

# INSPECTION REPORT

## **HUBY CHURCH OF ENGLAND CONTROLLED PRIMARY SCHOOL**

Huby, York

LEA area: North Yorkshire

Unique reference number: 121501

Headteacher: Mrs M H Kalus

Reporting inspector: Mr S M O'Toole  
20891

Dates of inspection: 7<sup>th</sup> – 9<sup>th</sup> May 2002

Inspection number: 195350

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Voluntary controlled

School category: Infant and Junior

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Tollerton Road  
Huby  
York

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Telephone number: 01347 810432

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Appropriate authority: The governing body

Name of chair of governors: Mrs M Cooper

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20891	Mr S M O'Toole	Registered inspector	Equal opportunities The foundation stage Mathematics Design and technology Art and design Information and communication technology	The school's results and pupils' achievements How well are pupils taught How well is the school led and managed What could the school do to improve further
9224	Mr M Vineall	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils How well does the school work in partnership with parents
18027	Mrs S Mawer	Team inspector	English Music Religious education Physical education	How good are the curricular and other opportunities offered to pupils
19263	Mrs J Oliver	Team inspector	Geography History Science Special educational needs	

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Huby CE Primary School, located in Huby, is a smaller than average sized primary school which admits boys and girls aged from four to eleven. Most pupils come from the village and the surrounding area which is above average socio-economically. A total of 96 pupils (45 boys and 51 girls) attend the school. The ethnic background of almost all pupils is white. No pupil has English as an additional language. No pupils are eligible for free school meals, which is well below average. There are nine pupils with special educational needs, which is below average. One has a statement of special educational need which is below average for this size of school. Children start in the reception year in the September of the school year in which they are five. Attainment on admission varies from year to year but is generally average. There have been several changes of staff since the previous inspection and the number of pupils attending the school has risen steadily. A fifth of the pupils in Year 6 have joined the school in the last three years.

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

This is a good school. Standards in English, mathematics and science have risen since the previous inspection and are above average. The school is led effectively and there are good systems of management and administration. Teaching is mostly good. The staff and governors form an effective team benefiting from good parental support. The school uses funds well and provides good value for money

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

- Standards in English, mathematics, science, history and art and design are above average.
- The teaching is good.
- The school is led and managed effectively.
- The school provides well for pupils' spiritual, moral, social and cultural development.
- The pupils have good attitudes and behaviour and relationships are good.
- This is a caring school which involves parents effectively.

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

- Standards in information and communication technology by the end of Year 6 and the use of computers in several subjects.
- Opportunities for pupils to use their initiative and to carry out individual research.
- Standards in design and technology.

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

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

The school has made good improvement in raising standards in English, mathematics and science since the previous inspection in June 1997 and successfully tackled most of the issues raised in the report. Leadership and management have improved and there is now a better balance of responsibilities among staff. The governors have a much more focused view of the school. Teaching has also improved. All statutory requirements are now met. The school is in a secure position to build upon the good quality of education provided.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	A	B	C	well above average A above average B average C below average D well below average E
mathematics	B	C	A	B	
science	C	C	C	D	

The school has an achievement award in recognition of its success in raising standards. In the national tests at the end of Year 2 in 2001 pupils attained well above average standards in reading and mathematics and above average standards in writing. When compared with schools with similar intakes standards were average in reading and writing and well above average in mathematics. Teacher assessments in science showed that standards in science were very high, being among the top five per cent of schools. Over time, performance in national tests has risen steadily in tests at the end of Years 2 and 6 with most improvement in mathematics and reading. The relatively small number of pupils taking the tests each year causes some fluctuation in performance depending on the proportion of pupils with special educational needs in each group. The school sets targets which are suitably challenging and is on course to achieve them.

Inspection findings show that standards this year at the end of Year 6 are above average in English, mathematics and science. By the end of Year 2 standards are well above average in reading and speaking and listening, and average in writing. Pupils attain above average standards in mathematics and science. Variations in performance when compared with 2001, are due to different cohorts, the small number taking the tests, the proportion of pupils with special educational needs and above average levels of mobility. Although there are some variations in the performance of boys and girls the small number of pupils in each cohort means that these variations are not significant.

Overall standards at the end of Years 2 and 6 are sufficiently high in most subjects except in information and communication technology and design and technology where they are below those expected. Pupils, including those with special educational needs, make good progress overall. The more able are challenged sufficiently and make good progress. Standards in art and design and history are above average at the end of Years 2 and 6. Standards in geography, music, physical education and religious education are in line with those expected at the end of Years 2 and 6. Pupils apply their skills well in literacy and numeracy to their work in other subjects but computers are not used enough to support the teaching and learning in several subjects.

Children in the reception year, including those with special educational needs, make good progress. By the time they start in Year 1 their personal, social and emotional and mathematical development and skills in most aspects of communication, language and literacy are in advance of those expected for their age. Their knowledge and understanding of the world, creative and physical development are appropriate for their age.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are well-motivated and keen learners. They enjoy the school and show much interest in creative activities.
Behaviour, in and out of classrooms	Good. The pupils are polite and well behaved. They listen attentively and are kind to others. They respect adults. There have been no exclusions.
Personal development and relationships	Good. The pupils get on well together and relationships are very good. The pupils respond well to responsibility but have limited opportunities to work independently and use their initiative.
Attendance	Very good. The pupils love coming to school. They are punctual. Attendance is well above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall with some areas for further development, including setting a rigorous pace and linking marking to target setting to guide pupils on how they might improve. In addition the teachers do not make enough use of information and communication technology to support learning in several subjects. Teaching in the foundation stage is good. The staff achieve a successful balance of practical work alongside opportunities for the children to record their work and improve their basic skills. The teaching of pupils with special educational needs is good. These pupils are supported well through the use of well-crafted individual education plans which guide staff on planning work. In most lessons the more able receive sufficient challenge as the work is matched to their needs. Teaching in Years 1 to 6 meets the needs of all pupils. The teachers have a good knowledge of the teaching of English and mathematics and focus well on basic skills. Science, history, art and design are taught well and teaching in geography, physical education, religious education and music is satisfactory. The teaching of design and technology and some aspects of information and communication technology are unsatisfactory. Strengths in the teaching include planning, match of work to the pupils' abilities, relationships and the links teachers' make between subjects.

Pupils' learning is mostly good. Reception children make good gains in personal, social and emotional development and soon develop well-focused attitudes to work. The pupils throughout the school work hard and present their work well. They are keen and well-motivated learners who settle quickly and concentrate for extended periods. Learning is only satisfactory when the pace of lessons drops and pupils become distracted. Pupils are co-operative workers and make careful use of resources.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects including religious education are taught. Literacy and numeracy are used well across the curriculum. There are some gaps in the curriculum for design and technology and information and communication technology.
Provision for pupils with special educational needs	Good. There are well-focused individual education plans and regular reviews of pupils' progress. Parents are kept well-informed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There are consistent approaches to behaviour management and care for others based on the school's Christian heritage. There are good opportunities for social and cultural development. Pupils are prepared well for life in a culturally diverse society.
How well the school cares for its pupils	Very effectively. The staff know the pupils well and work hard to ensure that their personal, social and academic needs are met. Assessment is used appropriately to plan work.

The school works well with parents and keeps them informed and involved in their children's learning. Parents provide much financial support.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from good leadership by the headteacher who has seen the school through many staff changes and established a hard-working and committed team. The school is managed well and is well organised and supported by efficient administration. Most subject leaders are new to the school and their role is underdeveloped.
How well the governors fulfil their responsibilities	Effectively. They take a full part in the life of the school. However, The school's plans for further improvement are rather vague and measures of success are not sharp enough
The school's evaluation of its performance	Good. There are systems to improve performance and monitor how well the school is doing. There has been some monitoring of teaching. The school has reviewed its past performance in national tests and as a result has changed its approach to science teaching and raised standards in this subject.
The strategic use of resources	The school makes good use of the funds available and the governors ensure best value by tendering for supplies and services.

The school has a suitable number of staff. The accommodation and resources are satisfactory with the exception of limited outdoor equipment and a separate play area for reception children.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children are well cared for and develop positive attitudes to learning and behaviour.</li> <li>• The teaching is good and their children make good progress.</li> <li>• The school is led very well and staff are kindly and approachable.</li> <li>• They are encouraged to be involved in the life and work of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of older pupils would like more homework.</li> <li>• A wider range of extra-curricular activities available to pupils of all ages.</li> </ul>

The inspection team supports the positive views of parents. The school provides a satisfactory range and number of extra-curricular activities. Homework is used well to support reading but not sufficiently in other subjects.

## **PART B: COMMENTARY**

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

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

1. Standards have improved since the previous inspection. The school has an achievement award in recognition of its success in raising standards and the Basic Skills Agency Quality Mark. Inspection evidence shows that by the end of Years 2 and 6 pupils attain above average standards in English, mathematics, science, art and design and history. Standards in geography, physical education, religious education and music are in line with those expected at the end of Years 2 and 6. However in design and technology throughout the school and information and communication technology at the end of Year 6 standards are below average. Parents are mostly pleased with their children's progress.
2. The children start school in the September of the year in which they are five. Although there are slight variations in their level of skills, knowledge and understanding from year to year attainment on admission is broadly at the level expected of children of this age. They make good progress as the teaching is well focused and there is good support by the classroom assistant and voluntary helpers. The children follow a good curriculum and as they work alongside pupils in Year 1 the more able benefit from sufficiently challenging opportunities. Progress in all of the areas of learning is good and by the end of the reception year most children exceed the early learning goals in their personal, social and emotional development and mathematical development. In communication, language and literacy, they at least attain the early learning goals and exceed them in reading and speaking and listening. Progress in reading is very good and most children read confidently, build words from the sounds that letters make and enjoy stories. Their progress in reading is boosted by regular practice at school and the good support by parents at home. The children achieve the early learning goals in creative and physical development and knowledge and understanding of the world. The good start made in the reception year prepares the children well for the National Curriculum.
3. The school has been through several changes of staff since the previous inspection but it has been one of the successes of the headteacher's leadership that she has maintained an improvement in standards. However, the changes of personnel have meant that several subjects are led by staff who are very new to the school. This has resulted in some uneven progress in improving design and technology and information and communication technology. The number of pupils attending the school has also increased since the previous inspection and in some year groups, particularly the current Year 6, twenty per cent of the pupils have joined the school in recent years.
4. Standards in English, mathematics and science have shown overall improvement since the previous inspection at the end of Years 2 and 6 and performance in national tests has at least kept pace with the improving national trend. There has been particularly good success in raising attainment in mathematics due to the successful introduction of the National Numeracy Strategy. On average, 12 pupils take the national tests each year at the end of Years 2 and 6 and this small number means that there are some variations in performance each year. Another reason for variation is the number of pupils with special educational needs in each cohort which can have a significant effect on overall performance. The small number of boys and girls in each year group also varies significantly and this means that caution is needed when analysing the performance of the different groups. In general boys do better than girls in

mathematics but there is little significant difference between the performance of boys and girls in English and science.

5. In 2001, national test results at the end of Year 2 showed that standards in reading and mathematics were well above the national average. Standards in writing were above average. When compared with schools with similar intakes standards were average in reading and writing and well above average in mathematics. All pupils achieved the average level in science and standards overall were among the top five per cent of schools although no pupil attained above average levels in this subject largely because teacher assessment was too cautious. Inspection findings are that standards in reading and speaking and listening are well above average and average in writing. The pupils attain above average standards in mathematics and science. Differences in results of last year's national tests and inspection evidence are due to variations in attainment of the groups of pupils as this cohort's attainment was slightly below average when they started school. Teacher assessment in science has improved and the school's analysis of previous test results has brought about changes in the teaching and organisation of science teaching which are having a good impact on standards. Pupils are confident in all aspects of the science curriculum and have a good understanding of scientific terms and procedures.
6. In 2001, the national tests at the end of Year 6 showed that pupils attained well above average standards in mathematics, above average standards in English and average standards in science. When compared with similar schools standards were above average in mathematics, average in English and below average in science. Inspection evidence shows that standards in the current Year 6 are above average in English, mathematics and science. These variations with the test results in 2001 are due to natural differences often found in small cohorts and the proportion of pupils with special educational needs. The variation in performance between subjects was due to teacher knowledge and expertise and the school's insufficient focus on working through the programmes of study in science. The pupils achieve well given the above average percentage of pupils joining the school in recent years. Since the previous inspection, the school has improved the use of assessment to plan work and has begun to analyse data effectively. This has helped the staff to set suitably challenging targets for performance in national tests. The school is successful in meeting its targets.
7. Throughout the school pupils are successful readers. They enjoy stories and poems and are able to read fluently from a wide range of texts, often adding good expression. Pupils are able to extract information from reference books although this skill needs to be extended in subjects such as religious education and geography. Pupils' speaking and listening skills are in advance of those expected for their age. They hold meaningful conversations with each other and adults and older pupils are aware of the different conventions when speaking to a variety of audiences. Standards in writing are average at the end of Year 2 and above average at the end of Year 6. The staff have much skill and expertise in the teaching of reading and this means that standards in reading tend to be higher than those in writing at the end of Year 2. Pupils in Year 6 write well in a variety of styles. They make good use of their knowledge of grammar, spelling and punctuation to produce well-crafted stories and accounts. Pupils enjoy mathematics and this contributes to the above average standards at the end of Years 2 and 6. The pupils enjoy the challenge of mental arithmetic and respond enthusiastically in lessons. They are good at explaining how they found the answer and make effective use of mathematical vocabulary. Much of their work in solving problems is linked to practical activities and this aids understanding. Pupils measure competently and have a good understanding of shape. They make good use of graphs and charts to record their work. Pupils apply their literacy and numeracy skills effectively to their work in other

subjects. They take care in presenting their work using neat and well-formed handwriting. They write with interest and imagination in history blending facts with their own interpretations. In science, the pupils record experiments in good detail and make effective use of graphs and charts to present their findings. They are good at measuring using a variety of mathematical instruments.

8. Throughout the school, pupils make good progress in English, mathematics, science, history and art and design because of good teaching. Progress in geography, music, physical education and religious education is satisfactory. However, pupils make uneven and unsatisfactory progress in design and technology and information and communication technology. Pupils with special educational needs make good progress towards the targets in their individual education plans. The more able also make good progress as the staff are aware of their needs and in many instances set demanding work for the pupils. The progress in English, mathematics and science is particularly good because work is set at the right level. Pupils with special educational needs feel valued by staff and as a result they are confident to ask for extra help to improve their knowledge and understanding. In other subjects pupils with special educational needs make progress that is similar to their classmates. The school places much emphasis on the development of personal and social skills and the school's good inclusive policy ensures that the pupils with special needs are fully involved in all school activities. Although there have been changes of staff in recent months the school has been able to maintain the momentum of learning as there are suitable systems in place to guide teachers on planning work. In addition mostly good use is made of assessment to pinpoint how well the pupils are achieving and to plan well-matched work. These systems mostly work well although in some lessons there are not enough opportunities for the pupils to use their initiative and undertake research. Sometimes teachers have overlong introductions to lessons which limit the opportunities for pupils to get down to work.
9. The teachers' interest and enthusiasm have a beneficial impact on the pupils' good achievement in art and design and history. Staff provide good opportunities for pupils to explore historical themes and the pupils make good gains in understanding sources of evidence and change over time. The strong emphasis on developing skills and techniques in art and design, using a wide range of resources and media and involving the community contribute much to good standards. Standards in design and technology are not high enough as there is insufficient opportunity for the pupils to evaluate and modify their work. The school is not sufficiently rigorous in building consistently on the pupils' skills and extending challenge through the use of a wide range of media and tools. Although pupils make satisfactory progress in information and communication technology in basic skills standards are below average at the end of Year 6 as there are insufficient opportunities for the pupils to use computers in several subjects. This is improving but some staff lack confidence and need further training. Pupils make good progress in swimming and all have opportunities to learn to swim at an early age so that by the end of Year 6 the pupils exceed expectations for their age.

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

10. The good behaviour, attitudes and relationships reported at the time of the previous inspection have been maintained well. Pupils' attitudes to this school are good and pupils settle into the school very quickly. The pupils are enthusiastic and become very involved in activities; they are especially keen on art and design. Pupils are totally absorbed when the teaching is good or the subject matter intrinsically interesting, as was seen, for instance, in a literacy lesson, where the teacher was revealing artefacts

from a 'Seaside Treasure Chest' and in a science lesson when examining plants which they had previously planted as seeds; and in an assembly when the vicar told a story of 'Argumentative Fruit'. However, on a few occasions in the juniors, when the lessons had slow pace, their concentration waned. Children in the reception year make good progress in their personal, social and emotional development and settle well into school life. They form effective relationships with other children and adults and obviously enjoy coming to school. They quickly adapt to the school's routines and become keen and enthusiastic learners.

11. Behaviour is good and the pupils are polite and well behaved. The pupils respect resources and property and they take much pleasure from looking at their own and others' work. They obviously take pride in their work such as the large frieze on the development of the village, which was contributed to by all pupils. The school's good provision for spiritual, moral, social and cultural development contributes much to the pupils' positive attitudes which are shown in the way they respect each other, and for the ways in which they show care and consideration. The school's effective moral code is used well to promote happy and harmonious relations. The pupils show respect for others and appreciate those who have different backgrounds from their own. Bullying, when it occurs is quickly dealt with and known to be unacceptable. This is a happy school, the children smile readily and talk to visitors sensibly and confidently, often with humour. Behaviour does become unsettled occasionally when the teacher does not take a firm enough grip and this hampers learning. There have been no exclusions.
12. Pupils get on well together and relationships are very good. The staff set good examples and the pupils' personal development is satisfactory. The pupils enjoy taking responsibility but this is an area for further development as pupils have limited opportunities to be involved in decision-making and in taking responsibility for their own learning by for example, choosing resources and extending their knowledge through challenging homework. In subjects such as design and technology and information and communication technology the pupils have insufficient scope to apply their basic knowledge to solving problems. At the start of the school year, the older children help and support the younger ones in settling in. Pupils enjoy the extra-curricular activities available and show good responsibility by attending regularly.
13. Attendance at this school is very good (well above the national average) with no unauthorised absence. Pupils arrive punctually.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

14. The teaching is good and has a good impact on the pupils' progress and attainment particularly in English, mathematics, science, history and art and design. Teaching has improved since the previous inspection. However, there are a few areas for improvement including the teaching of information and communication technology and design and technology and in improving the pace of some lessons so that pupils have more time to research and to work independently. All pupils are taught in mixed aged classes and the staff are adept in planning work which meets the needs of the different age groups and abilities. Teaching meets the needs of all pupils because good attention is given to individual need. The teaching of pupils with special educational needs is good. Teaching in the foundation stage (the reception year) is good. Staff identify more able pupils and set sufficiently demanding tasks, particularly in English, mathematics and science. Teachers have secure subject knowledge in most areas with the exception of information and communication technology and design and technology where skills vary widely. Confidence in teaching music is also variable.

Parents express confidence in the quality of teaching at the school and are appreciative of the hard work and enthusiasm of the staff.

15. Learning is mostly good although the rate of progress in some subjects could be quicker if pupils were given more responsibility and independence. Pupils enjoy school and have positive attitudes to their work. They are attentive listeners and clearly understand what they are being taught as the teachers share learning objectives with them at the start of most lessons. Pupils work hard and produce good quantities of work. In art and design they apply good creative effort and also persevere well. Pupils gain much from practical work and show much tenacity in working through a problem. This was seen well in their mathematics work involving symmetrical design.
16. The teaching of pupils with special educational needs is good. The teachers plan lessons which take account of individual need and ability and show a good understanding of how to organise activities which provide the right amount of challenge. In some classes there is additional support for pupils with special educational needs and the adults work well alongside the pupils helping them to gain in confidence. Lessons are well focused and planning includes reference to individual education plans. Targets are clear, detailed and appropriate, for example, to recognise particular letter sounds or to learn to spell a specific number of words for homework. Good records are kept of the pupils' progress and the information is used to keep parents informed and to plan the next stage in learning. Pupils with statements of special educational needs are supported effectively and the sensitive and caring approach does much to move learning on at a good pace.
17. The teaching in the foundation stage is good. The staff successfully combine working with reception children and Year 1 pupils in the same class because the planning is good and the support staff are briefed well and have very good skills. Lessons are planned effectively and achieve a good balance between opportunities for the children to explore a range of practical activities and also to benefit from well-focused adult direction and involvement. The teaching of personal, social and emotional development is an integral part of all that happens in the class and children are taught to respect and care for each other and to become confident in making choices and in working together and in small groups. Communication, language and literacy are taught well and there are good methods of developing the children's early reading skills through a combination of story-telling, teaching the sounds that letters make and regular practice at home and in school. Parents are very involved in this process and the link with home/school reading diaries provides a good record of progress. There are good opportunities to improve speaking and listening and writing as children play in "Sea view Café". Adult intervention in these sessions helps the children to extend their vocabulary. The teaching of writing is good because it focuses on regular practice of letter formation and opportunities for the children to experiment using different media. Mathematical development is taught well through practical work, learning number rhymes and playing games such as "I went to the seaside and ..." which involves remembering and recounting a series of actions. The staff take careful note of how well the children are making progress and carry out regular assessments. There is sufficient challenge for more able children. Other aspects of the foundation stage curriculum also benefit from good teaching. In knowledge and understanding of the world the staff plan interesting activities to stimulate awareness of scientific and technological ideas and the children learn avidly through play. Staff often intervene at just the right time to move learning on with a well-timed comment. Creative and physical development are taught well although there is no separate outdoor area for the children and limited play equipment. Learning in the reception year is good as the



children take much interest in all of the activities on offer. They are well motivated and work hard.

18. The teaching in Years 1 to 6 is mostly good. The teaching of English and mathematics is good and the staff have good subject knowledge and are familiar with the National Literacy and Numeracy Strategies which they use well when planning lessons. Literacy and numeracy are generally used well across the curriculum although in geography and religious education there are insufficient opportunities for the pupils to write in depth. Mathematics is a popular subject among the pupils and they work hard in lessons and are keen to use their mathematical skills to support their work in other subjects. This enthusiasm for mathematics comes from well-planned lessons and skilful teaching of strategies and mathematical vocabulary. Most lessons in mathematics are well balanced and sufficiently challenging but on a few occasions the pace of lessons is too slow and the pupils become restless with a consequent drop in the rate of learning. There is a consistent approach to teaching handwriting which works well as most pupils write in a legible joined script by the end of Year 6. The teaching of reading is very effective and promotes in the pupils a love of books. Staff achieve a good balance between teaching the techniques of reading including building words from the sounds that letters make with regular opportunities for the pupils to enjoy hearing stories. There is good involvement of parents in the development of their children's reading. This contrasts with homework in other subjects which is rather haphazard. Parents disagree with the school and each other regarding the provision of homework at the school.
19. The teaching of science is good and planning in the subject has been sharpened up so that teachers are now very clear about what needs to be taught. Lessons include a good balance between direct teaching, opportunities to carry out experiments and the development of skills in recording. Teachers skilfully question the pupils to assess their understanding. Pupils respond well to scientific investigations and also take pride in presenting their work well making effective use of literacy and numeracy skills. Teachers show much enthusiasm for and knowledge of art and design and history and this is reflected in the good teaching of these subjects which inspires the pupils to produce good quality work. A range of methods are used to interest the pupils and the involvement of members of the community and opportunities to visit places of artistic and historical importance also help to motivate the pupils. Pupils work hard in these subjects producing good work as a result of much creative and imaginative effort.
20. Teaching in the other subjects is mostly satisfactory but there are gaps in the teachers' knowledge of information and communication technology, music and design and technology which hamper consistent progress. The teaching of geography, music, physical and religious education is satisfactory. Areas for teachers to develop include providing more opportunities in lessons and through homework for pupils to extend their research skills. Pupils have insufficient opportunity to work independently and to use their initiative and this slows the rate of learning in these subjects. For example, there are few opportunities for the pupils to plan and design their own rules for games. Although pupils have just begun to use the Internet as a resource for learning this is neither sufficient nor consistent through the school. The teachers mark the pupils' work regularly and often add positive and encouraging comments. However, marking rarely includes written comments to guide the pupils on how they might improve.
21. There are several strengths in the teaching. The staff show obvious care for individuals and offer much support and guidance. The support staff show a strong commitment to helping the pupils learn and work well with the teachers on planning interesting activities. Teachers keep good records of the pupils' progress and use the information

well to plan work. There are good relationships between adults and children which underpin the school's approach to successful management of behaviour.

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

22. Since the last inspection, the school has addressed the weaknesses in planning for history and geography and now offers a generally broadly based and balanced curriculum. The school has also been successful in ensuring that inclusion is at the heart of the curriculum, with equal access and opportunities for everyone to the range of learning experiences. The curriculum meets the statutory requirements in its time allocation for all subjects of the National Curriculum and religious education. Policies and schemes of work are in place for all subjects and the thorough planning is used to ensure a generally coherent and progressive approach to learning through the school. The needs of pupils in the mixed age classes are met well. While these opportunities for learning promote good standards in English, mathematics and science, there are weaknesses in the use being made of information and communication technology across the curriculum and also in the evaluation aspect of design technology. In some classes there is insufficient emphasis on teaching games skills in physical education lessons. Because of these gaps in the curriculum, the quality and range of learning opportunities are not as effective as they could be.
23. The school has established successful methods for teaching literacy and numeracy and has fully implemented the National Literacy and Numeracy Strategies. These initiatives have had a positive impact on raising standards of attainment and improving progress. The key skills of English are being used particularly well in history, while mathematical skills have been promoted effectively in science. Other useful links have been made across different subject areas and this is helping to enrich the curriculum.
24. The school continues to maintain the good provision for pupils' spiritual, moral, social and cultural development that was seen at the last inspection and this has a good impact on pupils' personal, social and emotional development. The Christian faith and its values are a strong element and basis for spiritual development and awareness through the school. Spirituality is promoted well in assemblies and circle time where a positive sense of community and shared values are celebrated together. Well-chosen themes help the pupils to reflect and talk openly on a wide range of issues. However these values are less visually apparent, with few displays, signs or symbols of Christianity to reinforce its importance in the ethos of the school. There are some good opportunities for pupils to exercise their imagination and creativity in art, literature and history. The displays around the school show clearly the feelings and emotions often felt by the pupils in their work. For example older pupils express in writing their own images of the local area, while younger pupils experiment with colours to make their own tile designs in the style of William Morris. In history, pupils show a genuine empathy in their concern for the poor children in Victorian times. In science good opportunities are provided for pupils to ask questions and carry out investigations into aspects of the natural world. The teachers value the pupils' work and this is seen in the care they take in displaying it around the school.
25. There is a strong emphasis on moral development and this is reflected in the good standards of behaviour. There is a sense of care and concern, as staff work hard to promote caring relationships within the school. They provide good role models in reinforcing acceptable standards of behaviour and sharing positive values with the pupils. They are largely successful in helping most pupils to know the difference

between right and wrong and establishing a well-ordered community. However occasionally the procedures for monitoring and promoting good behaviour are not always being applied consistently across the school. Because of this a very small minority of pupils occasionally behave inappropriately. Achievement assemblies are regularly used to praise pupils for their positive behaviour and gold certificates are awarded by the mid-day supervisors, for improved levels of behaviour at lunchtime. Pupils feel safe and happy in the school and this has a positive effect upon their learning. Many aspects of the planned curriculum also explore moral issues, such as the geography focus on the environment and the preparation by the pupils in Years 5 and 6 of 'Ten ecological commandments' to improve the local and wider world. In history and circle time the effects of poverty and hunger are often discussed. Various events are organised by pupils throughout the year to raise money for charities. This gives pupils a good sense of their responsibility to those less fortunate than themselves.

26. The provision that the school makes for pupils' social education is good. Although there is no school council, pupils' views and ideas are given serious consideration through the use of a 'suggestions box'. The suggestions made by the pupils over lighting for the changing rooms in the swimming pool and improvements to the school environment have been acted upon. Older pupils are given some additional duties around the school such as preparing the hall for assemblies and looking after new pupils to the school. Although pupils work well independently during literacy and numeracy lessons, more opportunities are needed for them to take responsibility for their own learning in order to enhance their personal development. The library is underused and the limited resources in some subjects are preventing a more independent approach to learning. Pupils are encouraged to work and play co-operatively and most are sensitive to the needs of others. Regular circle times, discussion periods, and the residential visit for pupils in Years 5 and 6, help to promote citizenship and a caring climate in the school. The merit certificates awarded at special assemblies reflect the social and personal achievements of the pupils. Sporting events are also played with other schools and these help pupils to develop team spirit. The school is in the process of underpinning its appropriate provision for personal, social and health education with a suitable policy and scheme of work. Meanwhile most of the elements of such a programme are being satisfactorily taught less formally including through assemblies and circle times. In taking part in the 'Healthy Schools Initiative', pupils are provided with important guidance and support on issues such as drug awareness and sex education. The provision of extra-curricular activities is satisfactory. A significant minority of parents were somewhat critical of the range of extra-curricular activities. However, for a school with so small a staff, a reasonable spread of sporting and musical activities is provided, if only for the older children.
27. The provision for cultural development is good. Effective use is made of visits and visitors to enhance pupils' awareness of their own culture. Local churches, museums, farms and the village are used well to promote learning in many areas of the curriculum. Cultural traditions are particularly well promoted in history. Local artists also support and enrich learning whenever possible, with a recent fabric collage produced by the pupils for the millennium celebrations and based on the village. It is proudly displayed in the hall. Pupils in religious education lessons and through assemblies learn about life in a multi-cultural society through the celebration of festivals and the teaching of Christianity and other faiths. More opportunities are needed for pupils to learn about the diversity of other faiths and cultures through visitors and visits to different faith centres. An awareness of the work of famous artists is provided well through the art and design curriculum as well as an appreciation of a good range of music heard from different times and cultures. The Internet has only recently been

introduced into school. Its effect is just beginning to promote a wider world outlook for the pupils.

28. Pupils with special educational needs receive good quality support, usually within their classrooms, from teachers and classroom assistants and this enhances progress. The provision for pupils with special educational needs is good. There is an active approach to ensure that pupils' needs are identified at an early stage of their education, and appropriate support is provided for all pupils who need additional help. Their learning is well planned and involves the close co-operation of both teachers and classroom assistants. All the provisions for pupils with statements of special educational need are met and pupils with special educational needs have full and equal access to all areas of the curriculum and are fully integrated into the life of the school and this has a positive effect on learning. Teachers liaise with the headteacher to produce individual education plans of good quality that are used to guide lesson plans. The pupils' needs are recognised and the curriculum adapted accordingly. This is particularly well done in literacy and numeracy lessons. The process of establishing and regularly reviewing pupils' targets ensures that each pupil makes good progress and that skills build upon prior attainment.
29. Good links exist with the community, including the local churches, the Women's Institute, the playgroup and other local organisations. Individuals beyond parents are also involved beneficially as is evident by the excellent millennium display in the hall created under the direction of a local artist. No formal links exist with initial teacher training organisations but some student teachers do spend periods in the school. A strong local group of ten schools exists and the school benefits from such co-operative activity in several ways. A joint appeal for ICT training funds was successful and Year 6 go on a residential visit along with four other schools.

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

30. The school makes good provision to ensure the protection and welfare of all pupils and provides a very caring environment for them to learn in. This good level of care has been maintained well since the previous inspection. Staff have a strong commitment to promoting pupils' welfare. The school has good systems in place for tracking the progress made by pupils with special educational needs and for using this information to ensure that pupils of all abilities and backgrounds are provided with an appropriate and relevant curriculum that offers social and educational inclusion for all. The school has good links with outside agencies and acts promptly on the few occasions when action outside the school is needed. Procedures for special educational needs comply with the new Code of Practice. Parents spoke highly of the school's care for their children. They commented very favourably on the way that children made a good start to school and this was confirmed by inspection evidence. All teachers know their pupils very well and this knowledge of the pupils' strengths and weaknesses, vulnerabilities and foibles underpins the very evident nurturing and care of them.
31. All the basic procedures for ensuring child protection, health and safety and care of pupils are well documented and used to promote pupils' personal, social and emotional development. All involved with the school including governors, support and part-time staff are clear about procedures and practice and there is a consistent approach. The procedures for monitoring and improving attendance are very good and have resulted in well above average levels of attendance being maintained well since the previous inspection. There are good procedures to encourage good behaviour and respect for

others. Schemes to reward good behaviour and deter bad behaviour are known and understood by the children but not always monitored with sufficient rigour by all staff .

32. Procedures for assessing pupils' attainment and progress are good and have improved much since the previous inspection. Assessments are used within a few weeks of children starting school and reception age children are assessed in relation to the early learning goals using the "stepping stones" of progress. In all other year groups pupils have separate record cards for English, mathematics, science and ICT. Attainment is assessed at the end of each unit of work against the National Curriculum levels with key objectives highlighted and targets set for improvement. Literacy and numeracy targets specific to each pupil are completed each term and are monitored by the teacher in discussion with the pupil. Practical work in science is annotated with the level of skill obtained in planning, experimenting, concluding and evaluating all recorded. In all other subjects, progress towards the key objectives is recorded at the end of each study unit. Teachers make particularly good use of individual targets that they share with the pupils. By Year 6 the pupils have clear, detailed profiles with record cards from previous years used to help teachers plan work that builds on pupils' prior attainments.
33. The school uses a variety of standardised tests to supplement the results of the national assessment tests and the information gained is used effectively to track pupils' progress. Work samples are given National Curriculum levels and annotated to explain the judgement and this helps teachers to both monitor the progress pupils make and to be secure in assessing pupils' attainment against national standards. Thorough analysis of external tests is carried out, including the attainment of different groups of pupils and this is used to inform planning. The school constantly reflects on and monitors its assessment procedures and a good example of the benefits of this can be seen in science, where re-assessment of pupils in Year 3 concluded that the 2001 assessments for these pupils had been too rigorous and planning was adapted accordingly.

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

34. Parents' views of the school are good and the overwhelming balance of views as expressed in the parents' questionnaire and at the parents' meeting were very positive. The school has built upon its good relationships with parents since the previous inspection and parents express confidence in the school for the quality of education it provides. They are mostly pleased with the education provided and feel the school is catering well for their children. Parents expressed some concern about extra-curricular activities and homework. Informal discussions with parents during the inspection reinforced these positive views and demonstrated a very open and friendly interface between school and home. Parents are particularly impressed with the easy way that they can approach all staff.
35. There are good links with parents of pupils with special educational needs. The teachers inform parents at an early stage if there are concerns about a child's learning. Parents are invited into school and are kept well informed about their child's progress. Parents with children in their reception year are kept well-informed and involved in their children's education. There are good systems in place to introduce the children to school and the staff are very sensitive in meeting the needs of the children and their parents.
36. The impact of the parents' close involvement with the work of the school is also good. Several parents work and/or assist in the school and their impact is invaluable. Parents

are visibly 'around' most of the time. Their contribution is nowhere better shown than through the Parent Teachers Association, of which all parents are members but which is run by a core of very committed parents. This organisation historically provided the school swimming pool and the tradition is still followed by raising funds for a wide range of 'extra needs' indicated by the staff. The events for raising funds for these needs also provide opportunities for parents, children and staff to mingle socially. They raise considerable sums, for example, from some £300 from selling goods at a local 'Fair' run by another organisation to some £1500 raised by their own Summer Carnival.

37. The quality of communications between school and parents is good. Numerous letters keep parents informed of activities, issues, problems and successes and a termly communication gives parents insights into the work to be tackled in all subjects. Reading diaries, in years 1 and 2, often act as a two-way medium for parents and class teacher to keep each other informed. Homework diaries in Year 6 work quite well but 'Learn by Heart' books work less well. There are three consultation evenings in the course of the year and these are all very well attended and appreciated by parents. Thus, the autumn term meeting is very much an interview with parents that embraces targets for their child; the winter term one concentrates on showing pupils' work while the spring meeting comes immediately after receipt of Reports. Reports to parents are satisfactory, giving appropriate information about what the pupils have learned and the individual's progress. They incorporate personal targets, including some for personal development.
38. Parents contribute satisfactorily to children's learning at school and home. The virtual 100% attendance at Parents' Evenings is clear evidence of the level of interest, but more could be done in this area. Homework emerged as a contentious issue between school and parents with several parents feeling that insufficient work was demanded (especially of older pupils) whilst others felt homework was inconsistently set. It must be said that some parents also feel that too much work is set, on occasions, and so the school does not have a coherent single voice to which to respond. It is only two years since parents were consulted on this issue and a policy articulated but clearly there remains some need for further review and better communication.

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

39. The school has been through many changes since the previous inspection. The number of pupils attending the school has grown and there have been several recent changes to the teaching staff. Leadership and management have improved since the previous inspection and are good. The headteacher has provided a firm steer in improving standards and in raising the quality of teaching. The school has tackled most of the issues raised in the previous inspection report well. Assessment is much more focused and is used to guide teachers on planning work. The governors have a much clearer picture of the school's work and statutory requirements are now met. There are good systems for child protection and health and safety. Staff share responsibilities for the subjects and this has freed time for the headteacher to improve the management of the provision for pupils with special educational needs. Standards in English, mathematics and science have improved although more remains to be done to raise standards in information and communication technology and design and technology. Parents speak highly of the leadership and management of the school and the approachability of the staff.
40. The headteacher successfully combines a heavy class teaching commitment with her leadership duties. She leads the school well and has been successful in building a

hard-working team in which the contribution of all is valued. There have been good improvements in the way in which staff lead subjects such as English, mathematics and science which have resulted in rising standards. This has been achieved through careful analysis of the school's performance in national tests and using the analysis to set sufficiently challenging targets. There has been some effective monitoring of the teaching of English and mathematics. The results of monitoring have been used well to guide improvement and to pinpoint areas for further training. Monitoring of other subjects has been limited and also hampered by staff changes and the headteacher's heavy teaching commitment. Leadership is mostly good given the changes of staff which have disrupted the development of some subjects. However, more remains to be done to secure further improvement in standards in design and technology and information and communication technology through effective leadership of these subjects. Staff are keen to move forward and training is planned. The governors are also aware of the need to accelerate pupils' progress and have led well in setting performance management targets linked to raising standards. Overall good leadership at the school puts it in a good position for further success.

41. The school runs smoothly and the administrative staff are well organised and effective. This frees time for the headteacher to concentrate on managing the school. There is a good balance of management responsibility which involves all staff and governors and helps to generate a sense of teamwork. The provision for pupils with special educational needs is managed well and the school has already introduced the principles stated in the new national code of practice. There are regular reviews of pupils' progress and good involvement of parents in statutory reviews. The school keeps an up-to-date register of pupils with special educational needs.
42. The school has clear aims and a mission statement which enshrines its Christian foundation. These documents are worked out in practice and the school's approach to managing pastoral care and the health and well being of pupils are among its successes.
43. The governors are enthusiastic about the work of the school and many are regular visitors. They fulfil their statutory responsibilities effectively. The governors contribute positively to the management of the school and have a good knowledge of how well it is doing. They also have a realistic perspective of its areas for improvement. Governors oversee the school's work with pupils with special educational needs and have been involved in monitoring English and mathematics. They also keep a check on how well new staff have settled. There are regular committee meetings at which governors review the school's progress in meeting targets set for performance management and areas identified in the school's improvement plan. The school improvement plan is satisfactory and identifies main areas for development. It includes costs and responsibilities but lacks a sharp edge in identifying timescales for completion. Measures of success are included but these are rather vague and seldom linked to measuring improved performance.
44. The school's finances are managed well and there are effective and robust systems in place. The most recent audit report identified a few minor areas for development which have been addressed by the school. Finances are in good order and there is a healthy surplus of funds. The governors intend to use this surplus to maintain the current level of staffing and to improve resources for the foundation stage. The school receives very good financial support from parents and uses this money wisely. Funds for supporting pupils with special educational needs are also used well. The governors consider carefully when purchasing supplies and services and seek to ensure best value by tendering for major items and reviewing providers in the light of past performance.

45. The school has a good strategy for performance management and this is linked well to the governors' and headteacher's awareness of pupils' performance in national tests. Good analysis and evaluation of test information has had a beneficial impact on the organisation and teaching of the subjects. For example, there is now a much more rigorous approach to science teaching which is paying dividends in improved progress and rising standards at the end of Year 2 and Year 6. The school compares its performance with other similar schools as well as that of schools in the local authority. This has brought about a focus on raising the achievement of the more able.
46. The school has a suitable number of well-qualified teaching staff who work together well. They share responsibility for leading subjects although many are new to their role. There are good systems to welcome new staff and an appropriate staff handbook which provides good guidance on procedures. Staff are keen to improve their skills through attending training and share what they have learned with colleagues. This has been successful in developing awareness of the teaching of literacy and numeracy and provision for the foundation stage. Further training is needed in design and technology and information and communication technology. Support staff contribute well to pupils' learning. The school has a below average number of support staff working in the classrooms.
47. The school has suitable accommodation and good grounds. There is an adequate multi-purpose hall and reasonably sized classrooms. The outdoor swimming pool is an asset and contributes much to good standards in swimming. The school makes good use of its accommodation which is generally in good condition. The siting of the library restricts its use as an area for research and further study. There are satisfactory resources for the subjects. The school makes good use of visits and visitors to enliven learning. There is no suitable separate play area for children in the reception year and limited equipment. This inhibits some activities for these children.
48. In view of the pupils' average attainment on admission to the school, their good progress and attainment in English, mathematics and science, the good teaching and the above average costs of educating the pupils, the school provides good value for money.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to build upon the good quality of education provided by the school, the headteacher, staff and governors should:

**1) \*raise standards in information and communication technology by:**

- developing the pupils' basic skills more consistently;
- extending opportunities for pupils to use their computer skills more effectively in several subjects;
- providing more training for teachers.

*(paragraphs 1, 3, 8, 9, 14, 20, 22, 39, 40, 63, 68, 72, 86, 99, 106 – 110, 115, 125)*

**2) increase the pace and challenge in some lessons and provide opportunities for the pupils to work independently and to use their initiative by:**

- placing less reliance on repetitive tasks and undemanding worksheets;
- linking targets for improvement to marking so that pupils are clear about what is expected of them;
- providing more opportunities for the pupils to carry out research through using the library and computers.

*(paragraphs 9, 10, 14, 18, 20, 66, 67, 70 – 72, 78, 98)*

**3) raise standards in design and technology by:**

- providing consistent opportunities for the pupils to plan, revise and evaluate their work;
- improving teachers' knowledge of the subject through further training.

*(paragraphs 1, 3, 8, 9, 12, 14, 20, 39, 40, 46, 92 – 94)*

## OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Sharpen up the school's plans for the future to include well-focused measures of success, involving subject leaders more in setting objectives. (Paragraph 43)
- \*Improve opportunities and equipment for outdoor play for children in the reception year. (Paragraphs 17, 50, 60)
- Establish a consistent approach to homework.

*(paragraphs 12, 18, 20, 34, 38, 71, 86)*

\* The school has identified these issues in its development plan.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	17	13	0	0	0
Percentage	0	6	53	41	0	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 three percentage points

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	96
Number of full-time pupils known to be eligible for free school meals	N/A	0

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	9

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### 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	2

### Attendance

#### Authorised absence

	%
School data	4.4

#### Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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*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
	2001	16	7	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	22	22	21
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (91)	91 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	22	21	23
Percentage of pupils at NC level 2 or above	School	96 (91)	91 (91)	100 (91)
	National	85 (84)	89 (88)	89 (88)

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
	2001	8	5	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	12	11	13
Percentage of pupils at NC level 4 or above	School	92 (86)	85 (57)	100 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	12	11	13
Percentage of pupils at NC level 4 or above	School	92 (86)	85 (86)	100 (86)
	National	72 (70)	74 (72)	82 (79)

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	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	82
Any other minority ethnic group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	21.8
Average class size	24

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

Total number of education support staff	2
Total aggregate hours worked per week	51

*FTE means full-time equivalent.*

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### **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.*

### **Financial information**

Financial year	2001/2002
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	£
Total income	206,811
Total expenditure	218,008
Expenditure per pupil	2,270.92
Balance brought forward from previous year	29,384
Balance carried forward to next year	18,187

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0.2
Number of teachers appointed to the school during the last two years	1.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	96
Number of questionnaires returned	36

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	29	11	0	0
My child is making good progress in school.	60	29	6	0	5
Behaviour in the school is good.	44	53	0	0	3
My child gets the right amount of work to do at home.	17	54	17	9	3
The teaching is good.	60	37	0	0	3
I am kept well informed about how my child is getting on.	54	40	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	17	0	3	0
The school expects my child to work hard and achieve his or her best.	54	40	0	0	6
The school works closely with parents.	54	34	6	0	6
The school is well led and managed.	66	31	0	3	0
The school is helping my child become mature and responsible.	40	54	0	0	6
The school provides an interesting range of activities outside lessons.	20	49	23	3	5

### Other issues raised by parents

Most parents were very happy with the quality of education provided by the school. They praised the hard work of the teachers. Some parents of older pupils would like more regular homework. A few parents feel that their children could be challenged more.

## **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**

50. At the time of the inspection 11 children were in their reception year. The children start school with broadly average skills for their age. Almost all have benefited from some pre-school educational experience. No children have been identified as having special educational needs. The provision for the children in the foundation stage is good although there is no separate outdoor play area and a lack of equipment for outdoor play. The headteacher shares the class with a part-time teacher and a full-time classroom assistant plays an important part in supporting the children. The curriculum, teaching and management of the provision are good and contribute to the children's good progress and achievement. The children are taught alongside pupils in Year 1 and the staff plan lessons which meet the needs of both groups. The more able children are given additional challenge and those with less confidence are supported well. Staff achieve an appropriate balance between providing opportunities for the children to learn through play and to benefit from the direct teaching of skills. The children make good progress in all of the areas of learning. By the end of the reception year almost all children attain the goals expected in all aspects of their development and exceed them in several areas.
51. The school has improved the provision for the foundation stage since the previous inspection. The good quality of teaching reported at the time of the previous inspection has been maintained and the staff have taken good account of recent changes to the curriculum for the foundation stage. Strengths in the teaching include the very positive relationships between staff and children, effective planning and careful match of work. The staff also make good use of resources to motivate the children and to help them to learn through practical experiences.

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

52. The children make good progress in their personal, social and emotional development and by the end of the reception year most exceed the early learning goals in this aspect of their development, because the teaching is good. They are equipped well for the National Curriculum and are confident and well-motivated learners. The staff have high expectations and the children respond very well. They settle into the routines of the class and soon learn to share toys and equipment and to play happily together. The children learn quickly to value each other as the staff set a good example of care and consideration. The mix of ages and experience in the class helps the children to learn from each other. The teachers skilfully guide children to activities and provide additional support if it is needed. Lessons are planned carefully to achieve a balance between direct teaching and opportunities for the children to work on their own and explore the equipment and activities on offer. This means that the children make good progress and grow in confidence. When working and playing in groups, children co-operate with each other, they take turns in the café as cooks, diners and waiters, entering imaginatively into role.
53. Children are very enthusiastic about their learning and are anxious to please the staff. They behave well and listen carefully to instructions. When taking part in drama they use their imagination and become engrossed in acting out stories such as the *Big Bad Wolf*. Children strive to do their best and the staff keep good records of the children's



progress noting down any concerns or major achievements. They respond very well to stories and empathise with the different characters and this promotes a good understanding of the needs and feelings of others. The children are mature for their age and enjoy taking responsibility. They get themselves ready for physical education lessons and also dress appropriately for messy activities such as clay or playing with sand and water.

### **Communication, language and literacy**

54. By the end of the reception year the children attain the early learning goals in communication, language and literacy and most exceed these expectations in reading and speaking and listening. The variation in achievement between reading and writing is due to the children's differing levels of skill in these aspects when starting school. The teaching of communication, language and literacy is good. The more able also have good writing skills. Generally writing is at an appropriate level for the age of the children. The children make very good progress in early reading as the staff teach the sounds of letters very well and also involve parents in helping their children to read at home. There are many opportunities for the children to listen to stories and to take part in role-play in, for example, the Sea view Café. Adult intervention in this activity helps the children to build up a range of vocabulary and also to learn how to speak in a variety of situations which gives them confidence when meeting new people. The staff plan good lessons which include opportunities for the children to practise and improve their writing. There are good opportunities to experiment with a variety of writing tools and to recognise that reading and writing are important in many aspects of school and home life.
55. Children have an above average understanding of the sounds that letters make and are able to build words well. They also use pictures and simple words to give them clues about the meaning of what they are reading. The staff make good use of the school's reading scheme to consistently build upon the children's learning. In addition there are good opportunities to look at books related to topics such as growth and the children appreciate that books are a useful source of information. The more able are beginning to use expression when they read and identify written conventions such as capital letters and full stops. This knowledge is transferred to their writing. Both boys and girls enjoy reading and writing because the staff make lessons interesting and provide good levels of challenge.

### **Mathematical development**

56. The children make good progress in mathematical development and, by the end of the reception year, most exceed the early learning goals. Children of all abilities are suitably challenged and achieve well because the teaching is good. The children count confidently in the correct sequence and most recognise the numbers to 20. The more able add small numbers together correctly and record their work in well-formed writing. All children have a good knowledge of mathematical vocabulary, often learned through singing number rhymes and playing games. This approach to teaching works well and inspires confidence in the children as it makes learning fun. Almost all the children name a variety of shapes and they recognise them in objects they see around the school. The staff have daily routines which involve counting such as taking the register and counting the number of children in different groups.
57. The staff use a variety of methods to increase the rate of the children's mathematical understanding. Regular counting practice at different speeds stimulates a good response and the children also are beginning to enjoy counting backwards from a given number. There are many practical activities which promote the children's

understanding of mathematics. There is a good emphasis on vocabulary and careful explanation of ideas such as *more and less than*. The children also know different words to describe position, length and size.

### **Knowledge and understanding of the world**

58. The school provides a broad range of opportunities for the children to improve their scientific, technological, historical and geographical skills. The children make good progress as many of the activities are practically based and provide sufficient challenge. By the end of the reception year most children attain the early learning goals in knowledge and understanding of the world and exceed them in the historical and geographical aspects of their work. The teaching is good. The teachers plan the curriculum well and include a wide range of opportunities for the children to explore all aspects of this area of learning. In science the children have a good understanding of how plants grow and through careful observation of the seeds they have planted come to an understanding of how most plants need food, water and light. The children correctly name the parts of plants and this work is linked well with their observations in the school grounds. They paint good pictures to illustrate their work and take much care in adding detail and achieving the right colour. The children make good progress in using computers and are able to print their work independently. They have appropriate control of the computer's mouse and carefully design their own pictures. The school has a suitable range of toys and equipment to promote technological skills and the children enjoy making models using construction toys as well as recyclable materials. They also make good use of simple tools when modelling clay animals.
59. The children are developing an appropriate understanding of the world around them and know that weather and location can affect how people live. In their studies of the seaside they learn about going on holiday and the types of clothes they might wear. In a repetition game they improve their memory and also learn much about activities they might do at the seaside. The children talk confidently about their journey to school and know about several forms of transport. In their topic about themselves the children came to an appropriate understanding of how they have changed since they were babies and how other things such as toys and games change through the ages. They know some of the differences between life today and life in "the olden days".

### **Physical development**

60. The children make good progress in their physical development. Although there is a limited range of outdoor equipment the children rise to the challenge of physical activities with their classmates in Year 1 and also make good physical gains through working outside with the classroom assistant. The children attain the early learning goals in physical development by the end of the reception year. However, the limited equipment hampers their progress in controlling wheeled vehicles and climbing. The teaching is good. Although there is no separate outdoor play area for the children they generally play happily with older children and this is a measure of their growing confidence. In physical education lessons the children participate eagerly and with much physical effort. They have good opportunities to learn how to swim making use of the school's pool. The children are good at finding space and when running around are careful to avoid collisions. They competently change direction and speed in response to the teacher's instructions. The children make good progress in improving other physical skills such as using a range of basic tools and equipment with dexterity. Most have good control when writing; they hold pencils correctly and take great care when colouring.

## Creative development

61. The teaching of creative development is good and the staff provide stimulating experiences for the children to enhance their learning and this provision makes a good impact on the children's progress. By the end of the reception year the children attain the early learning goals in creative development and exceed them in their artwork. The children are good at painting because the staff guide them well in developing skills and techniques and also encourage careful observation. In their work on painting plants the children show good brushwork and a good understanding of how to achieve shade, tone and light by varying the intensity of colour. The children also respond well to making models using salt dough and clay. They think carefully before starting work about what they want to achieve and then work with much patience and care. They make good use of tools and natural objects to print into their clay tiles and produce very effective work which shows good attention to detail and also imagination. The children enjoy singing and know a good range of rhymes and songs. They join in enthusiastically and occasionally spontaneously sing songs they have learned. The staff also successfully foster creative language through opportunities provided through role-play in *shops and cafes*. Adult involvement in these activities helps to extend the children's vocabulary.

## ENGLISH

62. Standards in English have improved since the last inspection and the improvement has kept pace with national trends. At the end of Year 6, the 2001 national test results showed that pupils attained standards that were above the national average and at an average level compared to similar schools. More able pupils achieved suitably high levels. In the national tests in 2001 for pupils at the end of Year 2, standards in reading were well above the national average. They were average when compared to similar schools. Standards in writing were above the national average, and when compared to similar schools were average. The percentage achieving the higher level 3 in writing was below average. There are slight variations between the test results of boys and girls, but they are not significant because of the small number of pupils taking the tests.
63. The inspection findings indicate that by the end of Years 2 and 6, pupils overall attainment is above the national expectations. Attainment was average at the last inspection. Progress for all pupils, including those with special educational needs, is good. Since the last inspection, the implementation of the literacy strategy along with improved teaching and planning has had a beneficial effect on standards and progress in all aspects of English throughout the school. For pupils in Year 2, the school has maintained the well above average standards in reading for several years while writing has been above average. There has been more focus since the last inspection on helping pupils to write independently in Years 1 and 2, but there are still a few aspects of pupils' writing that are not taught as successfully as their reading and speaking and listening. Because of this the standards in writing are lower in comparison with other aspects of English and pupils make satisfactory progress. In the juniors most areas of weakness have been addressed since the last inspection apart from further initiatives needed to develop both research and editing skills, particularly through the use of information and communication technology.
64. Overall attainment in speaking and listening is above average throughout the school. By the end of Year 2 most pupils speak clearly and confidently and are keen to engage in conversation. They also show that they have listened carefully to adults and each other

in the relevant answers they give and the consideration they show in waiting for their turn to speak. Teachers, through their effective questioning skills, provide good opportunities for the pupils to explain their ideas and talk about their experiences. When the pupils in Year 2 studied letters written for different purposes they showed a good level of understanding of the main points of the discussion and used a wide range of interesting vocabulary. Valuable opportunities are provided for the pupils in Year 1 to extend their spoken language in creative role-play activities. In these imaginary areas, which are currently a seaside café and travel agents, the pupils, often supported by adults, receive worthwhile levels of stimulation and learn to express their ideas fluently.

65. By the end of Year 6, most pupils speak with increased fluency, expression and confidence. In one lesson they gave constructive opinions on how best to achieve the mood and atmosphere of a poem through the use of words and phrases for effect. Teachers use good texts and challenging questions and this helps all pupils to develop their ideas and increase understanding. Furthermore good opportunities are found for pupils to discuss their ideas together in pairs or groups, and learn from each other. While most take account of others' views, a small minority of pupils in Year 6, who have special educational needs find it more difficult to listen carefully and share their ideas with others. Since the last inspection more opportunities have been found for pupils to speak formally to an audience. This happens frequently at the end of literacy lessons, in special assemblies and occasionally when asked to give a presentation to the rest of the class, such as a talk on their hobbies. There is still scope to extend this further as drama, choral speaking, role-play and debates are not a regular feature of lessons. However during the inspection, the pupils spoke confidently to adults, and were able to express their thoughts and opinions in an articulate and relaxed way. Because of the good relationships in the school, there is a climate where pupils feel comfortable to express their opinions, knowing adults will always value them.
66. Throughout the school pupils develop their reading skills successfully and achieve well above average standards by the end of Year 2 and above average standards by the end of Year 6. The school has worked hard to encourage in pupils a love of reading and provides a wide range of books that appeal to pupils' interests and are appropriate for their reading abilities. The skills that pupils need to become successful readers are taught well in the literacy lessons. This is another area of improvement from the last inspection. Additional time is given to hear individual pupils read outside of the literacy lesson. Detailed and developmental reading records are kept so that teachers can measure and monitor the progress that pupils are making in their reading. Home-school diaries are used successfully for parents to become more involved in supporting their children's learning at home. These successful initiatives are having a very positive effect on standards and achievement in reading, particularly in Years 1 and 2. However standards could be even higher in reading especially in the juniors with more focus on the use of information and communication technology and the library to develop research and study skills more systematically.
67. By the end of Year 2, the higher and average attaining pupils read fluently and accurately and use expression when they read aloud. They are generally confident in reading unfamiliar words. Pupils read with good understanding, which enables them to talk about the content and the characters in the stories they read. Lower attaining pupils enjoy books and are using their knowledge of letters and sounds to build unfamiliar words. Study skills are developing at a slower, but satisfactory rate, with most pupils making good progress in their use of alphabetical order. In Years 3 to 6, pupils read with increasing accuracy and understanding. Many of the higher attaining pupils in Year 6 are confident and skilled readers and understand the significant ideas of more challenging texts and have started to compare and contrast the settings and characters

from different authors. They discuss their preferences for different books and many regularly read for pleasure. These skills are not being extended enough into giving pupils more responsibility for their own learning in selecting books and information on the computer for independent research.

68. By the end of Year 2, standards in writing are in line with national expectations and progress is satisfactory. Most pupils form their letters correctly and at least half of them are beginning to join their handwriting legibly to a good standard. Through regular practice, spellings are usually correct. The structured handwriting and spelling scheme used by the school is having a very beneficial effect on the above average standards in this area of writing. Most pupils produce a satisfactory range of unaided writing. They sequence events logically in their writing, such as visits to the seaside or book reviews. The content and style of the writing is weaker and is limited in its imaginative expression and descriptive words. There are not enough links made between reading and writing in lessons to help the pupils improve the structure and ideas in their writing. For example there are very few examples of pupils re-telling favourite stories they have read. Punctuation and grammar although satisfactory are not receiving the same focused attention as spellings and handwriting and there are missed opportunities in some lessons to teach these important skills. Because these aspects of pupils' writing are not being extended enough in lessons, fewer pupils are achieving above average standards in writing when compared with reading .
69. By the end of Year 6, attainment in writing is above national expectation. In the juniors there is a more structured approach to writing with evidence of some well-chosen examples of literature used for pupils to model, support and extend their own writing. Because of this pupils have gained a good understanding of how to structure different styles of writing themselves. The content of their work is good, with a clear development of their knowledge and understanding of grammar, punctuation and comprehension. They write for different purposes, such as plays and poems and character studies as well as reports of experiments and factual accounts related to work in other subjects. In these examples, pupils often write at length, and the higher attaining pupils use complex sentences, which are organised into paragraphs. Most pupils present their work very well, with clear, fluent and joined handwriting. There is less focus in lessons on pupils writing for a real purpose, carrying out their own research or preparing work to publication standards. This is very closely linked to pupils not being given enough opportunities to using their own initiative and the limited use being made of computers for research and editing purposes
70. Most pupils have positive attitudes to their work and generally maintain good levels of concentration and effort. When given the opportunity pupils show strong initiative in planning and organising their own work. This happened recently when a group of pupils in Year 6 asked if they could organise and write a school magazine themselves during break and lunch times. This they have done very successfully on their own, using the computer to produce a very well planned and interesting magazine to publication standards. Unfortunately this level of initiative and independence is not always promoted enough in lessons. Tasks are sometimes over directed by the teacher and this results in pupils not being challenged sufficiently in their personal development. Because pupils are not having enough opportunities to learn for themselves on these occasions, their intellectual effort is not as high as it could be and they make less progress.
71. The quality of teaching is good in both the juniors and infants. An effective feature of all lessons is the good introductory session that is used to revise previous work and set a clear focus for the learning of important skills. The best lessons move on at a brisk

pace that maintains pupils' interest and challenges them well through good questions and discussion. The guided reading sessions are particularly well planned and taught, with a very good focus on improving the pupils' skills of reading accurately and the understanding of texts. In some lessons, these high expectations do not always continue in the independent part of the lesson, particularly when undemanding work sheets are given and time limits are not always set. Occasionally the transition from one part of the literacy lesson to another takes too long. This slows the pace and the pupils become rather restless. The teachers use the concluding part of the lesson successfully to reinforce learning by using examples of pupils work to question them further and assess their understanding. The very few pupils who have special educational needs are fully integrated into lessons and given the support they need to take a full and active part. Homework is sometimes set at this time and linked well to the focus of the lesson and the skills that pupils need to develop their learning further. However apart from reading, there is no consistent or regular approach to homework and it is not benefiting pupils' learning as well as it could.

72. The school has implemented and developed the National Literacy Strategy well and this has enabled standards to rise since the last inspection and teaching to improve. There are good opportunities for pupils to develop the key skills of English across other subjects, particularly in science and history, but less so in geography and design and technology. The use of information and communication technology to support English is only in the early stages of development and is not yet effective. Assessment procedures are good and recently individual targets have been set for pupils. These are helping the pupils to see the areas of their work that they need to improve. Unfortunately, marking, although thorough, is not yet closely linked to the targets and therefore not as helpful in showing pupils clearly what they need to do to improve their work further. Although many teachers evaluate their lessons informally, at times there is insufficient link between what has been achieved by the pupils in lessons and the pupils' assessment records that are being conscientiously completed to ensure that the work planned is sufficiently challenging for the range of ability within the class. The use of assessment, therefore, although satisfactory, could be improved further.
73. The subject leader is working hard to develop the teaching of literacy across the school and is a good teaching model. The subject is led and managed well. Teaching and learning has been monitored recently and an appropriate plan for further developments has been drawn up. The subject leader shows a good commitment to the continued improvements.

## **MATHEMATICS**

74. The school has improved the teaching of mathematics and successfully introduced the National Numeracy Strategy since the previous inspection. As a result, standards have risen and inspection findings show that standards are above average at the end of Years 2 and 6. Pupils of all abilities, including those with special educational needs, make good progress. Standards in mathematics have improved at a good rate over the last three years. In the national tests at the end of Years 2 and 6 in 2001 the pupils attained well above average standards. When compared with similar schools standards were well above average at the end of Year 2 and above average at the end of Year 6. From year to year there are variations in the performance of boys and girls with boys performing better than girls. However, the small number of pupils taking the tests means that the figures should be treated with caution. At the end of Years 2 and 6, inspection evidence shows that standards are above average. The variation between current performance and last year's results is due to the natural variation often found in

small cohorts, the increased proportion of pupils with special educational needs, lower attainment on admission to the school and high levels of mobility.

75. By the end of Year 2, the pupils achieve a good standard in all aspects of mathematics. They are taught mathematical vocabulary well and have a good understanding of signs and symbols which helps them when solving problems. The pupils enjoy mathematics and at the start of lessons are keen to answer mental arithmetic questions. They have become adept at giving reasons for their answers and clearly explain a variety of approaches of finding answers. The pupils make good progress in this aspect of their work because the teacher is skilful in posing questions and has high expectations of the pupils. The pupils have a good knowledge of addition and subtraction and the more able are secure in simple multiplication and division. Pupils have a good understanding and knowledge of shape, space and measures. They are taught well to understand angles and turn and through practical activities come to a good understanding of positional and directional vocabulary such as “clockwise, anti-clockwise, forwards and backwards.” Their understanding of direction and turn is enhanced through the good work done in information and communication technology on planning a route. The pupils collect and collate data and present their findings in bar charts and graphs.
76. By the end of Year 6, the pupils have a secure knowledge of calculating using addition, subtraction, multiplication and division and are able to apply their knowledge to solving complex problems using a variety of strategies. The pupils have a good understanding of mathematical processes and their good grounding in mathematical terminology helps them to understand problems involving decimals, fractions and percentages. The teaching is thorough and rooted in the principles of the National Numeracy Strategy. Teachers usually keep the pace of the lesson moving by introducing new ideas at different points and checking on pupils’ understanding through careful questioning. This has worked well in securing the progress of less confident pupils and those with special educational needs and has enabled the teachers to judge the right level of intervention required to move learning on. Pupils have a good understanding of pattern, shape, space and measures and this understanding has been enhanced through studying pattern in lessons in art and design.
77. Throughout the school pupils make good progress. There is sufficient challenge for the more able to ensure that they make good gains in learning. Pupils with special educational needs are supported well and individual education plans include targets for mathematics where appropriate. Staff working with these pupils plan carefully and provide good advice and support they skilfully intervene with suggestions and move learning on by asking well-focused questions. Boys and girls make similar progress. One of the reasons for consistent progress through the school is the effective planning by staff which includes the careful use of the National Numeracy Strategy.
78. Teaching and learning are good. The pupils enjoy mathematics and show much enthusiasm for mental arithmetic. They respond keenly to questions and are competent in explaining answers using correct mathematical terms. Most pupils work hard in lessons and produce good amounts of work. Occasionally however, the pace of lessons drops because of overlong explanations and a few pupils lose interest and the momentum of learning dips. Lessons are planned thoroughly and the teachers take good account of previous learning because they use assessment well. Good questioning techniques are used to assess how well the pupils have understood new ideas. Activities are planned well to match the different abilities which are wide ranging in most classes. Lessons begin with a careful explanation of what is to be taught and the pupils are left in no doubt about what is to be done. The pupils settle quickly to tasks and work willingly. At the end of lessons, there is usually a review of what has been

learned. Pupils' behaviour is good and staff are consistent in promoting positive attitudes to mathematics through consistent praise and reward. The teachers mark the pupils work accurately but rarely add challenging comments to guide them on how to improve.

79. The school has a suitable range of resources to support the teaching and they are used appropriately to aid the pupils' understanding. Supporting materials from published schemes are used carefully to provide practice examples. However, opportunities for the pupils to use computers to support their mathematical understanding are limited and vary too much between classes. There was some good work seen in Years 3 and 4 on data handling and pupils presented their findings well using graphs and charts made on the computer. The subject is led and managed well and the staff regularly review what has been achieved in national tests and use the information to remedy any gaps in the pupils' knowledge. The good policy and effective use of the National Numeracy Strategy have enabled the school to steadily improve standards over a period of time in spite of disruption caused by changes of staff.

## SCIENCE

80. Overall, the results of the 2001 national tests at the end of Year 6 were close to the national average. However, the percentage of pupils reaching the average grade was very high in comparison with other schools. At the end of Year 2, the school's performance in teacher assessments is very high in comparison with other schools but indicates that no pupils gain the above average grade. Trends over time show an improving picture in the school's test results. Inspection evidence confirms that above average standards are attained at the end of Years 2 and 6 and there are no significant differences in attainment of any groups. Standards have risen since the national tests in 2001 because of good teaching based on effective planning and analysis of test results, a sharper focus on National Curriculum programmes of study, increased opportunities for experimental science and good use of pupils' literacy and numeracy skills. All pupils, including those who have special educational needs, make good progress as they move through the school. There is little difference between the performance of boys and girls.
81. Pupils of all ages demonstrate above average skills of scientific enquiry and make good use of scientific vocabulary. They are effective in organising and recording experiments and understand that scientific experiments need to be carried out consistently. This is achieved through effective teaching which encourages pupils to engage in practical activity. For example, Year 2 pupils used ice-cubes and thermometers to measure and compare temperature in order to find out the warmest place in the school. They make good use of hypotheses prior to experimenting with magnets and understand the concepts of evaporation, melting and boiling. This good grounding in scientific principles is extended further in the juniors. Pupils in years 4 and 5 make good progress in accurately labelled diagrams of experiments about liquids, solids and gases and are able to produce good quality tables, bar charts and line graphs and use the results of experiments to make comparisons and draw their own conclusions. By the end of Year 6, pupils clearly explain the factors involved in devising a fair test and describe how they tested the parachutes they made. A particular strength of the subject is the good use made of the school environment for experimental and investigative work.
82. By the end of Years 2 and 6 pupils have a good knowledge of life processes and a good understanding of how living organisms differ from non-living things and even the



youngest pupils can describe the needs of plants and animals. Progress is good throughout the school. Year 1 pupils describe a variety of seeds in their classroom and know that snails help to keep their tadpoles' water clean. Year 2 pupils are knowledgeable about seeds and the functions of parts of flowers and use vocabulary such as habitat and wood louse. By the end of Year 6 pupils correctly describe food chains and a variety of methods of seed dispersal. They produce impressive work about "The Cycle of Life" and have a good understanding of the functions of the skeleton and major body organs and explain the harmful effects of tobacco.

83. Pupils' knowledge and understanding of materials and their properties are good. By the end of Year 2, pupils identify a range of materials and discuss their uses in relation to their properties. They have good knowledge about the different changes that occur to substances such as chocolate, jelly, coffee and sand when hot water is applied. They understand and explain dissolving procedures and know that sometimes changes can be reversed and sometimes they cannot. By the end of Year 6, pupils engage in experiments to obtain clean water from dirty water and describe how air is trapped in different types of soil such as clay, peat and sand. They are confident in the use of words such as condensation and precipitation and apparatus such as test tubes and filter paper.
84. Appropriate attention is given to the pupils' study of physical processes and standards are above average at the end of Years 2 and 6. By the end of Year 2, pupils know about forces as pushes and pulls and can name several sources of light and sound. By the end of Year 6, pupils know that applying a force can produce movement and that gravity is such a force. They use a Newton meter when measuring forces and can construct simple electricity circuits from a range of materials. They know that rotational movement of the earth relative to the sun causes day and night and how shadows are formed. The school curriculum provides good coverage of the National Curriculum programmes of study and is well balanced to extend the pupils' knowledge and understanding and to develop good scientific principles.
85. Throughout the school the quality of teaching is good and has a good impact on learning. Teachers have good subject knowledge and ask probing questions to make pupils think. Teachers plan and work together closely and this provides a high level of consistency and ensures that pupils make good progress. Subject leadership is good. There is a two-year planning cycle that the school uses which provides equality of opportunity for all pupils in the mixed age classes. The pupils' learning is assessed at regular intervals and teachers are diligent in recording levels of attainment and the progress that their pupils make. The school has worked very hard to analyse test results and use them to design planning and assessment systems that have a positive impact upon learning. Teachers make good use of all available resources, particularly the grounds with its environmental area and willow arch. They make lessons interesting for their pupils who respond by behaving well and by participating enthusiastically in the activities that are planned for them. In the best lessons the pupils are given opportunities to use their initiative and pursue their own investigations. For example, in a Year 5/6 lesson the pupils are keen observers when they use magnifying glasses to identify the seeds of a wide variety of fruits such as strawberries and avocados.
86. Improvement since the last inspection has been good. Teachers plan well for cross-curricular opportunities and the effective use of pupils' literacy and numeracy skills is clearly evident in the good quality written work that pupils throughout the school produce. Pupils make some use of information and communication technology to support their learning, for example, writing up experimental work and drawing graphs of their results but this is a weaker area of the school's work because teachers do not

provide enough opportunities for pupils to use computers. There is scope for more use to be made of homework to extend the work done in school.

## **ART AND DESIGN**

87. Standards in art and design have improved significantly since the previous inspection. The teaching is good because it focuses on developing pupils' skills and techniques and the staff provide a wide range of opportunities for the pupils to use their skills imaginatively and creatively. The pupils, including those with special educational needs, make good progress and by the end of Years 2 and 6 standards are above those expected. The school has a good policy and scheme of work for art and design and teachers' confidence and levels of skill are high. They have a good understanding of basic skill teaching and successfully encourage the pupils to practise and refine these skills and then to apply them to producing creative and imaginative work. Because pupils are equipped well with a range of techniques they are competent in expressing themselves and their feelings through art and design.
88. Pupils in Years 1 and 2 make good progress. They take the subject seriously and obviously derive much pleasure from working with a wide range of media. The teaching provides a good balance of skills development and opportunities for pupils to experiment. Classroom assistants or voluntary helpers often support pupils very well. Although adults offer good advice they also encourage the pupils to try out new ideas on their own. This worked well when pupils made models of small animals from salt dough and the pupils experimented with a range of simple tools to add detail and texture to their models. The pupils enjoy using paint and have a good understanding of blends, tints and how to mix colours. Their brushwork is often bold and imaginative but they also are beginning to appreciate how to add delicate touches to their work. This was seen in their observational drawings and paintings of plants and flowers. The teacher made good links with the work in science and through using digital images encouraged the pupils to apply detail in texture, line and form. Information and communication technology is used well to support some aspects of art and design. Pupils experiment with painting software to make a variety of pictures which help them to appreciate balance in their pictures. They enjoy experimenting with different tools in the software and produce good effects by using a brush, flooding with colour and spraying paint.
89. Progress is also good in Years 3 to 6 and standards are above average by the end of Year 6. Pupils also learn how to collaborate well through artwork. The millennium collage, involving work in fabric, using a wide variety of stitches and materials provides a stunning interpretation of village life. This work was supported well by experts from the community. Pupils throughout the school are enthusiastic about art and design and pay careful attention in lessons. They persevere with their work and refine their skills. These positive attributes are enhanced through good teaching. The teachers bring much life to the subject by using the work of famous artists to stimulate ideas. Pupils working on fabric and wallpaper design studied the work of William Morris and step-by-step finely honed their skills before creating their own wallpaper designs and then printing them. They made very effective use of muted colours. Other work in pattern is linked very well to mathematics. Pupils carefully study symmetrical patterns and create their own intricate designs. Other pattern work involved studying Islamic art and helped to promote pupils' understanding and value of other cultures. Three-dimensional work features strongly throughout the school and the pupils have good skills in making models from recyclable materials and using clay and dough to shape and form sculptures. Pupils' progress is enhanced through visits to places such as the Yorkshire

Sculpture Park. The school's own willow sculpture enhances the outdoor area and is a point of amusement for the pupils. It has helped them to appreciate that art is found in many forms.

90. Teachers also use art and design to help the pupils to express their ideas and emotions. In some good work using basic colour the pupils expressed their feelings of anger, sadness and joy using colour well. This work linked well to poetry writing. Other work included exploring good and bad dreams and making a North American dream catcher which stimulated the pupils' thinking and spurred them on to produce attractive webs of intricate design. Art and design is also used well to illustrate work in other subjects. This is particularly successful in history where pupils draw Victorian costume adding precise detail through shading. Pupils' learning is good. They persevere very well and painstakingly produce fine quality work. The teaching is good. Lessons are planned effectively and include a good balance between introducing new skills and techniques and providing good opportunities for the pupils to practise. The teachers manage behaviour well and pupils respond by concentrating and working hard. Teachers have good subject knowledge and use their understanding of art to enthuse the pupils. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development and also stimulates pupils' appreciation of others' ideas and feelings.
91. The subject is managed well and staff are clear about how to develop skills, knowledge and understanding consistently. Teachers keep good records of the pupils' progress and also assess what has been learned. They use this information to plan the next lesson and to provide further guidance for any pupils who may not have fully understood. There are satisfactory resources.

## **DESIGN AND TECHNOLOGY**

92. The school has not got to grips with the weaknesses identified in the previous inspection report and standards are below those expected at the end of Years 2 and 6. Pupils, including those with special educational needs, make unsatisfactory progress. Although there are opportunities for the pupils to make a range of models and to produce designs these skills are not built upon successfully from year to year and pupils are unsure of how to evaluate, modify and improve their work and skills. This is mainly because the subject has not been co-ordinated and developed very well as the school has focused more on other subjects and there have been several changes of staff. Teachers are unclear about the steps needed to ensure consistency in developing pupils' skills, knowledge and understanding and some of the tasks set are not demanding enough. Resources for design and technology are rather limited and there is insufficient clear guidance for teachers on building the pupils' competence in a wide variety of skills and techniques.
93. There is some appropriate work in developing pupils' skills, knowledge and understanding in design and technology in some areas. The pupils have suitable opportunities to follow recipes and prepare food paying good attention to hygiene. The school's involvement in a healthy eating initiative also contributes to the pupils' understanding of food technology. Pupils in Years 2 and 3 have produced careful designs of photograph frames and constructed them well. They have decorated them using their art skills effectively and also used a variety of fastenings to ensure that the frame is stable. Other examples of work include pupils making slippers following a variety of templates. Currently, pupils in Years 5 and 6 are working on a project to design and make musical instruments. Some of the pupils have used their literacy

skills very well to write detailed instructions of their plans and to find out about a range of instruments from several cultures. However, their skills and techniques in modelling are weak and pupils lack confidence in planning their work so that they achieve step-by-step success. They lack confidence in using a wide range of tools and although they work hard and persevere well they lack a secure grounding in techniques of fixing and fastening their models.

94. Teaching is unsatisfactory. Teachers mostly lack confidence in the subject and there is a need for further training and guidance to improve the unsatisfactory aspects of teaching of design and technology. Planning for the subject overall is weak although individual lessons are prepared satisfactorily. The weakness in planning is due to insufficiently focused guidance and a lack of awareness of what has been taught before. Most teachers have insufficient subject knowledge to set challenging tasks and this hampers learning. The pupils enjoy making models and their designs are usually appropriately labelled and of sufficient detail. But they lack expertise and experience of evaluating design faults and of finding ways to improve their projects. Behaviour in lessons is good and the pupils work hard and concentrate well. There is insufficient use of numeracy skills, such as measuring, when designing models and pupils have too few opportunities to use computers to support their work in design and technology.

## **GEOGRAPHY**

95. By the end of Years 2 and 6, standards in geography are in line with national expectations. Standards have been maintained since the previous inspection. Pupils have satisfactory knowledge and understanding about places and themes but skills of literacy and numeracy are not as well used in geography as they could be. Standards are similar to those found at the last inspection. All pupils, including those with special educational needs, make satisfactory progress as they move through the school.
96. By the end of Year 2, pupils have a good knowledge of local places due to a strong emphasis on fieldwork. Pupils are taken for walks in order to look at different buildings and local facilities. The pupils develop appropriate mapping skills by drawing simple plans of objects and of their routes to school. For example, Year 1 pupils describe their route from Huby to Filey and draw things they passed on the journey. They address envelopes to themselves which increases their understanding of the postal system. Pupils in Year 2 write about their likes and dislikes of the school and the village and can name things found on a river such as bridges and waterfalls. On maps of the imaginary island of Struay they mark roads, hills and lakes in sensible positions. Their awareness of localities beyond their own is weaker and the amount of recorded work that they produce is small in quantity and hampers opportunities for them to research further. Most pupils have a satisfactory knowledge of weather patterns and conditions, which they appropriately link to the different seasons of the year.
97. By the end of Year 6, pupils use geographical language appropriately and have satisfactory skills in mapping. They can use keys, scales, grid systems and map symbols. Progress is satisfactory through Years 3 to 6. In Year 3/4 pupils know that tropical temperatures are hot and can link this to their study of India. They understand the effects of weather on human activity and why life is different in Chembakolli than in Huby. They discuss and compare differences and similarities between the villages and know why tea and coffee are grown in India but not England. The pupils understand the importance of clean water and the problems of pollution in different parts of the world. In Year 5 the pupils understand the environmental problems that the tourist industry poses in contrasting areas such as the Lake District and Llandudno.

98. The quality of teaching in geography is satisfactory. Teachers are particularly good at imparting information and in the best lessons the teachers plan challenging tasks that extend the pupils' literacy and numeracy skills. Sometimes the tasks lack challenge and pupils spend too long filling in worksheets and opportunities are lost to extend their good literacy and numeracy skills. A good lesson was observed in the Year 5/6 class where the teacher had high expectations of her pupils and they responded by drawing and labelling good quality field sketches. The teachers manage pupils well and the pupils respond by behaving well and showing interest in their work.
99. The scheme of work is well structured through a clear topic framework and lessons are carefully prepared. National guidance has been adapted to provide a framework for planning that suits the school's needs. Co-ordination of the subject is effective but the subject does not have a high profile within the total curriculum. The curriculum design and high level of consistency of practice supports teachers in their planning and helps the pupils to know exactly what is expected of them. Assessment procedures are satisfactory with each study unit being evaluated and differences in pupils' attainment recorded. Overall, resources are adequate but information and communication technology equipment and multi-cultural artefacts are insufficiently used to enhance geographical enquiry. In a Year 3/4 lesson a group of pupils made good use of the Internet when finding out about the River Ganges but there is limited evidence of pupils using the library or the computers for independent or investigative work.

## **HISTORY**

100. By the end of Years 2 and 6, standards are above those expected for pupils of a similar age. This represents an improvement since the previous inspection. The subject is well led and is supported by a good scheme of work. The standard of written work pupils produce is high with teachers making good use of their pupils' literacy skills and throughout the school pupils make good progress in their learning. All pupils, including those with special educational needs, are making rapid gains in extending their awareness of the past and their historical knowledge.
101. By the end of Year 2, pupils have a good understanding of chronology and how things change over time. Pupils demonstrate this when they talk about a variety of Victorian artefacts such as carpet beaters and dolly sticks and compare them with modern equivalents. The pupils evaluate old and new objects in kitchens and in their school. They know that Henry VIII had lots of wives and lived before Queen Victoria. The lives of famous people capture the imagination of pupils and they talk enthusiastically about the work in their interesting topic booklets about life in Ancient Greece and in Tudor times. They know about the achievements of Florence Nightingale and Grace Darling, the exploits of Guy Fawkes and the beheading of Ann Boleyn. Pupils were impressed by the legacy of Samuel Pepys and know that old diaries are a source of information about life in the past. Their written work provides evidence of good progress being made in terms of gains in historical knowledge and understanding. Pupils keenly discuss how things change and show a keen interest and understanding about past events. Their sense of the passing of time is developing well.
102. Pupils continue to build effectively upon their knowledge as they make good progress throughout Years 3 to 6. Pupils' experience of the history of other eras and cultures, such as the Greeks, Vikings, Tudors and Victorians is extended through a well-planned programme of topics. By the end of Year 6 pupils have a good understanding of historical events and how things change over time. The pupils use contemporary

writing and photographs to find information about life in Victorian society. They can explain the difference between a primary and a secondary source and facts and opinions. The pupils understand time-lines and their good quality written work shows that they have gained knowledge and understanding about many aspects of life in the time of Queen Victoria. They talk about famous people such as Dickens and Lord Shaftesbury and have good knowledge about diseases and inventions in Victorian times. The pupils show good understanding of the sequence of historical periods, enhanced through good teaching throughout the school. Their good knowledge is enhanced through studying a wide range of topics which include life in ancient times, the Tudor period and the Victorians. Their studies of Twentieth century Britain are brought to life through a range of visits and visitors.

103. Throughout the school the quality of teaching is good and impacts well on learning. Strengths in the teaching include the very good level of planning that underpins all lessons and provides for good continuity of skill development. Lessons have clear learning objectives and teachers show good subject knowledge when introducing topics to their pupils. The school plans using a two-year cycle and focuses very well on developing pupils' knowledge, understanding and skills. Staff are also successful in meeting the needs of pupils in mixed age classes. The school's action plan to implement this key issue of the last report has been highly successful and whole school topics and shared use of artefacts raises pupils' levels of interest and enthusiasm. Teachers plan and work very well together and pupils enjoy looking at the good quality displays in other classrooms that they can identify with. A weaker aspect of the curriculum is that pupils have limited opportunities to undertake personal research and use computers. Pupils compare many aspects of the past with the present but are only given limited opportunities to examine different perspectives or aspects they find of particular interest and thus develop their initiative and independence.
104. The subject is managed well and each study unit is evaluated with satisfactory assessments made of pupils' progress. Teachers make good use of commercial materials and artefacts to bring the subject to life and stimulate pupils' imaginations. For example, in a Year 3/4 lesson pupils show good interest in the surprise appearance of two pupils dressed as Victorian children. A reason for the pupils' good progress is the teachers' enthusiasm for history. Pupils are encouraged to ask questions to gain insight into the past. Pupils show good levels of concentration and an eagerness to learn. The teachers have a very good command of the subject through a mixture of questioning, prompting and explaining are effective in getting pupils to understand important historical events and influences. Cross-curricular links are well used, for example, when pupils design prints in the William Morris style and work is always thoughtfully marked with teachers using supportive comments. The subject makes a very good contribution towards the pupils' social and cultural development.
105. Pupils have positive attitudes towards history and enjoy the subject. They are keen and interested and behave well in lessons. They listen attentively to stories such as that of Florence Nightingale. Resources are satisfactory and are supplemented by artefacts loaned from local museums and from occasional visits the pupils make to places of interest. Pupils enjoyed a recent visit from "Miss Nightingale" and are keen to pursue historical enquiries of their own. These and the use of computer equipment could usefully be extended now that the school has a good scheme of work in place.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

106. Although the school has improved resources for information and communication technology since the previous inspection, and the staff have had some recent training standards are in line with those expected at the end of Year 2 but below those expected at the end of Year 6. Improvement has been unsatisfactory overall. Pupils, including those with special educational needs, are currently making satisfactory progress in learning basic computer skills but there are insufficient opportunities for them to use ICT in several other subjects. This is mainly due to lack of confidence by the teachers. There is further training planned to improve this aspect of the school's work. Progress has been uneven and unsatisfactory and the development and application of skills has not received sufficient emphasis. Both boys and girls make similar gains in their skills in using computers.
107. By the end of Year 2 pupils have suitable skills in all aspects of the subject. They appreciate that computers are used in a wide variety of applications in modern living. They make good progress in learning how to control a sequence of actions by carefully inputting data. They use their numeracy skills well to support this work and show a good understanding of angles and, direction and turn. This work links well with mathematics and helps the pupils to learn about estimation and measurement. The pupils enjoy using computers and have an appropriate knowledge of a variety of tools when drawing and writing using computers. Pupils have a satisfactory knowledge of basic keyboard skills and are able to load, save and print their work. The more able identify and use some of the computer's tools when editing their work.
108. By the end of Year 6, pupils attain appropriate standards in word processing but lack confidence in using communication skills such as the Internet and electronic mail. They have an appropriate knowledge of how computers are used in a variety of applications in the world but limited experience of creating sequences of instructions to command the computer to control events. Pupils in Years 3 and 4 make good progress in using the computer to collect and collate data and design their own database of plants and animals but this work is not extended sufficiently in Years 5 and 6. Pupils have had experience of desktop publishing and a few enthusiasts have made their own school magazine using techniques such as importing text and pictures. However, computers are not an integral part of learning and this hampers progress in subjects such as geography, science and religious education as there are insufficient opportunities for the pupils to research and collate information.
109. In the lessons seen during the inspection the teaching was satisfactory with some good features but the impact of teaching over time has been unsatisfactory particularly in applying computers to work in a range of subjects. The teachers have improved their knowledge of the subject through basic training and the improved resources in the school are beginning to have an impact on the rate of progress but much more remains to be done to accelerate learning and the use of computers in other subjects. Teachers place a good emphasis on encouraging the pupils to use correct terms and the pupils are competent in this. Pupils are attentive when new programs are introduced and are keen to have a go. They behave well and share equipment and ideas. The more able often work alongside the less confident and offer good support. Teachers keep suitable records of the pupils' progress and have started to use national guidelines to help them with planning. Teachers give clear explanations and check on the pupils' understanding.
110. The school has identified information and communication technology as an area for further development and the subject leader is keen to raise standards and make progress more consistent. In the past subject leadership has lacked sufficient focus but this has now improved. There are plans for further training. The school has an

appropriate number of computers although the range of software available is rather limited and many staff are not sure of its use. There is an appropriate system in place to record pupils' achievements but the information is not used very well to set challenging targets and to extend pupils' learning so assessment is unsatisfactory.

## MUSIC

111. Standards are at expected levels at the end of Years 2 and 6 and are not as high as reported at the time of the previous inspection. Pupils of all abilities, including those with special educational needs make satisfactory progress. At the last inspection similar judgements were made overall, but there were some elements of the subject that were above expectations. The recent changes of staff have resulted in a slight lowering of subject knowledge and confidence. This is reflected in the satisfactory rather than the good features of teaching noted at the last inspection.
112. In Years 1 and 2, pupils sing in tune and have learned a good range of songs, which they recall from memory. Although pupils are not yet singing with expression, their diction is clear and pupils are very enthusiastic when they can add some actions. Pupils listen well to a good range of music they hear from different times and countries in lessons and assemblies and sometimes recognise the instruments that are playing. However it is mostly in their dance sessions that they learn to explore and express their ideas and feelings about the music they hear. There are good opportunities for the pupils to compose together. Their work on creating a pictorial score and composition for a 'Jungle Island' shows that pupils know how to use different instruments for effect to create interesting sounds. The sounds were well chosen to reflect the mood of the picture and they contrasted the storm and stillness afterwards very well. With help, they try to make improvements to their work, such as getting better at reading their pictorial score and coming in with their instruments at the right time. Pupils are not at the stage yet of combining sounds together and using them expressively.
113. By the end of Year 6, pupils have continued to develop and enjoy their singing. In assemblies, the singing is tuneful and reasonably expressive, although rather restrained. However phrasing is not as well developed. Pupils sometimes sing in rounds and have occasionally extended their singing to two parts. In lessons they listen to a good range of music and discuss the mood and structure of the music. When pupils appraised two pieces of contrasting music from Africa and Japan they used the correct musical terms such as pitch, texture and tempo. They also recognised the different styles of music, although they were not able to analyse and compare the specific musical features. Occasionally visiting musicians hold workshops and this helps the pupils to learn more about the structure of music. In composition, pupils in their lessons in Years 5 and 6 practise a series of simple rhythmic phrases and maintain the pulse of a selection of music they hear. Most pupils in pairs were able to maintain either the pulse or rhythm of a tune and were aware of how the parts fitted together. Pupils often compose together in groups and make up melodies on the chime bars. However they have not had the opportunity to make up their own musical score and therefore do not see the purpose of notation as a means of recording. Occasionally pupils discuss improvements to their work, but this is a weaker aspect of the provision.
114. The quality of teaching is satisfactory. In all teaching, the pupils have opportunities to expand their awareness of a widening range of music and to develop and refine their singing and playing together. The activities planned are purposeful and they extend the knowledge and understanding of the pupils in a satisfactory way. However, most teachers show a lack of confidence and subject knowledge in challenging the pupils



sufficiently for them to move on to the higher levels of which they are capable particularly in their singing and composition. Although there are only a few pupils with special educational needs, a very positive aspect of the teaching is the way in which these pupils are very well supported and encouraged to succeed in the lessons.

115. Few opportunities have been made so far to introduce information and communication technology into the music curriculum, although suitable programs have recently been purchased and will be used soon at Key Stage 2 to help to improve composition skills. Research skills in music are also underdeveloped because of the limited books in the library or programs to use on the computer. Some good links are made to other subjects, such as the musical instruments being made in the science lesson in Years 5 and 6 and the link with geography work on islands in Years 2 and 3. A few pupils benefit from extra-curricular activities for ocarina and recorders and a small number are learning orchestral instruments.

## **PHYSICAL EDUCATION**

116. Only lessons in games and outdoor and adventurous activities were observed during the inspection. Planning, assessments and discussions with pupils confirm that standards by the end of Years 2 and 6 are in line with national expectations and that satisfactory progress is being made in each element of the subject for all pupils including those with special educational needs. Similar standards and progress were seen at the last inspection.
117. By the end of Year 2, in their swimming, most pupils confidently swim one or two lengths of the pool unaided. Swimming is a strength of the provision for physical education, and the school is fortunate in having a small pool on site for regular lessons in the summer term for all pupils from Reception to Year 6. Most pupils are already beginning to develop the correct techniques in their arm and leg movements in their swimming of breaststroke and move safely in and out of the pool. Year 2 pupils practise their games skills with good levels of energy and listen carefully to the instructions of the teacher. They are aware of the effects of exercise on their bodies and talk confidently about their heart beat getting faster, feeling hot and 'getting puffed out'. They also know the importance of 'cooling down' exercises. Pupils have a good awareness of space and are well co-ordinated. In their warming up activities they jog, skip and jump with good levels of effort and appropriate levels of skills. They are not quite as skilled at throwing and catching balls, but they practise hard to improve their control and accuracy. When asked to demonstrate, they take pleasure and pride in their performance. A good feature of the lessons is the opportunities pupils have to discuss and make improvements to their techniques and ideas and to evaluate their own and their classmates' performances.
118. By the end of Year 6, all pupils in their swimming achieve the minimum of the 25 metres requirement and many can do significantly more. In games lessons the pupils in Year 6 practise their ball skills as well as striking and fielding techniques, which prepares them well for the game of rounders. Although these skills are at expected standards, pupils underarm throwing is much better than over-arm, where they sometimes confuse height with distance. During the game of rounders, pupils understand the rules and the importance of co-operating and working safely together. They know the importance of exercise, as this aspect of fitness and health is closely linked to the schools' involvement in the 'Healthy Schools' Initiative' project. Pupils pay particular attention to the good demonstrations from their teachers and their peers and this helps them to improve the quality and precision of their own skills.

119. In their outdoor and adventurous activities, the pupils in Years 5 and 6 were set a challenge to find the quickest way for their team to pass through a hoop. Although all of them worked with good levels of energy to complete the challenge, a few groups found it difficult to use their initiative and adapt their movements in order to reduce the time. It was clear that these pupils in the past have been given few opportunities to make choices in their own learning. The pupils in Years 3 and 4 were much better in completing their orienteering task and used good levels of initiative with a partner to follow a route and find the clues. This lesson also provided a good link with geography in developing mapping skills.
120. The quality of teaching is satisfactory overall. It is good in Years 1 and 2 and satisfactory in the juniors. Good lessons, which were seen in both the infants and juniors, begin with an effective warm up and move on at a brisk pace, which maximises the period for pupils to be actively involved in learning important skills. Teachers have clear procedures towards promoting safe practices and the lessons are well managed and controlled. Most teachers demonstrate at least a secure level of expertise and understanding of how to teach games and outdoor education. They are also clear about what it is that pupils should learn and provide them with good opportunities and positive feedback to practise and improve their performance. This encouragement helps pupils to work even harder and acquire new skills. In a less successful lesson not enough attention was focused on teaching the skills needed before playing a game and pupils played without having sufficient skills to field, throw or strike correctly. Limited learning took place in this lesson.
121. The subject leader has recently introduced national guidelines to help with the planning of the curriculum for physical education and has made sure that resources are adequate for the different programmes of study. There has been less focus on ensuring that the skills pupils need to make good progress are being developed progressively through the school, for example, in a rounders lesson in Years 3 and 4 where the skills pupils needed were not being taught at the correct level. The subject leader's monitoring role is and has been limited since the last inspection, because she is only employed in the school as a part time teacher. A high allocation of time is given to the subject and because of this the standards could be higher than they are. The range and quality of extra-curricular activities for pupils is satisfactory. Clubs such as netball, football, short tennis and rounders enhance pupils' physical skills and add to their social development. Pupils also have the opportunity occasionally to play in tournaments against neighbouring schools.

## RELIGIOUS EDUCATION

122. By the end of Years 2 and 6, standards are in line with the expectations of the syllabus followed by most schools in North Yorkshire. All pupils including those with special educational needs make satisfactory progress as they move through the school. At the last inspection similar standards were found at the end of Year 2, but standards were above expectations at the end of Year 6. The decline in standards by the end of Year 6 is due to the greater emphasis that the school has recently placed on improving standards in English, mathematics and science and less time allocated for the teaching of religious education. At times the limited use of resources to enrich the teaching has also contributed to satisfactory rather than the good teaching found at the last inspection.
123. By the end of Year 2, most pupils have an appropriate knowledge and understanding of Judaism and Christianity. They visit the local church and learn about some of the features and events that happen there. They know that baptism is a special event for Christians with the higher attaining pupils beginning to know its significance to believers. Pupils recognise that Jews and Christians share similar features, such as places of worship, special days and holy books. Through their study of different religions, the pupils in their questions and answers are starting to recognise the importance of religious figures such as Jesus, Abraham and Moses and the significance they have for members of that faith. Pupils sometimes celebrate special religious festivals in assemblies and this helps to increase their understanding further of different faiths. An important and successful aspect of the teaching is the opportunities pupils have to reflect on the values they share with each other. In the lessons that explore moral and social issues, such as bullying, pupils make good connections between the stories they hear and their own attitudes to life. They show good levels of empathy for the victims in bullying and suggest appropriate ways of resisting bullies, such as telling adults. When asked to describe what makes them happy and sad when discussing their feelings, the pupils thought carefully and reflected on the appropriate answers they gave. Most pupils have a strong moral awareness and a good understanding of forgiveness, tolerance and care for others.
124. By the end of Year 6, pupils have gained a satisfactory knowledge and understanding of the beliefs and practices of Christians, Jews and Sikhs. However their appreciation of how belonging to a different faith group can influence people's lives is weaker. As the school is composed of almost all white pupils, this aspect of learning is more difficult to achieve. A good display of Jewish artefacts is helping, but more resources, visits and visitors are needed to help pupils interpret and express their feelings about deeper religious issues. The theme of journeys provided some good opportunities for pupils to reflect on their own lives and important religious journeys by comparing their own holidays to famous pilgrimages. In their writing pupils show a good awareness of the needs of others and this was well illustrated in their own versions of the key people in the Christmas story.
125. The quality of teaching is satisfactory and contributes appropriately to pupils' learning. There are good opportunities for pupils to practise their speaking and listening skills in discussions and writing is being developed appropriately in the satisfactory range of work covered. In some cases however this work is rather unimaginative and sometimes copied from books or the teachers notes, rather than being researched by the pupils themselves. Information and communication technology is also not being used to support the subject sufficiently and extend writing and study skills. More resources are needed in the teaching to bring the subject alive for the pupils and to help them to have a deeper understanding of religious issues. This happened in one better lesson in Years 3 and 4 in which the pupils shared a Shabbat meal together. By doing

so, the pupils understood the importance of this special meal to the Jewish people in their everyday lives. Relationships are good, and teachers value pupils' individual contributions to lessons and encourage them to express their own opinions. In this caring environment some valuable discussions of moral and social issues take place in which pupils have a good respect for each other views. The subject makes a good contribution to pupils' moral and social development and a sound contribution to their spiritual and cultural awareness.