sessions to challenge pupils' thinking through interpreting the text. They draw their attention appropriately to important linguistic and stylistic features. The timing of lessons follows the recommended framework of the literacy hour and ensures they proceed at a good pace. Pupils are not always as fully involved in the introductory and closing sessions as they could be, tending to listen and to answer questions rather than pose questions or present their ideas to others. In a very good lesson, a teacher used a very simple but very effective method to ensure that the whole class was involved in checking whether the pupils had chosen the correct way to spell a word by holding up word cards. Teachers manage pupils' behaviour well and make lessons interesting by choosing texts which are relevant to their pupils. They plan for a wide range of opportunities for writing as recommended in the last inspection report. Pupils with special educational needs are sensitively integrated. Displays of work and collections of pupils' writing are well presented to motivate pupils to work to a high standard. Teachers use homework well to support reading and spelling in particular. For example, books which pupils read on their own were used in one lesson for pupils to choose a short passage for a grammatical exercise. In another, pupils' own collections of words formed the basis of the weekly spelling list.
64. The curriculum is well organised according to the framework of the National Literacy Strategy. The development of different types of writing in other subject areas such as history, geography or science is more limited; for example pupils have limited opportunities to write as if they were an historical person or to use more formal writing. This limits the use of literacy in other subject areas and so it is not used widely across the curriculum. Marking is thorough and often becomes a dialogue between teacher and pupil and helps to develop pupils' social and moral awareness. Teachers know their pupils well and set appropriate targets within class though these are not formally recorded or assessed.

67.

### **Mathematics**

65. Overall standards of attainment in mathematics are in line with the national average. The 1998 tests show that the percentage of pupils attaining the expected levels is close to the national average at the end of Key Stage 2 but is below the national average at the end of Key Stage 1. At the end of both key stages the number of pupils attaining the higher levels is well below the national average. The school has published the results of the 1999 tests and these show a notable improvement in the results at the end of Key Stage 2. While the number of pupils reaching the expected levels is slightly above the previous year, the number reaching the higher levels has risen significantly. By the end of Key Stage 1 the number of pupils reaching the expected level is slightly below the 1998 results, but the number reaching the higher level has risen significantly. The small number of children in each cohort makes comparison between year groups difficult. The results of the inspection confirm, however, that there is an improvement in mathematics overall, and a significant improvement in the results at the higher levels. These higher test scores are an improvement since the previous inspection. The early introduction of elements of the numeracy hour and the judicious use of 'booster classes' have contributed to this improvement. There is no discernible difference in the attainment of boys and girls either during the inspection or over time.
66. By the end of both key stages, pupils' attainment is close to the national average. Pupils count in tens to and from 100 and they solve addition problems to 20. During a game of number Bingo they demonstrate good skills in solving problems and their knowledge of mathematical language. The scrutiny of pupils' work indicates an emphasis on number work including fractions. Since the previous inspection pupils' skills in number have improved. Their work on measures involving metres and centimetres and telling time to the nearest minute is satisfactory. Pupils, by the end of Key Stage 2, halve and double numbers skilfully and use this ability to multiply tens and units accurately. They are less certain when applying this knowledge to decimal numbers. Pupils see patterns in numbers and use this knowledge to solve both multiplication and addition problems. Younger pupils in this key stage work hard to overcome difficulties they experience when working with money. They understand why they need to work with large



numbers and do so accurately. There is less evidence of work involving different two-dimensional and three-dimensional shapes or handling data. One exercise in discovering the volumes of fat and carbohydrates in food, however, shows evidence of the pupils' ability to apply mathematical knowledge in other curriculum areas though such opportunities are generally under-used.

67. Scrutiny of work from the previous year indicates that pupils cover an appropriate range of mathematical skills, especially in number. They understand the rules for working out answers to problems involving the four rules of number with both whole numbers and with decimals or fractions. They make satisfactory progress over time. Progress in lessons is consistently satisfactory. Work in books and in the classrooms indicates that higher attaining pupils attain the higher levels. They are beginning to develop confidence in their mathematical abilities. Pupils with special educational needs make satisfactory progress towards achieving the targets set in their individual education plans.
68. Pupils are enthusiastic mathematicians, particularly during mental arithmetic sessions. Pupils clearly enjoy solving problems involving area and volume. They work carefully and conscientiously during mathematics lessons. They listen to their teachers' explanations and try hard to apply what they have learnt. During mental arithmetic sessions they enjoy demonstrating their skills and take turns to answer questions. They offer sensible explanations when asked to explain the processes by which they have arrived at answers. Pupils co-operate well and help one another to overcome difficulties.
69. The quality of teaching is good overall and ranges from satisfactory to very good. Very good teaching is seen where lessons are planned carefully to enable pupils to consolidate their previous learning and then move on to new areas. Good teaching is seen when lessons are well structured and good links are made between the mental arithmetic session and the pupils' written work. In these lessons a good range of activities which are well matched to the abilities of the pupils ensure a measure of success for everyone. Lessons move at a brisk pace and teachers have high expectations of the pupils. Good demonstrations by teachers help pupils to understand both the processes and the principles of the mathematics being taught. Good teaching is also seen when the marking of pupils' work leads to a revision session to help pupils overcome common problems. At Key Stage 1, a successful lesson ended with a game of Bingo which incorporated all the strategies taught during the lesson. The quality of teaching at Key Stage 1 has improved since the last inspection. All teachers have a good understanding of mathematics though in one lesson pupils are shown a short cut to solving number problems of multiplication and division by ten without being taught the underlying mathematical principles relating to place value.
70. Teachers' planning does not always ensure that the learning objectives for pupils are clear and that the teaching of specific mathematical skills is incorporated into every lesson. Teachers rely very heavily on commercial mathematics books and worksheets. This sometimes inhibits pupils from exploring the relevance of mathematics to their daily life. The introduction of the national strategy for numeracy ensures that all pupils gain in confidence when handling number. Marking in exercise books helps pupils to improve their work. Work is sometimes untidy and teachers are right to emphasise the need for clear and methodical ways of working. A pleasant, gentle humour is sometimes evident in the dialogue between pupils and teachers in workbooks. Daily assessment of pupils' work ensures that pupils do not repeat basic errors. The school undertakes regular assessment of pupils' attainment and progress through the use of a number of nationally recognised tests. Classroom assistants give good support to pupils with special educational needs and they support other pupils in lessons. Information and communication technology is not used to support the mathematics curriculum. There are sufficient resources for the subject.

## Science

71. Overall standards of attainment in science are in line with the level expected nationally. By the time pupils leave school, their attainment is in line with national expectations with a small number attaining above and below the expected level. The national tests for eleven-year-olds in 1998 indicate that pupils' attainment is well below the national average compared to all schools, including those schools with pupils from similar backgrounds. In the most recent test results however, 92 per cent of pupils achieved the level expected of their age or better. The 1998 teacher assessments of science at Key Stage 1 indicate that pupils' attainment was above the average expected of seven-year-olds. Taking the past three years' results together, however, pupils' performance in science was below the national average. Inspection evidence is that pupils' attainment at both key stages is at the level expected of pupils of these ages. The reasons for the discrepancies between inspection evidence and different year's results is due to the small size of year groups where small variations in levels of attainment appear to be statistically more significant. During the inspection there was no discernible difference between the attainment of boys and that of girls.
72. Pupils, by the end of Key Stage 1, can name different joints such as shoulder or wrist and can label these on a diagram

of a human skeleton. They record their observations of a bean growing on wet blotting paper in a jam jar using words and pictures accurately to illustrate weekly changes. Most pupils make a good attempt to explain that plants need light in order to grow, predicting that the plant in the cupboard will die. Lower attaining pupils show appropriate understanding through pictures. By the age of eleven, pupils give clear explanations of the ways in which the wind or insects, for example, pollinate flowers. They understand the principles of electric circuits and can identify the reasons why a bulb or a buzzer, for example, does not work. Pupils' diagrams show they understand how the recent total eclipse happened and reveal a satisfactory knowledge of the movement of the earth in relation to other planets. Higher attaining pupils' detailed accounts of investigations show a good understanding of how light and sound travel. Pupils' understanding of the principles of fair testing and hypothesis is less assured.

73. Pupils make satisfactory progress at both key stages. Younger pupils learn how to draw a flow chart with simple labelled diagrams to illustrate plant growth. They learn how to sort and to classify materials. Older pupils use this knowledge to understand the differences between solids, liquids and gases which helps them to understand the process of evaporation. Pupils in Years 3 and 4 develop their understanding of forces when they explain how a parachute works. By Year 6, pupils draw on their knowledge of electricity to devise circuits using a wide variety of different materials such as tin foil or the flattened end of a pencil. At Key Stage 1, pupils record systematically their observations, for example, noting what they thought would happen and what actually happened when they planted mustard and cress seeds. At Key Stage 2, however, methods of recording are inconsistent. In Years 3 and 4 pupils record some observations using prediction and observation whereas pupils in Years 5 and 6 do not. There is very limited use at both key stages of charts, tables and formal methods of recording to develop pupils' scientific thinking.
74. Pupils enjoy practical, investigative work and behave responsibly. They answer questions willingly and reply in some detail. They co-operate well in pairs or in groups, for example, when drawing chalk marks round elongated puddles trickling across the playground when carrying out an investigation into evaporation. They are not, however, used to taking responsibility for setting up or recording the results of their investigations except by filling in worksheets to test what they have learnt.
75. The quality of teaching is good overall and pupils cover a wide range of work. Teachers have good subject knowledge and clearly explain scientific process. They have good class control, arouse pupils' interest and encourage them to express their ideas. Most lessons have a varied and well-structured sequence of activities. These strengths are evident at both key stages and indicate an improvement since the last inspection. Sometimes introductions to lessons are over long and whilst teachers encourage and use pupils' ideas they tend to prompt them too readily so that pupils do not always think for themselves. The curriculum for science gives clear guidance on what to teach and within each class the work is well planned. There are inconsistencies, however, in teachers' approaches and there is no progressive development of scientific skills as pupils move through the school. Pupils use limited methods for recording results so that scientific attainment is largely dependent on the standard a pupil has achieved in reading and writing. This impedes the progress of some pupils and inhibits the wider use of numeracy and information technology across the curriculum. The resources for learning are adequate and are used appropriately.
78. **Information Technology**
76. Standards of attainment are close to national expectations at Key Stage 1 but below national expectations by the end of Key Stage 2. No lessons in information technology were seen during the inspection. Inspection evidence is based on observing pupils using computers at Key Stage 1 and talking to and observing groups of pupils at Key Stage 2 as they worked in the newly opened information and communications technology suite in the library. There was limited evidence of word-processed work at Key Stage 1 and inconsistent use of word-processing in the work scrutinised at Key Stage 2.
77. By the end of Key Stage 1, pupils play adventure games competently and can explain how to program a floor robot. They use the computer to assist them with spelling and word recognition, using the mouse to 'click' and 'drag' letters to their appropriate places. They can use the direction keys to 'make a man walk across the screen'. They know how to end a program and how to use the mouse to click on to an 'icon' to start another game. Most pupils are uncertain how to enter and store information or how to print out their own work. By the end of Key Stage 2, pupils can use different fonts and sizes of texts when word-processing their stories and poems. Most pupils can save, retrieve and redraft their work, printing out a final copy. They know how to research information using a CD-Rom. Pupils can transpose an illustration on to a page, altering its size and position to achieve a more effective layout. Most pupils understand the use of technology in the real world, such as e-mail or the Internet, but this varies according to pupils' experience out of school. Their knowledge of control technology is unsatisfactory, as is their understanding of spreadsheets and databases. Pupils at both key stages have few opportunities to choose an information technology task to complement their work in other subjects.

78. Pupils make satisfactory progress at Key Stage 1 and unsatisfactory progress overall at Key Stage 2. Pupils with special educational needs make similar progress to other pupils. Pupils' progress is limited because they do not cover the expected range of work. Basic skills, such as learning to use the keyboard to create short pieces of text are learnt throughout the school. There is, however, no planned progression for the acquisition of skills so that pupils build on what they know and can do. For example, whilst pupils at Key Stage 1 learn to program a floor robot, older pupils have little experience to further their understanding of control technology. Pupils in Years 5 and 6 can use up-to-date word-processing programs to create, edit, save and file work which they can lay out using a variety of fonts, colours, and sizes of print. They do not learn, however, to use information technology to record or to interpret scientific or mathematical data, using bar graphs or pie charts, for example.
79. Pupils throughout the school enjoy using computers and are very willing to demonstrate what they know and can do. They are quick to learn and remember complex functions quickly which they then enjoy applying. When working as a pair, pupils help each other to develop skills and to improve their work.
80. Not enough teaching was seen to make a judgement about its quality. Teachers' planning shows an awareness of some of the knowledge pupils need to acquire but not the skills. There is limited evidence of planning to include information technology to support other work, to develop skills of drafting, for example in literacy, or recording, in science. Their teaching has been compromised by the damage to resources in the fire of May 1997. The school is well aware of these shortcomings and the very newly installed computer suite, with planned access to the Internet, is scheduled to be integrated into the work of the school. In this sense, there has been some minor improvement since the last inspection, but circumstances have contrived for the progress made to be limited. Teacher expertise is adequate at both key stages and is supported by a carefully planned programme of professional development. The parents' association is making significant, and welcome, contributions to support the development of information and communications technology.

## **OTHER SUBJECTS OR COURSES**

### **Art**

81. It was not possible to see any lessons during the week of the inspection. Inspection evidence is based on scrutiny of documents and pupils' work, analysis of displays and photographic evidence, and discussions with teachers and pupils. From these it is apparent that most pupils, including those with special educational needs make satisfactory progress throughout the school and achieve standards which are similar to those usually seen in pupils of this age. This is similar to the findings of the previous inspection report.
82. At Key Stage 1, pupils satisfactorily develop skills in using colour, texture and shape, as they learn to employ an increasingly wide range of media. Pupils express ideas and feelings effectively and imaginatively as seen in a display of collages of imaginary landscapes and seascapes. They learn from studying the work of artists like Van Gogh to create their own versions of Irises using oil pastel, paint and tissue paper effectively. At Key Stage 2, pupils develop their skills in drawing through using a wider range of materials such as textiles and clay. They begin to develop a sense of form and colour in painting. However, portraits by older pupils displayed limited use of tone and texture, and a lack of variety in the choice of media and technique.
83. Pupils take a lively interest in the subject, and particularly enjoy painting and drawing. They find it hard to talk about the different techniques they use to create specific effects in their drawings and paintings. Although they learn about the works of different artists they have great difficulty in remembering their names.
84. It is not possible to make a judgement on the quality of teaching as no lessons were seen during the inspection. Planning is satisfactory overall, though insufficient attention is paid to defining the skills to be developed. Currently no use is made of sketchbooks and thus pupils have fewer opportunities to explore and experiment with ideas and techniques than they might otherwise have.

### **Design and Technology**

85. Inspection evidence is based on a scrutiny of documents and discussions with pupils and teachers as no lessons were seen during the inspection period. Whilst pupils make satisfactory progress at Key Stage 1 it is clear that there is unsatisfactory development of pupils' skills in designing and making at Key Stage 2. Very little evidence of completed articles was seen at either key stage. By the time pupils leave school, they attain standards below those expected of their age in designing and making. This is a decline in standards since the previous inspection.

86. At Key Stage 1, pupils learn about different materials and develop simple making skills. For example, they have made pop-up cards for Christmas and built structures using art straws. More recently they have extended their understanding of fasteners through making jointed figures from a design presented by the teacher. They have limited opportunities to experiment with their own designs and so their design skills are less well developed. Although there is some work of a satisfactory standard at Key Stage 2, as for instance, in some work on a moonbuggy in Years 3 and 4, there are too few planned opportunities for pupils to consolidate and extend the skills they have begun to develop at Key Stage 1. This adversely affects their progress. The absence of written plans, designs and evaluations by pupils confirms this lack of planned development as pupils grow older. Thus, by the end of the key stage, pupils' designing and making skills are not sufficiently advanced for their age because of the limited opportunities for practical activities. Planning for design and technology is closely linked to the general topic work being focused on, however, there is insufficient clarity in the skills to be developed.

## **Geography**

87. Since no lessons in geography were seen during the inspection judgements are based on talking to teachers and pupils, scrutinising teachers' planning and examining samples of pupils' work. From these it is evident that standards at the end of both key stages are in line with those usually seen in pupils of this age. All pupils, including those with special educational needs, make satisfactory progress.
88. At Key Stage 1, pupils consider people who help them and begin to think about environmental issues. They discuss local services such as shops and learn to identify the features of the landscape on their journey to school. An interesting piece of work based on the Teddy Bears' picnic involves pupils identifying items on a grid and then drawing a grid of their own which develops their understanding of map-work. The school has devised its own 'local trail' and used it in the past but currently this is not used to provide more first hand geographical work for the younger pupils. At Key Stage 2 pupils learn about rivers, weather settlement and Kenya. The work on settlement and weather is based largely on the school site and the immediate local environment. The work on rivers has just begun in the Year 4 class and pupils have already learnt some appropriate vocabulary such as 'tributary', 'source', 'erosion', and 'meander' which they are beginning to use accurately and in different contexts. All pupils have a commercially produced workbook from which they learn some fundamental skills to identify the major features on a map.
89. In discussion with older pupils it is clear that the things which they remember about geography are those which affect their own lives. They recall map work and orienteering on their recent residential visit. They also remember the previous year's work on the local area which involved an assessment of community amenities as well as basic map work. They have knowledge of different kinds of settlements such as towns, villages and hamlets.
90. Pupils like geography. They also claim to like completing worksheets because the work is easy. The teaching of geographic skills and the intended learning expected in each lesson is not clear in teachers' planning. The identification of the separate, specific geographic topics is an improvement since the previous inspection.

## **History**

91. Only one lesson in history was seen during the inspection. Inspection evidence is based on this lesson, teachers' planning, talking to teachers and pupils, and samples of pupils' work. Standards are in line with those expected for pupils at the end of both key stages and pupils throughout the school, including pupils with special educational needs, make satisfactory progress.
92. At Key Stage 1, pupils are beginning to make comparisons between themselves now and when they were babies. This helps them to develop their own sense of the past and understand the idea of 'then and now'. They study the lives of famous people such as King Alfred and they know that Dick Whittington was a real person. They visit Ryedale Folk Museum to give them an idea of how people lived in times long ago. At Key Stage 2, in the one lesson seen, older pupils learnt about the life of Henry VIII. They recall work they have undertaken previously on the Wars of the Roses and so begin to place Henry in his historical context. They name Henry's wives and children and know that he was a powerful and popular king. The scrutiny of pupils' books indicates that pupils at Key Stage 2 learn about the reasons for the English Civil War. They understand the reasons for the war breaking out and realise that this was a conflict between two radically different life styles. They also look at the life of ordinary people in Victorian times and compare life then with their own lives today. Pupils visit the Jorvik Museum as part of their work on invaders and settlers.
93. Pupils enjoy history and are well-motivated to learn. In the one lesson observed, one pupil brought a picture of

Kenilworth Castle and replicas of Elizabethan coins to help to illustrate the costumes of the day. In discussion with older pupils it is clear that they have developed a satisfactory idea of English history and why some events happened as they did. When studying the Victorians they particularly liked looking at inventions such as the 'penny farthing'. They remember, too, using computer programs such as 'Encarta' to find information.

94. It is not possible to make a judgement on the teaching of history since only one lesson was seen during the inspection. From this it is clear, however, that by the time pupils leave school they learn to distinguish between relevant and unimportant information. Although in this lesson pupils were given a number of text books from which to obtain information, the scrutiny of pupils' work shows that teachers rely very heavily on commercially produced worksheets for pupils to complete in order to record what they have learnt. This limits the development of pupils' skills in literacy. In general, pupils have little opportunity to improve their skills in research, historical interpretation, use of artefacts or to write about history using their own words.

## Music

95. At both key stages pupils attain standards which are in line with those expected of their age. During their time at school, pupils receive a broad musical education. All pupils have opportunities to play a range of pitched and un-tuned percussion; older pupils learn to play the recorder and some go on to play other woodwind or brass instruments through a commercial service provided by the local education authority.
96. Pupils make satisfactory progress throughout the school. Very young pupils learn to identify different instruments, offering 'tapper', 'scaper' and 'banger' as plausible names to identify their different sounds they make. They can select and use appropriately an instrument such as a triangle to represent the clock chimes in a well known nursery rhyme. Pupils learn to discuss what they hear and feel when listening to a piece of music, equating the cymbals at the climax of Smetana's *Moldau* with 'a waterfall tumbling and waves crashing in the sea'. By the end of Key Stage 2, pupils identify Jewish folk music and learn to distinguish between individual and families of instruments. Pupils' progress in singing is equally satisfactory, as they progress from singing and performing actions to well known songs and hymns to simple harmonies.
97. Pupils respond well to music. Some pupils listen to music with rapt attention, clearly absorbed by what they hear. They recall details well, talking about the shape of the melody as it moves pitch from high to low. They begin to analyse how the music makes them feel, offering words such as 'shivery' or commenting that a piece conjures a picture to mind of people 'skipping by a river bank'. Pupils behave sensibly and are interested in what their teachers have to say.
98. The quality of teaching is satisfactory overall though some very good teaching was observed. Teachers are concerned to develop pupils' musical appreciation and to enable them to enjoy singing and performing music. The planning does not always contain sufficient detail. Too few opportunities are given for pupils to, make choices or to work independently in practical activities. There was little evidence for, example, of pupils working together to compose and perform their own music. In this respect, this inspection's findings agree with the previous inspection report. The quality of teaching, however, is better than that reported on in the last inspection. Teachers now have appropriate expectations and the knowledge and expertise to teach music and to inspire pupils. The resources for learning are satisfactory both in quality and quantity though the lack of school recorders means that pupils are not encouraged to start playing from a sufficiently early age.

## Physical Education

99. Standards in physical education are in line with those identified in the National Curriculum at the end of both key stages. During the inspection two gymnastics lesson and two country dance lessons were seen at Key Stage 2 and no lesson was seen at Key Stage 1. It is clear from the scrutiny of teachers' planning and from talking to the pupils, however, that a wide range of physical education is taught. Pupils have opportunities to take part in games, athletics and swimming lessons at different times of the year. From the lessons seen, pupils, including those with special educational needs, make satisfactory progress as they move through the school so that by the end of Key stage 2 they achieve standards which are broadly average for their age.
100. Pupils know the reasons for warming up and cooling down at the beginning and end of lessons. Younger pupils are able to jump at three different levels and include their jumps while they move along the floor. The older pupils also practise jumping but they include a variety of different jumps such as pike, star and knee jumps in their travelling. Pupils improve their performance as the lesson progresses and build up a sequence of movements which they perform

in front of their friends. Some of the older boys find it difficult to perform completed sequence without being self-conscious. These same boys have no problem, however, participating fully with their partners in English country dances such as the Cumberland Square Eight and Winter Gallop. These dances show good co-operation between partners and between sets. They also enable pupils to demonstrate their good sense of rhythm and timing.

101. Pupils work quietly and sensibly during lessons. They show good awareness of space and of other people and during activities involving dodging they are careful to avoid their friends. They practise sensibly on their own and work hard to improve their fluency and performance. Pupils also work together well in pairs and in groups, acting as critical friends for one another. They listen carefully to their teachers and obey instructions immediately.
102. Teaching is never less than satisfactory and it was good in one lesson seen. Where the quality of teaching is satisfactory, class control is firm and pupils are encouraged to work on a range of movements and sequences to produce a smooth performance. Teachers ensure that they are aware of the need to work safely. Where the quality of teaching is good, good use is made of pupils to demonstrate movements and teachers' praise encourages pupils to work hard on improving their gymnastic movements. Country dance lessons are taught well by instructors who hold the English Folk Dance Society teaching qualification, assisted by the class teachers. They build up sequences carefully so that pupils use the skills from previous lessons to learn increasingly complex dances.
103. The school is rightly proud of its tradition of maintaining the national culture of country dancing and pupils clearly enjoy the lessons. One group of younger Key Stage 2 boys spends an afternoon break session learning English sword dancing. The school participates in soccer, netball, rounders and swimming competitions with other schools. Cricket coaches from Scarborough visit the school. The previous inspection found that there was insufficient progress in the development of skills at Key Stage 1. Since no lessons were seen in this key stage it is not possible to judge whether or not any improvement has been made since that time. It is possible, however, to state that the planning indicates that a satisfactory programme for the development of skills is now in place across both key stages.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

1. The school was inspected by a team of four inspectors, one of whom was a lay inspector. In total, 36 lessons or parts of lessons were observed over a period of ten inspector days. The range of lessons seen was limited by the timetabling which organised lessons such as history, geography and art on Fridays. Inspectors also observed pupils at the beginning and end of each school day, and during assemblies, break-times and lunch-times. They heard pupils read and scrutinised samples of their work. Discussions were held with pupils, the chair of governors, other members of the governing body, the headteacher and other staff. A range of documents supplied by the school was studied. The questionnaires returned by parents were analysed. Prior to the inspection, meetings were held with the headteacher, the staff and the governing body. A meeting for parents held before the inspection was attended by 14 parents.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Nu/R – Y6	109	2	27	14

### Teachers and classes

#### Qualified teachers (Nu/R- Y6)

Total number of qualified teachers (full-time equivalent)	4.8
Number of pupils per qualified teacher	22.63

#### Education support staff (Ynu/R – Y6)

Total number of education support staff	4
Total aggregate hours worked each week	51

### Financial data

Financial year: 1999

	£
Total Income	201,015
Total Expenditure	196,951
Expenditure per pupil	1,858
Balance brought forward from previous year	28,361
Balance carried forward to next year	32,425



**PARENTAL SURVEY**

Number of questionnaires sent out:

100
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Number of questionnaires returned:

23
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**Responses (percentage of answers in each category):**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	35	52	4	9	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	91	9	0	0	0
The school handles complaints from parents well	48	35	13	4	0
The school gives me a clear understanding of what is taught	43	52	4	0	0
The school keeps me well informed about my child(ren)'s progress	57	39	4	0	0
The school enables my child(ren) to achieve a good standard of work	61	35	4	0	0
The school encourages children to get involved in more than just their daily lessons	43	39	9	4	4
I am satisfied with the work that my child(ren) is/are expected to do at home	48	35	9	9	0
The school's values and attitudes have a positive effect on my child(ren)	74	26	0	0	0
The school achieves high standards of good behaviour	70	26	0	4	0
My child(ren) like(s) school	74	22	0	0	4