

# INSPECTION REPORT

## **BEMPTON PRIMARY SCHOOL**

Bempton, Bridlington

LEA area: East Riding of Yorkshire

Unique reference number: 117825

Headteacher: Mrs J Barker

Reporting inspector: Mr R Fry  
21073

Dates of inspection: 27 – 29 March 2000

Inspection number: 191433

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	School Lane Bempton Bridlington East Yorkshire
Postcode:	YO15 1JA
Telephone number:	01262 850508
Fax number:	01262 851664
Appropriate authority:	Governing body
Name of chair of governors:	Jacqueline Haddenham
Date of previous inspection:	27 January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Roger Fry	Registered inspector	Mathematics Science Information technology Geography History Physical education Equal opportunities	What sort of school is it? How high are standards? - The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Alan Sanders	Lay inspector		How well does the school care for its pupils? Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Jenny Holmes	Team inspector	Under fives English Art Design Technology Music Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Bempton Primary is a very small school for boys and girls aged four to eleven years. It has 71 pupils on roll. Children's attainment on entry varies from below average to above average; overall it is typical of pupils nationally. Approximately one-fifth of pupils live in the nearby town of Bridlington. A significant number of pupils do not start their education at five years old at the school and transfer to it later. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. Eight pupils have special educational needs, an average proportion nationally. The percentage of pupils with statements of special educational need is well above average. There are no pupils from minority ethnic backgrounds and all speak English as their first language. The school was inspected a little over three years ago. The school is still implementing its four-year plan based on the key issues identified during the last inspection. The headteacher was ill for a considerable period of time two years ago. Therefore the school has been working towards achieving the goals in its action plan for a period of approximately two years only.

### **HOW GOOD THE SCHOOL IS**

Bempton is an effective school that makes good provision for its pupils. During the inspection, pupils achieved the standards expected of them in all subjects except information technology. Standards in English at the end of Key Stage 2 over the last four years have been above national averages. The headteacher, governors and staff work well together to improve the school. The teaching is good and the work pupils are set is demanding. Due to the small size of the school, the cost to educate pupils is high. The school provides satisfactory value for money.

#### **What the school does well**

- The standards of pupils' work in English, particularly reading.
- The teaching, which is consistently good across the school and meets pupils' needs.
- Pupils' attitudes to learning, which allow them to make good progress in lessons.
- The provision for pupils with special educational needs allows them to make good progress with their work and behaviour.
- The management of the school, for example, the reflection of the school's aims and values in its work, forward financial planning and the development of teachers' skills.
- The caring and friendly nature of the school, where pupils are well known by the staff and they mature into responsible young people.

#### **What could be improved**

- Standards of pupils' work in information technology at Key Stage 2.
- The time the school allows for teaching science.
- Some daily acts of collective worship.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in January 1997 and has made satisfactory improvements since then. The school's biggest achievement is the improvement in the quality of teaching. It is now consistently good across the school. The school has successfully developed the use of assessment information so that pupils are set appropriate and challenging work, especially for the higher attaining pupils at Key Stage 2. Through a wide range of duties and responsibilities, pupils develop good independent learning skills. There is now a daily

act of collective worship and a policy for sex education. However, homework at Key Stage 2 is not sufficiently well structured and does not prepare pupils well for the next phase of their education. Some acts of collective worship do not meet the requirements of the Act.

There has been a steady improvement in standards resulting from the school's good implementation of the literacy and numeracy strategies. Pupils' reading and writing standards have improved. Pupils' standards in spelling have also improved as a result of the consistent teaching and regular practice. Music standards have improved greatly with the appointment of a specialist teacher. The school now has a sufficient number of modern computers and there have been improvements in pupils' standards of work in word processing and data handling since the last inspection.

## STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

*Very small numbers of pupils at this school sit the National Curriculum tests each year therefore any trends in results need to be treated with caution. There are wide variations in results from year to year, which is typical of many small schools. In 1999 one half of pupils were on the register for special educational needs. Each pupil represented nine per cent of the total number of pupils tested.*

The table shows that results last year at the end of Key Stage 2 were well below average in English, mathematics and science in comparison with national standards and with similar schools. At the end of Key Stage 2, results, for example, were above average in mathematics in 1997 but much lower in 1999. English standards in 1997 and 1998 were well above average yet were well below average in 1999. Over four years, standards have been above national averages in English and below national averages in mathematics and science. Results in mathematics and science have declined over the last two years. Boys have performed above national averages and girls have performed well below national averages. The school's targets for 1999 were for 64 per cent of pupils to achieve the benchmark level 4 or above in English and for 45 per cent to achieve level 4 or above in mathematics at the end of Key Stage 2. The school achieved both targets. Targets for year 2000 are higher and realistic and continue to reflect pupils' capabilities.

The pattern of results at the end of Key Stage 1 in reading, writing and mathematics has varied since 1996. In 1997 results were well below average. Reading and writing results improved in 1998 and improved again in 1999. Last year's results in reading were well above average and in writing they were average in comparison with all schools and similar schools. Mathematics standards have been consistently lower than those for English and have not shown the same level of improvement until recently. Over four years, pupils'



performances in reading have been well above the national average. In writing they have been close to the national average and well below average in mathematics. Girls have achieved better than boys in reading.

Standards of work in mathematics and science observed during the inspection meet national expectations. Standards in English are above average. Standards in mathematics recently have improved, in part because the National Numeracy Strategy has been successfully implemented and teachers' expectations are higher. In the work observed, standards in science meet national expectations. In all other subjects except information technology at Key Stage 2, pupils' standards of work meet national expectations. Standards are above average at Key Stage 2 in religious education, swimming and music. Standards in information technology at Key Stage 2 are below expectations because the full curriculum for this subject is not taught. Overall, standards are high enough.

Pupils over the last four years have made satisfactory progress in most subjects. In English, progress has been good. Pupils are sufficiently well challenged. Pupils with differing needs make similar progress to their classmates. Pupils apply themselves well to their work and concentrate well in lessons.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Pupils are interested in their work and concentrate well. They are keen to do well and to be involved in all that the school does.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school. They help each other effectively and show consideration for one another.
Personal development and relationships	Good. There is a general air of maturity and a sense of responsibility amongst pupils. Relationships are good and pupils grow in confidence as they get older.
Attendance	Good. Above the national average. Pupils like coming to school.

Pupils' good attitudes to work and behaviour allow them to make good progress in lessons.

### **TEACHING AND LEARNING**

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

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

The teaching is now consistently good across the school. The teaching of mathematics and English is good. The Numeracy and Literacy Strategies have been well implemented by staff and pupils' progress has been enhanced. In numeracy and literacy lessons, pupils are effectively grouped so that work is well matched to their needs; lessons are well planned. A small number of pupils change classes for certain lessons; this is a successful strategy for helping them to learn effectively.

All teaching observed was satisfactory or better. Seventy five per cent was good and fifteen per cent very good. Teachers have a good knowledge of all subjects and they expect pupils to work hard. Pupils are very well managed in the Year 2, 3 and 4 class. The needs of all pupils, including those with special educational and talented pupils, are met because work is overall well matched to their capabilities and pupils are keen to learn. Investigative work in mathematics and science is given proper emphasis. Homework for older pupils at Key Stage 2 is not sufficient to prepare pupils for the next stage of their education.

Pupils learn well. They apply themselves and acquire the knowledge and skills they should. Many pupils make a great effort to do all they can to make the most of what the school offers. Pupils show interest in their work and concentrate well, partly as a result of the demands made upon them by teachers.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good overall. The school has effectively implemented the Numeracy and Literacy strategies. Science receives insufficient time. The school does not meet the statutory requirement to teach all aspects of information technology at Key Stage 2. There is a good range of extra curricular activities for older pupils.
Provision for pupils with special educational needs	Good. Pupils are well supported by the school and they make good progress towards the targets in their individual education plans. The school keeps accurate and detailed records and involves outside agencies appropriately.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils' moral and social development is good and their spiritual and cultural development is satisfactory. Some acts of collective worship do not meet statutory requirements.
How well the school cares for its pupils	Good. The school's procedures for ensuring that pupils have good attitudes to work are well developed. Support staff, for example, effectively support pupils with special educational needs.

The school has good links with parents through meetings, such as those for new parents. Pupils and parents are welcomed into the school and some help in lessons, for example, during swimming sessions. The 'Friends of Bempton School' raise considerable amounts of money to buy equipment and other resources.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The school's aims and values are very well reflected in its work. The headteacher provides very good leadership and direction for the school. Delegation of duties to other staff presently is limited.

How well the governors fulfil their responsibilities	Satisfactory. The governing body has only recently been elected. Most governors are new to their roles.
The school's evaluation of its performance	Good. The school keeps good records of pupils' performances and uses information from tests effectively to identify strengths and weaknesses. The school development plan is a helpful document that contains appropriate priorities for developing the school further.
The strategic use of resources	Good. The school plans ahead effectively for three years. Priorities identified in the school development plan are well supported. The large under-spend has been appropriately allocated to maintain provision as numbers on roll alter. The school makes satisfactory efforts to apply the principles on the 'best value.'

The provision of staffing, accommodation and learning resources is satisfactory. Many books in the library are old and the facility is not often used by pupils. The school lacks a hall, which has a negative impact on, for example, physical education and the acts of collective worship.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixty one per cent of the questionnaires were returned and 13 parents attended the meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school and they make good progress.</li> <li>• Behaviour is good and the school helps pupils become mature and responsible.</li> <li>• The teaching is good and there are high expectations.</li> <li>• Parents feel comfortable asking the school questions or raising problems.</li> <li>• The school works closely with parents and it is well managed and led.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework for older pupils.</li> <li>• The frequency of information about pupils' progress and what they will be doing in lessons each term.</li> <li>• The system of rewards for pupils.</li> <li>• Time keeping.</li> <li>• Standards in mathematics.</li> </ul>

Parents had many good things to say about the school; such as about behaviour and attendance, the quick way that teachers respond to pupils' needs and the success of the school's literacy programme. The inspection team agrees that there is insufficient homework for older pupils. Standards in mathematics observed during the inspection meet national expectations but over the last four years mathematics standards have been below average. The inspectors did not find the rewards for pupils to be unfairly distributed or that lessons started late. Sufficient information is provided about pupils' progress, for example, at meetings for parents. Information for parents about what pupils will learn about is limited.

## OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Children's attainment on entry to the school is broadly average. Some children enter school with very good literacy skills whilst others have difficulty with language and social behaviour. Children make good progress however, and within a very short time attainment in all 'Areas of Learning' \* is within the nationally expected range of attainment for children of this age and in some cases exceeds it.

\* Language and literacy, mathematical development, knowledge and understanding of the world, physical development, personal and social development, creative development.

2. The pattern of results at the end of Key Stage 1 in reading, writing and mathematics has varied since 1996. In 1997 results were well below average. Reading and writing results improved in 1998 and improved again in 1999. Last year's results in reading were well above average and in writing they were average in comparison with all schools and similar schools. Mathematics standards have been consistently lower than those for English and have not shown the same level of improvement until recently. Over four years, pupils' performances in reading have been well above the national average. In writing they have been close to the national average and well below average in mathematics. Girls have achieved better than boys in reading.
3. Results last year at the end of Key Stage 2 were well below average in English, mathematics and science in comparison with national standards and with similar schools. At the end of Key Stage 2, results, for example, were above average in mathematics in 1997 but much lower in 1999. English standards in 1997 and 1998 were well above average yet were well below average in 1999. Over four years, standards have been above national averages in English and below national averages in mathematics and science. Results in mathematics and science have declined over the last two years. Boys have performed above national averages and girls have performed well below national averages. No particular reason was found for this pattern. The school has carefully monitored pupils' performances and enlisted outside help in order to ensure that all pupils have equal opportunity and that the needs of both sexes are met. The school's targets for 1999 were for 64 per cent of pupils to achieve the benchmark level 4 or above in English and for 45 per cent to achieve level 4 or above in mathematics at the end of Key Stage 2. The school achieved both targets. Targets for year 2000 are higher and realistic and continue to reflect pupils' capabilities.
4. Standards of work in mathematics and science observed during the inspection meet national expectations. Standards in English are above average and there is significant 'added value' because of the consistently good teaching and the high profile that English receives. Standards in mathematics recently have improved, in part because the National Numeracy Strategy has been successfully implemented and teachers' expectations are higher. In the work observed, standards in science meet national expectations. In all other subjects except information technology at Key Stage 2, pupils' standards of work meet national expectations. Standards are above average at Key Stage 2 in religious education, swimming and music. Standards in information technology at Key Stage 2 are below expectations because the full curriculum for this subject is not taught. Overall, standards are high enough. Differences in National Test results and the inspection's findings are explained by variations in pupils' capabilities

from year to year and recent improvements in teaching. The school has been determined to improve the quality of teaching through monitoring and training and by the positive effects of the National Numeracy Strategy.

5. Very small numbers of pupils at this school sit the National Curriculum tests each year therefore any trends in results need to be treated with caution. There are wide variations in results from year to year, which is typical of many small schools. This is not a reflection on the quality of teaching or of pupils' attitudes to work. In 1999 one half of pupils were on the register for special educational needs. Each pupil represented nine per cent of the total number of pupils tested.
6. Pupils with special educational needs make good progress towards the targets in their individual education plans. The provision is good. Talented pupils are well challenged by the work that is set.
7. At the age of five, young children can identify the sounds of letters and write basic words and phrases. All count up to 20. Children confidently mix their own colours when painting and know where to find insects around the school site. They learn to settle quickly into class routines and activities. Children use pencils and small tools with increasing control.
8. At the end of Key Stage 1, pupils read aloud with a clear awareness of the listener. Their writing is well organised and punctuation is often accurately used. Pupils speak clearly and listen well. Pupils work successfully with numbers up to 100 and 1000 and know how to measure shapes. Pupils have an appropriate understanding of the dangers of electricity and where different insects might live.
9. In Year 6, pupils read a wide range of texts for pleasure and information. Standards in reading are good across the school. Pupils' writing is varied and interesting with good use of imaginative vocabulary. Pupils speak clearly and listen well. Pupils know how to find percentages of large amounts and use decimal fractions. Pupils prove they can test ideas fairly and record their results and interpret them correctly. In information technology, pupils have a sound knowledge of word processing and data handling but have an inadequate knowledge of several other aspects of the subject, such as simulation programs.
10. Pupils over the last four years have made satisfactory progress and in some years pupils have made good progress. They are sufficiently well challenged. Pupils with differing needs make similar progress to their classmates. Pupils apply themselves well to their work and concentrate well in lessons. Pupils achieve best in English because the literacy hour has been well implemented and there has been time for improvements in results to show themselves. Achievement is at least satisfactory in all other subjects except information technology at Key Stage 2, where pupils' achievement is unsatisfactory. Pupils gain skills, knowledge and understanding across the curriculum. Teachers' generally good planning ensures that this is the case. Pupils are willing to try hard and they are pleased and proud of their achievements.

### **Pupils' attitudes, values and personal development**

11. The school has continued to promote good attitudes, values and personal development since the last inspection. Pupils' behaviour is good throughout the school. Boys and girls are proud of their school and their enthusiasm for all aspects of

school life is good. These factors have a positive impact on pupils' learning and the progress they make.

12. From the time they enter the school, pupils are encouraged to have good attitudes towards school and their work. Informal discussions with pupils and lesson observations confirm this judgement. Most pupils are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. The attitudes of pupils with special educational needs are also good both in lessons and when they receive extra support. Pupils enjoy lessons and show a keenness to learn. For example, in a numeracy lesson they were keen to complete the task of using co-ordinates to assist their 'journey' around a given map. Boys and girls worked enthusiastically with most requiring minimal supervision. Pupils' behaviour around the school, at lunch time and in the playground is good. Pupils are polite and well mannered at the lunch table and are keen to talk to visitors. Lunch time is a good social occasion when older pupils assist the lunch time staff to ensure that younger pupils are well cared for.
13. Pupils have a good understanding of expected behaviour and of school rules. For example, when they are in the playground all ages mix and relate to each other well. Pupils behave well in lessons and they are courteous to adults. The teachers' deal with any disruptive behaviour promptly and effectively. Pupils behave well in assemblies and show a genuine understanding of what is being said to them. For example, during the special mention assembly pupils listened carefully to what was being said and acknowledged other pupils' achievements enthusiastically. There was no sign of bullying or aggressive behaviour in the playground during the inspection. The school, in conjunction with pupils, ensures that should bullying occur it is dealt with effectively. There have been no exclusions from school during the last academic year. Parents' positive responses to the questionnaire are justified.
14. Relationships between pupils and with adults are good. All adults know the pupils well and pupils are treated in a mature manner. Pupils collaborate well when working in-groups and increasingly learn to respect and listen to each other's views. Throughout the school, pupils work well on individual and group tasks with ever increasing good concentration as they grow older.
15. Pupils are keen to take the responsibilities offered to them. They assist quickly and efficiently, for example, in rearranging the Year 2, 3 and 4 classroom when needed for the school assembly. Older pupils hold fund-raising events. For example, they collect tokens from packets to enable them to donate sums of money to the school and to charities. Visits and visitors to the school enhance pupils' personal and social development. The school and its resources are very well looked after and respected by all pupils. For example, during playtime pupils ensured that any litter was collected, without being asked. The opportunities given by the school have a very positive impact on their personal development.
16. Attendance is above the national average. Pupils arrive at school punctually and lessons commence on time. The school has successfully worked hard to improve attendance and punctuality since the last inspection. Pupils' attendance and punctuality make a positive contribution to the quality of learning in the school.

## HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching for pupils at both key stages is good. All teaching observed was satisfactory or better, 75 per cent of it was good and fifteen per cent very good.
18. The quality of teaching for young children is good. The teacher knows the children well and plans for their differing needs, ensuring that learning builds on previous knowledge. There are high expectations for work and behaviour and the reception children respond appropriately. Tasks are generally well planned but not enough use is made of structured play activities that put learning into the context of real situations. Careful assessments are made of children's attainments on entry and the information gathered is analysed to ensure that all children receive appropriate support. Parents are kept well informed about progress and meetings are held for parents to explain the school's approach to the teaching of literacy and numeracy.
19. Literacy and numeracy skills are taught well across the school. Teachers plan their work carefully and imaginatively. They follow what is required in the Literacy and Numeracy Strategy documents and make good use of teaching materials when appropriate. Teachers carefully group pupils so that work is well matched to their capabilities and is interesting and challenging. The success of the implementation of the literacy and numeracy initiatives shows in pupils' capacity to explore text and number in other subjects, such as geography and information technology. Teachers show a good level of expertise in teaching the basic skills, such as the sounds of letters, families of spellings and how to solve problems. Spelling rules are taught well and teachers build successfully on pupils' previous knowledge. Correct mathematical vocabulary is well used and pupils are taught to record their work clearly and to have a go at finding answers in their rough work book 'jotters.' In both literacy and numeracy lessons, lessons are concluded well to consolidate learning. Pupils acquire the necessary knowledge, skills and understanding and sustain concentration and show interest.
20. Teachers at both key stages have a good knowledge and understanding of all subjects. For example, the geography curriculum begins with what children know best, home, school and the Bempton area, and then considers other places progressively further away. Music teaching is well informed and pupils' enthusiasm is cultivated, which has a positive impact on standards of work. Teachers explain things clearly and use many kinds of visual aid, such as Ordnance Survey maps and good board drawings, to help pupils understand all that they can. Teachers' and support staff's knowledge extends pupils' understanding.
21. Teachers' planning is generally good. The targets set are clear, measurable and attainable in most lessons. Work is provided so that pupils of different levels of attainment can achieve well. In Years 4, 5 and 6 the planning is less detailed and on occasions this results in some pupils having work that is too difficult. In virtually all the lessons observed, the objectives for lessons were met; pupils therefore make good progress in lessons. Teachers plan carefully together to ensure that the curriculum builds progressively. There is good continuity across the school and all teachers know what has been taught before from written records or through discussion.
22. In lessons, pupils are expected to do their best and to extend their knowledge on a regular basis. Pupils' contributions are valued. Teachers skilfully vary methods according to the intended outcome of lessons. Teachers give good explanations about new ideas and the highest and lowest attaining pupils are grouped so that they can

make good progress. On occasions individual pupils change classes in order that their particular needs are met. Investigations feature prominently in, for example, mathematics and science, which pupils enjoy. Teachers circulate amongst groups well, prompting and helping those who have difficulty and encouraging effort and good progress. Support staff are also effective in this approach to work.

23. Behaviour is good throughout the school. Teachers hold pupils' attention well and plan lessons so that pupils do not lose attention. An example of the way teachers hold pupils' interest was demonstrated in a science lesson for the oldest pupils. After an extended period of investigating the properties of a number of materials, the teacher used a bicycle as a demonstration tool during the concluding part of the lesson, to consolidate the idea that friction is both desirable and undesirable. Pupils are particularly well managed in Years 2, 3 and 4. The teacher consistently organises lessons so that pupils always have plenty of challenging work to complete.
24. Support staff and resources are used appropriately. Resources are ready for use before lessons begin and little time is wasted. Teachers give pupils set times in which to complete activities. This leads to good pace in lessons. Information technology resources are used satisfactorily at present. When information technology is in use, teachers show that they have sufficient knowledge to support pupils' learning well. The school is well aware that more time needs to be devoted to science teaching and to the development of the information technology curriculum for the oldest pupils at Key Stage 2. Little use is made of the library and this is a priority which the school has identified for improvement.
25. Teachers assess pupils' work well in literacy and numeracy. The assessments made are accurate and useful for future planning and ensuring pupils' good progress. Pupils are encouraged to overcome difficulties identified. The marking of work and the recording of daily assessments is generally good up to Year 4. The inspection team's view is that the provision of homework is unsatisfactory in Years 5 and 6. Pupils are not sufficiently well prepared for the demands of secondary education and parents' reservations are justified.
26. The provision of equal opportunities is good. Pupils with special educational needs receive an appropriate curriculum, which allows them to make good progress. Teachers take good account of the targets in pupils' individual education plans. A small number of pupils have helpful additional literacy support on an individual or group basis out of the class. Higher attaining pupils have work that is generally well matched to their capabilities. Pupils with similar talents work together and where possible, the work is of an open-ended nature.
27. Pupils learn well and make good progress. Teachers consolidate ideas well, such as about number and also introduce new ideas effectively in each lesson. Teaching helps pupils to understand more than they did. Virtually all pupils engage well with their work. When asked to explain what they have learned, most pupils do so with ease. Many pupils produce a large amount of work. Very commonly, pupils sustain concentration and show considerable interest in their work. Teachers' plans make good links between subjects. Pupils sustain interest from the beginning to the end of lessons well. The good quality of teaching leads to good learning.



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

28. The school provides a broad curriculum, which includes all National Curriculum subjects and meets the requirements of the Locally Agreed Syllabus for religious education. However, not enough time has been made available for science and consequently standards in this subject are not as high as they should be. In Key Stage 2 some aspects of the information technology curriculum are not taught fully enough to ensure satisfactory attainment and progress in this curriculum area. In general, however, the curriculum reflects the school's aims and values and makes a significant contribution to pupils' intellectual, physical and social development.
29. The daily hour devoted to each of the national strategies for literacy and numeracy has been introduced successfully since the previous inspection and is having a positive effect on pupils' learning and progress within lessons. The weakness in skills related to research and independent learning, highlighted in the previous inspection, has been addressed and development in these areas is continuing to improve. The lack of a school hall continues to restrict opportunities for some aspects of physical education especially during the winter months. Although these are minimised by the use of local facilities it continues to be at the expense of some teaching time. Swimming is well taught however, and benefits all pupils in Years 2, 3 and 4 during the spring term.
30. The governors' recommendation that sex education should not be taught separately but should be included within the science curriculum has been fully implemented. All aspects of health education, including the misuse of drugs, are considered in relation to healthy diet and positive lifestyle. Pupils' questions are answered sensitively as they arise and more formally during lessons. Personal and social issues are raised across all curriculum areas and many are explored in greater depth during discussion in circle times. Pupils' personal development is further enhanced by opportunities to accept additional whole school responsibilities and by learning to consider the needs of others. In this very caring school pupils experience a safe and happy environment in which to learn.
31. The school widens pupils' experiences by positively promoting the arts across the curriculum and by planning visits to wildlife and cultural centres. Visitors are welcomed into school to share their experiences and expertise and to work alongside pupils developing projects such as the play area and the proposed wild life site. Extra-curricular activities are well attended and pupils participate in sport, music, and drama clubs. The school takes part in sporting fixtures and choral festivals, and these links with other schools provide valuable opportunities for pupils to participate in the wider community. Links with the local secondary school are good; pupils, for example, attend preparation days.
32. The quality of the curriculum for the youngest pupils is good, with carefully planned activities that meet most of their needs. Pupils follow a similar curriculum to that provided for the older pupils in the class and careful planning ensures that tasks are matched to their differing abilities. Although planning is mainly based on the national curriculum programmes of study, account is also taken of the desirable learning outcomes for pupils under five. There is particular emphasis on literacy and numeracy, which contributes to good progress in these areas. Within a very short time in school pupils are meeting expected levels and are well prepared to take advantage of all the school has to offer.

33. Both the organisation and curriculum of the school promote equality of access and opportunity for all pupils. The school's provision for special educational needs embraces the principles and practices of the Code of Practice and there are thorough arrangements for assessing individual needs. The curriculum is appropriately adapted to match requirements and pupils are well supported within the classrooms. Teachers and support assistants foster self-esteem and ensure that all pupils are equally valued. Identified pupils have individual programmes planned for them and progress towards precise targets is carefully monitored. There are very effective links with support services, reviews are held regularly and parents are kept fully informed of progress. Detailed records are maintained and annual reviews are well organised. The Governing Body is aware of all issues connected with the special educational needs of the pupils and fully complies with all its duties.
34. The school's overall provision for spiritual, moral, social and cultural development is good. It reflects the aims of the school, which are carried out in daily practice and contribute to the well being of pupils and to their learning.
35. There is satisfactory provision for spiritual development. The school now complies with the statutory requirement to provide a daily act of collective worship. These however, vary in quality and some are not wholly in keeping with the spirit of the law. Although some successfully celebrate achievement and provide opportunities for quiet reflection, the focus and objectives in others are not always communicated clearly enough to pupils. However, the whole ethos of the school contributes to the spiritual needs of the pupils and all opportunities are grasped to observe the marvels of the natural world. The youngest pupils delight in the minute world of mini-beasts, whilst the older ones are amazed at the intricate patterns of wild flowers in observational artwork. Everyone awaits, with excited anticipation, the imminent arrival of new life as chicks hatch from the eggs in the classroom incubator. In religious education lessons pupils are encouraged to empathise with the feelings of others and to recognise and respect different values and beliefs.
36. Throughout the school pupils' views are valued and respected, and provision for their moral development is good. All pupils are aware of their contract negotiated and signed through home-school agreements. Clear values and expectations are promoted through the life of the school and provide pupils with a firm framework within which to regulate their own behaviour. These are reinforced by a policy, which emphasises positive rewards for appropriate behaviour and achievement, and these are recognised and celebrated during 'Special Mention Assemblies.'
37. The school fosters the development of good social attitudes. Pupils enjoy taking responsibility for others and using their initiative to help improve learning and facilities in school. They collect and sort tokens, which will eventually be exchanged for school equipment, and they have removed stones from the school field to ensure a safe surface for football. Pupils are more closely involved in duties around the school than they were at the time of the previous inspection and they help with such things as whole school assemblies. In lessons pupils happily work together in pairs and in groups. The excellent teamwork of all the staff provides pupils with very good role models for them to follow. Pupils are encouraged to consider environmental issues both locally and further afield. They have planted trees along the Heritage Coast and are currently designing the school wild life area.

38. There is satisfactory provision for pupils to appreciate and understand their own cultures and traditions. During World Book Day teachers dressed up as characters from the stories of Charles Dickens and in music pupils enjoy the traditional dances of many countries. The choir is practising songs about Europe in preparation for the local music festival and the composer, who will be running a special music workshop, will join them in the summer term. Experiences are enriched by visits to places of interest, to farms and to the local church. Use is made of stories from different cultures and the beliefs of different faiths are studied in all classes.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. The school continues to be a good caring community. All teachers and support staff know the pupils well and have good relationships with them. These good relationships enhance pupils' opportunities to learn. Good procedures are in place for child protection. The policy follows the Local Education Authority's guidelines. The staff is aware of the named person who has received appropriate training. Regular updates and procedures to follow are communicated to all staff and they are aware of their duties if they feel a child is at risk. The school makes good provision for the health and safety of its pupils and staff. Appropriate and prompt action is taken to follow up any recommendations or concerns the school has. Health and safety matters are monitored regularly by the governing body to ensure there is a safe and secure environment for pupils and staff. The lunch time break is well supervised and accidents or illness are dealt with appropriately. All pupils move around the school premises in a sensible and orderly manner.
40. Assessment of what pupils know, understand and can do has improved since the last inspection. The school has successfully developed the use of assessment information so that pupils are set appropriate and challenging work, especially for higher attaining pupils at Key Stage 2. Good detailed assessments are included in teachers' plans and records for English and mathematics. In other subjects, assessment procedures are in place but there is a little evidence of work in some subjects in pupils' files. Pupils with special educational needs have comprehensive assessment records, which fully inform teachers about what pupils need to learn. Pupils are well supported and there is evidence of good progress towards targets in their individual education plans. All pupils' personal and social development is appropriately monitored. Reports to parents indicate that teachers know pupils well. The quality of reports varies between satisfactory and very good. They are issued sufficiently frequently to give parents adequate information about their children's progress.
41. There is a good school policy for maintaining good discipline, which is understood and respected by all. No incidents of bullying or misbehaviour were seen during the week of the inspection and all pupils spoken to were clear about what they must do if someone frightens or hurts them. Older pupils assist younger ones and those new to the school. During discussions with pupils, without hesitation, all were aware that should any bullying take place it is dealt with promptly and effectively by the school. Pupils' attendance is good, and all unexplained absences are checked. These checks support the high level of care the school provides for its pupils. The school encourages good attendance by ensuring that pupils enjoy coming to school. The interesting lessons, good teaching, good relationships and caring ethos have a positive impact on pupils' attendance and learning. Opportunities for pupils to take responsibility for their own learning is encouraged throughout the school and has

improved since the last inspection. The effective support and advice given to pupils about their work helps to raise achievement.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

42. The school has continued to build on the good relationships with parents that were evident at the last inspection. The good relationships have a positive impact on many aspects of school life. Parents have a positive view of the school. The assistance parents give, for example, accompanying pupils to swimming lessons, is appreciated and valued by the school. The 'Friends of Bempton' is a very active organisation that promotes fellowship in the community, for example, with fund raising events that provide additional resources for the school.
43. The information provided by the school to parents is good. The school provides regular informative letters about events and activities, but insufficient information about what is to be taught each term. Most parents acknowledged in the questionnaire that they are happy with the information they receive about their children's progress. Pupils' annual reports are good overall, but not all contain clear guidance and targets about how pupils can develop further. The prospectus and governors' annual reports are satisfactory. Parents who responded to the questionnaire feel comfortable approaching the school with questions or concerns and consider that any matters raised are handled well. The school involves parents well in the assessment process for pupils with special educational needs. They are notified at an early stage of any concerns and invited to school to discuss their child's progress.
44. The school encourages parents to sign the 'home – school' agreement so that they understand their role in assisting their children at home with reading or specific school projects. The school values parents who contribute to children's learning at home. School policies are well explained to parents. Meetings about the Literacy and Numeracy strategies have been appreciated by parents. Parent consultation meetings are regular and well attended. In the questionnaire and at the parents' meeting, parents considered that they have a good partnership with the school and expressed satisfaction with most areas of its life and work. However, parents would welcome a more formal structure for homework. The inspection findings confirm the positive views expressed by parents about the school and the need for a structured homework policy. The school has yet to discuss resource issues with parents. There is a good range of activities outside lessons that enhance pupils' education.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

45. When the school was inspected in January 1997, Bempton was found to provide satisfactory value for money. Since then it has continued to improve in many areas of its work and in particular, the quality of teaching. Most of the points for action from the last inspection have been tackled effectively.
46. The governing body has only recently been elected. It has made a satisfactory start to fulfilling its statutory responsibilities. Governors who were present on the previous governing body have a clear view of the school's strengths and weaknesses. In the past the governing body has successfully helped the school set priorities for development and has monitored aspects of the school's work, such as the provision

for literacy. The chair of governors provides good support for the school through her long-standing involvement with it and her knowledge of families in the area.

47. The school is very well led by a highly committed headteacher who provides the drive, vision and many good ideas to improve the school. She promotes a strong ethos, based on good relationships and team-work. The school is committed to constant improvement. The staff also provide clear educational direction and share the vision for the school. Delegation of responsibilities, even within a small school context, is limited. There is however, no negative impact and planning of all kinds is shared amongst staff. Where co-ordination roles are delegated they are mostly effectively carried out well. The co-ordination of information technology has not been strong enough. There is much sharing of information and the mathematics co-ordinator is a 'leading teacher' who is observed by teachers from other schools. The headteacher motivates and influences the school very effectively. There is a strong commitment in the school towards realistically high targets for standards in English, mathematics, science and all subjects. The school's aims are very well reflected in its work.
48. The school's work is well monitored by the headteacher and staff. Strengths and weaknesses in the school's results and in teachers' assessments are evaluated and effective plans are put in place to further improve standards. Teaching is regularly monitored and teachers receive information about the strengths and weaknesses of their work. This professional dialogue has had a particularly strong impact on the quality of teaching, which the school has made its main priority over the last two years. The local education authority has provided very good support for the school in this area. The results of its monitoring visits are extremely useful in helping the school to decide priorities and for it to know how far it is moved in the past two years. The standards demanded and expectations of teachers are high enough.
49. The school knows what it needs to do to improve further and the school is well managed. There are many good examples of clear thinking in the school. The assessment policy and the school's long-term planning are two examples. The school development plan is good. It takes the form of a series of grids, which include who is responsible for what, costs for the year and how the school will know when it has achieved particular goals. The relatively new member of staff has been well inducted into the school's procedures and practices. The school is an effective provider of initial teacher training.
50. Educational priorities are well supported through the school's financial planning and there is a strong focus on raising standards. The school has an under-spend of greater than five per cent of its budget. All funds are appropriately allocated to ensure that the school maintains its good provision if numbers of pupils drop temporarily. The school budgets ahead for three years effectively with the help of the local education authority. The school is fully aware of its likely future costs and any implications that might require action. The strategic use of resources including money for school improvement and pupils with special educational needs is effectively used. The provision for special educational needs is particularly efficiently run by the co-ordinator. The school follows the principles of 'best value' appropriately. The headteacher, for example, checks the value for money that contracts provide. Pupils benefit from the care and attention paid to how effectively funds are spent. For example, there are sufficient small resources for all pupils in all subjects. The school office is efficiently run and proper use is made of new technology to save time.

51. The accommodation and resources are satisfactory. However, the school does not have a hall and this has had a negative impact on the provision for physical education and on the daily act of collective worship. The library stock, an identified priority for development, is old and little used.
52. The match of teachers and support staff to the demands of the curriculum is satisfactory. There are sufficient well qualified and well inducted teachers to meet the demands of the National Curriculum. The school conducts its business effectively and it continues to provide satisfactory value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**In conjunction with plans already in place, the headteacher, staff and governing body should now:**

- Raise standards in information technology by teaching all the programmes of study at Key Stage 2. (Paragraphs 4, 96 )
- Raise standards in science by increasing the amount of time devoted to the subject. (Paragraph 75)
- Ensure that the daily act of collective worship consistently meets all statutory requirements. (Paragraph 35)

**The school should consider the following minor issues for inclusion in the action plan:**

- Develop a policy for homework, which prepares pupils more fully for secondary education and takes account of parents' views. (Paragraph 25, 64)
- Improve the quality and breadth of reference books in the library and make better use of this facility to develop pupils' independent learning skills. (Paragraph 51, 67)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	75	10	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	71
Number of full-time pupils eligible for free school meals	6
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	3
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	4.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

**Attainment at the end of Key Stage 1**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	7	5	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	5	5	5
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	92 (80)	92 (80)	92 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	5	4	5
	Total	11	10	11
Percentage of pupils at NC level 2 or above	School	92 (80)	83 (80)	92 (100)
	National	82 (81)	86 (85)	87 (86)

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



**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	5	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	4
	Girls	3	2	3
	Total	7	5	7
Percentage of pupils at NC level 4 or above	School	64 (65)	45 (59)	64 (69)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	2	6
	Girls	3	3	5
	Total	6	5	11
Percentage of pupils at NC level 4 or above	School	55 (65)	45 (65)	100 (72)
	National	68 (65)	69 (63)	75 (72)

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

**Ethnic background of pupils**

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

*This table refers to pupils of compulsory school age only.*

**Exclusions in the last school year**

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

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

**Teachers and classes****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	21.5
Average class size	23.6

**Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	32

**Financial information**

Financial year	1999
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	£
Total income	152589
Total expenditure	148861
Expenditure per pupil	2040
Balance brought forward from previous year	5761
Balance carried forward to next year	9489

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	71
Number of questionnaires returned	43

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	28	7	0	0
My child is making good progress in school.	47	46	7	0	0
Behaviour in the school is good.	33	49	9	5	4
My child gets the right amount of work to do at home.	7	44	23	26	0
The teaching is good.	37	53	2	0	8
I am kept well informed about how my child is getting on.	28	49	18	5	0
I would feel comfortable about approaching the school with questions or a problem.	70	23	2	5	0
The school expects my child to work hard and achieve his or her best.	56	40	0	0	4
The school works closely with parents.	30	56	7	5	2
The school is well led and managed.	35	47	5	5	8
The school is helping my child become mature and responsible.	37	51	9	0	3
The school provides an interesting range of activities outside lessons.	53	28	19	0	0

### Other issues raised by parents

Parents had many good things to say about the school; such as about behaviour and attendance, the quick way that teachers respond to pupils' needs and the success of the school's literacy programme. A significant minority of parents felt that mathematics standards are lower than they are in English. Parents confirmed the lack of homework for older pupils, especially in Year 6, and felt there is little preparation for secondary school. Some parents felt newsletters are not frequent enough and parents are not sufficiently well informed about what their children will learn about each term. The system of rewards for pupils was criticised for rewarding less well-behaved pupils more often than pupils who are always good. Several parents mentioned that time-keeping is not as good as it could be.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

53. Children enter the reception class at the beginning of the term in which they are five. At any one time therefore, there are very few children in the school who are under five, and at the time of the inspection all seven reception children were already five. Children are invited to join the class for one half day each week during the term prior to their full-time education, and two children are taking advantage of this excellent opportunity this term. Transition from home to school is well managed and children, parents and teachers have many occasions to share information and alleviate any concerns.
54. Children have a range of pre-school experiences and attainment on entry is varied. Some children enter school with very good literacy skills whilst others have difficulty with language and social behaviour. Children make good progress however, and within a very short time attainment in all areas of learning is within the nationally expected range of attainment for children of this age and in some cases exceeds it. The curricular provision is good and takes account of the six 'Areas of Learning' \* recommended for children of this age. It provides a good basis for learning and children transfer to the National Curriculum as soon as they are ready. This is a similar picture to that seen during the previous inspection.

\* Language and literacy, mathematical development, knowledge and understanding of the world, physical development, personal and social development, creative development.

55. Most children are well on the way to achieving expected levels in language and literacy by the time they are five. Basic skills are well taught and children listen attentively to their teacher and to each other during 'circle time' discussions. They contribute confidently when sharing their news and talk happily about things that interest them. They respond sensibly to questions when clarifying what they are doing, and talk readily to each other during role-play. All have developed a love of books and handle them with confidence and some are already reading simple stories. Support and encouragement is provided at home, especially when children borrow books from school to share with their families. Most children identify the sounds that letters represent and write basic words and phrases. Some children need very little help to write simple sentences. Writing skills are good and children are taught to form letters correctly.
56. Children make good progress in mathematics and most reach expected levels by the time they are five and some exceed them. All children can count up to twenty and some can do simple operations, such as add on two or three to numbers within twenty. All can separate ten objects into groups, they know the numbers that will make ten and they explain clearly what they are doing. Pupils use their knowledge of mathematical language such as 'above,' 'below' and 'under' to explain where to find mini-beasts when exploring the school garden.
57. Although no physical education lessons were observed during the inspection because of the pattern of the school timetable and the lack of indoor facilities, progress in this area of learning is judged to be satisfactory. Pupils move with increasing awareness of others both in the classroom and during playtimes. Provision for in class physical

development is good and pupils use pencils, small tools and construction equipment with increasing dexterity.

58. Children enter the reception class with a wide range of knowledge and understanding of the world in which they live and most talk confidently about their experiences. Planned activities build on previous knowledge and children make good progress. They discover the favourite habitats of mini-beasts in readiness for contributing ideas to the plans for a school wild-life area and they observe the progress of eggs in the classroom incubator. Experience is enhanced by visits in the locality and children have seen the lambs at the farm and the animals in the park. Computer skills are developed well and children can use the keyboard for word-processing and have good mouse control. Children experience a range of creative activities and progress is good They gain skills and confidence in drawing and mix their own colours when painting.
59. Personal and social development is good. The secure environment and the care provided enables the children to settle quickly into the reception class and they soon adjust to the routines and activities. Co-operation is fostered and children become more sensitive to the feelings of others and develop skills, such as sharing and taking turns.
60. The quality of teaching for young children is good. The teacher knows the children well and plans for their differing needs, ensuring that learning builds on previous knowledge. There are high expectations for work and behaviour and the children respond appropriately. Tasks are generally well planned but not enough use is made of structured play activities that put learning into the context of real situations. Careful assessments are made of children's attainments on entry and the data gathered is analysed to ensure that all children receive appropriate support. Parents are kept well informed about progress and meetings are held for parents to explain the school's approach to the teaching of literacy and numeracy.

## **ENGLISH**

61. In the 1999 National Curriculum tests and over the last four years, the performance of pupils at the end of Key Stage 1 has been well above average in reading and matched average results in writing, both nationally and when compared with similar schools. At the end of Key Stage 2 in 1999, pupils' results in English were well below average nationally and also well below those of similar schools. The school nevertheless achieved its target. In 1999 there was a high percentage of pupils with special educational needs in a small year group, which distorted results significantly and comparative data is unreliable. During the past four years boys at Key Stage 2 have scored more highly than girls in English assessments. No particular reason has been discovered for this trend. The school gives proper attention to equal opportunities and the needs of different groups. Results have been above average nationally over this period. Teachers' assessments of pupils' anticipated attainments are generally in line with actual test results. In relation to pupils' capabilities, standards are high enough and are improving.
62. Inspection evidence shows pupils at the end of both key stages to be working at levels above what might be expected nationally, especially in reading. Throughout the school pupils enjoy books and have a positive attitude to reading. In Year 2 pupils read aloud with a clear awareness of their listener. Pupils read fluently and with good expression. In some instances pupils adopt voices to suit different characters resulting in

captivating performances. In Year 6 pupils read a wide range of texts both for pleasure and for information. Many understand the significance of some sub-plots and make reference to crucial events when making predictions. They name their favourite authors and compare and contrast different kinds of writing. However pupils make very little use of libraries to extend their learning and very few use the school library. The recent emphasis on written work has resulted in a marked improvement in the development of descriptive and lively writing. In Year 2 pupils writing is well organised with events related one to another. Good use is made of speech to add interest, and punctuation is often accurately used. In Year 6 writing is varied and interesting with good use of imaginative vocabulary. Elements of dialogue, action and description are interwoven to engage the reader, and paragraphs are used to mark the main divisions within stories.

63. The quality of teaching in the lessons observed was good overall, and at the end of Key Stage 2 it was very good. Teachers demonstrate secure subject knowledge and communicate real enthusiasm for the topics taught. In the best lessons they inspire and challenge pupils to achieve beyond expectation. Teachers are alert to all possible opportunities to develop pupils' vocabulary and in most lessons they extend their pupils' knowledge of words with a range of subject specific language. The good attitudes and behaviour of pupils have a positive impact on learning in most lessons. Teachers use a variety of strategies that lead to well prepared and interesting lessons. For example in a lesson combining geography and literacy pupils made comparisons between fiction and non-fiction texts and considered the differences between school life in Japan and that in England. Teachers have high expectations of their pupils who respond well. This was clearly demonstrated when some of the younger pupils were asked to take on the role of Daddy in the week's story and write a letter to daughter Sophie. Although a very difficult idea, pupils settled quickly to the task and produced writing that met requirements and was both lively and interesting. Again demands were made on older pupils that required them to work to their full capacity as they studied the structure and imagery of a very challenging and evocative poem.
64. Interest is maintained in most lessons through the adoption of a brisk pace, and new learning is interwoven with practice activities that guarantee a high level of productivity. Teachers organise and manage the mixed age classes skilfully. They know the pupils well and carefully match tasks, questioning and additional support to the differing needs of the pupils. The result is that all pupils, including those with special needs, make good progress. However, the practice of routinely setting homework to consolidate or extend learning is not used consistently, and although pupils have some tasks suggested to them such as home reading, there is little insistence that these tasks should be carried through into practice by all pupils.
65. Since the previous inspection in 1997 the school has continued to improve standards in reading, writing and spelling and has successfully introduced the National Literacy Strategy. The careful planning and the emphasis on whole class teaching have had a positive impact on standards and learning. Pupils use their skills in literacy across the whole curriculum and very few opportunities are missed to develop and apply pupils' knowledge of words, language and reading skills. For example in mathematics they use their comprehension skills to help them calculate the true value of discounted goods offered for sale in real-life advertisements. The capacity of many pupils to write quickly and competently helps them to write factual accounts in subjects such as geography and science and most pupils can enter into discussions with confidence. Word processing skills are used effectively to create and present written work, and

some of the youngest pupils write their stories directly onto the screen. Pupils' speaking and listening skills are put to good use in all lessons.

66. Good progress in all aspects of English is maintained throughout the school and is recorded through assessment. Individual files that include progress in writing are in place and are being developed in order to give a clearer picture of what pupils can do as they progress through the school. At present the files do not show attainment matched against nationally expected levels. Pupils with special needs are well supported and make good progress in reaching their own individual targets that are clearly stated in individual educational plans. Spelling is practised daily in all classes and standards are generally good. Handwriting is taught systematically from the earliest years and emphasis is rightly placed on correct letter formation. By the end of Key Stage 1, most pupils use a joined form of writing which is of a consistent size and well presented. Independent writing is encouraged in reception and even the youngest pupils know what they want to write and do so with confidence. All pupils develop appropriate speaking and listening skills. They sustain concentration, contribute to class discussions and provide concise explanations about their work.
67. The co-ordinator for English, who has only recently been given the subject responsibility, has had the opportunity to observe teaching and learning in all classes. Standards in English are monitored carefully and the progress of individuals and groups are carefully analysed. This provides data that guides future planning and enables realistic improvement targets to be set. A perceived weakness in spelling and writing led to renewed emphasis on these curriculum areas which has resulted in marked improvements and work continues to improve standards still further. Good use is made of resources and these are continually being extended and improved. However, the library is underused, and is not sufficiently stocked with attractive books of good quality that meet the needs of the whole curriculum. Satisfactory use is made of information technology to help pupils understand, for example, how to edit and improve their work. Insufficient homework is set in Years 5 and 6 to prepare pupils for secondary education.

## **MATHEMATICS**

68. Pupils' work this year at both key stages meets national expectations; this judgement is similar to that from the last inspection. The level of challenge in work set for higher attainers is now good and the Numeracy Strategy has been implemented well. At the end of Key Stage 2, standards have improved this year after declining over the past three years. Small numbers of pupils are tested each year and any trends in results need to be treated with caution. In 1999 there was a high percentage of pupils with special educational needs in a small year group. Standards over the last four years have been below average and parents have been right to be concerned. Recent improvements in teaching and in teaching materials have improved performances. Boys over the last four years have performed much higher than girls. No particular reason has been discovered for this. The school achieved its low target last year and has set a higher target this year of 73 per cent of pupils to achieve the benchmark Level 4 in Year 6. Results at the end of Key Stage 1 over the last four years have been well below national averages also. In relation to pupils' capabilities, standards are now high enough and are improving.
69. At the end of Key Stage 1, higher attaining pupils work with numbers and sequences to 1000, subtract 7 from 18 in their heads and measure in centimetres accurately.

Pupils give change from five pounds successfully. Average pupils measure the sides of regular shapes in centimetres, know which numbers are greater or smaller than others, construct simple bar graphs, add four and 16 together and work with numbers to 100 successfully. Below average pupils complete much basic number work up to 100 and their standards of work are often similar to those of average pupils.

70. At the end of Key Stage 2, higher attainers work out the interest a bank might give, for example, 5.85 per cent of £120. They use various methods to add numbers up to 10,000, understand decimal fractions, work out the areas of irregular shapes, use line graphs successfully to show relationships, understand negative numbers and how to construct shapes accurately. Average pupils know how to find 15 per cent of £8,500, multiply 7 by 2.8, subtract 516 from 520, know the names of many shapes and can interpret conversion graphs successfully. Below average pupils successfully find the difference between full and discount prices, estimate and measure angles, add using hundreds, tens and units and have some understanding of negative numbers. A particularly positive process, which the school encourages, is for pupils to have mathematics 'jotters' where they try ideas out and record their mental calculations. Pupils with special needs are well supported and make good progress in reaching their own individual targets that are clearly stated in their individual educational plans.
71. The teaching is good across the school. The numeracy strategy has had a positive influence on what the school does and has raised teachers' expectations further. The good teaching leads to pupils' good attitudes to work. Pupils concentrate well and persevere with tasks, which are often quite difficult. Pupils are keen to answer questions and most enjoy the well planned oral mental arithmetic activities. Teachers make effective use of mental arithmetic lessons to support subsequent work. This improves pupils' capacity to understand what they are doing. The scrutiny of work revealed how hard pupils have worked over this year.
72. In Year 6, good use is made of real advertisements to test pupils' understanding of fractions and percentages. An example of very good understanding of pupils' needs by the teacher in Years 2/3/4 was observed. The compass rose and left and right hands were revised before they attempted some navigation work on a map. Pupils' learning was enhanced and their enjoyment of the activity, once they fully understood what to do, was very evident. High demands are placed on pupils and they respond well. Years 3 and 4 pupils learnt to imagine themselves on the map to help them find in which direction to travel. Mixed age classes are taught well. Teachers direct questions in the whole-class sessions so that all can answer and make progress and feel they are taking an active part. Higher and lower attaining pupils successfully change classes at certain points in the day so that their needs can be better met. Work is almost always well matched to pupils with special educational needs and higher attainers. Good progress was evident in the lessons seen.
73. Other subjects contribute successfully to pupils' understanding of numeracy. Pupils count in physical education and time distances; in geography they use co-ordinates to find places on maps and work out the heights of land; in music they count beats and lengths of notes; and in information technology pupils handle data using graphs. Technical terms are taught throughout the curriculum. Particularly good links are made to geography whenever possible, such as work using maps. Pupils' knowledge of English and literacy helps them with Mathematics. Pupils often need to read problems and understand what they mean before they can carry out the mathematical elements.



74. The subject is well co-ordinated. Good attention is paid to testing pupils and to analysing National Curriculum Test results to evaluate how pupils are progressing. Good records are kept including some examples of pupils' work. An impact of this work is that teachers know pupils well and set, in most cases, challenging work for pupils, which is neither too hard nor too easy. The school is enthusiastic about mathematics and is keen to improve further. Satisfactory use is made of information technology to help pupils understand, for example, numerical information in the form of graphs. Insufficient homework is set in Years 5 and 6 to prepare pupils for secondary education.

## **SCIENCE**

75. Standards of work at the end of both key stages this year meet national expectations, a judgement similar to the last report. Higher attaining pupils are now better challenged by the work set. The results of teachers' assessments at the end of Key Stage 1 last year showed that standards met the national average. Over the past four years at Key Stage 2, pupils' performances have been below average. In 1999, a high proportion of pupils had special educational needs and pupils' performances were well below average. Small numbers of pupils take the tests each year therefore results vary greatly from year to year. However, another reason why standards have been lower than they should be is that too little time is given to teaching science. Boys' results have been significantly better than girls.' No particular reason has been found for this pattern.
76. At the end of Key Stage 1, pupils record how electricity is used in the home and where dangers lie. Pupils know the difference between transparent, translucent and opaque materials. They successfully predict where different minibeasts might live around the school. Pupils also study life cycles, levers and pulleys. In reception and in Years 1 and 2, pupils successfully consider the design and site of a wildlife area. They know where minibeasts are found and successfully complete tally charts and write about their findings.
77. At the end of Key Stage 2, pupils successfully carry out fair tests concerned with friction. Higher attaining pupils measure the forces needed to move objects across different surfaces accurately. Average attainers discuss the order of doing things to achieve a result successfully. They also understand that rubber bands wrapped around the objects will increase the amount of friction. Below average pupils need some adult help to get started. They measure forces needed successfully and record their findings in appropriate units. Pupils with special educational needs are usually well supported by adults in the classroom and with help they achieve similar results to below average pupils.
78. Pupils have also studied the solar system and aspects of light. They know how a camera works and the difference between types of circuits. In Year 4 pupils, with some adult help, made a circuit-tester from ideas given in a book and tested various materials successfully to see if they conducted electricity. Pupils explained what they had discovered well.
79. Across the school the teaching is good and pupils make good progress in lessons. They make satisfactory progress over time. The good teaching has a positive effect on pupils' attitudes to work. Younger pupils are often helped by older ones. Relationships

are good and pupils' good listening skills help them learn faster. The teaching encourages these qualities. Older pupils persevere with their work well.

80. All teachers have good subject knowledge and this has a positive impact on pupils' learning. Pupils are well challenged across the school. However, some pupils in Years 5 and 6 are occasionally set tasks that are too difficult for them and they make little progress. Teachers emphasise the skills of proper experimentation and use as many real-life situations as they can. Pupils' learning is consolidated by good end of lesson discussions. For example, higher attaining pupils in Years 5 and 6 could use their knowledge of friction to explain where this was a desirable feature or not in the workings of a bicycle.
81. Pupils' standards of literacy and numeracy allow them to measure and record information successfully. There is a clear policy for science and the subject is set to receive more attention and time next year. Very good displays in the corridors enhance pupils' knowledge and understanding of, for example, the planets, electricity pylons and the properties of materials. Although there is no named co-ordinator, teachers' joint planning ensures that there is a satisfactory, broad and balanced curriculum that reflects the school's long term plans. The library contains sufficient books about scientific ideas but many of the books are old. Satisfactory use is made of information technology to help pupils understand, for example, the results of surveys. Insufficient homework is set in Years 5 and 6 to prepare pupils for secondary education.

## **ART**

82. Due to the school's planned pattern of working it was possible to observe only one full art lesson during the inspection. Together with an examination of curricular plans, scrutiny of pupils' work and classroom displays, this indicates that attainment at the end of both key stages is similar to national expectations for pupils of these ages. This reflects standards observed during the previous inspection in 1997.
83. At Key Stage 1 pupils use tools and materials safely. From the earliest days in school they mix their own colours and apply paint with confidence. By the time they are in Year 2 pupils use colour sensitively to re-create carefully observed illustrations from their storybook and they select appropriate brushes to add detail to their work. They explore the impressionist style of Claude Monet's many canvasses depicting water lilies, and inspired by his work they interpret it effectively in collage, paint and fabric. Further investigation of the work of well-known artists by some of the older pupils has included that of Paul Klee. His line designs and his use of colour have been studied and have formed the basis for further experimentation. Pupils at the end of Key Stage 2 capture the delicate nature of spring flowers and through careful observation reproduce the intricate patterns and colours seen. Some of their retained work demonstrates a useful basic knowledge of perspective and skilful use of line and shading adds depth to many drawings.
84. Teaching and learning is good. Pupils have good attitudes to work. Lessons are well planned and have clear targets. Resources are carefully prepared and they inspire pupils to want to draw and paint. A broad curriculum has been planned and there is evidence of it in displays around the school, such as pots, which have been fired at the secondary school.

## DESIGN AND TECHNOLOGY

85. Because of the planned pattern of work during the inspection it was not possible to observe any lessons in design technology. Evidence of curricular planning and discussion with some pupils and teachers, indicates that the subject is taught appropriately. For example, the planning and development of the school wild-life site during the summer term will lend itself readily to exploiting 'for real' many of the features of the design and technology curriculum, such as designing and making. Pupils in Key Stage 1 have already started to investigate the types of habitats needed in order to attract wild life and they have included these in some carefully recorded designs which will be developed as planning progresses. Pupils and staff are incorporating many of the skills learnt into their work about the new village hall project.
86. Reception and Year 1 pupils, with parental help, followed a recipe and made pizzas whilst others used construction equipment to build models from their own designs. Key stage 2 pupils explained how they had developed skills that helped them manufacture boxes. These they used in designs for three-dimensional models of animals and buildings. This manufacturing skill was also utilised during the development of pin-hole cameras and periscopes. Little evidence was available to illustrate the planning and evaluation process followed during these projects, although these important skills are taught.

## GEOGRAPHY and HISTORY

87. Standards of work in **geography** meet national expectations at both key stages and pupils make good progress in lessons. During the inspection a very good range of geographical work was on display in classrooms. Standards have been maintained since the last inspection. Geography has a high profile in the school and this reflects in pupils' work and in the depth that it is taught. Teachers are resourceful and good use is made of maps and the local area.
88. At the end of Key Stage 1, pupils know the four countries of the United Kingdom, the capitals and main rivers. They know the names of the seas around the British Isles. Up to Year 4, pupils draw maps of the route from school to home with increasing detail. A good display of photos of the Bempton area with a large-scale Ordnance Survey map enhances pupils' knowledge of the area. Pupils keep weather diaries and learn to use globes and atlases successfully. They know some ways the environment changes and have drawn designs for a wildlife area.
89. At the end of Key Stage 2, pupils were observed working with Ordnance Survey maps. All pupils compared contrasting areas for the number and frequency of different features, such as rivers and post offices. All successfully used tally graphs to record their findings. In the recent past, pupils have drawn cross-sections of valleys using contours from Ordnance Survey maps.
90. The teaching is good at both key stages. In a successful lesson in reception and Years 1 and 2, the teacher read the story of 'King Grumpyguts,' which captured pupils' interest. Pupils were then set the task of helping the pirate find his lost treasure. Pupils made much effort and all completed a map successfully. Good purposeful teaching led to good progress and pupils learned how to use simple co-ordinates. Work such as handling survey information about the frequency of physical features in different areas of the country is taught well.

91. At both key stages teachers have good subject knowledge. All lessons observed were effective and purposeful. Younger pupils have learned the names of the key physical features of the United Kingdom. Pupils have clearly made good progress with geographical knowledge. Pupils have good attitudes to work across the school and they are keen to learn and to behave well. Pupils' good attitudes lead to good learning and teachers insist on high standards of behaviour. Teachers and support staff work tirelessly to check on pupils' progress and to give them help where it is needed. Pupils concentrate well and their standards of reading allow them to engage successfully with work sheets or other written sources. On the odd occasion, the oldest pupils who are lower attainers, find tasks too difficult and they make little progress.
92. The subject is well co-ordinated and the joint planning between teachers provides a coherent curriculum for pupils. Successful links are made with mathematics, for example, pupils study co-ordinates and direction. Presently there are few examples of work in pupils' assessment folders. Books in the library tend to be old and out of date.
93. No **history** lessons were observed. Judgements are based on a scrutiny of work and of displays and planning. Standards meet national expectations and pupils make satisfactory progress. Standards have been maintained since the last inspection.
94. At Key Stage 1, pupils study the Victorians, the lives of rich and poor people, the lives of boys and girls and Florence Nightingale. The growth of cities, the use of steam in industry also feature in pupils' work. During studies of the ancient Egyptians and the River Nile, pupils consider sources of evidence and what they tell us. At Key Stage 2, pupils study Great Britain since 1930 and the Tudors. Pupils' literacy standards at Key Stage 1 allow pupils to successfully engage with the tasks they are given.
95. An appropriate curriculum is taught. Teachers joint planning is sufficient to guide the school's work although there is no named co-ordinator. Library resources are limited. Few examples of work have been placed in pupils' assessment folders.

## **INFORMATION TECHNOLOGY**

96. As no lessons were seen, judgements are based on a scrutiny of pupils' work, teachers' planning, discussions with the co-ordinator and some pupils as they worked on tasks. Standards meet national expectations at the end of Key Stage 1 and are below national expectations at the end of Key Stage 2. There have been some improvements since the last inspection. The school has a much improved range of computers and other equipment and pupils' data handling and word processing skills have improved. However, the curriculum at Key Stage 2 is incomplete. Pupils are not taught about controlling devices, monitoring data such as weather information or about simulations which mimic, for example, real life situations. Presently there is no overall plan for the curriculum; therefore the school has made unsatisfactory progress since the last inspection.
97. At the end of Key Stage 1 pupils load and save their work successfully. They learn to control a floor robot and to use pictures stored on computer programs to improve stories they have written. In Year 1 good examples of this technique were observed on display. Pupils in Years 2, 3 and 4 learn to handle data by making, for example, graphs of information they have collected. Pupils also successfully use word processing skills, such as changing the size and type of letters to enhance their work.

In Years 5 and 6, pupils further refine their data handling and word processing skills. Pupils record information and they make 'pie' and bar graphs so that numerical information is more easily interpreted. Many pupils know how to use a large number of features on the word processor's 'tool bar.'

98. The use of computers for supporting work in other subjects is limited by the lack of suitable programs. However, work in other subjects does benefit pupils' information to technology skills. Work completed in geography, such as handling survey information about the frequency of physical features in different areas of the country is taught well. Pupils' work in English, such as drafting and editing work using some of the many features of word processing programs also supports the development of pupils' skills.
99. The staff has the skills to teach information technology well. Presently, the school is checking exactly what pupils do and do not know. A good, accurate record of this information is being made. The library has few books about the subject.

## **MUSIC**

100. Because of the planned pattern of work in music during the inspection, it was possible to observe only one music lesson at Key Stage 2 and standards achieved in that lesson were good. No judgements can be made regarding Key Stage 1. However, the scrutiny of curricular plans indicates that pupils experience the full range of the music curriculum over time and that standards in Key Stage 2 have risen since the previous inspection.
101. In the observed lesson most aspects of the music curriculum were addressed, for example, pupils listened, composed, performed and appraised. They listened carefully to a piece of music in the style of a canon and correctly identified the number of times the melody was repeated. They suggested appropriate percussion instruments for the beat and the rhythm and they performed the resulting variation of the original piece well. Pupils appraised the results well and added interest by introducing additional instruments with each new repeat. All pupils understand simple notation and can identify the differences in tempo and pitch.
102. Pupils can develop their skills further by joining the recorder group and through membership of the school choir. They are presently practising music and songs in preparation for the Bridlington Choral Festival where they will experience the delight of being part of a large group of music makers. In addition, the composer of the music for that occasion will lead a workshop session in school during the summer term.
103. The teacher observed has a very good specialist subject knowledge. She transmits her love of music during lessons and this results in an enthusiastic response from pupils. Learning is rapid and they enjoy lessons greatly. Pupils with special educational needs make good progress. Pupils' enthusiasm for music results in many of them participating in the lunch time choir practice. The school has made good use of visiting advisory support in the form of demonstration lessons for each class. The co-ordination of the subject is good. Resources are good and although there is no piano, unaccompanied singing with recorded music produces satisfactory results.

## **PHYSICAL EDUCATION**

104. No lessons were observed in school, therefore no judgement about standards or pupils' progress can be made. However, a scrutiny of teachers' planning reveals that there is a broad and balanced curriculum. The school does not have a hall, which has a serious negative impact on the provision of indoor physical education, particularly in winter. The school does have a good outdoor play area and field and the school makes good use of these as often as possible. The school also has an arrangement to use a nearby school's hall, which to a small degree offsets the lack of a hall at the school.
105. The scrutiny of planning shows that pupils learn to travel and balance in gymnastics at Key Stage 1. The school uses taped broadcasts of dance programmes about, for example, 'Sleeping Beauty' and pupils learn to put sequences of movements together and to develop an awareness of space. At Key Stage 2, pupils develop games skills appropriately in small team games and in athletics. In a small school context, the range of extra-curricular activities is good and includes football and net ball.
106. The weekly swimming lesson was observed at the local pool. Half the school attended the session, supported by four parents and two staff from the school. The very good swimming provision has been maintained since the last report. The general level of supervision was also very good. Pupils' standards of work are above national expectations for their ages. The pupils who attended the pool, from Years 2, 3 and 4 have thirteen 55 minute sessions this year. A minimum of time is used for travel between school and the pool. The facility is very good and there is a separate pool for beginners and another for improving swimmers.
107. Higher attainers are taught rescue and survival skills. All pupils can throw a rope to a partner and pull them to the side of the pool. Many can swim 25 metres or more and in the session observed, they made very good progress. Lower attainers learned to strengthen their strokes and most can swim around five metres. Pupils were observed growing in confidence.
108. Overall the provision is very good. The instructors are highly competent and they cause pupils to listen and participate well and to try their best. The instructors and school staff gave clear instructions, used praise and made constructive comments to support pupils' efforts.

## **RELIGIOUS EDUCATION**

109. Religious education follows the school's scheme of work that is based on the local authority's Agreed Syllabus for Religious Education. Required standards are met at the end of Key Stage 1 and are exceeded at the end of Key Stage 2. The school has maintained the standards identified in the last inspection at Key Stage 1 and there is evidence that standards have improved at Key Stage 2. Evidence has been gathered from the few lessons observed during the inspection, the examination of curricular plans, a scrutiny of pupils' work and a discussion with the co-ordinator.
110. At the end of Key Stage 1 pupils develop a good knowledge of aspects of Christianity. They improve their understanding of right and wrong, learn moral values such as friendship, honesty and respect for others. As a result, relationships in the school are good. For example pupils discussed the angry reaction of Jesus as he overturned the

money lenders tables in Jerusalem. They considered the bravery that is sometimes necessary to do what is right in the face of opposition, and they reflected on what their own reactions would have been. Pupils are familiar with many of the Bible stories, they know that Jesus is a special person and they recognise the significance of Christian and Jewish Festivals.

111. Pupils, including those with special educational needs make good progress at Key Stage 2. They are fully aware of the Christian events during Holy Week and make connections with present day traditional events, such as the presentation by the Queen of Maundy Money to commemorate the Last Supper. They reflect on the custom of giving eggs as a symbol of new life on Easter Day and they discuss the sadness surrounding the death of Jesus on Friday pondering together the day's title of 'Good'. The older pupils compare and contrast the four different accounts of the first Easter Day as recorded in the Gospels. They are familiar with the layout of the Bible and demonstrate a depth of knowledge as they refer to other differing accounts such as those connected with the Christmas story. Pupils improve their understanding of world faiths through the study of Judaism and Islam. They become more aware of the importance of ceremony and custom to religious belief and they understand the significance of important signs and symbols.
112. The teaching is satisfactory overall and is sometimes good. At Key Stage 2 planning and preparation is good, with clear learning aims and tasks well matched to pupils' capabilities. In both key stages, teachers place importance on providing sufficient opportunities for reflection and they encourage further discussion of pupils' own ideas and beliefs. Pupils' attitudes are good throughout the school. They respond positively in lessons and debate issues freely with each other, respecting opinions that are different from their own.
113. The co-ordinator is knowledgeable, enthusiastic and has a very clear overview of the subject. There are detailed long and medium term plans that will probably be reviewed in the light of recent new guidance and a revised Locally Agreed Syllabus. Resources are satisfactory and any additional artefacts are borrowed from neighbouring schools or the Library Service.