

INSPECTION REPORT

Hawsker Cum Stainsacre C of E VC Primary School
Whitby

LEA area: North Yorkshire

Unique Reference Number: 121498

Inspection Number: 193037

Headteacher: Mr John Barber

Reporting inspector: Mr Peter Mathias
21945

Dates of inspection: 11 - 13 October 1999

Under OFSTED contract number: 707644

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hawsker Nr Whitby North Yorkshire YO22 4LA
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Appropriate authority:	The governing body
Name of Chair of Governors:	Mr John Freeman
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr Peter Mathias, RgI	Under-fives English History Geography Art Music Special educational needs	Attainment and progress Teaching Leadership and management Efficiency
Mrs Susan Boyle, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr Keith Sanderson	Mathematics Science Design and technology Information technology Physical education Religious education	Curriculum and assessment Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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MAIN FINDINGS

Pupils enter the school with about average levels of basic skills.

What the school does well

- Attainment in English in speaking and listening is above average at the end of both key stages. In writing standards are above average at the end of Key Stage 2.
- The quality of teaching is good overall with some very good teaching within the early part of Key Stage 2. Pupils with some degree of special educational needs are well supported and make good progress.
- The attitudes of pupils are good and their behaviour is very good. There are very good relationships within the school.
- The provision for pupils' moral and social development is good and there are good opportunities for extra-curricular activities including sport.
- Pupils are well supported. The school has a very caring and supportive ethos where pupils are valued.
- There is a strong partnership with parents and the local community. Parents have very positive views about the school.
- There is an appropriate match of number, qualifications and experience of teachers.

Where the school has weaknesses

- I. The curriculum for children under five is limited because there are insufficient regular opportunities for children of this age to have easy access to large apparatus to develop fully their physical skills and confidence.
- II. The curriculum is unbalanced and insufficient time is given to science. Too much time is allocated to teaching English when compared to the majority of schools. There are insufficient opportunities for investigational work in mathematics and science.
- III. There is no collection of work providing examples of standards pupils are expected to achieve in English, mathematics and science.
- IV. The good quality marking is inconsistent across the school.
- V. The school development plan lacks sufficient detail to enable the governing body to judge the success of the school's initiatives. The role of the governing body as a critical friend of the school is underdeveloped. It plays a limited role in providing a sense of direction in the longer term and in judging the effectiveness of teaching and learning within the school. These were weaknesses in the last inspection and they remain so.
- VI. There are restrictions in the ability of the school to teach gymnastics and dance in physical education because the school lacks sufficient indoor space and facilities. This has been recognised and there are well advanced plans to resolve this.
- VII. The provision for pupils' spiritual and cultural development is not as good as for moral and social development.

The weaknesses are outweighed by what the school does well but will form the basis of the governors' action plan which will be sent to parents and guardians of pupils at the school.

How the school has improved since the last inspection

Since the last inspection the school has made some improvements. The time spent by the headteacher on non-teaching tasks is now less and there is more administrative help. There has been a systematic review of subject guidance. Provision for pupils to develop a greater awareness of living in a multi-cultural society has improved, although cultural provision and spiritual provision are not as well developed as provision for social and moral development. The school has worked hard with the church and other groups in the local community to provide better facilities for physical education. These plans are about to be put into effect.

The school has set targets for itself in evaluating the success of the literacy hour, in reviewing subject guidance, in monitoring the relative performance for boys against girls, in providing more support for pupils with special educational needs and in music. There are also plans to improve the school buildings and grounds, most of these have yet to be completed.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 in the National Curriculum tests in 1998:

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

This shows that compared to all schools standards in English are well below average. In mathematics and science standards are average. When compared to similar schools standards in English are well below average, in mathematics and science standards are average.

Currently pupils enter the school with average levels of basic skills and attain average standards by the age of 11.

Standards in national assessments at 11 in English, mathematics and science have fallen in the period between 1996 and 1998. The school data related to national assessments is based on a small number of pupils who took the tests. Comparisons between the school and the national picture are significantly altered by changes in performance of a very small number of pupils. In the 1998 end of Key Stage 1 and 2 tests, a more than typical proportion of pupils had been previously identified as having some degree of special educational needs. Their overall performance in these circumstances is satisfactory. In the most recent tests in 1999 there is evidence to suggest that standards have risen.

The work in English in speaking and listening is above average throughout the school. In reading standards are average. In writing standards are average at the end of Key Stage 1 and above average at the end of Key Stage 2. In mathematics and science standards are average. In information technology standards are at the levels expected. In religious education standards are in line with those set out in the locally agreed syllabus. In art, design and technology, geography and physical education pupils make satisfactory progress. In history and music pupils make good progress. Progress in literacy is satisfactory in Key Stage 1 and good in Key Stage 2. Pupils make satisfactory progress in numeracy across the school.

The progress of children under five is good in their knowledge and understanding of the world. Progress

is satisfactory in children's personal and social development, language and literacy, mathematical development, physical development and creative development. However, within children's physical development there are limitations because of the lack of facilities and resources for children to use large play equipment regularly.

By the age of five attainment is generally in line with expected levels although some lack confidence in physical activities.

• **Quality of teaching**

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

All teaching was satisfactory or better. In 74 per cent of lessons it was good or very good. While standards of good teaching are consistent across the school, a particular strength is the very good teaching which provides well for pupils within the early part of Key Stage 2. The implementation of the National Literacy Strategy has been successful and there has been a purposeful start to the national numeracy initiative.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Very good. Pupils have developed a good level of self discipline. Relationships between adults and pupils are very positive.
Attendance	Good.
Ethos*	There is a warm and caring ethos to the school.
Leadership and management	The governing body does not give a clear enough sense of direction for the school and the school development plan is inadequate. There are insufficient means of judging the success of the school in meeting the targets it is setting for itself.
Curriculum	Provision for the under-fives in physical development has some limitations. In other areas it is sound. The planned curriculum for Key Stage 1 and Key Stage 2 is broad but lacks balance. There is a well above average amount of time spend on English and a well below average amount of time spent on science. The investigational aspects of mathematics and science are not given sufficient emphasis. There are good opportunities for music and sport including team games.
Pupils with special educational needs	Provision for special educational needs is good and these pupils make at least satisfactory progress. Often their progress is good.

Spiritual, moral, social & cultural development

Provision for pupils' moral and social development is good. Provision for pupils' spiritual and cultural development is satisfactory. Provision for cultural development does now recognise the multi-cultural nature of society.

Staffing, resources and accommodation	Staffing levels including support staff are good. Arrangements for professional development of staff are satisfactory. The accommodation has improved but remains limited particularly in respect of provision for physical education. Overall resources are adequate, and good in information technology, English, music and history. An exception is provision for children under five who lack large play equipment. Resources are readily available and well used.
Value for money	The school provides satisfactory value for money.

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

The school has the capacity to improve further.

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The parents' views of the school

What most parents like about the school

- VIII. Encourages parents to play an active part.
- IX. Is approachable when there are problems.
- X. Informs them about what is taught.
- XI. Keeps them well informed about progress.
- XII. Enables a good standard of work.
- XIII. Encourages involvement in more than just lessons.
- XIV. Are satisfied with the work expected to be done at home.
- XV. There are positive values and attitudes.
- XVI. The school achieves high standards of good behaviour.
- XVII. Children like coming to school.

What some parents are not happy about

Nineteen responses were received from the 100 questionnaires issued. The inspectors' judgements support parents' positive views of the school. Only a very small number of parents expressed any negative views of the school. These were not supported by the evidence of the inspection.

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KEY ISSUES FOR ACTION

The headteacher, staff and governors, with the support of the local education authority should:

- i) Strengthen the role of the governing body so that it is better informed and able to act as a critical friend of the school by:
 - a) improving the quality of the school development plan so that it has clear timescales, detailed costings, identified individuals with specific responsibilities and means of judging the success of any action taken;
 - b) increasing the involvement of the governing body in long-term strategic planning and in judging the effectiveness of teaching and learning.
- ii) Review and adjust the time allocated to the teaching of subjects of the National Curriculum so

that the school's taught curriculum is more balanced and in line with other schools nationally.

- iii) Improve attainment and progress of children under five in their physical development by:
 - a) providing the youngest children with suitable resources to increase their confidence and skills;
 - b) allocate sufficient time for these resources to be used on a regular basis.
- iv) Assemble a collection of pupils' work which provides clear examples of standards pupils are expected to achieve in English, mathematics and science.

In addition to the key issues, the following less importance relative weaknesses should be considered for inclusion in the action plan:

- XVIII. make the good marking present within the school more consistent so that all pupils can recognise what they need to do to improve;
- XIX. increase the planned opportunities for pupils to take part in investigational and experimental work in mathematics and science;
- XX. improve the quality of provision for pupils' spiritual and cultural development to match that provided for their moral and social development;
- XXI. put into effect plans to improve facilities for indoor physical education.

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INTRODUCTION

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Characteristics of the school

1. Hawsker Cum Stainsacre is a smaller than average Church of England, voluntary controlled, primary school with 53 pupils on roll. There are three children in the reception and Key Stage 1 class who are under five years of age. Children start school either in September if they will be five years of age before May or in January if they will be five years of age later in the school year.
2. The school is situated between the two villages of Hawsker and Stainsacre. It is close to the town of Whitby. A number of pupils come from outside the local area and a broad range of backgrounds. In the previous school year nearly half the pupils came from outside the immediate area. Generally on entering the school most children have about average levels of basic skills. No pupils come from homes where English is an additional language. There are nine pupils who are considered to be eligible for free school meals. This is an average amount for schools of this size. Thirteen pupils are considered by the school to have some degree of special educational needs, of these four are between stages three and five of the statutory procedures required under the Code of Practice for pupils with special educational needs.
3. The school has an extensive and detailed statement of aims which emphasises development of lively, enquiring and creative minds and the importance of the acquisition of knowledge and understanding. The school has set appropriate targets for improvement.
- 3.

Key indicators

Attainment at Key Stage 1

3. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage at NC Level 2 or above	School	70	80	80
	National	80	81	84

3. Teacher Assessments		Reading	Mathematics	Science
Percentage at NC Level 2 or above	School	70	90	100
	National	80	85	86

Because Hawsker Cum Stainsacre is a very small school and only a very small number of pupils took part in the national assessments of seven-year-olds in 1998, it is considered inappropriate to publish the test performance in full.

Attainment at Key Stage 2

3. National Curriculum Test Results		English	Mathematics	Science
Percentage at NC Level 4 or above	School	54	77	85
	National	65	59	69

3. Teacher Assessments		English	Mathematics	Science
Percentage at NC Level 4 or above	School	77	85	77
	National	65	65	72

3. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised absence	School	4.5
		National comparative data	5.7
	Unauthorised absence	School	0.2
		National comparative data	0.5

3.

3. Exclusions

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

3. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	8
	Satisfactory or better	100
	Less than satisfactory	0

3. **PART A: ASPECTS OF THE SCHOOL**

3. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

3. **Attainment and progress**

4. Attainment within the school is satisfactory and there is no significant variation in the relative performance of boys and girls. An analysis of attainment tests for 11 year olds taken between 1996 and 1998 shows that in these tests girls did much better than boys. This is not borne out from the evidence of the inspection. The school data relating to national assessments is based on a small number of pupils. Comparisons between the school and the national picture are significantly altered by changes in performance of a very small number of pupils.
5. In the 1998 national tests at the end of Key Stage 2 standards in English were well below the national average. In mathematics and science standards were close to the national average. When compared to schools which are considered to have pupils from similar backgrounds, performance in English was well below but in mathematics and science performance was average. In the last three years to 1998 performance in English, mathematics and science has fallen from above the national average in 1996 to just below the national average in 1998. Information from the most recent assessments in 1999 suggest that standards in the tests in English, mathematics and science have risen to around those found in 1996.
6. In the 1998 national assessments at the end of Key Stage 1 attainment in English was well below average in reading and above average in writing. In mathematics in the assessments, attainment was considered to be below average. In the science assessments the proportion reaching average levels of attainment were very high but few exceeded this. When compared to similar schools attainment in reading and mathematics was well below. In writing pupils' performance was close to the average for schools with pupils from similar backgrounds. In English and mathematics few pupils reached the higher levels.
7. A larger than normal proportion of pupils taking the Key Stage 1 and Key Stage 2 assessments in 1998 were considered to be below the expected levels when they began school and have received some degree of special educational support. Their performance in this context is satisfactory.
8. Children begin school either in the September if they are to be five by the end of April or in January if they are five later in the school year. They come on a full-time basis following their admission. They have levels of all-round development and attainment which are broadly in line with those found nationally in children of a similar age. They make good progress in their knowledge and understanding of the world and sound progress in other areas of learning considered desirable for children of this age. An exception to this is in some areas of their physical development because children do not receive regular planned opportunities to use large play apparatus to develop their physical confidence. With this limitation these children are on course to reach the expected standard for children of five years of age. Most by the age of five are ready to begin the National Curriculum.

9. Attainment in English is currently average at the end of Key Stage 1 and above average at the end of Key Stage 2. Pupils' attainment in speaking and listening at the end of both key stages is above average. In reading at the end of both key stages attainment is average. In writing attainment is average at the end of Key Stage 1 and above average at the end of Key Stage 2. In the previous inspection standards were lower in speaking and listening at the end of both key stages. In reading they were the same. In writing they were the same at the end of Key Stage 1 but lower than currently found at the end of Key Stage 2. Since the last inspection there has been an overall improvement in speaking and listening at the end of Key Stage 1 and in all aspects of English at the end of Key Stage 2.
10. Pupils from an early age produce a good range of work, writing appropriately for different purposes and audiences. They make good use of their skills of literacy when writing in other subjects, for example, in history. Nearly all take a pride in their work, presenting it carefully. By the age of 11 many have a clear joined hand. Older pupils in Key Stage 2 make satisfactory progress in reading and can read confidently and recognise when they make a mistake. However, too few read with expression and a sense of audience. They use reference material including the Internet and CD-ROM effectively.
11. Progress in English is satisfactory within Key Stage 1 and good within Key Stage 2 except for reading which is satisfactory. Pupils in Year 1 are appropriately supported when they learn to read through well-planned activities which help them to build on their knowledge of letters and the sounds they make. By the end of the key stage pupils regard reading as an enjoyable and worthwhile activity and most can read independently. By the end of Key Stage 1 many pupils talk and listen confidently and have a sound understanding of simple grammar. Within Key Stage 2 the rate of progress is good. Pupils in the early part of this key stage respond well to the language they hear. They write expressively for a range of purposes. By the end of the key stage pupils can hypothesise and deduce answers from a text evaluating the meaning and effectiveness of the language used.
12. Pupils make good progress during the literacy hour and work hard. However some work such as reading and listening to stories is duplicated later in the day and the school spends significantly more time than most schools on the study of English. Pupils have good opportunities to use information technology as a tool for writing and many can compose, revise and print their own original text.
13. Pupils with special educational needs currently make good progress and are well supported by teachers, support assistants and visiting specialists. They benefit from the structured way they are helped to overcome the difficulties they experience in recognising the sounds letters make. They are given good encouragement and purposeful help. They work willingly and effectively.
14. Standards in mathematics at the end of both key stages are average. These standards are generally the same as at the time of the last inspection. Standards in numeracy are satisfactory and reflect the emphasis the school now places on daily mental activities. By the age of seven the majority of pupils have a clear understanding of place value and can add confidently within 100. They have a sound understanding of simple, regular shapes and can identify and compare their properties. They can make sensible estimations when measuring and checking their results. They record information they gather in block graphs. Overall progress within Key Stage 1 is satisfactory and all pupils are appropriately challenged. Progress in numeracy is satisfactory because pupils are given regular opportunities to practise these skills both in mathematics lessons and in other subjects.

15. By the age of 11 pupils attain standards which are average. They know their multiplication tables and show a reasonable speed of recall. They have a sound understanding of two and three-dimensional shapes and lines of symmetry. They can handle data to create bar charts, line graphs and pie charts often using information technology to do this. Progress within Key Stage 2 is satisfactory overall although insufficient progress is made in using and applying mathematics because there are too few opportunities for pupils to experience this area of the mathematics curriculum.
16. In science at the end of both key stages attainment is average and progress is satisfactory. Standards in science are broadly the same as at the time of the last inspection.
17. By the end of Key Stage 1 pupils are able to classify living and non-living objects. They can create a simple electrical circuit and are beginning to understand how to plan a fair test. At the end of Key Stage 2 pupils use apparatus confidently and can hypothesise realistically on a likely outcome of an experiment. They can predict what can happen, accurately. They know the functions of the major organs of the body and can investigate movement in air, air pressure and how quickly objects fall.
18. Pupils' attainment in information technology is in line with national expectations at the end of both key stages and progress is satisfactory. Younger pupils know the names of different parts of the computer. They can use the mouse and use specific keys on the keyboard for loading and selecting functions. They are developing sound skills in word processing. Older pupils towards the end of Key Stage 2 build successfully on what they have learnt earlier. They can add to, amend and seek information and combine their knowledge of word processing with that of data handling.
19. In religious education standards are in line with those expected in the locally agreed syllabus. Pupils make satisfactory progress. This is an improvement since the last inspection. Pupils within Key Stage 1 know of the importance of special times of the year, such as harvest, and are familiar with stories from the Bible and other religious traditions. Pupils within Key Stage 2 build steadily on what they have learnt earlier. They are familiar with many of the parables and stories of the New Testament and have a sound understanding of the importance of symbols in Christianity and other world religions.
20. In art, design and technology and geography standards are at expected levels at the end of both key stages. In history and music standards are higher than expected. This is the same picture as at the time of the last inspection.
21. In physical education standards are broadly in line with what is expected. This represents an improvement since the last inspection. However, there remain limitations to the progress pupils can make in gymnastics and dance because of the current lack of facilities, which the school is addressing.
21. **Attitudes, behaviour and personal development**
22. Throughout the school, pupils have good attitudes to their work and are interested in learning. They quickly become involved in their work and sustain their concentration to complete the tasks set by their teachers. They participate well by joining in discussion and answering questions. They mostly listen attentively to their teachers, and know what is expected of them. Pupils take care to present their work well, and are proud when they produce a good piece of work. Although pupils are very capable of selecting their own resources and of organising

themselves, opportunities for pupils to do so are limited.

23. Behaviour is very good. Parents are satisfied that the school achieves high standards of behaviour. Pupils have developed a good level of self discipline and mostly behave in a very responsible and sensible manner. In the playground and at lunchtimes pupils do as they are told. For example, they line up quickly and sensibly at the end of breaktimes. In lessons, they show respect for their teachers by listening carefully and doing as their teacher tells them. They are friendly and polite when speaking to adults.
24. Relationships in the school are very good. Teachers set a very good example of how to relate to others by listening to pupils, and valuing what they have to say. Boys and girls play well together and playtimes are happy. Disputes are rare but when they do occur, older pupils often quickly and harmoniously resolve them amongst themselves. In lessons, when working in groups, pupils' work well, sharing resources and supporting each other.
25. Pupils' personal development is good. At Key Stage 1, pupils thoughtfully discuss how a character in a story might feel, and this helps them to understand the feelings of others and to develop a sense of empathy. Pupils are confident and have a good sense of ownership about their school. This means that they notice what needs doing and will suggest jobs that they would like to do, such as tidying the garden. This gives them a good sense of responsibility and sound opportunities to use their initiative. Pupils are given tasks to contribute to the smooth running of the school but, however some tasks are over directed by the teacher and they do not provide opportunities for pupils to show independence.
25. **Attendance**
26. Attendance at the school is good. Pupils arrive punctually at the start of the day and lessons mostly begin promptly. In the last inspection attendance was also above the national average.

26.

QUALITY OF EDUCATION PROVIDED

26. Teaching

27. The quality of teaching is good and represents a major strength of the school. Overall in 100 per cent of lessons it is satisfactory or better. In 66 per cent of lessons it is good and in eight per cent of lessons it is very good. The very good teaching is found within the lower part of Key Stage 2. The teaching of literacy is good and well matched to the structure of the literacy hour. Teachers have made a purposeful start to teach the numeracy strategy.
28. The good and very good teaching has a clear impact on the standards currently being achieved particularly within the early part of Key Stage 2. In the previous inspection the quality of teaching ranged from outstanding to sound. The current picture is somewhat similar. Two out of the three permanent teachers at the school were on the staff at the time of the previous inspection and they have maintained their standards of teaching.
29. The quality of teaching for children under five is satisfactory. This teaching is well organised to address most of the areas of learning considered desirable for children of this age and there is a bright and attractive environment within the classroom for these children. However, because of the lack of resources for children to use large play equipment, this area of experience is

under-emphasised and children do not develop their confidence and independence in physical activities as fully as they might. Within these limitations the teacher makes good use of the assistance available.

30. Within Key Stage 1, 56 per cent of lessons are good. Within Key Stage 2, 71 per cent of lessons are good or very good. All the very good teaching is found within the early part of Key Stage 2. In the lessons where teaching is good or very good, lesson plans are sufficiently detailed to provide the teacher with a clear idea of what to teach and how to teach it in the time available. The lesson begins with purposeful questioning which is conducted at a brisk pace, this good pace is maintained throughout the lesson. The teacher has a good knowledge of the subject and holds pupils' attention well by the expressive and dramatic way in which the lesson is conducted. Pupils' attention is wrapped and they empathise closely with the subject of the lesson. There is a very good range of interesting artefacts and books which are well used to give the lesson meaning. Often references are made to pupils' own first hand experience, to provide relevance to what they are studying. Work is carefully planned to meet the different ages and abilities within the class and pupils are well supported in groups and when working as individuals. Teachers use their knowledge very well to pose challenging questions which encourage pupils to think carefully about "what would happen if ...". There are very good examples for pupils to follow in the high quality demonstration that teachers provide, for example, in music.
31. The management of pupils is good throughout the school and there is a warm caring atmosphere which all teachers help to foster by the supportive encouragement they offer. Pupils are treated with respect and they in return show a high regard for their teachers. In many lessons there is a clear sense of humour and enjoyment in working together. Pupils are praised warmly when they respond and are made to feel their contributions are of value. Pupils' work is carefully marked and pupils are sometimes but not always encouraged in the marking to think of ways in which their work could be improved.
32. In the 34 per cent of lessons where teaching is satisfactory, while lessons begin well, little time is left at the end of some lessons to go over the main points which should have been learnt and in some cases the lessons end abruptly. As a result the teacher has little opportunity to judge how successful a lesson has been and what needs to be done to develop pupils' knowledge and understanding further.
33. All staff are very aware of individual needs and are able to provide regular individual help. They are invariably supportive and encouraging when they do this. Pupils with special educational needs are currently well supported within classes by their teachers and assistants.
34. Teachers plan carefully together what topics they will teach and have a good knowledge of the pupils' capabilities because the classes are generally small. However, while they plan well to meet individual needs they do not have a clear overall view of the standards pupils ought to be achieving in English, mathematics and science.
35. Appropriate regular homework is set weekly in English and mathematics and in other subjects from time to time. This is based around the homework policy which informs staff about what and how much homework to give. Pupils with special educational needs are given work in this process which is well matched to their particular needs.
35. **The curriculum and assessment**

36. The curriculum is broadly based and meets the statutory requirements of the National Curriculum and religious education. However the curriculum is not balanced. Time allocated for teaching English is very high. This results in other subjects, notably science, having less time. The curriculum is accessible to all pupils and provides satisfactorily for pupils' physical, intellectual and emotional development. Pupils are prepared appropriately for the next stage in their education. Provision for sex education is suitable for the age and maturity of the pupils and is included as part of the science curriculum. Health education includes such topics as personal hygiene, dental care and healthy eating. Appropriate use is made of the expertise of the school nurse and health visitor. Provision for an awareness of the misuse of drugs is sound. Staff have recently attended a drugs awareness course. Personal and social education is developed through religious education based activities and is particularly effective in Key Stage 1.
37. The curriculum for pupils with some degree of special educational needs is appropriate and well planned to provide them with appropriately challenging work.
38. School policy documents are in place for all subjects, and the school has effectively reviewed subject guidance as required after the last inspection. This has been done by the whole staff, reflecting the co-operative ethos characterising the work of the school. Schemes of work for each subject ensure adequate coverage of the National Curriculum Programmes of Study. Half-termly plans, drawn up by individual teachers, after discussions and within the agreed rolling programme, set out clear learning objectives and outline suitable activities in order to achieve them. Teachers effectively provide at both key stages for pupils to build systematically on what they know and can do. Short-term planning is thorough. The school is organised on a mixed age basis in each class and short-term plans effectively address the issue of work planned to suit pupils of different ages and abilities. Weekly evaluations of these plans, and instances of immediate assessments in lessons result in adjustments to planned programmes in order to address common weaknesses, and to provide a better match of work to the needs of individual pupils.
39. The school has a variety of assessment procedures including baseline assessments, national tests, non compulsory standard assessment tests at Year 3, Year 4, Year 5, and standardised reading tests, in order to evaluate its provision and help teachers with their planning. The school builds informative profiles of each pupil's attainments, and teachers annotate samples of work against National Curriculum levels. However there are no collections of work, providing examples of what pupils are expected to achieve in English, mathematics and science, according to the National Curriculum, to help teachers achieve consistency and accuracy in their judgement of standards and their levels of expectation.
40. The curriculum is enhanced by a good range of extra-curricular activities, provided by teaching and non teaching staff and well attended by pupils. These include recorder, netball, football and an evening music club. The school also takes part in a range of inter-school sports competitions, with significant success. Participation in the Eskdale Festival of the Arts has included choir, school orchestra, recorder ensembles and percussion band. Good use is made of resources outside school to provide educational and social experiences for pupils. These include visits to the steam railway at Grosmont, Eden Camp War Museum, Whitby Abbey, the Danby Moors Centre and a residential visit to Ned Nook Centre at Skipton. The time given by staff, non teaching staff and parents in organising and supporting these activities has a beneficial effect on the quality of education offered by the school.

40. **Pupils' spiritual, moral, social and cultural development**

41. The overall provision for the spiritual, moral, social and cultural development of the pupils is good but with some differences between these aspects.
42. Provision for promoting spiritual development is sound and this represents an improvement since the last inspection. Through religious education pupils acquire a sound knowledge of the beliefs and values of Christianity and other major faiths, and the effect they have on the lives of individuals and families. Teachers receive and value pupils' ideas and encourage pupils to a positive self-image. In subjects such as music, science and art appropriate opportunities are given for pupils to develop a sense of wonder at the beauties and mysteries of creation. Acts of collective worship are planned well. Worship takes place in a quiet, peaceful atmosphere, pupils make an orderly entry and exit and all of this contributes to the ethos of the school. Assemblies and other subjects in the curriculum also provide opportunities for pupils to make personal responses to what they hear, see and experience. Prayers in assembly and contributions to church services to celebrate festivals, such as harvest and Christmas provide opportunities for pupils to think about, and reflect upon, their feelings regarding spiritual matters.
43. The provision for the moral development of pupils is good. All staff, including non-teaching assistants and mid-day supervisory assistants, provide a strong moral code. They encourage pupils to distinguish clearly between right and wrong through reasoned discussion of any incidents. They actively foster the values of honesty, fairness, justice and respect for others. These expectations are reinforced through the consistent application of the behaviour policy, and opportunities are taken in class and assembly to explore such matters as 'fairness' and 'rules'. Parents feel strongly that the school's values and attitudes have a positive effect on pupils, and that the school achieves high standards of behaviour. During the time of the inspection, inspectors observed no disruptive or anti-social behaviour.
44. The provision for the social development of the pupils is good. Pupils under the age of five are taught the importance of taking turns to speak, and of sharing equipment and books. Pupils have opportunities to undertake particular responsible tasks, and participate well in fund-raising activities, such as for 'Help the Aged'. This raises awareness of others less fortunate than themselves. All pupils are encouraged to work together co-operatively and collaboratively, such as in science, design and technology, mathematics, music and physical education. In one physical education lesson, older pupils worked very effectively with the youngest pupils, demonstrating a keen willingness to support and help. Good opportunities are provided for the fostering of responsibility through representing the school in the many inter-school sports competitions, through participation in the Eskdale Festival, and through educational and residential visits. The school's strong links with the church, and the wider community, help to develop pupils' understanding of citizenship.
45. Provision for cultural development is satisfactory. Pupils' knowledge and experience of their own culture is promoted through music, art, history, literature, poetry and drama. For example, many pupils take part in a very successful evening music school. They learn effectively through stories recounted in the literacy hour; through archaeological digs at Whitby Abbey, through visits to the Danby Moors Centre in the national park and to dramatic productions in Scarborough and Whitby. Pupils also have some opportunities to learn about customs and values of cultures other than their own. They enjoy calypsos in music, and in art reproduce Islamic tiling patterns. Other major faiths are studied in religious education and pupils have the opportunity to study artefacts from the Islamic and Jewish faiths.

45. **Support, guidance and pupils' welfare**

46. The school has a very caring and supportive ethos where pupils are valued. Teachers know their pupils well, and have developed effective relationships with them. Through the ethos and relationships, the school gives good support and guidance and appropriate provision for pupils' welfare.

47. There is effective monitoring of pupils' academic progress through a range of tests which enables the school to pick up concerns and follow them up. Small class sizes and the very good relationship that teachers have with pupils means there is very effective monitoring of pupils' personal development and behaviour. Attendance is monitored routinely through the registers and this is appropriate. The school has concerns about the number of pupil absences due to family holidays. It has tried with limited success to address this issue.

48. The school is very effectively promoting good discipline. Pupils develop a good sense of self-discipline and want to please their teachers. This means that behaviour in the school is very good without the need for a reward system. Bullying is very rare. Parents are satisfied that bullying is not an issue, but that if a pupil had worries they would go to a teacher or mid-day supervisory assistant.

49. The headteacher is the designated person for child protection. The policy is appropriate and teaching and non-teaching staff are clear about what to do should they have a concern.

50. The school is appropriately concerned for the health and safety of staff and pupils, and there were no issues noted during the inspection. However, the headteacher who is responsible for health and safety in the school, has not had training for example, in risk assessment. The school does not keep a written record of fire drills and not all staff are aware of the need to record accidents in the accident book.

50. **Partnership with parents and the community**

51. The school is very popular with parents with many pupils coming from outside the local area.

52. The quality of information for parents is satisfactory overall, although in some cases refers only to pupils in the masculine. The prospectus is informative. Pupils' annual reports vary in quality, but are satisfactory overall. Most reports have clear information about the progress pupils have made, and what pupils know and can do particularly in English and mathematics. A good feature of some reports, is that they tell pupils what they need to do to improve their work in English and mathematics. However, information about the other subjects is often very limited and focuses on pupils' attitudes to work and the work covered with too little emphasis given to the progress they have made. There are two parent evenings a year and parents are satisfied with the information they receive at these meetings.

53. Parents give good support for performances and special events and the Friends of School Association raises significant sums of money each year. A good number of parents help in classrooms and with transport for out-of-school activities. Parents, a person from the local community and staff all give good support for extra-curricular activities.

54. Many parents help their children to read. Parents and teachers make very effective use of the

reading diaries and have established a good home/school dialogue. There are booklets with appropriate information to enable parents to support reading, and help their children with letter and number formation.

55. The school has good links with the community, which support the curriculum and pupils' personal development. The local vicar is a regular visitor to the school. Pupils visit the church to support work they are doing in religious education and for various services. The joint project to convert part of the church for school and community use is well underway, with contributions from national and local business, charities, local parishioners and the Friends of School Association. Pupils take part in The Eskdale Festival of Art and are successful in local sporting leagues. The school summer fair is popular and well supported by local people. This year the school organised the local horticultural show. These links support the community and enrich the lives of pupils.

55.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

55. Leadership and management

56. In the previous inspection the school was well led and managed. However, there were some weaknesses, for example, the school development plan lacked long-term strategic planning; there were no systems to monitor and evaluate the effectiveness of the curriculum and the headteacher was overburdened with administrative duties which reduced the attention given to teaching. Since then some, but not all these weaknesses, have been addressed. For example, arrangements have been made to reduce the time spent by the headteacher on non-teaching tasks by increasing the secretarial support the school receives. There is also an arrangement for the headteacher's class to be taught by a part-time teacher for one morning a week to enable the headteacher to complete some administrative duties in school time. However the school development plan still lacks sufficient detail to make it an effective working document to guide the long-term development of the school. It does not set out clear timescales, detailed costings, responsibilities or means of judging the success of any actions taken.
57. While the headteacher has a good understanding of the quality of teaching going on in the school through an informal process of visiting classes and discussion with staff, there is still no fixed procedure to monitor and evaluate the effectiveness of the curriculum.
58. In the previous inspection the key issues included reduction in the time spent by the headteacher on non-teaching tasks, completing the systematic review of detailed subject guidance, the improvement in awareness of living in a multi-cultural society and the minimisation of the effects of limited accommodation on physical education. Since then the school has successfully addressed the key issue relating to the time spent by the headteacher on administration. It has completed a systematic review of subject guidance. There is better provision for pupils to develop a greater awareness of living in a multi-cultural society. There have been considerable efforts involving the local church and the local community to assemble plans and funds to convert part of the nearby church so that pupils can have much better facilities for physical education. The plans are nearing completion, although construction work has yet to begin.
59. The headteacher is very hardworking and makes a significant contribution to the happy and purposeful ethos which is shared by staff and pupils. The headteacher shows initiative, for

example, by establishing an evening music school for pupils and other children in the area and raising funds to reduce the overall cost of this activity. Personal relationships between staff and between staff and the governing body are positive. All staff work together well as a team. Pupils and adults treat each other with respect and there is a positive commitment to high standards. While the school has set targets for improvement, these are difficult to set because of the very small number of pupils in classes and the wide range of ability between pupils from year to year. There is a marking policy which is agreed between staff. However, the overall quality of marking is variable and while work is generally conscientiously marked it does not always provide sufficient help to pupils by indicating what they need to do to improve.

60. The governing body meets statutory requirements and there are appropriately designated governors for all specified areas including literacy and numeracy. There is a strong spirit of goodwill towards the school and some, but not all governors, are well informed about their areas of responsibility. However the role of the governing body in giving a clear educational direction to the school is underdeveloped. Procedures are inadequate to judge the success the school is making in reaching the targets it is setting for itself and governors are not on the whole actively involved in making policy decisions. They are often reliant upon the advice and guidance they receive from the headteacher. They are insufficiently in touch with the day-to-day life and work of the school to act as an effective, critical friend of the school.
61. The headteacher has successfully encouraged all staff to recognise that they have important responsibilities within the management of the school. Many of these responsibilities are shared between staff, for example, in the co-ordination of most subjects.
62. There is good management and administration of the provision for pupils with special educational needs so that parents and outside agencies are appropriately involved. Arrangements for the management of children under five are generally sound, although currently the provision for these children to take part in activities involving large play equipment are inadequate.
63. Day-to-day administration of the school is satisfactory and the school is well supported by a good deal of assistance from the local education authority in the management of the school budget.
64. Since the last inspection the school has improved. It has the capacity to improve further.
64. **Staffing, accommodation and learning resources**
65. There is an appropriate number of suitably qualified staff. All are hard working and conscientious and readily share knowledge and expertise with colleagues. Staff are appropriately trained and teach effectively all the subjects of the National Curriculum and religious education. The school currently has three classes with a very favourable pupil/teacher ratio and the governors are committed to maintaining this. Two non-teaching assistants effectively support teaching at both key stages, especially for those pupils with special educational needs. This support is well deployed and managed and high quality teamwork has a positive impact on pupils' attitudes to learning. Support staff help with extra-curricular activities and make a good contribution to a harmonious working atmosphere. Other support staff, including lunchtime supervisors, administrative staff, cook and caretaker make a valued, positive contribution to the life of the school.
66. The cycle of staff appraisal, formerly well established, is at present halted, as the county is in

the process of developing a new system. Support staff have good access to training opportunities, and have recently undertaken additional training for 'Working within the Literacy Hour'.

67. The school is well cared for and valued by staff, pupils and the community. The accommodation has been improved since the last inspection by the provision of an extension to the front of the school, enabling further development of work in such areas as special educational needs, instrumental tuition, art and technology. The site and school have many attractive features and are litter and graffiti free. Classrooms are bright and cheerful with pupils' work thoughtfully displayed. The lack of a school hall places restrictions, principally on the physical education programme, and the school works hard to minimise the effects of this. Plans are well advanced for the conversion of part of a neighbouring church into a multi-use building, giving the school access to the indoor space it needs. Outside is a well-maintained hard play area and a good, flat playing field. There is a 'wild area', which is currently under-exploited as a resource for learning.
68. Resources are generally satisfactory, and for information technology, English, history and music are good. Each teaching area has a suitable range of essential learning resources, materials and equipment, which are well maintained and organised. Storage space for resources is limited but well managed. The school makes good use of outside resources, day and residential visits and visitors to school, to support pupils' learning and their social and cultural development.
68. **The efficiency of the school**
69. The day-to-day management of the school's resources is sound and the school budget is carefully monitored. A recent auditor's report was positive and indicated no significant weaknesses in the school's procedures. However the school lacks a long-term strategic plan. While governors are consulted as part of the process of drawing up the annual budgets, they have no system in place to judge the success of spending decisions and the progress the school is making. While the governing body has set specific personal targets for the headteacher, it does not set criteria in others areas; for example, in assessing the effectiveness of the way in which the curriculum and school day is organised.
70. Since the last inspection there is a relatively large surplus of income over expenditure which has been carried forward. This in part arose as a result of an unexpected increase in pupil numbers. Much of the surplus has been spent on adding a recently completed additional area for study to the building.
71. Expenditure on pupils with special educational needs is appropriately spent on support and additional resources. These pupils are helped effectively. Income for staff development is accurately focused on the needs of the school, for example, in staff training for the literacy and numeracy initiatives. Classroom support assistants and those who support pupils with special educational needs work well alongside teachers. Arrangements for the appraisal of staff are in place, but the process is temporarily in abeyance while a new scheme is introduced.
72. The school does not carefully assess the amount of time it spends teaching individual subjects. As a result the curriculum lacks balance, for example, the time allocated for English is very high. Time set aside for science is low. On some occasions activities such as reading and listening to stories completed in the literacy hour are repeated for lengthy periods during the day and time is not always used well.

73. Generally the school makes best use of its accommodation and learning resources. An additional small classroom has recently been completed which provides good facilities for pupils to work independently or in groups. It is used well. Resources are generally easily to hand. Facilities for physical education are limited. The school makes good use of the outdoor hard play area and playing field. However, there are very limited indoor facilities for gymnastics and dance. There are well advanced plans to overcome this through a local initiative to provide suitable facilities within the nearby church.
74. Pupils enter the school with levels of attainment that are about those typically found. By the time they leave most attain average standards by the age of 11. They generally make satisfactory progress. Taking this into account and the sound overall quality of education provided, the school gives satisfactory value for money.

74. **PART B: CURRICULUM AREAS AND SUBJECTS**

74. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

75. Overall provision for children under five is satisfactory although there are some limitations. Generally children start school with average levels of maturity and basic skills. By the time the children reach the age of five they meet the Desirable Learning Outcomes in their personal and social development, language and literacy, creative development, mathematical development and knowledge and understanding of the world. In physical development children meet some but not all the required targets because of a lack of resources and regular opportunities to use them.
76. There are three children under five in the Key Stage 1 class which also includes children in Year 1 and Year 2 of Key Stage 1. In total there are 15 children on roll in this class. Some, but not all children under five, have attended pre-school provision before they enter formal education. The children who are under five make satisfactory progress towards the Desirable Learning Outcomes in their language and literacy, knowledge and understanding of the world, personal and social, mathematical and creative development. Unsatisfactory progress is made in some aspects of the children's physical development because they do not have sufficient resources or opportunities to develop physical confidence, co-ordination and control at their own pace.

Personal and social development

77. Children under five make satisfactory progress in their personal and social development and attain expected levels. Children make sound relationships with other children, the teacher and other adult helpers and work confidently in a family atmosphere. They share equipment fairly, are able to take turns and decide for themselves what to do next. They can concentrate for long periods on the task set and take out and put away equipment they use. They are able to change their clothes without help when getting ready for physical education lessons and are able to manage their own personal hygiene.
78. The quality of teaching is satisfactory; children are positively encouraged to get on together and to be useful members of their classroom.

Language and literacy

79. Attainment in language and literacy is satisfactory and children make satisfactory progress. They are learning how to hold a pencil appropriately and can name features of a bear's face and name other parts of the bear's body. They are beginning to learn to read and know that print carries meaning. The children listen attentively to their teacher and speak confidently, for example, when describing what they would take on a picnic.
80. They can identify letters of the alphabet and are beginning to learn how to form them accurately. They are beginning to write their names in 'my big workbook' and are beginning to write down their thoughts.
81. The quality of teaching in this area is satisfactory. The teacher and assistant work hard to provide a range of stimulating activities during the literacy hour so that these children are kept interested in their work and make sound progress, they are encouraged warmly to respond to questions confidently, and their contributions are valued.

Mathematics

82. Attainment in mathematics is satisfactory. Children have appropriate opportunities to experiment in practical ways, learning how to measure and weigh using their own units such as 'a cup full'. They can sort objects accurately into sets using different criteria. They know the names of simple shapes and their qualities and can describe them.
83. The quality of teaching in this area is satisfactory and children make steady progress. The teacher and assistants try hard to plan and provide for children under five, an appropriate range of mathematics experiences within the three age group class.

Knowledge and understanding of the world

84. Standards in this area of learning are sound and children make good progress. Children under five talk confidently about their journey to school and can draw a representation of that journey. They can arrange a sequence of actions to feed a cat and record the changing seasons in pictures. They can construct a boat which floats. They know the difference between real and imaginary events. They are beginning to use the class computer confidently.
85. The quality of teaching is good and the teacher and non-teaching assistants encourage children skilfully to investigate and discuss their work.

Physical development

86. By the time they are five children attain standards which are broadly in line with those for five year olds. However, progress in some aspects of this area is unsatisfactory because children do not receive regular, planned opportunities to use large play apparatus to develop their physical confidence. They learn how to make fine movements when using pencils, crayons, scissors and construction equipment and materials. In physical education they have limited opportunities to use small apparatus such as balls and ropes. The children can run and jump, twist and stretch. They are aware of the need to stop and start when asked to do so. However, while there is sufficient space for pupils to have access to large play apparatus and to learn how to be independent, there are limited opportunities for them to develop confidence at their own pace and there are no resources for children to use for this purpose.
87. The quality of teaching in this area is satisfactory and the teacher when conducting a whole-class lesson in physical education is enthusiastic and sets appropriate standards.

Creative development

88. Children under five achieve the expected standards for children of this age. In art children experiment confidently and use a range of media including paint, crayons and pastels. They can cut and stick and make a colourful collage of the nursery rhyme 'There was an old woman'. They are learning how to use a range of materials including felt and clay. The children express their feelings and ideas about the stories they hear and can invent their own, dressing up to act out the parts. They create sounds with musical instruments and play them in an organised way with their classmates.
89. The quality of teaching is good. The teacher and assistant explain clearly what should be done and work closely and supportively with individuals in the group to help them complete their work. They successfully encourage them to use their resources carefully and to think about

ways in which they can improve and extend their work.

89. **ENGLISH, MATHEMATICS AND SCIENCE**

89. **English**

90. Attainment in English is average at the end of Key Stage 1 and above average at the end of Key Stage 2. In the previous inspection standards were average at both key stages. In the 1998 assessments in reading the percentage of pupils reaching the expected level, (Level 2 or above), at the end of Key Stage 1 was well below the national average and well below the average for schools of similar size and social context. In writing the percentage of seven year olds reaching Level 2 was above average and a typical percentage of pupils reached above this, but were broadly in line with other similar schools. At the end of the Key Stage 2 assessments in 1998, the attainment was well below the national average and well below the average for similar schools. However, performance at the end of Key Stage 1 in reading and writing over a three year period between 1996 and 1998 has been above the national average overall. Over the same period at the end of Key Stage 2 standards reached by 11 year olds in English have been close to the national average. These variations are attributable to the small number of pupils sitting the assessments and to the fact that in 1998 there were a relatively significant number of pupils in Years 2 and 6 who were considered to have some degree of special educational needs. For them attainment was in line with their abilities and their progress was satisfactory. Overall results in English in the 1999 assessments at the end of Key Stage 1 and 2 are higher than in 1998 and appear to be more in line with levels historically reached.
91. Currently in speaking and listening attainment is above average at the end of both key stages and pupils make good progress building successfully on what they have learnt previously. By the age of seven pupils listen carefully to their teachers and respond willingly and enthusiastically to questions. They speak confidently reflecting the supportive way in which their teachers and other adults encourage them to express themselves and value their responses. By the age of 11 pupils discuss vigorously amongst themselves and with their teacher. There are good opportunity for example, in history, for them to do this and they are positively and sensitively encouraged to explain why they think events occurred. Younger pupils in Key Stage 2 identify closely to characters for example, 'Poor Tom', in the stories they hear. Older pupils express themselves clearly when speaking to larger audiences for example, in assemblies. They choose their words carefully, altering sentences so that they sound more up to date for example, when studying the poem 'Hiawatha' as part of the literacy hour.
92. Pupils' attainment in reading is average at the end of both key stages. Within Key Stage 1 and 2 progress is satisfactory and good for pupils with special educational needs who are well supported both by their teachers and by other adults. These pupils currently benefit significantly from the additional help they receive in strengthening their skills in sounding out and blending letter sounds. Younger pupils are effectively encouraged to regard reading as an enjoyable and worthwhile activity.
93. By the age of seven most pupils can read a simple passage accurately and understand what it means. However, many lack expression in their reading. Most pupils, including those who are below average talk confidently about the characters in the books they are reading and can talk about other books they have read. They know how to find information from a reference book.

94. By the age of 11 most pupils read fluently and can recognise when they make a mistake and correct it. However, only the above average read with feeling. They recall their favourite characters from other books they have read and have firm views about why they prefer one author to another. All pupils are aware of the Internet as a source of information and can use it confidently for this purpose. They make good use of an appropriate range of CD-ROMs and many are regular users of the local library. They use their own class libraries confidently. There are well-established links with parents through an effective home/school reading diary which enables parents and teachers to be in touch with how pupils are progressing.
95. Pupils' attainment in writing is average at the end of Key Stage 1 and above average at the end of Key Stage 2. Pupils make satisfactory progress within Key Stage 1 and good progress within Key Stage 2. In both classes within Key Stage 2 pupils in Years 3 to 6 have very good opportunities to experience a wide curriculum in writing and complete a considerable amount of written work of a variety of forms including the writing and appreciation of poetry. For example, in Year 3 pupils are encouraged to review poems and to pick out the words they particularly enjoy. A good example of this was in a study of 'Something told The Wild Geese' where pupils set out in a well-formed hand the reasons why this was a favourite. Pupils make good progress in handwriting and by the age of seven many write neatly and take a pride in presenting their work carefully. They are beginning to express themselves in a sequence of sentences and are aware of the basic rules of punctuation and grammar. By the age of 11 pupils write for a wide range of purposes. They compose their own poems and write accurately using a wide vocabulary. They have a good understanding of the rules of grammar and use direct and indirect speech appropriately. There are good opportunities for pupils to write in other subjects for example, in history and in geography, when writing an imaginary letter home from a Roman Legionary to his family or when describing a river in Norfolk. Handwriting is generally of a high standard and most write fluently and neatly.
96. There are good opportunities for pupils to use information technology to compose and edit their work and older pupils are able to produce first and second drafts effectively in this way. Pupils with special educational needs are well supported and make good progress. They benefit from the good support they receive and the way that work is often carefully matched to their particular needs.
97. Pupils' attitudes to English are positive at both key stages. Younger pupils are confident when responding to the varied opportunities which are given by their teachers to discuss their ideas and feelings. They listen carefully to each other and respect each other's views, for example, in a literacy hour discussion about what to take on a picnic. Older pupils are willing to join in a story, reading the refrain aloud and with enthusiasm. They relate very well to their teachers and are anxious to please. They talk confidently and purposefully with adults about their work.
98. The quality of teaching is good. In all lessons seen it is at least good. In a quarter of the lessons it is very good. Where teaching is very good, the teacher begins the lesson with a clear sense of purpose so that each pupil knows what they are being asked to do. The teacher questions clearly to encourage pupils to identify with the main characters in the story and to feel a sense of empathy with their predicament. The story is related effectively to the sea-going history of the local area. Good opportunities are taken to discuss the meaning and effect of particular words in the text. Pupils' attention is held and the suspense of the story magnified by the dramatic way in which it is told. There is a smooth and effective transition from one part of the lesson to another so that the brisk pace of learning is maintained. The teacher has a secure knowledge of grammar and parts of speech and has high expectations for pupils to match it. There is a positive and mutually supportive relationship between the teacher and individual

pupils and a warm sense of humour is shared with the class. Tasks are carefully matched to the different abilities within the class so that pupils complete appropriately challenging work.

99. In some cases the quality of marking is good and pupils are encouraged warmly through it. They are given a clear indication of what to do to improve their work. However, in other examples while work is regularly marked, comments are cursory and give no help to pupils as to how to make their work better. Generally teachers follow the homework policy for English and tasks are appropriate and worthwhile.
100. The curriculum meets statutory requirements and a purposeful start has been made to the literacy hour. A particularly strong feature is the way in which opportunities to write are linked to work in other subjects. Throughout the school, beyond the daily literacy hour, there are regular opportunities for private reading, handwriting and grammar work. Pupils are also given several opportunities to listen to stories being read to them. For example, during the inspection on one day each class spent approximately two hours in the direct study of English. The current timetable indicates that on several days during the week a high proportion of time is spent in this way. Overall the school spends a considerably higher proportion of its time on English than the majority of schools.
101. There are good procedures for assessing pupils' attainment and progress and to systematically record them. The school has set realistic targets for improvement based upon this information. The information is well used to promote individual progress particularly of those with some degree of special educational need. However there is no collection of works showing levels of work which pupils should achieve in each year.
102. The school does not have a co-ordinator for English overall although one member of staff has specific responsibilities for literacy. There are good links between this co-ordinator and the designated governor for literacy who are both well informed.
103. The headteacher, working closely with staff, has been responsible for the careful updating of resources both for the teaching of literacy and for other English activities. Resources are good and meet the requirements of the literacy hour. Library resources are good, although because of the nature of the school they are divided between classes. Reading books are carefully coded and both they and a very good range of reference books are invitingly organised and displayed. All resources are well used.
103. **Mathematics**
104. At the end of both key stages standards of attainment are average. In the 1998 national tests for seven year olds, results were below average. At the end of Key Stage 2 results of the tests for 11 year olds were average. The proportion of pupils attaining higher levels at the end of Key Stage 1 was small. At the end of Key Stage 2 the proportion of pupils reaching these levels was typical of schools nationally. Currently pupils make satisfactory progress through both key stages.
105. At Key Stage 1 pupils sort objects into groups of equal number and soon learn to recall addition and subtraction facts up to ten mentally. They are able to identify 'the number before' and 'the number after'. They compare the weights of items using terms such as 'heavier than' and 'lighter than'. They read and record analogue time when the hands are 'on the hour', with the highest attaining beginning to record 'half past'. By the end of the key stage the majority of pupils have a clear understanding of the value of digits, and confidently add numbers up to 100. They

explore different ways of making numbers using doubles and multiples of ten. Pupils have a sound understanding of shape and space. They identify pentagons, hexagons and octagons and are able to compare their properties in terms of edges, faces and vertices. They explore symmetry of shapes using a mirror. Pupils are able to make reasonable estimations when measuring using standard units of measurement such as centimetres and metres, and can check their results. They gather information and represent their findings using block graphs.

106. Progress through Key Stage 1 is satisfactory with a few making good progress. Skills in mental mathematics are constantly practised and pupils develop an ability to use a range of mathematical language such as 'fraction', 'angle' and 'estimate'. By the end of the key stage the organisation and setting out of work show more purpose, and pupils' recording, labelling and presentation of work reflect also the development of their literacy skills. Pupils with special educational needs make good progress. This is due to good teaching, good quality support from learning support staff and well planned work which allows learning to proceed in small achievable steps.
107. At the end of Key Stage 2 pupils learn their multiplication tables up to ten times and show a reasonable speed of recall. Pupils have a satisfactory knowledge of two and three-dimensional shapes and understand line symmetry. Pupils experience a variety of work in data handling and most pupils know bar charts, line graphs and pie charts. Sound use is made of information technology to support this area of mathematics and pupils produce good quality computer generated graphs. The majority of pupils are also able to interpret the data correctly. Computation skills are satisfactory overall and some improvement has been made in this area since the last inspection. Pupils effectively use numeracy skills in other lessons such as science and design and technology.
108. Progress through the key stage is satisfactory overall, except in the area of using and applying mathematics. The emphasis the school now places on daily mental mathematical activities is having a positive impact on pupils' knowledge of number facts, and their fluency in making mental calculations. Speaking and listening skills are developed well through class discussions at the start and end of lessons. However insufficient emphasis is placed on using and applying mathematics at Key Stage 2 with too few opportunities for pupils to tackle open-ended investigations.
109. Pupils respond well to mathematics and their attitudes are good. They show interest, listen carefully to the teacher and are able to sustain their efforts for good periods of time. Relationships between pupils and teachers are very good, and pupils co-operate well together and appreciate the efforts of others. In one lesson the youngest pupils were so pleased when one of them found the correct answer to a mental problem they had struggled with for quite a while that they spontaneously applauded. Pupils are willing to answer questions, they enjoy practical activities and behaviour in lessons is good.
110. Teaching at both key stages is never less than satisfactory and in two out of three lessons it is good. Teachers have a secure subject knowledge and planning is sound. Teachers interact well with pupils and there is mutual respect between teacher and learner which allows pupils to gain in confidence. Teachers are adept at asking the right question of the right pupil at the right time. Used well, as in most lessons observed, questions identify weaknesses or reinforce understanding and provide a good foundation for further progress. Assessments of pupils' progress during lessons are soundly used. In one lesson on shape the teacher quickly assessed pupils' contributions, both oral and written, gave instant feedback and pupils a clear view of the standards they reach. By the end of the lesson, pupils are quite clear about the weaknesses to

be addressed during the next lesson. Lessons are well planned. The teacher sets work for groups and individuals appropriately. All teachers use support staff and parent helpers well. They are well briefed and provide effective support, especially for pupils with special educational needs.

111. There is an appropriate policy and the planning framework gives effective guidance to teachers on what to teach and when. Teachers work hard with their planning and the mathematics scheme, including the implementation of the National Numeracy Strategy, offers sound support. Assessments during lessons are soundly used to develop further programmes of work and the school is beginning to analyse national test results in more detail. Staff annotate examples of pupils' work according to National Curriculum levels, but there is no collection of pupils' work which shows National Curriculum standards expected of pupils of differing ages and abilities to guide teachers in making consistent assessments of pupils' work. Resources are satisfactory in quality and quantity and are well used.

111. **Science**

112. During the inspection only a very small number of science lessons were observed because science was not a priority of the curriculum. However, from a scrutiny of pupils' previous work, teachers' plans and by talking to pupils and teachers, it is clear that by the end of both key stages attainment is average and progress is satisfactory. In the teacher assessments at the end of Key Stage 1 a very high proportion of pupils reached the average standard but a below average proportion reached higher levels. In the 1998 national tests at the end of Key Stage 2 performance in science was close to the national average and an about typical proportion of pupils reached higher levels. Inspection findings are broadly similar to those at the time of the last inspection.
113. By the end of Key Stage 1 pupils are able to classify living and non-living objects. They are able to demonstrate knowledge and understanding of the senses, through conducting simple experiments to test feeling, 'spiky', 'furry', and 'smooth'. They hear and identify sounds which are alike, and which different, and taste different flavours of crisps. In investigating how to create a circuit to make a light bulb light up, pupils show some understanding of the need to plan an experiment and to record findings carefully and systematically.
114. Pupils make sound progress through Key Stage 1. There is an emphasis on using practical tasks to develop knowledge and understanding. This is evident in pupils' work on planting a variety of beans and making detailed records of the rate of growth. Pupils learn how to handle simple scientific equipment carefully and safely. Within these activities pupils develop skills of investigation, such as making simple predictions, and learn how to record their findings using a wider variety of methods. Pupils with special educational needs make good progress
115. Pupils build on their skills at Key Stage 2 but have limited time to reach higher levels. They can test the properties of various materials for example, they use wax, vegetable oil, petroleum jelly and polish to coat materials to test for waterproofing. Through such activities they develop skills of prediction, and come to understand the elements of 'fair testing'. In work on 'Myself' pupils investigate the skeleton and use terms such as 'vertebrae', 'ulna', 'radius' and 'femur' to identify key parts. They investigate movement in air, air pressure and how quickly objects drop. Pupils have fun with mirrors and find out whether it is possible to see around corners.

116. Generally progress is satisfactory through Key Stage 2. However, a relatively small amount of time is set aside for specific experiments and progress in this aspect is limited. Pupils use apparatus confidently and carry out experiments with increasing skill and accuracy. They provide detailed, clearly labelled diagrams, set out work more methodically and use standard scientific vocabulary with confidence. In many science lessons pupils develop their literacy skills well. Subject specific vocabulary is emphasised as in Year 5/6 where pupils write about 'opaque', 'transparent' and 'translucent' in their studies on light. Numeracy skills are developed throughout with measurement and recording in a variety of ways. Pupils make graphs to show the length of shadows at a particular time of day, or collect personal data relating to height, weight, hand area and reaction times as part of their studies of 'myself', and represent their findings in comparative charts and graphs. Pupils with special educational needs are well supported and make good progress.
117. Pupils care about the presentation of their work and almost always finish the tasks they are set. Discussion with pupils reveals enthusiasm for practical work and positive attitudes towards the subject.
118. The school has an appropriate policy and scheme of work which now incorporates some recent national guidance to help staff. However, opportunities for the highest attaining pupils to have the responsibility for helping to plan experiments, especially in the usage and application of what they have learned, are infrequent. This is partially due to an imbalance of the time allocated to different curriculum subjects, with science having a low allocation. There is a satisfactory range of learning resources and the school has plans to re-develop an outside 'wild' area as a resource for pupils' studies of the environment.

118. **OTHER SUBJECTS OR COURSES**

118. **Information technology**

119. During the inspection very few lessons were observed because this subject was not a feature of the timetable. However, from a scrutiny of pupils' previous work, teachers' plans and by discussion with pupils and teachers; at the end of both key stages pupils' attainment is in line with national expectations, and they make satisfactory progress. This is a similar picture to that found at the time of the last inspection. During the inspection there were no opportunities to observe lessons in which information technology was specifically taught. Some pupils were using computers individually, and in pairs, during the week.
120. In Key Stage 1 pupils know and name different parts of the computer. They use the mouse and specific keys on the keyboard to load and select various functions, as for example when adapting and modifying pictures. They enter text on to a word processor, and draw using different art programmes, successfully adding text to their drawings. They store simple data on their computer, as for example when studying how pupils travel to school. They are able to present the information accurately in a variety of graphical forms. As they progress through the key stage they use 'My World' to model 'Dress the Teddy' and 'Goldilocks'. Pupils use a programmable robot, as an introduction to control technology. They enter appropriate commands to make the toy follow a selected route.
121. In Key Stage 2 pupils build successfully upon these skills. They collect, sort and present data in a variety of ways, combining their knowledge of word processing with that of data handling.

When producing material for such projects as their 'Greek Newspaper', pupils use a mouse to highlight blocks of text. Many pupils experiment with font size for titles and headlines. A minority can 'cut and paste' to re-order text and can underline to emphasise important points. Pupils can use the 'spell checker'. All of these activities help to develop literacy skills. A growing number of pupils can use the Internet to gather appropriate information, such as in the recent work on the Rugby Union World Cup. Pupils understand, and use correctly, terminology such as 'icon', 'drive' and 'font'. Pupils with special educational needs have good access to the school's computers and use them confidently.

122. Conversations with teachers and pupils indicate that pupils enjoy the subject. Pupils are keen to talk about their work and are noticeably generous in acknowledging the skills that other pupils in the class have. Equipment is handled with care and pupils are happy to share the use of keyboard and mouse.
123. There is a satisfactory policy and scheme of work, based on National Curriculum requirements. This has been put in place since the time of the last inspection. Structured opportunities allow pupils to gain the necessary skills and experience. Information technology is used effectively, principally in English, mathematics and science, but also in other areas of the curriculum. For example, the careful compilation of a database about the weather makes an effective contribution to studies in geography.
124. The quality of hardware and software are good and is well used. There is a good number of computers to which pupils have good access.

Religious education

125. By the end of both key stages standards in religious education are in line with those expected in the locally agreed syllabus. Pupils make satisfactory progress. This is an improvement, at Key Stage 2, since the last inspection.
126. At Key Stage 1 pupils come to understand that they are unique individuals and as such are 'special'. Through their study of 'Harvest' as a special time, they come to see the wonder of the cycle of growth, and the need for humans to care for the environment. They learn stories from the Bible, and from other religious traditions, stories from the New Testament are linked well to everyday life to reinforce the concept of religion as rules for life. Pupils learn that religions have special books and that these books provide guidance on how to live.
127. Pupils build steadily on prior knowledge in Key Stage 2. They study stories and parables in the New Testament, such as 'The Prodigal Son' and 'The Good Samaritan', and consider why these are important to Christians. They develop their experience of the Bible and consider how the New Testament is a special book for the Christian faith and the Old Testament is of special importance to the Jewish faith. Pupils identify and examine a range of 'symbols' and relate them to the Christian and Islamic faiths. For example they look at 'vestments' and 'liturgical colours' in the Christian church, relating them to religious beliefs and feelings, and effectively link this to the symbols, motifs and logos on modern designer clothing. Good links are also made with the well-planned programme of assemblies to reinforce messages given in religious education.
128. Pupils' response to religious education is good. Pupils respect each other and respond well in class discussions. They listen carefully, display interest and many ask thoughtful questions.
129. Teaching is good overall. Teachers have sound subject knowledge and are not afraid to stray from factual matters and develop discussions where pupils can begin to form their own opinions. Opportunities for reflection are provided, especially in Key Stage 1. This was well illustrated in a lesson with the youngest pupils. The teacher skilfully created a sense of the 'special' and 'wondrous' when the class was examining how large plants grow from tiny seeds as part of looking at the 'natural world' and our relationship to it.
130. Resources are satisfactory in quality and quantity. They are easily accessible and well used.

Art

131. Only one lesson was seen during the inspection. Evidence from teachers' planning, scrutiny of pupils' work and discussion with pupils and teachers show that standards in art are at expected levels at both key stages. In the previous report standards at Key Stage 1 were good but were more variable within Key Stage 2. Pupils make satisfactory progress at both key stages. Pupils in Year 1 and Year 2 have good opportunities to experience a range of activities and materials including work in three dimensions. They are beginning to appreciate that famous artists have different styles and techniques and can utilise these techniques such as pointillism in their own paintings. Within Key Stage 2 pupils draw carefully from their close observation of seeds and berries. They can paint Tudor monarchs in the style of Frans Hals and make three-dimensional models of Tudor houses using a range of materials and tools. They can create tone and effect through the use of colour as when designing mosaics relating to their study of the Romans. They can make replica objects of Roman artefacts. They can evaluate and assess

their own and the work of others accurately.

132. In the very small number of lessons seen the attitude of pupils is good, they concentrate well and discuss purposefully with other pupils what they intend to do. They relate confidently to adults and take care to do their best. Pupils with special educational needs are well supported and take a full part in the lessons.

133. In the lessons seen the quality of teaching is good. The teacher takes care to ensure that an appropriate range of materials is readily to hand. Time is used well to emphasise the links between the planned activity and other subjects for example, when discussing the artefacts and illustrations seen on a recent village to a Roman fort. The teacher encourages, in a friendly and supportive manner, pupils to think carefully about ways in which their work could be improved. There is a purposeful and busy atmosphere to the lesson and the good pace of learning is maintained throughout.

133. **Design and technology**

134. Only a small number of lessons on design and technology was observed during the inspection. Evidence from pupils' completed work, displays in classrooms, photographs and discussions with teachers and pupils enabled judgements to be made on standards and progress. These findings indicate that pupils achieve standards expected for their age and make sound progress.

135. As they progress through the school pupils experience a wide range of activities that develop their understanding of the design and make process. At Key Stage 1 many pupils can communicate ideas by freehand drawings, and can clarify ideas through discussions. A minority of pupils are able to judge strengths and weaknesses of their work and suggest useful ideas for improvement. In food technology pupils plan recipes, measure ingredients, make gingerbread men and milkshakes.

136. At Key Stage 2 pupils work on making a 1930's room complete with furniture and a lighting circuit for a fire or lamp. This enables pupils to demonstrate measuring, marking and cutting skills, and techniques for joining and combining materials. Many pupils confidently evaluate their products when completed. By the end of the key stage pupils have designed and made Trojan horses, Greek triremes, wind powered 'buggies' and accurate models of Tudor houses. In all of these, pupils show understanding of the different properties and uses of a variety of materials, and through such collaborative projects they share and extend ideas. Very effective links with such subjects as science and history are utilised. Literacy is supported through discussion and recording, and a range of numeracy skills are employed in accurate measuring of the dimensions of floors, doors and windows of Tudor houses. However little evidence was found of pupils investigating, taking apart and evaluating simple commercial products

137. Attitudes to learning are positive, and pupils display enthusiasm and clearly enjoy the work.

138. In the small number of lessons seen teaching is good. Effective written guidance is available to help teachers plan what to teach and when. Teachers demonstrate enthusiasm for the subject and ensure that all pupils have access to the planned activities. Learning activities are well planned to engage the interest of all the pupils.

138.

Humanities – history and geography

139. Standards in geography are about typical at the end of both key stages. In history standards are above those usually found amongst pupils at the end of both key stages. In geography in the previous inspection standards were about the same. In history in Key Stage 1 standards were high. In Key Stage 2 standards were around those usually found. There has been an improvement in standards in Key Stage 2 which is closely linked to the wide curriculum which is well taught. Progress in geography is satisfactory overall and towards the end of Key Stage 2 pupils make good progress in the comparison of their own area with contrasting areas in the United Kingdom. Progress in history is consistently sound and pupils within Key Stage 2 benefit significantly from a well-planned curriculum which is enthusiastically taught.
140. In geography within Key Stage 1 pupils are beginning to develop an appropriate vocabulary to describe the area in which they live. They are aware of the changes in season and the effects of weather on their own lives. Older pupils in Key Stage 2 know why buildings and villages in the area have been located at specific points. They can compare their own environment with that of the Somerset Levels and follow the course of the River Severn. They are aware of the effects of pollution on the world's climate. They use information technology purposefully to handle the data they collect.
141. In history pupils within Key Stage 1 have appropriate opportunities to compare their lives with those of their parents and grandparents and can use reference books to answer questions about the past. By the age of 11 pupils can discover information for themselves through the use of information technology including the Internet, CD-ROMs and reference books about the topics they are studying. They know from talking to former pupils what life was like in Hawsker nearly a century ago and what happened when the area was shelled by German battleships during World War One. They know something of the ancient Egyptian civilisation and their rites of passage. They know in detail about the daily life of Roman legionaries and how a Roman villa functioned. They know about the development of the Tudor state and the reasons for the dissolution of the monasteries. They can identify this to the fate of their local abbey.
142. During the inspection no lessons in geography were seen because it was not a focus of the curriculum at the time. The school has decided not to teach geography on a weekly basis. Instead priority is given to teaching either history or geography topics alternately. During the inspection several history lessons were seen. In these lessons pupils are very interested in the subjects they are studying. They are attentive and work hard. They co-operate well with each other when working in pairs or in small groups and speak confidently with adults. They express their ideas clearly and wish to please their teachers.
143. The quality of teaching is good. Where teaching is very good tasks are well planned so that pupils of different abilities including those with some degree of special educational need are appropriately challenged. The teacher has a wide range of stimulating resources to hand and questions carefully to encourage pupils to hypothesise about "what would happen if?" Pupils are actively encouraged by careful use of tone and language to identify with a Roman legionary as they write or receive letters. Tasks are clearly explained and the teacher's high expectations are passed on to individual pupils so that no one is in any doubt about what they should aim to attain. The pace of the lesson is brisk and purposeful and work is well organised to match the needs of different abilities including those with special educational needs, who are well supported.
144. Teachers set homework in both geography and history from time to time often in the form of finding out more information about the topics being studied in school. These provide good opportunities for pupils to develop their skills in literacy through imaginative and factual

writing. Many older pupils produce finished work which is neat and well laid out. However, while work is marked regularly and comments are supportive, these are sometimes unhelpful in explaining what needs to be done for pupils to improve further.

Music

145. Standards are above the expected levels at both key stages. In the previous inspection standards were good overall within Key Stage 1 but variable within Key Stage 2. Good progress is made by pupils at both key stages in their musical knowledge, skills and understanding of listening and appraising and composing. The progress they make in performing is very good.
146. In Year 1 and 2 pupils can sing tunefully, enunciating the words of different songs clearly. They are aware of changes in rhythm and pulse. They can recognise repetition and changes in the musical elements of a piece of music they hear. Pupils within Key Stage 2 sing very confidently. They have very good diction and sing in a polished and tuneful style. They can sustain words and melodies in opposition to other pupils in a range of two part songs and rounds.
147. All pupils respond well to the opportunities which the school provides and they are enthusiastic, well behaved and invariably try their best. Many take part in a good range of opportunities which are available in after school music clubs. A particular strength is the music school which is organised to provide instrumental instruction for the school's own pupils and other interested children. Pupils are given good opportunities to perform successfully in local festivals.
148. The quality of teaching is good and sometimes very good. Where teaching is very good the teacher has a very secure understanding of the subject and sets a high standard in performance, demonstrating clearly what is expected of pupils. There are detailed instructions about how to achieve the standards expected. The lesson is very well organised so that the pace of learning is high throughout and the time available is used well. Recorded music for listening is provided regularly and the involvement of visiting accompanists adds to the high status the school gives to this subject.
148. **Physical education**
149. In those aspects of the subject inspected at both key stages the attainment of pupils is broadly what is expected. Pupils make satisfactory progress and a minority make good progress. This is an improvement since the last inspection.
150. During the inspection it was only possible to see lessons in games and movement. At Key Stage 1 pupils are developing increasing control and mobility, and are able to improve their performance through practice, as when they were making 'wide', 'narrow', 'high' and 'low' body shapes using different body parts to bear weight. Pupils can work in pairs and are able to pass and catch a bean bag. By the end of Year 2 pupils have developed a sound awareness of using space effectively and safely, and are beginning to appreciate the importance of 'warm up' exercises, and how they feel after exercise, for example that their heart is pumping faster and their breathing is quicker.
151. During their time in Key Stage 2 pupils develop and refine their skills in games through practice. This was particularly evident in a Years 5 and 6 lesson in which elements of the techniques of passing and catching a rugby football were practised. Progress was enhanced when pupils were asked to increase the speed and distance of throws. Most pupils showed

ability to send and receive a pass, and a minority showed good skills in passing a ball whilst running at speed. Pupils gain good standards in swimming and by the end of the key stage a large majority of pupils can swim unaided for at least 25 metres, can dive and have a sound understanding of water safety.

152. Pupils have good attitudes to physical education. They show enjoyment in responding to tasks set, and behaviour is good. Pupils including those with special educational needs co-operate well and are willing to make the efforts required to improve their performance. Pupils wear suitable clothing for their activities and their positive attitudes helps them to make progress.
153. Teaching as observed was satisfactory. Teachers demonstrate sound subject knowledge and lesson plans are satisfactory in detail and content. Good use of praise noted in lessons has a positive effect on the motivation of pupils, but opportunities are sometimes missed for involving pupils in evaluating their performance, and the performance of others.
154. The physical education curriculum makes a considerable contribution to the social and personal development of pupils. The extensive provision of team games is helpful in this.
155. The school makes good use of the outdoor hard play area, and the playing field, to provide a wide programme of games and movement teaching, but only when weather permits. However the lack of an indoor school hall is a limiting factor. Key Stage 1 pupils have an indoor session for gymnastics and dance once a fortnight, using Key Stage 2 classrooms whilst those pupils go swimming. This is a laudable effort to minimise the effect of the lack of appropriate facilities. However plans are well advanced to convert part of the neighbouring building to make provision for dance, drama and gymnastics.

155. **PART C: INSPECTION DATA**

155. **SUMMARY OF INSPECTION EVIDENCE**

156. This inspection was conducted over a period of three days by a team of three inspectors including a lay inspector.

157. During the inspection inspectors observed approximately 28 lessons or parts of lessons. Samples of pupils' work representing a cross-section of pupils' attainment were scrutinised. Many pupils were heard to read and the team talked and listened to pupils. Discussions were held with the headteacher, Chair of Governors, teaching and non-teaching staff. Eight parents attended a meeting with the registered inspector and 19 parents returned a questionnaire expressing their views about the school. Documents including the school development plan, action plan, policies and teachers' planning and financial statements were all examined.

157.

157. **DATA AND INDICATORS**

157. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	52	0	12	0

157. **Teachers and classes**

157. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	3.10
Number of pupils per qualified teacher:	17.10

157. **Education support staff (YR - Y6)**

Total number of education support staff:	1
Total aggregate hours worked each week:	10

Average class size

Average class size:	17.7
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157. **Financial data**

Financial year:	1998/99
	£
Total income	132,704.46
Total expenditure	132,151.00
Expenditure per pupil	1,762.00
Balance brought forward from previous year	12,447.00
Balance carried forward to next year	17,342.00

157.

PARENTAL SURVEY

Number of questionnaires sent out: 100
 Number of questionnaires returned: 19

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	42	58	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	79	21	0	0	0
The school handles complaints from parents well	22	72	6	0	0
The school gives me a clear understanding of what is taught	21	63	16	0	0
The school keeps me well informed about my child(ren)'s progress	42	53	5	0	0
The school enables my child(ren) to achieve a good standard of work	47	53	0	0	0
The school encourages children to get involved in more than just their daily lessons	53	42	5	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	32	58	5	5	0
The school's values and attitudes have a positive effect on my child(ren)	63	58	5	5	0
The school achieves high standards of good behaviour	61	39	0	0	0
My child(ren) like(s) school	58	42	0	0	0