

# INSPECTION REPORT

## **BADGER HILL PRIMARY SCHOOL**

York

LEA area: York

Unique reference number: 121470

Headteacher: Mrs A J Roberts

Reporting inspector: Dr Brian Male  
14906

Dates of inspection: 10 - 13 September 2001

Inspection number: 195151

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Crossways  
Hull Road  
York

Postcode: YO10 5JF

Telephone number: 01904 410213

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Appropriate authority: The governing body

Name of chair of governors: Mrs A Holtby

Date of previous inspection: 19/05/97

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14906	Mr B Male	Registered inspector	English Geography History	What sort of school is it? How high are the standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19419	Mrs S Boyle	Lay inspector		How well does the school care for its pupil? How well does the school work in partnership with parents?
2081	Mrs P English	Team inspector	Mathematics Art and design Music Religious education Foundation Stage	How good are curricular and other opportunities?
3942	Mr K Sanderson	Team inspector	Science Information and communication technology Design and technology Physical education	Attitudes, values and personal development

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This community primary school takes pupils from four to 11 years old and is maintained by the City of York Local Education Authority. It is set in extensive and well-developed grounds and serves the university area to the west of York. At the time of the inspection there were 157 pupils on roll in seven classes. Most pupils start school with standards of attainment above those usually expected. Two per cent of the pupils are eligible for free school meals which is well below the national average. Twelve per cent of the pupils are on the special educational needs register which is below the national average. There are seven pupils for whom English is an additional language; this is in line with the national average.

Over the last six years, the school has expanded from an infant to primary school, and this is the first year with a single year group in each class. The school has been successful in achieving the national 'Investors in People' award.

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

This is a very popular school providing a caring ethos where children feel secure and valued. The headteacher sets a good tone for relationships across the school and ensures that the school's aims of achieving together are met. Standards of attainment are above the national average in the core subjects of English, mathematics and science by the end of Key Stage 2. Children receive a particularly good start to their education in the reception class and the quality of teaching is good across the school. Pupils behave well, and have good attitudes to their work. The school receives an average income and provides good value for money.

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

- Standards of attainment are above the national average in English, mathematics and science by the time pupils leave the school.
- The quality of teaching is good across the school.
- Pupils' behaviour and attitudes to work are good.
- The school makes good provision for pupils' personal development.
- The school has a good partnership with parents and the community.

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

- The curriculum needs to be reviewed to ensure maximum progress in the foundation subjects.
- The new behaviour policy needs to be implemented consistently across the school.
- The development of the subject coordinators' role needs to be continued.
- The new outside classroom is very small, and so accommodation arrangements need review.

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

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

The school was last inspected in May 1997, and has made satisfactory progress since then. There was no pupil at the end of Key Stage 2 at the time of the last inspection for comparisons to be made, but standards at Key Stage 1 continue to be above average. The quality of teaching remains good overall, with a particularly good start being made in the reception class. The headteacher continues to provide very supportive leadership and is now assisted by a very effective deputy. The school has addressed all of the key issues raised by the previous inspection report, although it needs to review further the curriculum for the foundation subjects across the school.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests. 2001 scores are not included as 2000 is the latest year for which national comparisons are available. The 2001 scores were much higher. The school had no 11 year old pupils before 1999.

Performance in:	compared with				Key
	all schools			Similar schools	
	1998	1999	2000	2000	
English	n/a	A	C	E	very high A*
Mathematics	n/a	A	D	E	well above average A
Science	n/a	A	E	E	above average B
					average C
					below average D
					well below average E

The school's scores in the 2001 tests were much higher than in 2000, and although national comparisons are not yet available, are likely to be above the national average in English and well above the national average in mathematics and science. Standards in the school continue to be at least above average in all three subjects although there is an unusually high number of pupils with special educational needs in the present Year 6. Standards in other subjects are not as high as in these core subjects, mainly because planning for these subjects has not focused so precisely on systematic development through the school.

Standards at the end of Key Stage 1 have been generally above average over the last four years, and continue to be above average this year. As with Key Stage 2, standards are highest in the core subjects of reading, writing and mathematics.

The school has set appropriate targets and has been successful in meeting them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils generally have good attitudes to school and are keen to get on with their work. Most sustain their concentration very well and many are very determined to succeed.
Behaviour, in and out of classrooms	There is a good standard of behaviour across the school, both in and out of classrooms, although there is a small minority of pupils who can be silly at times. Pupils are generally particularly polite and courteous.
Personal development and relationships	There are generally very good relationships across the school, with most pupils particularly caring and thoughtful of others. The small minority can at times be thoughtless.
Attendance	The rate of attendance is above average.



## TEACHING AND LEARNING

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
<b>Quality of teaching</b>	Good	Good	Good

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

Teachers work hard and plan their lessons conscientiously. Pupils are encouraged well in their learning. There is good teaching of English and mathematics and of the basic literacy and numeracy skills. Teachers are successful in meeting the needs of all pupils. In the best lessons there is a quick pace, a range of teaching and learning strategies and pupils are engaged in stimulating practical investigations. The quality of pupils' learning is good. Most pupils apply themselves very well to their work, and sustain their concentration well. Clear learning objectives when shared with the pupils enable them to understand what they are doing and how they can improve.

## OTHER ASPECTS OF THE SCHOOL

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is broad and balanced and is well planned to ensure progress in the core subjects of English, mathematics and science. The curriculum for other subjects needs review to ensure maximum progress. There is a rich curriculum for pupils at the Foundation Stage. The curriculum is enhanced by good links with the community and very good links with partner institutions.
Provision for pupils with special educational needs	There is some very good provision for pupils with Statements of Special Educational Need who receive extra support. The procedures for other pupils are applied appropriately, although the targets on some individual education plans could be more precise.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' personal development. Provision for spiritual, moral and social development is good. There is good provision for cultural development, but the multicultural element is inadequately covered.
How well the school cares for its pupils	The school has a caring ethos and provides a secure environment and arrangements for child protection are sound. The procedures for the assessment of pupils' progress are developing well and are already beginning to impact on the curriculum.

The school has a good partnership with parents who value the quality of education it provides. The school is very popular, and the headteacher is held in high esteem.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides supportive leadership and sets a good tone for the school, especially in the area of relationships. She is ably assisted by a deputy headteacher who has a good oversight of the curriculum. The role of subject co-ordinators is at an early stage and needs further development.
How well the governors fulfil their responsibilities	The governors have a good general overview of the school, and are very supportive of its work. They have worked hard to ensure that the school has been able to expand to provide seven classes and so provide separate year groups.
The school's evaluation of its performance	The school is taking many valuable steps to evaluate its performance through the analysis of assessment and test information. The monitoring and support of teaching and curriculum provision are at an earlier stage and need further development, especially through the subject co-ordinators.
The strategic use of resources	The school feels that it has not been helped in its allocation of budget resources because the financial information that it receives is varying and sometimes unreliable. The headteacher and governors have done well to cope within this situation.

The school has a good level of staffing and provides small class sizes. Resources are generally adequate across the school. The main school building is spacious and provides an attractive learning environment and the grounds are extensive and well developed, although the hard surface playground is restricted. The new outside classroom is very small and restricts the education opportunities of the pupils working within it.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Standards of behaviour are high.</li> <li>The teaching is good.</li> <li>Pupils make good progress.</li> <li>Expectations are high.</li> <li>The headteacher and school are very approachable.</li> </ul>	<ul style="list-style-type: none"> <li>Some parents feel the range of extra curricular activities could be wider.</li> </ul>

The inspection generally agrees with the favourable comments made by parents, but finds that the range of extracurricular activities is similar to that usually provided by schools.

## **PART B: COMMENTARY**

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

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

1. As the school has taken pupils up to 11 years old for only three years, there is not a long trend of established standards at this age. Standards in national tests for 11 year olds over those three years have been (in order) well above average, average and well above average. (As the national figures are not yet available for the last year, the comparison is an estimate based on the previous national figures). The variation is associated with the number of pupils with special educational needs in a year group. The number of pupils has been small, and so each pupil makes a significant difference to the average score.
2. In general terms, pupils enter the reception class with standards of attainment already above those expected for children of this age, and make generally good progress across the school in the core subjects of English, mathematics and science. Standards in other subjects are not as high as in English, mathematics and science, because the school has understandably been concentrating on the core subjects, and has not planned for the other subjects so systematically.

#### *The school's targets and pupils' achievements*

3. The school has set realistically challenging targets and has been successful in achieving them.
4. The standards attained by pupils by the time they leave the school at 11 years old generally represent good achievement and progress.

#### *Children under five*

5. Pupils enter the school as four year olds with standards of attainment already above the national average. They receive a good start to their education in the reception year, and standards of attainment are above those usually found in all areas of learning by the time they move to Year 1.

#### *Key Stage 1*

6. In national tests for seven year olds in 2001 the overall standards, as measured by average point scores, were above average in reading and writing, compared to the 2000 national scores. This would have been in line with similar schools.
7. Inspection evidence shows that standards this year continue to be above the national average in all three subjects, with those in reading and mathematics slightly higher than those in writing. Standards are also above average in science. Standards in other subjects are generally in line with those usually found although too few lessons were seen in art, music and religious education for an overall judgement to be made.

#### *Key Stage 2*

8. In national tests for 11 year olds in 2001, standards (compared to national scores in 2000) were well above the national average in mathematics and science, and above average in English. Standards in mathematics and science are likely to have been well above those in similar schools, and standards in English in line with those schools.
9. The present Year 6 has an unusually large number of pupils with special educational needs, but standards in English, mathematics and science are still generally above

average. As at Key Stage 1, standards in other subjects are not as high, but are generally in line with those usually found, except in religious education where they are below the expectations of the locally agreed syllabus. The curriculum for religious education is not sufficiently systematically organised to ensure progress. Too few lessons were seen in art and music for an overall judgement to be made.

#### *Progress of different groups*

10. The school is successful in providing appropriate challenge for all its pupils and enabling them to progress. Higher attaining pupils generally do well at both key stages. Pupils with special educational needs make good progress in meeting the targets set in their individual education plans. The progress of boys and girls, and of higher and lower attaining pupils is in line with the general progress of the school. Although there is a number of pupils for whom English is an additional language, none requires extra help for language and their progress is generally in line with other pupils of their age.

#### *Literacy and numeracy*

11. Within English, standards of reading, speaking and listening are higher than writing at both key stages. This is associated with the emphasis the school places on the teaching of reading and the carryover of reading skills into writing. Standards in mathematics are above average across the school.

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

12. Pupils' attitudes to learning and to the school are good, and this makes a significant contribution to their progress. The school has continued to promote the constructive relationships and positive behaviour found at the time of the previous inspection. Many pupils are capable of working well without direct supervision; for example, in group activities in literacy and numeracy lessons. Often this involves sensible cooperation over the use of resources. Pupils behave particularly well in the relatively informal situations of mealtimes and breaks. The good quality of supervision by mid day supervisory staff is an important factor here. Many pupils display a pride in their work and are keen to talk about what they have done. In a few instances, a small number of pupils find difficulty in maintaining concentration. In these circumstances staff show patience and awareness. The vast majority of pupils enjoy being part of an orderly and pleasant community.
13. Behaviour in class and in the communal areas of school is good. Pupils are polite, courteous and welcoming to visitors. Pupils know what is expected of them, and the majority follow the rules. Both parents and pupils are happy with the standards of behaviour. The school has a good behaviour policy that emphasises a positive approach, but this is not always consistently implemented in all classes and some take a more negative and less encouraging approach. Rare instances of bullying are dealt with swiftly and firmly. There have been no exclusions.
14. Relationships are good throughout school. Pupils respond well to teachers and lunchtime staff. They know that adults take note of, and value what they say, and there is a good level of mutual respect.
15. Personal development is good. Pupils accept responsibility willingly and enjoy helping with the routines of class and school. Older pupils take their 'monitorial' duties seriously, such as organising the distribution and collection of play equipment at lunchtimes, and they enjoy reading with younger pupils. However, in some lessons, there are limited opportunities for pupils to show initiative and independent action. Pupils welcome their efforts and achievements being recognised through

merit awards and celebratory assemblies. They appreciate the purposes of charities and benefit from visits and local events. Talks in assembly about such initiatives as the 'Full Stop Friendship Chair', recently sited in part of the school grounds, help pupils to appreciate and understand that the school's aim of "Together we can make a difference" has many practical applications.

### Attendance

16. Attendance rates are above average. Pupils arrive at school on time and go straight to their classroom ready to start their lessons.

### HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall across the school. Of the lessons seen in the school as a whole, seven per cent were very good, 50 per cent good and 40 per cent satisfactory. Only one lesson was unsatisfactory. This is a positive profile.
18. Teachers are very hardworking and conscientious. They plan their lessons well and are concerned for the welfare of their pupils as individuals. They are successful in meeting the needs of all their pupils. There is an encouraging approach in which pupils' answers and contributions are generally well valued. The teaching of English, mathematics and science is stronger than the teaching of other subjects at Key Stages 1 and 2, because the school's planning for progress is more systematic in these subjects.
19. Children get a good start to their education in the reception class where teaching is consistently at least good and sometimes very good. The teacher's very positive approach had enabled the children to settle very quickly into school in what was only their first full week. Routines were already well established and children understood the expectations. For example, when the teacher said that it was time to pack activities away, all children did so quickly and without fuss. Expectations are high and the pupils rise to this. For example, pupils are already expected to work with numbers up to ten and recognise the numerals. The good practical work they are given to support this learning and the very positive atmosphere of the class enable them all to meet this high challenge.
20. Teaching is also good overall at Key Stages 1 and 2, particularly in the core subjects of English, mathematics and science. There is good, focused teaching of the basic skills of literacy and numeracy and the national strategies have been introduced and developed effectively. Although the inspection took place in the first full week of term, and two teachers were new to the school, patterns of working had already been established and expectations were set.
21. In the best lessons, pupils were involved in a range of challenging practical activities that are well designed to promote learning. For example, in a very good Year 1 geography lesson in which pupils were asked to draw a plan of their classroom, the teacher prepared the activity well with games in which pupils moved around the room noting the way they turned to reach different features such as the book corner. As a result of these activities, they were able to draw exceptionally well-oriented plans that located the features very accurately. The level of challenge in these lessons is high, but it is made achievable by the teachers' clear explanations and effective questions that take pupils through the necessary thought processes. For example, in a very good Year 4 English lesson in which pupils were expected to write a character sketch from a story they had read, the teacher challenged each pupil to give reasons for

their judgements and to refer to the text of the story in justifying their statements. It was not sufficient to claim that the nobleman was generous without adding "Because he let his tenants off their rent" and quoting the exact sentence from the story. This is a high level of challenge sustained by the teacher's clear explanations and effective questions.

22. Many teachers make the learning objectives for each lesson very clear and share them with the pupils. This helps pupils to be aware of what they must do to succeed. In the best lessons, the teachers return to these objectives at the end of the lesson and consider how much has been learned and what needs to be done next.
23. Where teaching is most effective, there is a sharp focus on the learning appropriate for each age group, information and activities that are not strictly relevant to this learning are avoided, and so the pace of learning is brisk. Many teachers set timed targets within lessons, and these help focus pupils' attention and make expectations of pace clear. In less effective lessons, particularly at the top of Key Stage 1, the pace of lessons is slower with pupils working at a more leisurely rate and not giving their full attention to their work.
24. The management of pupils is generally effective and behaviour is good overall, but the implementation of the school's good behaviour policy, and its very positive approach, is not always consistent across the school. This may be partly because the inspection took place very early in the school year, and teachers were establishing patterns and expectations. However, these had been established very clearly in some classes, and there is all the more need for consistency when expectations are being set. There is a small minority of pupils who can be challenging at times and a consistent approach to such pupils is needed to ensure that such behaviour is minimised.
25. Although teaching of subjects other than English, mathematics and science is satisfactory overall, expectations are not always sufficiently high because the overall planning is not so systematic. The practice of teaching the same topic across Key Stage 2 was necessary before there were separate classes for each year group, but very careful planning is required within these topics to ensure that there is sufficient progress as pupils move through the school.

#### *Teaching of different groups*

26. The teaching of pupils with special educational needs is generally effective and there is some very good support for pupils who have Statements of Special Educational Need. The teaching of pupils for whom English is an additional language is also effective and their needs are met appropriately.

#### *The quality of learning*

27. The quality of learning, and the rate at which pupils acquire new knowledge, skills and understanding, are generally good across the school. Pupils are keen to learn, and they work hard in lessons, sustaining their concentration well. In most lessons, pupils have a good understanding of what is expected of them and are able to discuss what they need to learn. This is particularly the case when learning objectives have been shared. The concentration and persistence that pupils often bring to their work were well illustrated by one of the youngest reception class pupils in her first full week at school. She was trying to draw round a triangle shape but did not notice that, as she was pressing so hard with her pencil, the shape slipped so that two of the lines came more or less on top of each other. When she lifted the shape, she stared in puzzlement at the odd shape on her paper and then stared at the triangle shape in her hand. She knew that something was wrong, but could not

work out what. Her mathematical thinking was sufficiently advanced to notice that the shapes did not correspond (already quite an advanced level) and she was persistent enough to carry on drawing round the shape until she eventually managed not to slip. Her final smile of satisfaction indicated that it was all worthwhile.

28. The quality of learning for the pupils using the new outside classroom is compromised by its small size. This means that pupils find it difficult to move around the room to look things up, select apparatus and materials or engage in practical activities. All of these are requirements of the National Curriculum. The school is considering adjustments to the timetable that will enable these pupils to use other rooms within the school at times, and also to make use of facilities in the neighbouring secondary school.

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

29. The school provides a broad and suitably balanced curriculum that supports pupils' intellectual, physical and personal development, prepares them appropriately for the subsequent stages of education, and meets all statutory requirements. The curriculum for children under five years old is particularly rich. The school's positive ethos ensures equal access to the curriculum for all pupils.
30. Effective provision is made for pupils' personal, social and health education within which sex education and the misuse of drugs are appropriately included. These policies ensure that support for pupils' personal development permeates the life and work of the school.
31. Overall, the balance of the curriculum is supported by the proportion of teaching time allocated to subjects. The particular priority given to English and mathematics illustrates the importance the school places on improving pupils' literacy and numeracy skills. However, some classes do not always adhere to the agreed proportions of time, and this distorts the balance.
32. The curriculum generally meets the needs of all pupils. A framework is in place to promote curriculum balance and to meet the needs of both discrete and mixed age classes. It includes a four-year rolling programme of topics in science and some foundation subjects. However, this is no longer essential for the current organisation of the school in discrete year groups. Where three or four year groups are following the same topic, it is not easy to ensure that the topic is being studied at the correct level for each year group and that appropriate progress is being made. In some cases, work is insufficiently differentiated between the classes and does not always appropriately challenge all pupils. The school has already recognised the need to review curriculum planning for discrete year groups, particularly for the foundation subjects.
33. The school has effectively introduced the National Literacy and Numeracy Strategies. The above average attainment in both these subjects owes much to the well established practice of systematically developing knowledge, skills and understanding as pupils move through the school. The school is developing the use of the schemes of work devised by the Qualifications and Curriculum Authority for the foundation subjects, other than music. However these have not yet been sufficiently adapted to meet the needs of the whole school topic approach. The scheme of work for religious education is insufficiently developed to ensure suitable depth of study and challenge for all pupils. There is insufficient focus on developing pupils'

knowledge and understanding of the range of major faiths expected in the agreed syllabus.

34. Overall effective provision is made for pupils with special educational needs with some good support for pupils with Statements of Special Educational Need. The policy meets the requirements of the national Code of Practice, but the targets on some individual education plans are not sufficiently precise to ensure that pupils systematically make progress in short measurable steps.
35. The curriculum is enriched by the provision of a suitable range of extracurricular activities such as recorder groups, orchestra, seasonal games, chess and drama groups. The school effectively uses opportunities to visit historical sites and places of worship, and pupils are able to meet with a range of visitors. This was well illustrated during the inspection when Key Stage 2 pupils were actively involved with a visiting musician to learn about the development of some early musical instruments and associated songs and dance. The school has encouraged links with visiting artists and crafts people and members of the peripatetic music service who work directly with pupils throughout the school. These opportunities make a significant contribution to pupils' academic and personal development.
36. Good links are made with a local business that supports the production of the school Newsletter, and the local church where pupils meet for celebrations such as Harvest Festival. The school has regularly contributed to Heslington Fair, and visits the university for concerts. Good contacts are made with the neighbouring playgroups prior to children starting school. Strong links have been developed with the neighbouring high school through teacher visits and sharing facilities for swimming and information technology. These contacts and the procedures in place for the transfer ensure that pupils are well prepared for the next phase of education.

### **Provision for personal development, including the spiritual, moral, social and cultural aspects**

37. There is good provision for pupils' spiritual development. Younger children are encouraged to think about the beauty of the natural world through stories and the general work of the school; for example, in the reception class when reading the story 'The Owl Babies', the teacher turned the page to reveal the wonderful picture of the mother owl in flight, and said with great feeling, "Isn't she gorgeous!" and then went on to point out to the children the detail of her feathers. Acts of collective worship provide good quality, calm, reflective time for the school to come together as a community.
38. Provision for moral development is good. The school does not have written rules, but is clear about the way in which it expects pupils to behave. This is evident in the daily life of the school, with pupils clearly aware of the sort of behaviour that is expected from them. Staff are quick to tell pupils when their behaviour is inappropriate, and those few pupils who sometimes misbehave, know that it is wrong, and most respond fairly quickly to a reprimand.
39. Provision for social development is good. The headteacher is a good model for respecting others and for polite social behaviour. Older children learn about living and working in a community through effective opportunities for a residential visit and by taking responsibilities in school such as being 'in charge' of the playground equipment. The playground equipment is working well and encouraging children to share and to co-operate. Mixed age tables at lunchtimes give pupils appropriate experience of mixing with younger or older children. The school has plans in place to



further improve provision for social development by setting up a school council that will involve children throughout the school, and by creating further opportunities to encourage children to look after each other at playtimes.

40. Provision for cultural development is good overall, but the multicultural element is too limited. Pupils have many good opportunities to listen to musical performances, to watch theatre and to visit museums and places of interest, and they have valuable opportunities to explore, to experience and to be creative. The school makes good use of opportunities that arise to teach pupils about other cultures. However, there is not a planned approach to teaching pupils about the richness and diversity of other cultures and our own society.

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

### **Assessment**

41. The arrangements that the school makes for assessing and recording how well pupils learn, and for using that information to assist the development of planning are satisfactory and developing well. Since the previous inspection, suitable improvement has been made in developing formal assessment procedures at Key Stage 2. Alongside compulsory national tests for Years 2 and 6, optional tests are taken by pupils in Years 3, 4 and 5, and in the core subjects assessments take place at the end of each unit of work. The school is developing its analysis of these results and gaining useful information on trends for pupils of different abilities and needs. This information is beginning to influence planning. The school is also developing assessment systems for the foundation subjects, and these are giving a clearer view of pupils' attainment and progress in these subjects. Self-evaluation for pupils is being used through 'My Planner' for pupils in Key Stage 2. This is a good example of a weekly record of targets and how well they have been achieved. It is signed by both school and parents, thus keeping everyone informed. This helps pupils and parents understand the progress expected.

### **Welfare**

42. The school provides a secure and calm environment, so that young children who have just started school soon settle into the routines, and are happy and keen to work.
43. There are satisfactory arrangements for the welfare of pupils through the health and safety and child protection policies. There is regular monitoring of health and safety by the headteacher and governors, and all staff are familiar with child protection procedures. There are appropriate opportunities to discuss areas of concern at regular staff meetings.
44. The behaviour policy document has recently been revised and its aims and guidelines are good. However, it is not impacting sufficiently on behaviour in the school. This is because some staff have developed their own individual strategies for managing behaviour. Some staff are highly successful in this and in their classroom pupils behave very well, but other staff are less successful so that although the overall behaviour of pupils is good, there are pockets of behaviour in some classrooms that are unsatisfactory.
45. In addition, the current behaviour policy document does not make clear the school's policy on bullying. Parents are very satisfied that bullying is not a cause for concern

and that any incidents that do arise are dealt with quickly and well. However, the school should ensure that it has a clear written guidance that is available to staff and parents.

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

46. Parents are extremely supportive of the school and feel that there are a number of areas in which the school does well. In particular, that standards are high and children do well, that the leadership of the school is good and that the headteacher is very approachable and listens well to their concerns. A significant number of parents were not satisfied with the provision of extra-curricular activities. The inspection findings support all the parents' positive views, but disagree about the provision of extra-curricular activities which is in line with what is normally found in primary schools and is satisfactory.
47. Parents feel that communication between school and home is good. They bring their children into the classroom at the start of the day, and value this daily contact with staff as a very good opportunity to talk to teachers and see the work in the classrooms. Written information for parents in the form of the school brochure and newsletters is informative and comprehensive. A feature of the brochure is that parents are invited to comment on the content with a view to making it more 'user friendly'. Most pupil reports are specific about the progress children have made, what they can do and how well they can do it. There are though, some reports that do not give this clear information about the progress children have made.
48. The school is good at consulting parents about pastoral issues; for example, it has started sending letters to the parents of children who have transferred to secondary school to ask them how their child has found the change, and what the school might have done to make the transfer easier. Parents are not consulted so frequently about other aspects of school policy and there is scope to involve them more.
49. Parents are generally keen to support the work of the school, and most support their children with homework. The school planners, used at Key Stage 2, are effective in involving parents in the work children are expected to do at home. Parents of children starting school have good information to enable them to encourage and help their child at home, and throughout the school parents are given appropriate and regular information about the work their child will be doing. There are a number of committed parents who help in classes with many more willing to give support for school visits. The sessions the school held on literacy and numeracy were attended by only a very few but this was mainly because they were held during the day and that made it difficult for many parents to attend. The parents' association works hard and raises a considerable amount of money to benefit the school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

### *The headteacher and senior staff*

50. The headteacher provides supportive leadership and sets a good tone for the school, especially in the area of relationships. She has been effective in managing the expansion of the school from infant to primary. The difficulties of such expansion are not to be underestimated. She has created a strong and supportive ethos in the school where pupils are valued and encouraged to think of others. The school is open and responsive to parents, and they hold the headteacher in very high esteem.

She has ensured that the school has kept abreast of developments through such initiatives as the national 'Investors in People' scheme.

51. She is ably assisted by a deputy headteacher who has a good oversight of the curriculum and the assessment arrangements. The role of subject coordinators is at an early stage and needs further development. Many have been very recently appointed and have not yet had sufficient time to develop a good overview of their subjects. The development of the role needs to ensure that they develop a clear overview of standards in their subjects, plan the curriculum to clarify lines of progress and expected standards, and are enabled to support teaching and learning in other classes.
52. The provision for pupils with special educational needs is effectively managed and there is some very good support for pupils with Statements of Special Educational Need. The Code of Practice is fully implemented but the targets on some of the individual education plans are not sufficiently specific.

#### *The governors*

53. The governors are very supportive of the school, and maintain an appropriate oversight of its work. They fulfil their statutory obligations well, and have worked hard to ensure that the expansion of the school has gone smoothly.

#### *Monitoring, evaluation and targets*

54. The school is taking many very valuable steps to consider and evaluate its performance through the analysis of test and other assessment data. The monitoring of teaching by senior staff is taking place and the introduction of performance management has been generally effective.
55. The targets set in the school's development plan cover an important part of its work, but do not relate directly to the analysis of performance. The steps set out in the plan do not always constitute an overall strategy that would lead directly to the achieving of the targets. The targets set for pupils' attainment are appropriately challenging and the school has been successful in meeting them.

#### *The budget and best value*

56. The school pays into a scheme to receive budget information and financial advice from its local education authority. It feels it has not been helped in its allocation of budget resources because the financial information that it receives is variable and seems unreliable. The headteacher and governors have done well to cope within such a situation. For example, at the beginning of this financial year the school was given a budget projection which indicated that there was little room for extra expenditure. When purchasing the extra classroom they accordingly obtained the largest they could afford. By June, after the classroom was ordered, they were informed that they were heading for a £40,000 budget surplus (16 per cent of the budget) and so could have afforded a larger one. By September, this budget projection was reduced to a £4,000 surplus without the extra £36,000 being allocated. At the time of this inspection, the local authority was unwilling to offer any clarification to inspectors for these significantly varying figures over so short a time. It is very difficult to plan a coherent financial strategy if information is unreliable, and the school has ended up with a classroom that is not big enough for the pupils, when it is quite possible that there was enough money in the budget for a larger one.
57. The school receives an income per pupil that is in line with the national average. Pupils make good progress across the school from an above average start, and so the school provides good value for money.

*Staffing, accommodation and learning resources*

58. There is a good level of teaching and support staff, with small class sizes and a good level of teaching support. The increase in the number of classes means that all pupils can be taught in separate year groups for the first time.
59. The main school is spacious and provides an attractive learning environment. The grounds are also spacious and have been well developed to provide quiet areas and good facilities for recreation, although the hard surface is rather small for the increased number of pupils. The new classroom is very small and restricts the educational opportunities for the pupils.
60. The level of teaching and learning resources is generally adequate.

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

61. In order to build on its already above average standards in the core subjects the next steps for the school are to:
- 1) Review the curriculum for the foundation subjects to ensure that lines of progress and expectations are made clear for each year group. (para 32)
  - 2) Ensure that the new behaviour policy is implemented consistently across the school and that the positive approach that it enshrines underpins pupil management. (para 13)
  - 3) Continue the development of the role of the subject coordinators so that they:
    - develop a clear overview of standards in their subjects;
    - plan the curriculum to clarify lines of progress and expected standards;
    - support teaching and learning.(para 51)
  - 4) Consider ways in which educational opportunities for pupils, using the new very small classroom, can be maintained through the timetabled use of other areas of the school and other facilities, or the possible extension of the room. (para 59)

The school will also wish to address the following minor issues:

- ensure that it has a clear written guidance on bullying that is available to staff and parents. (para 45)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	29	23	1	0	0
Percentage	0	7	51	40	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the schools roll (FTE for parttime pupils)	0	157
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.3
National comparative data	5.7

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	13	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	11	11	11
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	86 (100)	86 (100)	86 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	11	11	11
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	86 (100)	86 (100)	86 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	9	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	7	5	7
	Total	15	14	17
Percentage of pupils at NC level 4 or above	School	71 (88)	67 (84)	81 (92)
	National	75 (71)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	6
	Girls	5	5	5
	Total	11	14	11
Percentage of pupils at NC level 4 or above	School	52 (80)	67 (84)	52 (84)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	116
Any other minority ethnic group	2

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

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	22.4
Average class size	26.2

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	57

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000
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	£
Total income	315,648
Total expenditure	286,923
Expenditure per pupil	2,035
Balance brought forward from previous year	22,812
Balance carried forward to next year	51,537

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	157
Number of questionnaires returned	57

### *Percentage of responses in each category*

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	26	0	2	0
My child is making good progress in school.	60	32	4	4	2
Behaviour in the school is good.	46	44	4	2	5
My child gets the right amount of work to do at home.	33	51	11	4	2
The teaching is good.	63	30	4	2	2
I am kept well informed about how my child is getting on.	53	30	11	2	5
I would feel comfortable about approaching the school with questions or a problem.	58	35	5	2	0
The school expects my child to work hard and achieve his or her best.	68	30	0	2	0
The school works closely with parents.	49	35	11	4	2
The school is well led and managed.	65	23	0	2	11
The school is helping my child become mature and responsible.	60	33	5	2	0
The school provides an interesting range of activities outside lessons.	30	40	12	9	9



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

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

62. Most children enter the school as four year olds with some experience of preschool education and standards of attainment that are already above those usually found. The inspection took place during these children's first full week of schooling, and they had already settled remarkably well into school and were able to work confidently and with good knowledge of the school's routines. This is a considerable tribute to the quality of the teaching they received in their first days. The consistent good quality of the teaching ensures that they make good progress during their reception year.
63. A major characteristic of the teaching is the good understanding of the curriculum and the steps through which children develop knowledge, skills and understanding. This is illustrated in the clearly identified learning objectives for each session, and the balance achieved between self-chosen and adult-directed activities that both stimulate interest and suitably challenge all children. The support for the development of basic skills is very good. It permeates all reception activities and is achieved, particularly by the high quality team work developed by the teacher and support staff so that each is able to assess understanding and provide informed intervention to move learning forward as opportunities arise. For example, when working with a child cutting and gluing straws, the classroom assistant used questions very effectively in the following conversation: "If we cut this in half how many bits will we have?", "Two", "Do you think that will do?" "No. It's too long". A child indicating his choice of activity by pointing was encouraged to use a sentence by the adult sensitively modelling the structure of the appropriate sentence. Assessment from such contact is systematically recorded and suitably used to inform planning.

#### *Personal, social, and emotional development*

64. Children make good progress in this area because a high priority is placed on ensuring that support permeates all activities. The well-organised induction procedures ensure that children come to school with a good measure of confidence. For example, most children readily leave their carers and happily choose from a selection of introductory activities until everyone has arrived. Adults unfailingly respond positively to children's needs, value their ideas and are sensitive to expressions of feelings so that children are quickly aware that they are in a secure and caring environment and their self esteem is consistently supported. Through a sensitive balance of direct teaching and personal example, children quickly become familiar with routines and are aware of adults' expectations. For example, children readily collect together to enjoy whole-class activities and most can decide for themselves from a structured range of self-chosen tasks. Almost all children respond to requests to 'Tidy up' with enthusiasm and a high level of responsibility. Children show appropriate confidence moving around school when, for instance, taking the register to the office or going for lunch. Most children relate well to each other and adults who work with them. They have an appropriately developing understanding of social conventions such as taking turns. Most children sustain attention to a chosen activity for an appropriate time. They work along side each other and enjoy telling others what they are doing. Many of the younger children are able to approach a relatively unfamiliar adult to invite them to share their pleasure when, for instance, sticking and gluing or filling containers.

### *Communication, language and literacy*

65. The priority given to this area makes a significant contribution to the good progress children make, and the above average standards of attainment. Open questioning is used well, with such requests as "Tell me about..." or "What is his tail like?" encouraging children to extend their thinking. The direct teaching of vocabulary and how spoken language is structured encourages children to improve and extend their expressive language. The youngest children talk through activities with comments such as, "Look, my boat is floating. It is pulling this little boat". They anticipate what may happen in a story, for example when calling out "She's gone to get food for them". Older children already are developing negotiating skills in order to extend pretend situations when playing with small world toys such as the zoo. All pupils enjoy listening to stories and readily join in with repeated phrases. Older children are aware of repeated initial sounds as in 'Silly Susansat on a ...' and offer appropriate words to complete the sentence. Most children are aware of how books are organised and turn the pages from left to right. They scan the pictures to interpret the content and most are aware that print is related to the pictures. Many children are already showing interest in early writing skills when, for instance, writing 'a list for mummy' in letterlike shapes and wanting to enclose it in an envelope.

### *Mathematical development*

66. The provision of a good balance of self-chosen and directed practical tasks ensures that children make good progress in this area and standards of attainment are above those usually found. Most are able to recite numbers to ten, and a significant minority to 20. The youngest children enjoy making towers and can count individual blocks to five with some counting to ten. Some children recognise how many they need in the next tower to make a series of steps. Many are able to recognise numerals to ten and arrange them in order appropriately. Through practical activities across the curriculum, pupils have an increasing understanding of number and comparative measures. Children enjoy sorting groups of objects for common properties. For example, they drew and named shapes of circles, triangles and rectangles and an older child linked the rectangular shape to the shape of a door. When playing with sand and water, children explore comparative measures. A child filling and emptying containers of various sizes illustrated this well.

### *Knowledge and understanding of the world*

67. Children are involved in a wide variety of activities which contribute to the good progress they make in this area. Older pupils are aware of the major moving parts of our bodies and that bones have special joints so that they can move. An older child was anxious to explain his theory that the sandcastle he was building needed a river round it to 'stop people getting in'. Older children are able to recognise simple properties of materials. This was well illustrated by a child pointing out that a shell sank in the water trough but his boat floated. His subsequent explanation has already been mentioned. The daily provision of opportunities to use construction and small-world equipment gives children important opportunity to express what they know about the world. This was very well illustrated by an older child who invited the observer to comment on a very large Lego ship equipped with an additional source of power in the form of wheels because "more power was needed for such a large ship".

### *Physical development*

68. Through daily opportunities to use pencils and scissors, and manage small construction equipment children's fine motor skills are soundly developed. Most children move within the classroom and playground with appropriate awareness of their space and others in it and have a good measure of confidence when in the larger area of the hall. They are able to follow instructions in this setting with a good degree of control. This was well illustrated in an indoor session where children developed ways of moving forward along the floor using different body parts and then transferred the movements when moving along a bench. Most children are achieving at least in line with the agreed expectations for children of this age and a significant minority is achieving beyond. However the outdoor secure area is relatively small and there is a limited range of appropriate equipment to support vigorous and imaginative play. This has a limiting effect on the progress of some less mature children. The coordinator has identified this as an area for development.

### *Creative development*

69. Children have an appropriate experience of creating collages, patterns and pictures in a suitable range of media and make sound progress in this area. For example, children are already able to paint portraits of themselves, and a significant majority are concerned to include appropriate detail and control paint well; for example, they created a jungle using paint and devised printed patterns using fruit. Children enjoy making music. They quickly learn a simple pattern of words and sing with enthusiasm. The good quality of their listening skill is well demonstrated by the way they sing tunefully and are beginning to pick out rhythmical patterns that they can clap.

## **ENGLISH**

70. The good teaching of English across the school has contributed to the above average standards in the subject. The National Literacy Strategy has been well introduced, and adapted effectively to the needs of the school. The increase in the number of classes has made the planning for the strategy easier this year as the programme for each year group can now be followed separately. The basic skills are well taught, and pupils receive a particularly good start with basic literacy skills in the reception class.
71. The school has given a great emphasis to the teaching of reading, and standards are correspondingly higher than in writing. Through Key Stage 1, pupils are involved in two sessions of guided reading and are also heard reading individually. This is much greater than the amount envisaged in the national strategy. There is a good focus on teaching a range of strategies for understanding words and longer stories. By the end of Key Stage 1, almost all pupils are confident readers, reading a range of texts with accuracy. A significant proportion of the pupils reach the higher level (Level 3) where they read fluently and are able to talk about the main points of the stories they have read.
72. This progress in reading is maintained through Key Stage 2, where teaching during the literacy hour focuses well on literary devices used by authors. This is a high level of challenge to which pupils respond well. For example, in a good Year 5 lesson, the teacher had prepared a very good selection of opening paragraphs from books such as 'Charlotte's Web' and was very skilful in her analysis of these, helping the pupils to understand how the authors had set the scene, introduced the main characters and hinted at some mystery that made the reader want to read on. The pupils were able to recognise these features in the passages. By the end of the key stage, almost all pupils have reached the expected level (Level 4) where they understand significant

ideas and can refer to the text when explaining their ~~o~~ws. A significant number reach the higher level (Level 5) where they use inference and deduction to look for meaning beyond the literal.

73. Although pupils are able to identify and understand many of the literary devices used by authors, this is not always carried over into their own writing. There is good teaching of the early writing skills in the reception class and through Key Stage 1 so that by the age of seven almost all pupils reach the expected level (Level 2) and are able to write sequences of sentences with accurate spelling and punctuation. However, fewer pupils attain the higher level (Level 3) than do so in reading. There is a similar picture at Key Stage 2 where most pupils attain the expected level (Level 4) but comparatively few reach the higher level where vocabulary choices are imaginative and words are used precisely. There are two factors associated with this: firstly there is much greater emphasis in terms of time on the teaching of reading both in hearing pupils read and in the teaching of literature during the literacy hour. Secondly, the teaching of writing is not always so precise, and pupils are seldom given such clear guidance on how to improve their writing. There are few occasions on which pupils review their writing with their teacher or with other pupils in terms of its clarity and style. When writing is revised after marking, it is most often in terms of errors rather than the literary features that contribute towards the higher levels of attainment.
74. The teaching of speaking and listening is mostly informal, but is effective. Most pupils speak with confidence and clarity, and are able to express their ideas. Even some of the youngest pupils speak clearly and concisely. When a reception class child playing with some water was asked why he thought his model floated whilst the shell had sunk replied pointedly, but with some patience, "Well, you see, it's a model boat. And boats float".
75. The teaching of pupils with special educational needs, and of those for whom English is an additional language is generally effective and most achieve the expected levels at the end of both key stages.
76. There is some good use of other subjects, such as history and geography to put into practice and extend skills learned in English. For example, pupils look things up in books during and are involved in some extended pieces of writing. These contributed positively to their progress.
77. The co-ordinator has a good overview of the subject and has been successful in ensuring that the literacy hour has been well understood and introduced. There is a good range of literature available for group reading, but the library is rather small and the range of books available here and in classrooms for reference and browsing is not wide. This is particularly the case for Year 6 where the size of the classroom prevents sufficient reference materials being available.

## **MATHEMATICS**

78. The above average standards across the school result from the good quality of the teaching and systematic development of knowledge skills and understanding as pupils move through the school.
79. By the end of Key Stage 1, most pupils have attained the expected level (Level 2) and many have achieved Level 3. The good focus on number work has ensured that pupils can confidently order and use numbers up to 100, have quick recall of number pairs for ten and count on and back from a given number in intervals of two, five, or

ten. The understanding of higher attaining pupils enables them to go beyond this. This was well illustrated by the excitement of one pupil explaining that when counting back, "I ended on zero so all my numbers have to be minus numbers". Pupils are encouraged to explore facts about a range of numbers through games and guessing activities, and this helps develop their understanding of number so that, by the age of seven, pupils have a good understanding that the place of a numeral relates to its value. The exploration of strategies for quick addition, such as rounding to the nearest ten and through practical activities the understanding of multiplication and its relation to addition, and later to sharing, are successful in promoting the ability to manipulate numbers. Most pupils understand how money is used, and can solve shopping problems requiring the calculation of change from a pound. The school is committed to the development of both oral and written numeracy skills but there is clear evidence that developing a broad mathematical knowledge and skills is equally important, and pupils are able to choose appropriate units with which to measure length, capacity, weight and time. They can explore the properties of two and three-dimensional shapes and show understanding of simple symmetry.

80. Good teaching through Key Stage 2 ensures that pupils build successfully on their prior good achievement. By Year 6, pupils are able to use their knowledge of number facts confidently and imaginatively to devise strategies for calculations. For example, a pupil was able to explain that the calculation  $36 \times 5$  could be worked out in the two steps  $(30 \times 5) + (6 \times 5)$ , but that it is quicker to halve the 36 and double the 5 making  $18 \times 10 = 180$ . This is a good level of understanding and explanation. Year 5 pupils already have a good understanding of fractional numbers and the relationship to decimal fractions and simple percentages and use these to solve a range of everyday problems. They understand and use the calculation of area and perimeter in problem situations. They are able to use estimation to predict or check answers when using any of the four operations. There is a good balance of development between numeracy and other areas of mathematics. Pupils have been introduced to calculating area and perimeter of shapes and measuring or calculating acute and obtuse angles. They solve problems involving standard units of measure. Most pupils can construct and interpret data in graphs and higher attaining pupils recognise the mode, mean and median of a set of numbers.
81. At both key stages, pupils with special educational needs make good progress and almost all attain the expected level (Level 4) by the end of Key Stage 2.

## SCIENCE

82. Standards across the school are generally above average because of good teaching, improved planning and increasingly effective use of assessment information. There are no significant differences between the performance of boys and girls, and pupils with special educational needs are supported well and make good progress.
83. Standards at Key Stage 1 are above average. In their work on living things occupying different habitats, many Year 2 pupils already demonstrate understanding of principles that they would be expected to know by the end of the year. Pupils' knowledge and understanding of electricity and electrical circuits are above average. Some pupils are already able to use past learning to say why a bulb lights up. Computers are generally used effectively to aid the recording of evidence and presentation of results, although at the time of the inspection this use was limited.
84. Standards at Key Stage 2 are above average. Analysis of past work shows that throughout the key stage an increasing emphasis is placed on pupils undertaking their own experiments and investigating for themselves. Pupils' enquiry skills are

good. They have a good understanding of what constitutes a 'fair' test, are able to make intelligent predictions and record clearly and capably what they find. In investigations such as surface friction and factors affecting how fast water evaporates, pupils confidently use scientific terminology to explain what they have found out, and some pupils were able to use the knowledge gained to explore how friction is useful. In looking at how green plants need light to grow healthy, Year 6 pupils showed good grasp of vocabulary such as 'nutrients' and 'carbon dioxide', and could identify the elements that would be consistent, and the one changed factor, in order to make their test fair. Many also understood that repeating the same experiment was good scientific practice, likely to offer up a more accurate result. They responded well to confident, knowledgeable teaching. All pupils enjoy investigative work and this is particularly beneficial for those with special educational needs who are well supported.

85. The quality of teaching is good overall at both key stages. Over half the teaching seen was good, and there were no unsatisfactory lessons. Teachers at both key stages co-operate well with planning, and use the Qualifications and Assessment Authority guidelines to produce a learning programme that is balanced and progressive. Teachers generally display good subject knowledge, use a range of scientific vocabulary and emphasise important aspects of a scientific approach. In a Year 4 lesson, looking at how animals are suited to their environment, the teacher strongly encouraged pupils to develop their own research using library resources and the Internet. In a Year 6 lesson, explanations about the value of repeating experiments were very effective in developing an understanding of the scientific process. These kinds of approaches strike a chord with pupils, and their responses were mature and positive. Teachers use a range of resources that capture and hold pupils' interest. In addition to the school's own subject resources, effective use is made of the school grounds, of the resources of the local secondary school and of contacts both with industry and York University. Consequently, pupils throughout the school have good attitudes to the subject.

## ART AND DESIGN

86. Too few lessons were seen for any overall judgement to be made on attainment progress or the quality of teaching.
87. Examples of pupils' work suggest that they receive an appropriate variety of learning experiences as they move through the school, and work with a good range of materials. Pupils in Year 1 already have an appropriate ability to express their ideas and what they see; for example, in pencil and crayon drawings of a vase of flowers from direct observation. Work is effectively linked with other areas of the curriculum as, for instance, when sketching the local church during a visit. Pupils are introduced to the work of established artists and express their preferences within a selection ranging from Frans Hals to Gary Hume. Pupils in Year 2 are able to mix colours to achieve shades and tones appropriately and explore the effects achieved by making rubbings using surfaces in the school environment. In Years 3 and 4, pupils' skills in sketching and applying paint are improved through direct teaching of techniques. This is illustrated in their figure drawing and water colours of the view from the window. Pupils in Year 4 are developing an awareness of the techniques used by artists and photographers to create atmosphere. Older pupils in the school use collage materials, for example, to create large scale illustrations of myths. Evidence indicates that the development of skills and techniques associated with three dimensional work is underdeveloped. The coordinator has identified this and has already arranged for a visiting sculptress to work with pupils of all ages.

88. In the two lessons observed at Key Stage 2 the teaching was at least satisfactory and some very good features were observed. Teachers are suitably supported in planning by the introduction of the Qualifications and Curriculum Authority Guidance but, as yet, this has not been adapted to meet the needs of discrete age classes. The use of visiting artists and crafts people enhances the provision for this subject.

## DESIGN AND TECHNOLOGY

89. Standards across the school are in line with those usually found. This is generally in line with the standards found at the time of the previous inspection. Insufficient teaching was seen to make an overall judgement on teaching and learning.
90. Key Stage 1 pupils are encouraged to design, and reflect on the effectiveness of their design. They are introduced well to the different stages of designing from the initial idea, through simple sketches and a consideration of materials to be used, to the finished product. This was well illustrated by Year 2 pupils, making a 'Joseph coat', developing the work from the story heard in religious education. Pupils were able to say what they liked and did not like about the finished products. Pupils develop sound manipulative skills as seen in the accurate cutting and joining when making a model house and a puppet.
91. At Key Stage 2, pupils are offered a range of tasks that enable them to make good use of the 'plan, do and review' sequence. Pupils develop the skills of designing and making through a range of focused tasks. For example, pupils in Year 3 were able to design a chocolate bar wrapper, and Year 4 pupils designed and made a box for a product of their choice. Older pupils effectively utilised skills acquired in science when designing and making a burglar alarm, involving the use of pressure pads.
92. The scheme of work satisfactorily supports teaching and ensures that pupils build progressively on their practical knowledge and skills. The coordinator gives sound guidance and the school is at present developing an assessment system in an effort to formalise consistent monitoring of pupils' learning.

## GEOGRAPHY AND HISTORY

93. Standards in both subjects are generally in line with those expected, but they are not as high as the above average standards found in English, mathematics and science. This is because the planning of the subjects does not focus sufficiently on the progress needed across the school to enable pupils to attain the higher levels. The planning covers the content of each subject adequately and the areas to be studied, but does not make clear the lines of conceptual development and appropriate levels of attainment for each year group. Such planning need not be extensive or detailed, but should clarify expected progress and development. As a result of this, the teaching of the subjects is not as focused and precise as it is in the core subjects. Teaching is satisfactory overall but seldom good, although there are exceptions.
94. In both these subjects all classes across Key Stage 2 study the same topic at the same time. This was an effective method of coping with the mixed year groups that used to be in each class, but now there are single year groups through the key stage there is no longer the danger of the same topic being studied twice in successive classes or missed out altogether. The studying of the same topic across the year group can still be an effective method if the planning makes clear the expected progress.

95. Only one lesson was seen in either subject at Key Stage 1 and that was the very good geography lesson that has already been described. By the end of the key stage, pupils have gained an appropriate sense of chronology in history and know something about the main events and people they have studied. In geography they have an awareness of places beyond their own locality. Indeed, many are fairly widely travelled and have personal experience they can recount of different climates and customs.
96. Teaching of both subjects is satisfactory across Key Stage 2. In the lessons seen, two year groups were often studying the same topic at the same level; for instance, looking at patterns of climate in geography. This was partly because the inspection was held at the very beginning of the year and topics were just being introduced, but also partly because the curriculum is planned this way. By the end of the key stage, pupils have a general knowledge of the topics they have studied in both subjects, but few have reached the higher conceptual levels. In history, pupils can talk about the Egyptian topic they have studied in general terms and have good recall of the main features of the period, but few are able to give reasons for changes within or subsequent to the period, or to locate the period within an overall movement. These are the higher expectations for the end of the key stage, and have not been the precise focus of the teaching. The picture is similar in geography. Pupils are able to talk about topics they have studied, such as rivers, but find it difficult to relate their knowledge to wider geographical patterns and give reasons for these. Again, the teaching has not focused directly on these higher levels of the National Curriculum.
97. The co-ordinators for both subjects are very newly appointed and have not had sufficient time to develop comprehensive overviews of their subjects.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

98. Overall standards are in line with expected levels for both seven and 11 year olds and this is a similar picture to that at the time of the previous inspection. The school has recently acquired six new laptop computers, and through judicious timetabling, pupils are having increased time to practise what they have learned as a class. Shared use of computer suites at the neighbouring secondary school is also proving beneficial. Many pupils build effectively on the experiences they gain from having computers at home. All of these factors are important in the school's efforts to maintain and improve standards.
99. Seven year old pupils use the 'mouse' with confidence to load and use various functions, and change font size, colours and style of text confidently. By the age of 11 most pupils locate appropriate programs and are able to access and save work. They know how to construct pie and bar charts; for example, when producing graphs to show 'How long it takes for water to cool from boiling point'. Pupils are able to produce their own 'newspaper', combining text and graphics, and using the Internet to research for articles. During the time of the inspection use of computers in class to support other areas of the curriculum was limited, but scrutiny of past work indicates that computer skills are developed satisfactorily through work done in such subjects as science, literacy, mathematics and geography.
100. The teaching seen in the two lessons of direct teaching was at least satisfactory. Teachers have acquired better subject knowledge through training linked to the National Grid for Learning and through school based training days, and as a result have acquired greater confidence. Using national planning guidelines, teachers now have a clearer idea of what they want pupils to achieve. Pupils enjoy the work presented to them and respond very positively.



101. The school is developing an assessment scheme to improve its knowledge of pupils' attainments at present. The new coordinator has good subject knowledge and is aware of the need to continue developing resources, such as improving equipment for control and monitoring work.

## **MUSIC**

102. It was not possible to observe sufficient music lessons during the inspection for any overall judgement to be made.
103. Key Stage 1 pupils are able to sing with good pitch and intonation during assemblies, and appropriate progress appears to be made as they move through the school. Pupils at Key Stage 2 continue to sustain pitch when singing is accompanied, and are aware of phrasing and changes in dynamics. They readily practise to improve their performance. Pupils in Year 5 are able to listen carefully to identify the structure of melody that is new to them and identify how it changes. They recognise rhythms and devise rhythmical patterns for themselves.
104. The opportunity to work with visiting musicians markedly enhances the provision for this subject. This was well illustrated, during the inspection, by a visitor who worked with Key Stage 2 pupils to extend their knowledge and understanding of the development of wind and percussion instruments and how they were used and influenced singing and dancing in such times as the Tudor period. The peripatetic service provides effectively for those pupils whose parents choose to use it. Membership of the recorder groups and orchestra supports individual pupils' knowledge and skills and enhances the life of the school.

## **PHYSICAL EDUCATION**

105. It was not possible to observe all aspects of the physical education programme during the inspection. In those aspects seen (gymnastics and games) standards are in line with those usually found. The picture was much the same at the time of the last inspection.
106. By the age of seven, pupils have improved their performance through practice. In gymnastics, the majority of pupils move with confidence and show sound control. They are developing an awareness of space and of others in it. They are able to travel on and over apparatus.
107. Pupils continue to make sound progress through Key Stage 2. In gymnastics, they show an ability to develop continuous sequences of work; for instance, older pupils combined running, jumping and travelling in low space in well-linked sequences of work. Pupils achieve soundly in games because they are taught skills and techniques systematically. In a Year 4 lesson on netball skills, the teacher clearly and confidently modelled passing and catching techniques. Appropriate time was given for pupils to practise and they concentrated well and worked hard. Another good feature of this lesson was the time given to pupils to observe what others were doing in an effort to encourage them to recognise good practice and to share other pupils' ideas.
108. By the time they leave school at the age of 11, all pupils can swim a minimum of 25 metres and many do much more. Many pupils also gain experiences of water safety techniques, both for themselves and for helping to save others.

109. The co-ordinator has strong subject knowledge and experience, and works hard to provide support for colleagues and a varied programme for pupils. Extracurricular activities such as netball, football, rounders and cricket are open to pupils at Key Stage 2 and the school plays friendly matches, in netball and football against other local schools. Yorkshire County Cricket Club has been involved in cricket coaching at the school, and links are being developed with a local rugby club. The school promotes an Outdoor Pursuits programme with pupils able to visit East Barnby. These opportunities make a good contribution not only to pupils' physical development, but to their personal and social skills as well.

## RELIGIOUS EDUCATION

110. At the end of Key Stage 1, standards are broadly in line with the expectations of the locally agreed syllabus. At the end of Key Stage 2 standards are below these expectations because the organisation of the curriculum is not sufficiently effective to ensure the necessary progress. The curriculum is arranged on a rolling programme of whole key stage topics in order to meet the needs of mixed age classes. This means that all classes are often being taught the same things. The scheme of work does not sufficiently identify the depth of knowledge and how understanding is to be developed systematically throughout the school to ensure progress. The resources for this subject are limited, and this also impacts on attainment. The subject co-ordinator has already identified the need to review provision for this subject.
111. Pupils enter Year 1 with a good understanding about how members of a group should behave towards one another and are aware that all groups have special occasions, which they regularly celebrate. They learn about what it means to belong to groups other than their family and how rules for a group are developed in the interests of all members. By the end of Year 2 pupils are familiar with the major celebrations associated with the Christian traditions. They know the new testament stories told by Jesus such as 'The Prodigal Son'. They understand that there are other major faiths that have central personalities through stories such as the birth of Krishna.
112. At the end of Key Stage 2, pupils recognise the Bible as the source of authority for Christians and some can name The Gospels. However, their knowledge is superficial, and few even link the name of the faith with the name, 'Christ'. Pupils know that Christians believe that Jesus is the Son of God, and most know the birth and death stories and some that record parables and miracles. Most pupils have visited the local church but their knowledge of the practices of worship and the symbolism associated with artefacts is that expected of younger pupils in the key stage. Pupils' knowledge of other major faiths is limited to Hinduism, and their knowledge and understanding are insufficiently developed.