

INSPECTION REPORT

**Woodmansey C of E Primary School
Woodmansey
Beverley
East Riding of Yorkshire
HU17 0TH
LEA area: East Riding**

Unique Reference Number:117999

Headteacher: Ms A Stoney

Reporting inspector: Mr J Lea

Dates of inspection: 8th-10th November 1999

Under OFSTED contract number: 707459

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Hull Road Woodmansey East Riding of Yorkshire HU17 0TH
Telephone number:	01482 862186
Appropriate authority:	Governing Body
Name of chair of governors:	Miss S Dalby
Date of previous inspection:	19th – 21st March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
John Lea Rgl	English Religious education Design and technology Music Physical education	Attainment and progress Equal opportunities Special educational needs Leadership and management Staffing, accommodation and learning resources Efficiency of the school Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Teaching
David Heath Lay Inspector		Curriculum and assessment Spiritual, moral, social and cultural development
Keith Saltfleet	Mathematics Science Information technology History Geography Art	

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MAIN FINDINGS

Children enter the school at the beginning of the term in which they become five with levels of attainment in line with what might be expected nationally.

What the school does well

Pupils' behaviour, attitudes to their work and their relationships with each other and their teachers are good.

Attendance is good.

The school makes good provision for pupils' spiritual, moral, social and cultural development.

There are good systems for the support and guidance of pupils.

The partnership with parents and the community is good.

The headteacher provides clear leadership of the school and is well supported by the governing body.

The school's accommodation is good.

The ethos of the school is good, providing an effective learning environment for all pupils

Arrangements for the professional development of staff are good.

Where the school has weaknesses

Overall, attainment in English, mathematics and information and communication technology is unsatisfactory.

In the use of assessment to inform curriculum planning.

The school provides limited opportunities for co-ordinators to monitor and evaluate the teaching and learning in their subjects.

There is an unequal distribution of curriculum responsibilities.

In the arrangements for the induction of members of staff new to the school.

What the school does well outweighs its weaknesses. However, the weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has improved since its last inspection in 1996. Schemes of work now contain more detail to help teachers' planning. The curriculum for the under fives incorporates the desirable learning outcomes with emphasis on Literacy and Numeracy work. Standards of attainment in geography are now satisfactory. Artefacts for religious education effectively support pupils' learning. The school development plan is an effective working document, linked to priorities in the school's budget. All pupils have equal access to all areas of school life in line with the new policy for equal opportunities. Pupils' awareness of other cultures has been raised. The school is well placed to make further improvements.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	E*	E*	
Mathematics	E*	E*	
Science	E*	E*	

The results for 99 show that when compared nationally and with similar schools, pupils attained well below the national average in English, Maths and Science. Although the results are still below the national average, inspection evidence shows that there is some improvement in the number of pupils reaching the expected levels. In such a small school test results do have limited significance due to the small numbers of pupils taking the tests. Differences in ability between year groups can have a distorting effect when comparing the percentages of pupils reaching the expected levels with the national figures. Consequently the assessment of pupils at the end of both key stages does not, for any one year, represent a full and accurate picture of the school as a whole. In information and communication technology attainment is unsatisfactory. Attainment in religious education is in line with the requirements of the Agreed Syllabus. In all other subjects pupils attain standards appropriate for their age. The progress pupils make mirrors their attainment. Throughout the school pupils use their developing literacy and numeracy skills to support their learning in other areas.

Quality of teaching

Teaching in	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
Religious Education	Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory

The quality of teaching throughout the school is never less than satisfactory and in one quarter of lessons it is good.

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

Other aspects of the school

Behaviour	Generally good throughout the school although a small proportion of pupils display inappropriate behaviour.
Attendance	Good. Pupils enjoy coming to school.
Ethos*	Good. Children are interested and keen to learn.
Leadership and management	The headteacher gives clear leadership and is well supported by the governing body.
Curriculum	Satisfactory overall. Assessment procedures are not used to their full effect.
Spiritual, moral, social and cultural development	Consistently good.
Staffing, accommodation and resources	Staffing and resources are satisfactory. The school's accommodation is good.
Value for money	Satisfactory

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>The school promotes good values and attitudes.</p> <p>The good information the school provides.</p> <p>The staff are friendly and approachable.</p> <p>The children's behaviour.</p> <p>The good relationships between pupils and teachers.</p> <p>The school encourages parental involvement.</p> <p>Their children enjoy coming to school.</p>	<p>The number of parents' evenings.</p> <p>Homework.</p> <p>Insufficient information about what is being taught.</p> <p>Mixed age classes.</p> <p>Error!·</p>

The inspection supports most of the views expressed by the parents.

KEY ISSUES FOR ACTION

The Governing Body of the school, in conjunction with the headteacher and staff should take the following action to further raise standards in the school:

1. In English by;
 - i) placing greater emphasis on pupils' extended writing to develop skills acquired in the Literacy Hour
 - ii) developing pupils' handwriting skills
 - iii) improving their competence in spelling
 - iv) extending pupils' reading comprehension skills
 - v) improving their research and library skills. (see paragraphs: 8, 9, 63, 64)

2. In mathematics at both key stages by
 - i) improving pupils' opportunities in investigative mathematics and at Key Stage 2, by
 - i) more challenging work in number
 - ii) more opportunities in data handling, particularly in graph work and probability. (see paragraphs: 10, 70, 72)

3. Build on the good start so far in information and communication technology
 - a) in Key Stage 1, by;
 - i) providing more experiences in the use of art packages, data bases and simulations
 - b) in Key Stage 2, providing more experiences in
 - i) word processing, using art packages, databases and spreadsheets
 - ii) extending the work in Key Stage 1, in floor control
 - iii) control technology, monitoring and the use of simulations
 - c) providing teachers with opportunities to raise their competence to deliver the curriculum effectively
 - d) throughout the school ensure progress and continuity in the teaching of information and communication technology skills to include assessment opportunities based on the current scheme of work. (see paragraphs 12, 21, 80, 81)

4. Provide opportunities for co-ordinators to monitor and evaluate the teaching and learning in their subjects in order to check on standards throughout the school and inform colleagues. (see paragraph 48)

5. Improve the use of assessment made by teachers to;
 - i) ensure that in short term planning work is more closely matched to pupils' abilities
 - ii) make the marking of pupils' work more informative, to tell them how to improve their work. (see paragraphs 20, 22, 23, 26, 66, 72)

6. Draw up an induction policy in order to ensure that teachers new to the school are aware of the school's expectations and procedures. (see paragraph 54)

7. Provide for a more equitable distribution of curriculum responsibilities. (see paragraph 48)

INTRODUCTION

Characteristics of the school

Woodmansey Church of England Controlled Primary School is situated in the small, rural community of Woodmansey two miles south of Beverley in the East Riding of Yorkshire. The village is a long ribbon development along the original Hull to Beverley main road. When compared with the national picture, the proportion of pupils relatively advantaged in socio-economic terms is average and unemployment levels in the area are below average. Pupils enter the school at the beginning of the term in which they become five, having attended a peripatetic nursery class funded by the local education authority. Levels of attainment are broadly in line with those expected of pupils rising five. The school is much smaller than other primary schools, 45 pupils compared with the average size nationally of 242 pupils. At the time of inspection there were 40 pupils on roll. There were no children under five during the time of the inspection.

The percentage of pupils eligible for free school meals (19.7 per cent) is close to the national average. There are currently no pupils speaking English as an additional language. The percentage of pupils identified as having special educational needs (3.3 per cent) is well below the national average. The percentage of pupils with statements of special educational needs (2.5 per cent) is close to the national average.

The governors and staff are working towards three major aims.

To develop fully, each child socially, physically, intellectually, morally and spiritually.

To encourage and develop autonomy, independence and self esteem in each child and respect for themselves and others.

To build the foundations of co-operation, care, enthusiasm, perseverance, leading to a responsible and fulfilled adult life.

The school has set itself the following targets in the current academic year:

To update all curriculum policies on a rolling programme

To review the Numeracy Strategy with regard to mixed age classes and the purchase of a new mathematics scheme.

To update foundation subjects in line with Curriculum 2000

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final	Year	Boys	Girls	Total
	1999	4	3	7
National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage at NC Level 2 or above	School	70 (100)	70 (60)	85 (100)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Percentage at NC Level 2 or above	School	85 (80)	86 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2¹

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

National Curriculum Test Results		English	Mathematics	Science
Percentage at NC Level 4 or above	School	45 (33)	45 (33)	54 (83)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Percentage at NC Level 4 or above	School	90 (66)	100 (83)	100 (66)
	National	68 (65)	69 (65)	75 (72)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through			%
Authorised	School		3.6
	National comparative data		5.7
Unauthorised	School		0.1
	National comparative data		0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
Fixed period		0
	Permanent	1

Quality of teaching

Percentage of teaching observed which is:		%
Very good or better		0

Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

Children enter the school at the beginning of the term in which they become five with levels of attainment in line with what might be expected nationally. By the time they reach the age of five most children have made satisfactory progress and achieve standards which meet the desirable outcomes in all areas of learning. At the time of inspection there were no children under the age of five on the school roll.

In the end of Key Stage 1 tests in 1999 the proportion of pupils reaching Level 2 or above in reading and writing was below the national average. In mathematics and science it was close to the national average. In the end of Key Stage 2 tests in 1999 the percentage of pupils reaching the national expectation in English, mathematics and science was well below in comparison with the national average and with similar schools.

In such a small school test results do have limited significance due to the small numbers of pupils taking the tests. Differences in ability between year groups can have a distorting effect when comparing the percentages of pupils reaching the expected levels with the national figures and this highlights the difficulty of interpreting and comparing statistics particularly when some are absent.

Inspection findings confirm that standards in English are below those expected nationally although there are some variations in this overall picture. In speaking and listening, attainment for the majority of pupils at the end of both key stages is satisfactory. However, there is still room for improvement, particularly in Key Stage 2, where some pupils find it difficult to concentrate and respond to their teachers in some lessons. Pupils make satisfactory progress in Key Stage 1, and continue to make progress in Key Stage 2. Attainment in reading is close to the expected levels for the majority of pupils and for some pupils it is better, but below national expectations, overall. Pupils make satisfactory progress in Key Stage 1, and maintain steady progress in Key Stage 2. In Key Stage 1, pupils enjoy reading. They use picture clues appropriately and phonic skills when attempting unknown words. However, the majority of pupils do not make consistent use of contextual clues when reading unfamiliar words and this has a negative effect on their fluency and understanding. By the end of Key Stage 2, pupils read from a range of fiction books that are appropriate to their reading ability. As a result, pupils read simple text accurately and fluently. In their literacy lessons most pupils are confident in recognising the high frequency words lists appropriate to their age and can read them in context. However for some pupils spelling these words is difficult.

By the end of both key stages pupils' attainment in writing is unsatisfactory and the school sees the raising of standards for a significant number of pupils, including the higher attainers, as a priority. By the end of Key Stage 1, the majority of pupils use simple phrases and restricted vocabulary in their writing. A minority use extended writing with sentences that are punctuated with full stops and capital letters. By the end of Key Stage 2, pupils extend their writing skills and write descriptive accounts, for example of their visit to a Jewish Life Exhibition. However, throughout the school, there is

insufficient emphasis on consolidating and reinforcing skills in the use of grammar, spelling, handwriting and punctuation. Pupils make unsatisfactory progress in these aspects. Spelling of commonly used words is generally satisfactory but more complex spelling of multisyllabic words is inconsistent. Handwriting, although mainly legible is often in a print style. Written work often lacks sparkle due to a lack of style and the use of vocabulary and grammatical techniques to maintain the reader's interest. Pupils with special educational needs make appropriate progress in relation to their individual education plans throughout both key stages.

The standard of attainment and progress in mathematics at both key stages is unsatisfactory. The school sees the development of numeracy throughout the school as a priority. In Key Stage 1, the youngest pupils make a sound start and develop an appropriate mathematical vocabulary and understanding of mathematical concepts. For example, they can use ordinal numbers to ten with understanding and count in tens to a hundred. In their work in shapes, they recognise and can name squares, circles, triangles and rectangles. In measurement, they compare the heights of objects such as pencils and brushes and use the correct mathematical language, for example, longer or shorter than. By the end of the key stage, the majority of pupils can order numbers to a 100 and count in threes, fours and fives. However, for most pupils there is a lack of challenge, particularly in the area of investigative mathematics. At Key Stage 2, progress, particularly for older pupils, is limited due mainly to the lack of challenge in much of the work presented. This is particularly evident in their limited experiences in using and applying mathematics. This has led to a lack of investigational and problem solving work. There is a similar picture in data handling, and to a lesser extent in number. In this aspect of their work they gain in confidence and can solve a range of addition and subtraction problems, for example, involving the 24 hour clock and length, and find the average of a set of numbers. For a significant number of pupils, by the time they leave the school their knowledge of multiplication tables, and their ability to carry out mental calculations quickly and accurately is not secure. However, the understanding of shape, space and measurement by the majority of pupils' is satisfactory.

The judgements made in science during the week of inspection broadly reflect the results of the 1999 standard assessment tests at Key Stage 1 although not at Key Stage 2. In Key Stage 1, the majority of pupils know about the properties of everyday materials and are developing a useful scientific vocabulary. In their investigative work, for example, when studying the senses, they can describe what they have seen and draw simple conclusions. Pupils have a basic understanding of life cycles and know that certain conditions are common to all living things. In Key Stage 2, pupils build successfully on their existing knowledge. They use their knowledge of a fair test and prediction confidently in their investigative work, recording the results in a variety of ways. For example, younger pupils in their work on forces explore whether the Earth's gravity has an effect on the speed at which different weights fall. Older pupils, in their study of the Solar System know that the Earth rotates around its own axis and they can relate this to explain night and day.

Standards of attainment in information and communication technology at both key stages are below national expectations and for most pupils progress could be better. At Key Stage 1, pupils use their developing word-processing skills to present their work. They are starting to use databases to record their findings, for example, in a survey of their personal characteristics. With help they can interrogate and find answers to questions such as who has the biggest feet. Pupils use simple procedures to move a floor robot

forward and backward and turn a right angle. They use simulations, for example, the younger pupils matching the correct words to parts of the body. At Key Stage 2, pupils develop their word-processing skills such as changing the font and colours. They use a CD ROM encyclopaedia to research information. The use of simulations and adventure programs is linked to work in other areas of the curriculum, for example, in history and geography. Pupils make satisfactory progress in religious education and reach the expectations of the Locally Agreed Syllabus.

Other subjects

By the end of both Key Stages	Attainment	Progress
Art	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory

Attitudes, behaviour and personal development

Pupils have a good attitude to their learning. In Key Stage 1, they listen carefully to the teacher in all lessons, are well motivated and work well together. Pupils especially enjoy using the computers and they are disappointed when they have to leave their work.

In Key Stage 2, pupils pay good attention to the teacher, they are familiar with class routines and they are eager to contribute to the lesson. In question and answer sessions they demonstrate knowledge gained in previous lessons and they present their ideas with confidence. In the majority of lessons pupils stay on task and demonstrate a good level of concentration.

Pupils show respect for the teachers and they converse with adults with confidence. They are well mannered and good relationships between pupils are evident.

Behaviour in all lessons and throughout the school day, at both key stages, is generally good. However a small number of older pupils, mainly boys, show challenging behaviour and are unwilling to accept the school's code of behaviour. Through their disruptive behaviour, for example, calling out and other interruptions, they are an irritant to their teachers and classmates.

At lunch-time pupils enjoy their meals and the conversation with their friends. During the play breaks pupils benefit from the chance to exercise on the good-sized playground. Pupils have a very good understanding of right and wrong, they obey rules and display a good sense of fair play. There was one permanent exclusion in the last school year but this was a special case and a very difficult situation was solved by transferring the pupil to an appropriate school.

Pupils' personal development is good. They can organise their own work and they show a willingness to accept responsibility. The older pupils assist with checking the dinner registers and telephoning numbers to the kitchen. At each assembly they distribute hymn books and set up the music. They also close the side gate at every playtime.

Attendance

Attendance is consistently good. Pupils have responded well to the school's punctuality reward scheme and pupils arrive at the school early and lessons start on time.

QUALITY OF EDUCATION PROVIDED

Teaching

The quality of teaching throughout the school is consistent and never less than satisfactory. In a quarter of lessons it is good with equal proportions of good teaching seen in all classes. In these lessons teachers have clear objectives focussed upon the skills to be taught. They have an energetic approach, and are able to transfer their enthusiasms to their pupils. There is capacity for further improvement to make a deeper impact on pupils' standards of attainment, particularly in English and mathematics through the more effective use of assessment to plan work matched to pupils' abilities.

Teacher's subject knowledge and understanding are generally secure to enable them to deliver the curriculum effectively. For example, when comparing the differences in the everyday lives of rich and poor in the Tudor period, they have the confidence to ask challenging questions to draw upon and reinforce their pupils' earlier learning. However, there are some exceptions. In information and communication technology teacher's expertise is in need of strengthening. All teachers use a range of approaches including whole class, mixed ability and ability groups, paired and individual work to meet their lesson objectives. Lessons have pace, most noticeable in the Literacy and Numeracy Hours. The valuable contribution of other adults particularly with the younger pupils in Key Stage 1 makes a positive impact on the school. The needs of pupils with special educational needs are clearly identified through their individual education plans.

Teachers plan their work in detail, particularly at Key Stage 1, with clear objectives and assessment opportunities. This information should be used to greater effect to plan work more in line with pupils' abilities. To raise standards further there is a need for teachers to identify what their pupils can and cannot do.

Teachers generally manage their pupils well. They move round the classroom offering help and asking questions as appropriate. Discipline is firm but fair with teachers making clear their expectations. This results in positive relationships and an atmosphere in which pupils can work together. On those occasions where the behaviour of some pupils is unacceptable, teachers should be encouraged to implement the school's sanctions as a matter of course. Appropriate reference to previous work at the start of lessons consolidates learning, a feature of both the Literacy and Numeracy Hours. Time and resources are used effectively, for example, in religious education when celebrating Diwali with diva lamps, bindi and greetings cards. Homework is set regularly to build on pupils' work in the classroom. Pupils' work is marked regularly. An issue from the previous inspection was to review the school's marking policy. Although work is marked regularly it does not tell pupils what they should do to improve their work.

Curriculum and assessment

The curriculum for children under five is appropriately based on the desirable learning outcomes and covers the five areas of learning and personal and social development. For Key Stage 1 and Key Stage 2, the curriculum is broad and balanced and meets the statutory requirements of the National Curriculum. It is effectively supported by a programme of personal, social and health education, including sex education and awareness of the harmful effects of drugs. The curriculum for teaching religious education is based on the Locally Agreed Syllabus. The school places a high priority on coverage of Literacy and Numeracy. This means that the time allocated to some subjects has been imaginatively reduced to meet this priority. For example, history and geography are effectively taught as an integrated programme of humanities.

There has been a considerable improvement in the quality of planning of the curriculum since the last inspection. Provision for children under five is in line with the desirable learning outcomes. All subjects are now supported by policy documents although some of these are in need of review. The long term planning has been reviewed and covers all subjects plus personal and social education. This gives a sound framework to ensure progression and continuity through the school with useful links between other subjects. This is important to ensure effective teaching of mixed age and mixed ability classes.

Short term planning is generally satisfactory. However, there is a need for more precision. Better use of teacher's assessments is needed in their short term planning. This will allow teachers to plan challenging work with a sharper focus matched to pupils' abilities, particularly the more able. Although the school prepares most pupils satisfactorily for the next stage of their education there is room for improvement in levels of attainment, notably in English and mathematics.

Provision for the small number of pupils with special educational needs is satisfactory. The requirements of the Code of Practice are met through the work of the teachers and classroom assistants. Individual education plans are usefully incorporated into teachers' planning. The curriculum is enriched by extra-curricular activities, for example, sporting fixtures with schools in the local "Riversiders" cluster. To support pupils' learning and to give valuable first hand experiences the school organises visits out of school both locally and further afield, for example, to the nearby church and a popular residential centre for outdoor pursuits.

Baseline assessment is in place for reception pupils. Informative records are kept detailing pupils' progress through the National Curriculum. Standardised tests and National Curriculum tests are used as both a diagnostic tool and in target setting. The school has built up school portfolios of moderated work in English, mathematics and science.

Pupils' spiritual, moral, social and cultural development

Provision for spiritual, moral, social and cultural development is good, showing an improvement since the last inspection, particularly in widening pupils' cultural horizons.

Assembly is a main feature in the life of the school with a strong emphasis on Christian values and beliefs. A lighted candle and crucifix give pupils a focus for their thoughts. Pupils

are given good opportunities through collective worship and other subjects such as religious education to reflect upon the beliefs of others. A good example was seen in a Key Stage 1 lesson with pupils celebrating Diwali with diva lamps. Visits to special places, such as the Jewish Centre, enhance these opportunities. Collective worship meets statutory requirements.

The moral values shown by teachers, parents, governors and other helpers in school are effective in developing and maintaining the school's positive ethos. Expectations of pupils' behaviour are high and shared by the majority of pupils. They are courteous, and show respect for others and behave well in, and around, the school. They know the difference between right and wrong and are encouraged to be honest and fair and to respect others. This message is reinforced through assemblies where issues are discussed and positive behaviour rewarded.

Older pupils take responsibility for their younger schoolmates. Socially pupils mix well; within the classroom they are able to work co-operatively and support each other in their learning. The school places an important emphasis on self-discipline, responsibility and co-operation. A spirit of competition and fair play is developed through the curriculum, for example in sports with other schools. Pupils' personal development is enhanced through their involvement in the every-day life of the school and with the wider community through supporting local and national charities, for example, the National Children's Home. This is a very effective way of underlining their responsibilities for those less fortunate than themselves.

Provision for pupils' cultural development is good. Pupils are made aware of their own cultural heritage, for example, through the school's humanities programme. The nearby town of Beverley is a valuable resource in pupils' local studies. Visits to other places of interest, for example, Burton Agnes Hall bring their work on the Tudors alive. Pupils look at the wider world and, through their work in other subjects, they learn about the diversity and richness of other cultures. A good example is the study of the Indian village of Chembokalli providing useful opportunities to make comparisons with their own lives.

Support, guidance and pupil welfare

The school makes good provision for the support, guidance and welfare of pupils.

There are good sensitive arrangements for the induction of new pupils including a series of half day "taster" sessions in the term before their official start and a special meeting for parents with their child's class teacher. These arrangements are effective and the new pupils settle quickly to their school life. Throughout the school day the teachers give all pupils good support. Good relationships are evident and the pupils speak to adults with confidence.

The school's arrangements for academic monitoring have been strengthened by the introduction of an assessment system that monitors pupil's progress from induction to Year 6.

Communications with the parents of absent children have been improved resulting in minimal un-authorised absence. The school has a reward system for regular punctuality. Pupils and parents respond well to the incentive and lessons start promptly without disturbance.

There is good support from the local agencies, the nurse visits to check eyesight, hearing and general health. Pupils receive advice on dental hygiene. There are regular visits from the special educational needs support teacher and the music specialist. The community policeman, who is also a governor, visits to give a talk on Operation Lifestyle. Pupils also receive positive guidance from the Life Education Service provided by Hull University.

The positive behaviour strategy works well and behaviour is good throughout the school day. Good behaviour is rewarded, incidents of poor behaviour are dealt with appropriately. Pupils who have worked hard and behaved well are praised at the Achievement Assembly at the end of the week. The school acts quickly on any reports of bullying. There were no occurrences of bullying or harassment during the days of the inspection.

There is a named teacher with responsibility for child protection matters and all teachers have been trained. The school policy follows local authority guidelines. There are two members of the staff who are trained first-aiders and their training certificates are due for renewal. The local authority completed a Health and Safety Audit in March this year; the report identified some minor items that were in need of attention.

The school is situated on a busy road and has made suitable arrangements at the start and end of school in order to reduce the risk of accidents.

Partnership with parents and the community

The school has established a good relationship with the parents which makes a valuable contribution to their childrens' education.

Parents are well informed by means of a well presented school prospectus containing useful information. This year the school re-scheduled the annual meeting between parents and governors so that the examination results contained in the annual governors' report were more up-to-date. Regular newsletters are sent to parents covering all aspects of school life although some parents would like more information about what is being taught in school. The school recently set up a working party on homework, comprising parents, governors and staff to discuss and formulate a home school agreement.

The school sends informative annual pupil reports to parents during the Summer Term. These reports cover all subjects and include areas for improvement. The Consultation Evening is arranged shortly after the reports have been sent out giving the parents an early opportunity for discussion. Some parents would like to meet staff on a more regular basis although the teachers are available every day either before or after school.

A number of parents provide valuable assistance by giving up their time to help in school with activities such as listening to readers or by helping on school trips. The school celebrates pupils' good work and behaviour at the weekly Achievement Assembly to which parents are invited. Parents and other members of the community also support the school on special occasions such as the Easter Fair.

There are good links with other primary schools and teachers from the local secondary school, visit pupils during their last year at the school. Teachers from the four schools combine well to ensure that the pupils' transfer to the secondary school is effected smoothly. The school provides work experience for Year 10 pupils from the secondary school.

The school has good links with the local community. The church curate, who is a school

governor, is a regular visitor to assemblies and the school holds special services at the church. The headteacher is a member of the parochial council. Pupils visit the local sheltered accommodation in order to sing for the residents. Local businesses support the school by donating raffle prizes and the local nursery supplies the school with plants.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

The headteacher provides clear leadership for the school and is well supported by the governing body. Everyone connected with the school is treated with courtesy and respect. The headteacher carries a very full teaching load in addition to her overall management of the school. She also carries a heavy curriculum responsibility including four of the core subjects and special educational needs. There is a need to redistribute these more equitably when the opportunity arises. This will give other staff the opportunity to make further contributions to the curriculum and gain valuable professional development. Although the curriculum is monitored by the headteacher and subject co-ordinators there are few opportunities for them to visit classrooms and monitor the quality of teaching and learning.

Since the last inspection there have been many improvements designed to move the school forward. The way in which the headteacher has tackled the important areas for improvement following the last inspection has been particularly effective, for example, long and medium term planning and the linking of the budget to the school development plan.

The Governing Body has well defined roles, and is active in supporting the full curriculum. There is a policy sub-committee involved in drawing up and approving all policies. The link governors for special educational needs, literacy and numeracy have attended relevant courses and are frequent visitors to the school. The governor with a particular interest in information and communication technology visits on a regular basis and has helped in raising the profile of the subject throughout the school. These visits help to provide governors with a strategic overview of curriculum development. They have established a number of active committees, including a finance committee which meet on a regular basis. The day-to-day organisation of the school is sound.

The school has a good set of aims and it is clear through the returned questionnaires that the vast majority of the parents clearly support the aims and values of the school. For example, more than three quarters are happy with the attitudes and values the school teaches and agree that their children enjoy coming to school.

The school development plan is a useful working document allowing for future development. It is based on a helpful three-year financial forecast, which allows for effective resource management. The consultative approach of the headteacher towards development planning, results in all staff, as well as governors, playing a full part in identifying and working towards relevant targets and priorities. The use of standardised tests and other assessments provide the headteacher and Governing Body with useful information for target setting.

There are good relationships between adults and pupils, and equal opportunities are promoted in all aspects of school life. Effective systems are in place for the identification of pupils with special educational needs, and individual education plans are appropriate. All statutory requirements are met.

Staffing, accommodation and learning resources

The school has an appropriate number of suitably qualified and experienced teachers who provide a satisfactory balance of expertise and experience overall. They relate well to each other and offer mutual support. Classroom assistants and other adults make a valuable contribution to the school, particularly with the younger pupils and those with special educational needs. All staff have job descriptions. Professional development of staff is effective and identified by the headteacher and school to develop teachers' confidence and skills in most subjects of the curriculum and to raise the quality of teaching and learning. However, there is no formal procedure for the induction of staff. The school is aware of the need for an appropriate policy

The accommodation of the school is good. It is bright, clean, well cared for and provides a good learning environment. Space available in classrooms and corridors is used effectively. There is a good sized library which contains a satisfactory range of books. Facilities for outdoor play are satisfactory and some areas are enhanced by markings which encourage the development of pupils' social, creative and physical skills. Good use is made of the large grassed field for games and sports.

The school has an adequate range of resources. Some are new and have been bought to support the newly organised curriculum, for example, to accommodate both the Literacy and Numeracy Hours effectively. All teachers and non-teaching staff make a positive contribution to the needs of all pupils in the school. Resources for pupils with special educational needs are satisfactory and support their progress. The library has a good range of reference books catalogued in the Dewey system. Provision for information and communication technology is sufficient to meet the requirements of the National Curriculum. The school has good storage space which is well organised and clearly labelled, allowing staff and pupils easy access to learning materials.

The efficiency of the school

The school has a delegated budget of approximately £116 000. The expenditure per pupil of £2049 is higher than the national average. The excess of income over expenditure was £11444 with a balance from the previous year of £ 6833. The school has plans to use this surplus to support an anticipated fall in numbers. It is also anticipated that there will be some re-modelling of the school in order to provide for four year olds in line with the DfEE requirements. Reserves, within the budget, have been set aside to provide an area for pupils to work in so that the library can be used more efficiently. The Governing Body has a committee with responsibility for the oversight of the financial management of the school. Regular meetings allow members to plan effectively. The use made of specific grants, for example, in-service training funding, supports staff development. There are useful links with the priorities of the school development plan. Funds made available for special educational needs are used effectively. Well supported fund raising activities provide additional funds.

Teaching and non-teaching staff are used efficiently throughout the school. In the Literacy and Numeracy Hours non-teaching staff are deployed effectively to meet pupils' individual needs. They also provide valuable support to the mixed age classes and to help pupils with special educational needs. The school accommodation is good and resources are used efficiently.

The school has established sound internal financial procedures to ensure the reliability and accuracy of its spending. Systems of financial control are in place and day-to-day administration is carried out efficiently by the administrative assistant. The use of computerised systems enables easy access to budget information. The overall conclusion from the last auditors' report was that the systems of financial control in the school were satisfactory. The school has carried out all the recommendations made.

Taking into account the socio-economic circumstances, attainment of pupils on entry, standards of attainment and progress of the pupils as they move through the school, quality of education and unit costs, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

Overall judgements from the inspection generally reflect the results of statutory assessments at the end of both key stages over the past three years. Trends over time show that in comparison with the national averages and with similar schools, the performance of pupils was well below the national average. Inspection findings confirm that standards in English are below those expected nationally although there are some variations in this overall picture. Teacher's work hard to implement the National Literacy Strategy and this is having a beneficial effect on standards, particularly reading.

In speaking and listening, attainment for the majority of pupils at the end of both key stages is satisfactory. However, there is still room for improvement, particularly in Key Stage 2, where some pupils find it difficult to concentrate and respond to their teachers in some lessons. Pupils make satisfactory progress in Key Stage 1, and continue to make progress in Key Stage 2. Throughout the school, teachers provide their pupils with a range of imaginative tasks to broaden their experience and confidence. For example, in the Literacy Hour pupils in Key Stage 1 arrange animal names in alphabetical order and use descriptive words to talk about their characteristics. As they move through Key Stage 2, the majority of pupils develop their ideas thoughtfully, describing events of the past week and giving their opinions clearly. They act out plays and give presentations in assemblies and in the local church. Some pupils read out their work and this helps to develop their confidence and reinforce their learning. A good example was seen at the end of Key Stage 2, when pupils recounted to the whole class, personal experiences written to a close friend.

Attainment in reading is close to the expected level for the majority of pupils and for some pupils it is better, but below national expectations, overall. Pupils make satisfactory progress in Key Stage 1, and continue to make progress in Key Stage 2. Parents supporting the work of the school, who hear their children read on a regular basis, and organise the weekly lending activity, make a valuable contribution to their children's progress. In Key Stage 1, pupils enjoy reading. They use picture clues appropriately and phonic skills when attempting unknown words. However, the majority of pupils do not make consistent use of contextual clues when reading unfamiliar words and this has a negative effect on their fluency and understanding. By the end of Key Stage 2, pupils read from a range of fiction books that are appropriate to their reading ability. As a result, pupils read simple text accurately and fluently. They make appropriate use of non-fiction books and classroom collections for independent learning but do not use the school library sufficiently well to access information. Their library skills are therefore unsatisfactory. The school has recently put in place a policy for the use of the library with the aim to raise standards in these skills. In their literacy lessons most pupils are confident in recognising the high frequency words lists appropriate to their age and can read them in context. However, for some pupils spelling these words is difficult and teachers have to differentiate this work to match their abilities.

By the end of both key stages pupils' attainment in writing is unsatisfactory and the school sees the raising of standards for a significant number of pupils, including the higher attainers, as a priority. By the end of Key Stage 1, the majority of pupils use simple phrases and restricted vocabulary in their writing. A minority use extended writing with

sentences that are punctuated with full stops and capital letters. By the end of Key Stage 2, pupils extend their writing skills and write descriptive accounts, for example of their visit to a maritime museum. However, throughout the school, there is insufficient emphasis on consolidating and reinforcing skills in the use of grammar, spelling, handwriting and punctuation. Pupils make unsatisfactory progress in these aspects. Many pupils are insecure in the use of simple punctuation, for example, the accurate use of capital letters and full stops. Spelling of commonly used words is generally satisfactory but more complex spelling of multisyllabic words is inconsistent. Handwriting, although mainly legible, is often in a print style. Written work often lacks sparkle due to a lack of style and the use of vocabulary and grammatical techniques to maintain the reader's interest. There are planned opportunities to practise these skills, for example, in extended writing sessions and in the Literacy Hour, but these are not always as effective as they could be. There is now a need to focus more precisely on pupils' needs. The co-ordinator sees the development of cross-curricular links as another area to apply these skills

Pupils with special educational needs make appropriate progress in relation to their individual education plans throughout both key stages. Throughout the school, pupils show positive attitudes to their work. They particularly enjoy the discussions about texts at the beginning of the literacy lessons. The vast majority sustain their concentration well and most pupils are enthusiastic and eager to please their teachers. Behaviour is generally good although there is a small minority of pupils in Key Stage 2 who occasionally exhibit immature behaviour.

The quality of teaching is satisfactory overall. Where teaching is most effective, it is well supported by planning that matches the needs of all pupils. However, the assessment of what pupils know, understand and can do is not always used effectively to inform future planning. In preparing for the Literacy Hour, however, teachers are positive in their approach. Teachers' planning for these lessons highlights concerns for pupils with special educational needs, enabling them to have full access to lessons. Information and communication technology plays an important part in developing pupils' literacy skills, for example in word processing. The majority of pupils take their reading books home daily.

Resources are plentiful and of good quality. Dictionaries and thesauri are easily accessible, with a wide range of Big Books for shared work. The school library is a valuable resource with a good selection of fiction and non-fiction material. These are catalogued using the Dewey system. Each classroom also has its own small library collection. Pupils' work is marked regularly. There are some informative comments although they sometimes lose their impact due to the vocabulary used which some pupils find difficult to read. Standardised tests are used to assess pupils' progress in reading and spelling. The school has the support of a literacy governor. This role involves meeting the co-ordinator and visiting classrooms to work with the pupils.

Mathematics

The standards of attainment and progress in mathematics, particularly at Key Stage 2, is unsatisfactory in comparison to those achieved nationally and in similar schools. Trends over time support this finding.

The school sees the development of numeracy throughout the school as a priority. In Key Stage 1, the youngest pupils make a sound start and develop an appropriate mathematical vocabulary and understanding of mathematical concepts. For example,

they can use ordinal numbers to ten with understanding and count in tens to a hundred. In their work in shapes, they recognise and can name squares, circles, triangles and rectangles. In measurement, they compare the heights of objects such as pencils and brushes and use the correct mathematical language, for example, longer or shorter than. By the end of the key stage, the majority of pupils can order numbers to a 100 and count in threes, fours and fives. They are developing effective mental strategies to find missing numbers and handle money with confidence. They can name three-dimensional shapes such as cubes, cuboids, spheres, cylinders and pyramids.

At Key Stage 2, progress, particularly for older pupils, is limited due mainly to the lack of challenge in much of the work presented. This is particularly evident in their limited experiences in using and applying mathematics. This has led to a lack of investigational and problem-solving work. There is a similar picture in data handling, and to a lesser extent in number. In this aspect of their work they gain in confidence and can solve a range of addition and subtraction problems, for example, involving the 24 hour clock and length, and find the average of a set of numbers. For a significant number of pupils, by the time they leave the school their knowledge of multiplication tables, and their ability to carry out mental calculations quickly and accurately is not secure. However, their understanding of shape, space and measurement, for the majority of pupils, is satisfactory. For example, they can calculate the perimeter of shapes, identify lines of symmetry and the order of rotation and measure acute and obtuse angles. They know the names and properties of two-dimensional and three-dimensional shapes and can calculate the volume of a cuboid.

The quality of teaching in mathematics is generally satisfactory with some good elements. Teachers have sound subject knowledge. These good elements are characterised by their lessons based on clear learning objectives with work planned to cover the full ability and age range of the class. This is most effective when it is based on teachers assessing pupils' work. A feature of most lessons is the use of questioning to recap earlier lessons and to reinforce the work in plenary sessions. Management of pupils is generally sound with clear instructions about the work to be covered.

Mathematics is planned under the requirements of the National Numeracy Strategy. Although there is an acknowledgement that this is having a beneficial effect on standards, the school recognises that there is room for improvement. The commercial schemes currently used to support the delivery of the curriculum are in need of review to gauge their effectiveness. There are a significant number of pupils, particularly, although not exclusively, older pupils, who receive work inconsistent with their abilities. Although procedures to assess pupils' attainment are satisfactory, its impact on pupils' learning is not. There is a need for teachers' short term planning work to be more firmly based on their assessments of what their pupils know and can do. Planned work should provide a challenge for all pupils' based on their individual needs and prior attainment. Specific areas to raise standards are to give pupils at both key stages more opportunities to extend their mathematical competence through using and applying mathematics and at Key Stage 2, to raise attainment by providing more challenging work in number, for example, in fractions and percentages and more opportunities in data handling, particularly in graph work and probability. Planning links with information and communication technology will give good opportunities to deepen their understanding. Pupils' completed work should be marked comprehensively and usefully inform them of what they need to do to improve their work. Central to this action is the role of the co-ordinator who needs opportunities to monitor the quality of teaching and learning in order to inform colleagues and to evaluate whether standards throughout the school are rising.

Science

Pupils' attainment at both key stages is in line with that expected nationally. All pupils, including those with special educational needs, make satisfactory progress. The judgements made in science during the week of inspection broadly reflect the results of the 1999 standard assessment tests at Key Stage 1 although not at Key Stage 2. However, trends over time show attainment at Key Stage 2 to be close to the national average and highlights the difficulty of interpreting and comparing statistics nationally based on a small number of pupils, particularly when some are absent.

In Key Stage 1, the majority of pupils know about the properties of every-day materials and are developing a useful scientific vocabulary. In their investigative work, for example, when studying the senses, they can describe what they have seen and draw simple conclusions. Pupils have a basic understanding of life cycles and know that certain conditions are common to all living things. In Key Stage 2, pupils build successfully on their existing knowledge. They use their knowledge of a fair test and prediction confidently in their investigative work, recording the results in a variety of ways. For example, younger pupils in their work on forces explore whether the Earth's gravity has an effect on the speed at which different weights fall. Older pupils, in their study of the Solar System know that the Earth rotates around its own axis and they can relate this to explain night and day.

The quality of teaching is satisfactory. Teachers plan their work with interesting and imaginative activities designed to stimulate and challenge their pupils. Explanations of the work to be covered are clear and build on pupils' prior knowledge. Good use is made of questioning to involve them in their learning.

Pupils enjoy science and show curiosity and interest. They listen carefully to the teacher and give clear and sensible answers to questions. The majority of pupils can discuss and share ideas and respect the views of others, and work with a degree of independence. However, presentation of work is often untidy.

The science curriculum is based on the Bedfordshire scheme of work. Areas of the programmes of study are grouped together for ease of teaching and to ensure progression and continuity. Work is planned with clear learning objectives: assessment criteria are included and used to inform future work. There are some good links to other subjects, for example, with health education to raise pupils' awareness of the medical role of drugs and the dangers of misuse. A recent visit by the Life Education Caravan played an important role in Health Week. Other visitors to school, such as the dental nurse, support classroom work effectively.

OTHER SUBJECTS OR COURSES

Information and communication technology

There were limited opportunities to see information and communication technology during the time of the inspection. However, from talking to the headteacher it is clear that standards of attainment in both key stages are below national expectations and for most pupils progress could be better. The school fully recognises the problem and has put the raising of standards as a high priority. A good start has been made. A catalyst is the

recent improvement in the school's resources. Support from parents and the community, including local businesses, through fund raising, have allowed the school to update its equipment, particularly computers and software. These are of good quality and easily available in the classrooms.

At Key Stage 1, pupils use their developing word-processing skills to present their work. They are starting to use databases to record their findings, for example, in a survey of their personal characteristics. With help they can interrogate and find answers to questions such as who has the biggest feet. Pupils use simple procedures to move a floor robot forward and backward and turn a right angle. They use simulations, for example, the younger pupils matching the correct words to parts of the body. At Key Stage 2, pupils develop their word-processing skills such as changing the font and colours. They use a CD ROM encyclopaedia to research information. The use of simulations and adventure programs is linked to work in other areas of the curriculum, for example, in history and geography.

The school has adopted a cross-curricular approach to ensure that the time allocation is used efficiently, allowing pupils to apply their skills and reinforce their learning in other subjects. They need more opportunities for hands-on experience. For these aims to be met and to improve standards there is a need to ensure full coverage of the programmes of study at a sufficient depth to challenge all pupils. Priorities at Key Stage 1 include providing pupils with more experiences in the use of art packages, databases and simulations. At Key Stage 2, the priorities are in communicating and handling information; this includes word-processing, art packages, databases and spreadsheets. In control, monitoring and modelling, extending the work in Key Stage 1 particularly in floor control, the application of control technology, monitoring, for example, using sensors for data logging and the further use of simulations.

It is clear that most pupils enjoy working with computers and, when given the opportunity, make good progress. A good example was seen at Key Stage 1 when a Year 2 pupil was using a database for the first time. However, staff lack confidence in teaching the subject, particularly in light of the newly updated resources.

The school is well placed to improve. The co-ordinator has developed a well-planned long-term framework for information and communication technology. The school has identified the need to further develop this in light of the improved quality of resources. When complete it should contain guidelines for teaching skills progressively to ensure continuity throughout the school with opportunities to assess pupils' attainment. Linked to this is the need to provide training for teachers in order to raise their expertise and effectively deliver the curriculum.

Religious education

During the week of inspection, opportunities to observe religious education lessons were few. Judgements are therefore based on those lessons observed, a scrutiny of documentation and pupils' work and discussions with pupils and staff. These show that standards of attainment in religious education, throughout both key stages, are in line with the Locally Agreed Syllabus and all pupils, including those with special needs, make satisfactory progress.

In addition to gaining knowledge from within the schools' main focus on Christianity, pupils in Key Stage 1, are beginning to understand some basic aspects of customs and beliefs of other major religions, for example, Judaism and Islam. They know and understand, for example, Christian and Jewish attitudes towards the Sabbath, the Christian festivals of Christmas and Easter and the Jewish festival of Shabbat. Most pupils know that Diwali is a special celebration for Hindus and that it is known as the festival of light. They can compare this celebration with, for instance, Christmas. By the end of Key Stage 1, pupils understand that Jesus was a special person. They know that Jesus was a healer and story teller and are familiar with some of his stories, for example, The Good Samaritan and the Sower. They are familiar with the local church of St Peter and can talk with confidence about the things they have seen on their visits. The younger pupils in Key Stage 2 are familiar with, and can talk about, Diwali. By the end of Key Stage 2, pupils have a good knowledge of Christianity and a sound understanding of Judaism and Islam. Many are able to talk about special people, for example, St Francis. They are familiar with terms such as font, lectern and pulpit and understand the symbolism of bread and wine at communion. Most are beginning to talk confidently about the religious festivals of some of the world's major faiths.

Pupils respond well to the subject. They are quiet, well behaved and respectful when listening to stories and are usually eager to join in with discussions.

The quality of teaching is never less than satisfactory. Teachers plan well and build on previous learning. They are very effective when they use suitable opportunities to underline the importance of personal qualities, for example, using the familiar context of the family to establish a concept such as caring. They arrange visits to places of religious significance. A good example was a visit to a Jewish exhibition where pupils played traditional Jewish games, had the significance of Jewish food explained to them and observed ceremonies, such as Chupah, a Jewish wedding.

The school follows the Local Authority's Agreed Syllabus, delivered as a discrete subject and also within topics. There is a good collection of books covering a range of moral issues and a variety of artefacts relating to the major faiths of the world. Collective acts of worship during assembly make a significant contribution to the school's teaching of religious education.

Art

There were no opportunities to see any art lessons during the inspection. Evidence was collected from a scrutiny of pupils' work, teachers' planning and by looking at displays around the school. These show that pupils attain standards appropriate to their age at both key stages. Progress for all pupils, including those with special educational needs, is satisfactory.

In Key Stage 1, pupils are taught key skills and apply them through the use of different media, for example, in their paintings of animal figures. In their close observational work they look at shape, texture and colour such as in their drawings of pineapples. As they move through the key stage they are taught to appreciate the work of famous artists, such as Van Gogh, and the way they use colour in their work. They look closely at more abstract techniques, for example, in their study of Pointillism. Natural materials are used in their work with collage using wool, pasta, and seeds to produce different textures. There are

useful links with other subjects, for example, the three-dimensional sunflower head with seeds, petals and stem to illustrate their investigative work in science.

At Key Stage 2, pupils continue to develop their skills in painting and drawing and build effectively on their close observational skills. They continue to study the work and techniques of other artists. Good examples were seen in the pencil drawings of the Angry Christ and Hands, based on the work of Lino Pontebon and Leonardo da Vinci respectively. Pupils use a variety of materials in their three-dimensional work. There are useful links with other subjects, for example, with religious education in the three-dimensional elephant heads which bring the story of Ganesh to life.

There is a policy to support the long term planning. In turn, medium term plans are clear with learning objectives used to provide a focus for individual lessons and to ensure progression throughout the school. Sketchbooks are used at Key Stage 2 to record pupils' ideas. These also provide a record of their work and monitor progress. Art makes a good contribution to pupils' cultural development. Resources and the space available for teaching art are satisfactory.

Design and technology

Only one lesson was seen in design and technology. However, from the evidence obtained through discussions with teachers and pupils, a scrutiny of planning and samples of work it is possible to draw positive conclusions about standards in the subject. Standards of attainment in design and technology, throughout the school, are in line with what might be expected for pupils of this age. Progress for all pupils, including those with special needs, is sound.

Pupils in Key Stage 1, have acquired skills in a range of activities, including making models from recycled materials, using construction kits and baking. For example, they make buns, biscuits and food associated with religious festivals and construct land buggies with moving parts. They make Rakshana bracelets and cook traditional food in their work on India. All pupils are able to use a variety of materials well, for example, felt, clay, salt-dough, card and disposable cartons. They can estimate, measure, mark out and cut simple shapes in a range of materials, accurately, for example, to make celebration cards, books, bookmarks and puppets. By the end of Key Stage 1, most pupils use a range of techniques to successfully join materials and make judgements about the end product of their work. Pupils discuss and evaluate their finished products with a sound understanding of the designing and making process. In Key Stage 2, pupils test a variety of media to design and construct, for example, a wind powered toy and a wheeled vehicle in connection with their work in science. By the end of Key Stage 2, pupils can investigate, evaluate and discuss individual ideas and use design sheets to explore them. A good example was seen when older pupils designed a sandwich for a school trip, carefully considering the vitamins, carbohydrates and proteins needed to make a healthy meal. They can distinguish between how well a product has been made and how well it has been designed. For example, they design and construct vehicles for a purpose paying particular attention to structure. Most pupils are able to research, plan, measure, test and evaluate with an appropriate understanding of the processes involved.

Pupils have good attitudes towards design and technology. They talk about their designs and models with enjoyment and enthusiasm. They listen well to suggestions and work

collaboratively on tasks. The quality of finished products shows that pupils take a pride in their work.

The quality of teaching is satisfactory. Teachers' planning and organisation ensures full coverage of the subject. Resources are sufficient to meet the requirements of the National Curriculum with a good selection of large and small commercial construction kits. There is also a good selection of tools, stored centrally, for measuring, marking, cutting and joining.

Geography

No geography lessons were observed at either key stage during the inspection. Evidence from teachers' planning, a scrutiny of pupils' work and displays around school is consistent with attainment appropriate to pupils of this age. Progress for all pupils is satisfactory.

In Key Stage 1, pupils can talk about the features of their locality. Moving to a wider perspective they can locate on a map and name some of the countries of Europe, for example, identifying particularly those countries they have visited on holiday. Useful comparisons are made with Great Britain. By the end of the key stage they can draw and use simple maps and can compare their own lives with children in an Indian village. They know that geographical conditions, for example, weather, influence peoples activities, for example, the clothes they wear.

At Key Stage 2, pupils build on their earlier foundations. In their local studies they examine more closely their local environment and look at ways in which it can be improved. They study the main physical features of the area, for example, the Humber Estuary. In their studies of natural resources they study the sources of water. They look at the water cycle and how clean water reaches their homes. They investigate and compare the amount of water used by appliances such as the shower, bath and dishwasher and chart how much they drink daily. In their study of the effect of man on the environment they look at the causes of water pollution and discuss possible ways to solve the problem.

The scheme of work has recently been revised and forms, with history, an integrated humanities course based on the Qualifications and Curriculum Authority guidance. This approach is effective, particularly in teaching about the local environment. Visits to nearby Beverley and Hull provide pupils with interesting and stimulating first hand experiences and make valuable contributions to their cultural development. The scheme gives staff valuable guidance whilst allowing them to put their own interpretation on the work covered. Resources are satisfactory with a range of reference books and atlases.

History

Opportunities to see history were limited to one lesson. However, evidence was gathered from this lesson, teachers' planning, a scrutiny of pupils' work in their books and from displays around the school. This shows that attainment at both key stages is appropriate to pupils of this age. Progress for all pupils is satisfactory.

In Key Stage 1 pupils develop an understanding of chronology. They know that in the past things were different and can retell stories about people who lived then. As they move

through the key stage, they are beginning to recognise the reasons for people's actions and can use historical sources and artefacts to find information. By the end of the key stage they have a developing knowledge of other civilisations such as the Greeks. For example, they can retell the story of the Wooden Horse of Troy and some of the adventures of Odysseus. At Key Stage 2, they continue to build on these earlier foundations. In their study of British history they look closely at the lives of the Tudors and explore, for example, the similarities and differences between the every-day lives of the rich and poor. The study of local history plays an important part in the curriculum giving pupils good opportunity for first hand experiences. Visits further afield bring pupils' learning alive and provide effective links with literacy to extend their writing. A good example was seen in "The Ghostly Legend of Ann Griffith", after a visit to Burton Agnes Hall in connection with their work on the Tudors. The co-ordinator is looking to extend these opportunities to further develop pupils' literacy skills and increase the impact of the Literacy Hour.

From the limited evidence pupils have an interest in history. Most pupils enter into discussions and confidently share their ideas.

Teachers plan lessons carefully. Good use is made of questions to recall previous work and to develop pupils' knowledge and understanding. Work to be done is explained clearly and good individual support is given to pupils in lessons. Work is planned imaginatively, suitably differentiated to meet the demands of teaching mixed aged classes and, wherever possible, relevant to pupils' experiences.

The scheme of work has recently been revised based on the Qualifications and Curriculum Authority guidance. It is closely linked with geography to form an interesting integrated humanities course. Resources are satisfactory with a range of reference books and artefacts. Opportunities for older pupils to use a CD ROM effectively develop their research skills and complement the work of their teachers. The nearby church, the village itself and nearby Beverley are valuable resources. History is used as a stimulus for work in art, such as paintings of famous people in a wall display.

Music

Standards of attainment in music are in line with what might be expected for pupils of this age and all pupils, including those with special educational needs, make satisfactory progress. Provision covers the requirements of the National Curriculum in performing, listening, appraising and composing.

Pupils in Key Stage 1, listen to and understand a good range of traditional music, for example, Victorian Music Hall songs. Pupils listen to music from other countries, and are familiar with instruments from different cultures, for example, Africa, and some pupils can name them. By the end of Key Stage 1, pupils are able to listen to music and sing a good range of songs confidently and tunefully. Most pupils talk fluently about sounds and understand how musical sounds are made in different ways. They appreciate the difference between loud and soft tones and how these can express character and mood. Most pupils have a sound grasp of musical elements and are able to keep time and recognise rhythm. Although most pupils can compose simple percussion pieces using, for example, cymbals, chime bars, bells, wood blocks, tambourines and castanets they do need further support in this element of the subject. By the end of Key Stage 2, pupils listen with enthusiasm to music, for example, Vivaldi's Four Seasons and they particularly enjoy traditional pieces, for example, The May Queen, Pop Goes the Weasel and The Bonny Bonny Broome which accompanies their Maypole dancing. Most can recognise pieces by famous composers, for example, Beethoven and Tchaikovsky. Many pupils are beginning to identify musical ideas and understand words, such as pitch and tempo. They understand, for example, that tempo is the speed of the music and can recognise this in a musical performance. They understand note values and can read simple notation. Some pupils can hold and compose a rhythm, follow dynamics, perform together and practise and perfect pieces.

The quality of teaching is mainly good. Teachers ensure that all pupils take part in music making and encourage them to be self critical of their performance. They provide good opportunities for pupils to sing and perform music in the local church, for example, at the Harvest Festival and at the Easter and Christmas celebrations. Regular opportunities are provided for pupils to sing and perform during morning assembly. Throughout the school pupils have good attitudes to music. They enjoy participating in musical activities both individually and in groups.

The school has a written policy for music. Schemes of work are incorporated in medium term planning ensuring coverage of the National Curriculum. The curriculum, is enhanced through the help of a voluntary specialist musician and the peripatetic music teacher who works closely with the co-ordinator. There is an adequate supply of musical instruments and other resources. These are easily accessible and well maintained.

Physical education

Only three lessons were seen in physical education during the week of inspection. These included one lesson in dance and two swimming lessons. However, evidence from these lessons together with evidence of teacher's planning and from discussions with teachers and pupils make it possible to draw positive conclusions about physical education. Standards of attainment in physical education throughout the school are in line with what might be expected of pupils of this age, and all pupils, including those with special needs, make satisfactory progress. Pupils are taught games, gymnastics, athletic activities, swimming, and outdoor activities. Specialist coaching is provided in football, netball, cricket and athletics by the Local Authority's Sports Development Team. By the time pupils leave the school, all are confident swimmers. A limited amount of dance takes place in the form of music and movement. For example, pupils in Key Stage 1, take two movements and perform them in sequence to music.

The youngest pupils in Key Stage 1 are able to travel using a variety of methods, for example, running, jumping, hopping and turning. By the end of the key stage, all pupils are able to find a space and perform a series of controlled movements, for example, travelling with a partner, passing a ball. Most can throw and catch a ball and invent their own games. Most are aware of each other's movements and can look and move in relation to everyone else. All pupils are able to work successfully with a partner and observe and comment on their partner's performance. By the end of Key Stage 2, pupils practise, improve and refine their performance through individual activity, working in pairs and working in groups. They are developing good co-operative skills in athletics and appreciate a winner in a game. In all games activities, pupils throw and catch well, and can judge the flight and direction of a ball accurately.

Pupils have good attitudes to physical education and respond enthusiastically in lessons. All pupils wear appropriate dress, behave well, concentrate on their work and show confidence in performances. They answer questions willingly and are keen to show their expertise to the teacher and other pupils. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration. This subject is much valued and enjoyed by the pupils.

The quality of teaching is never less than satisfactory. Teachers work hard to provide interesting opportunities for pupils, for example, games and competitive sport within the local cluster. Close attention is given to all aspects of health and safety. The subject is supported by an adequate policy document. There is an adequate range of resources with an appropriate range of moveable apparatus. Extra-curricular activities, for example, football, netball and competitive sports help to sustain and enhance provision.

Swimming

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

By the end of Key Stage 2, standards of attainment in swimming are at least in line with what might be expected for pupils of this age and all pupils, including those with special educational needs make good progress. All pupils swim, unaided, competently and safely, for at least 25 metres. They are confident in the water and know how to rest, float and adopt support positions. All use both their arms and legs for propulsion and develop effective and efficient swimming strokes to swim on front and back. They understand the principles of water safety and survival. The quality of teaching is good. Instructors are well planned and organised and have a good knowledge of pupils' individual abilities. Their relationships with pupils are good and these good relationships help to build pupils' self esteem. This has a positive effect on the good standards achieved by all pupils. Swimming is part of the programme of physical education provided by the school and is included in the policy document and schemes of work. Organisational arrangements, including time allocations, records of progress and assessment procedures are in place, and appropriate.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

A team of three inspectors including a lay inspector carried out the inspection. The inspection included the gathering of first hand evidence over a total of six inspector days. The total time spent in classes, in discussion with pupils and evaluating their work was 21 hours.

The main evidence considered by the inspection team for the report was gathered from:

observing 18 lessons or part lessons;

listening to 6 pupils read;

the Literacy Hour;

the Numeracy Hour;

assemblies and collective worship;

a scrutiny of a representative sample of pupils' work;

discussions with the headteacher, staff, governors and parents;

discussions with pupils about their work;

a scrutiny of a full range of documentation, including the School Development Plan, policy documents and schemes of work;

an examination of attendance records, budget statements, teachers' planning, records of pupils' attainment and reports to parents;

the views of 15 parents at a pre-inspection meeting;

20 returned questionnaires and accompanying letters and written commentary.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	40	1	3	8

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	2.2
.....	18

Education support staff (YR – Y6)

Total number of education support staff:	2
	28.5

Average class size:	20
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Financial data

Financial year:	1997/98
	£
Total Income	116617
Total Expenditure	116617
Expenditure per pupil	2049
Balance brought forward from previous year	6833
Balance carried forward to next year	18277

PARENTAL SURVEY

Number of questionnaires sent out: 35

20

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	15	55	15	15	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	55	30	5	10	0
The school handles complaints from parents well	15	40	30	15	0
	15	50	30	5	0
The school keeps me well informed about my child(ren)'s progress	15	65	10	10	0
The school enables my child(ren) to achieve a good standard of work	25	50	20	5	0
The school encourages children to get involved in more than just their daily lessons	25	50	15	20	0
I am satisfied with the work that my child(ren) is/are expected to do at home	45	30	5	15	5
The school's values and attitudes have a positive effect on my child(ren)	25	55	10	10	0
The school achieves high standards of good behaviour	15	50	20	15	0
	50	40	5	0	5