

INSPECTION REPORT

ST MARY'S RC PRIMARY SCHOOL

Market Weighton

LEA area: East Riding of Yorkshire

Unique reference number: 118033

Headteacher: Angela Kelly

Reporting inspector: Pat Richards
25433

Dates of inspection: 20th – 22nd May 2002

Inspection number: 195948

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Sancton Road Market Weighton East Yorks
Postcode:	YO4 3DB
Telephone number:	01430 872330
Appropriate authority:	The Governing Body
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25433	Pat Richards	Registered inspector	Equality of opportunity Provision for pupils with special educational needs Provision for pupils with English as an additional language Mathematics Science Art and design Geography History Physical education	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9921	Pam Blackshaw	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?
23081	Carol Waine	Team inspector	Areas of learning for children in the foundation stage English Design and technology Information and communication technology Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a smaller than average Voluntary Aided Roman Catholic primary school situated in the small town of Market Weighton, in the East Riding of Yorkshire. There are 86 boys and girls on roll, sixty two per cent of whom live in the town, the remainder travelling from surrounding villages. Children are admitted into the reception class in the term after their fourth birthday. Over half of the pupils are baptised Roman Catholic. Nearly all pupils are of white UK heritage and a small percentage is from Chinese and one other background. No pupils are in the early stages of learning English. Twenty four per cent of pupils are on the register for special educational needs, which is broadly average, and two pupils have statements of special educational needs. The range of special educational needs covers a wide spectrum, from moderate learning difficulties to more severe behavioural and emotional learning difficulties. Three per cent of pupils receive free school meals, which is well below average. Attainment on entry is broadly average, with a wide spread of ability.

HOW GOOD THE SCHOOL IS

St Mary's is a very effective school, which offers a very good quality of education and serves its community well. The school benefits from the clear leadership of the headteacher who gives very good direction for staff. Good teaching has created a very caring environment in which pupils develop an enthusiasm for learning and excellent relationships with staff and other pupils. Pupils' progress in literacy, numeracy and science is good and by the time they reach Year 6, most attain and some exceed the levels expected for them. Despite above average costs in common with most small schools, St Mary's gives good value for money.

What the school does well

- St Mary's provides well for the all-round development of pupils within the ethos of a loving, caring Catholic community
- The headteacher provides very good leadership
- The high quality of teaching enables pupils to achieve well
- Pupils' speaking and listening skills are very good
- Provision for pupils' spiritual and moral development is excellent
- Parental support makes a significant impact on the work of the school

What could be improved

- Standards in writing are not as high as those for reading and speaking and listening.
- Systems for assessment and recording have not been refined to ensure a whole school approach to all areas of the curriculum.
- Expectations for the highest attaining pupils in the mixed key stage class could be higher
- The management role of subject co-ordinators is underdeveloped.
- The internal accommodation is inadequate for teaching some aspects of the curriculum

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and has made sound improvement since that time. The quality of teaching, judged 'good' at the time of the inspection has improved further. Work set for pupils in Years 3 to 6 is more closely matched to their individual abilities and takes account of their different rates of learning. Arrangements for teaching Year 6 separately for English, mathematics and science ensures that work is appropriately challenging and well matched to pupils' prior attainment. However, there is still evidence of pupils in the mixed age classes being given the same work in other areas of the curriculum such as history and geography. Although pupils make at least satisfactory progress overall in the mixed key stage class, expectations for the highest attaining pupils are sometimes not

high enough. Opportunities for pupils to develop good handwriting skills are now good. There has been good improvement in provision for information and communication technology (ICT), with a purpose suite, better trained teachers and highly skilled input from outside advisors. Newly appointed staff have brought added strengths and expertise to the school. The school has responded well to new curriculum requirements and the new Foundation Stage has been introduced very successfully. The building, though barely adequate for some areas of the curriculum, is improved with the addition of an Eco-room for science teaching.

STANDARDS

There are considerable year-on-year variations in standards because of differences in the overall ability of the small numbers of pupils in each year group and, because of these small numbers, it is not viable to make comparisons with other schools. Overall attainment is presently below average in English, especially in writing, and in mathematics by the end of Year 6 but there is evidence to show that standards are much higher than initially predicted, taking into account these pupils' well below average attainment on entry to the school. Standards in science, which has traditionally been a strength in the school and where there is less emphasis on written work, are above average. Inspection findings show that pupils are making good progress and achieving well throughout the school, particularly those in Years 5 and 6, where there is a high concentration of pupils with special educational needs. The current teaching arrangements that make provision for pupils in Year 6 to be taught separately for English, mathematics and science have been very successful in raising standards of attainment. The outstanding quality of teaching, together with the excellent relationships engendered, has a significant effect on pupils' attitudes to their work and consequently the progress that they make. These pupils were very well prepared for national tests and, through re-visiting areas of weakness, they are continuing to make good progress that is preparing them well for the next phase of education. Individual target setting is helping to raise standards in literacy in all year groups but this good practice has not yet been extended to numeracy.

Children make good progress in the Foundation Stage, where they share a class with the Year 1 pupils but are taught separately by skilled nursery nurses for literacy and numeracy. As a result of good teaching, they attain the level expected for their age in all areas of learning and exceed them in their personal and social skills and in speaking and listening. Inspection findings show that pupils in Year 2 are attaining above average standards in reading and their attainment in speaking and listening is well above average. Standards in writing and mathematics are broadly average. There was insufficient evidence on which to base a safe judgement for standards in physical education by the end of Year 2 or in music throughout the school. The standard of singing is good. Standards in all other subjects are in line with national expectations throughout the school, with particular strengths in practical and investigative work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school, they are enthusiastic about their work, are keen to participate in class discussion and show mature attitudes to learning.
Behaviour, in and out of classrooms	Behaviour is very good and makes a significant contribution to standards.
Personal development and relationships	Relationships between staff and pupils and between pupils are excellent as a result of excellent provision for personal development
Attendance	Attendance is very good as it 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	Very 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 a strength of the school. More than eight out of 10 lessons observed were good or better, with some in Year 6 being excellent. The headteacher and her team of dedicated, hard working staff are very effective in enabling pupils to achieve well throughout the school. They are committed to high standards and provide excellent role models for pupils' work and behaviour towards each other. Teachers use their good subject knowledge well to extend pupils' learning. Very good organisation and management skills and very effective use of time and resources ensure that pupils make rapid progress in the majority of lessons. The quality of teaching and learning is good overall. It is good and often very good in the Foundation Stage and prepares the youngest children well for the National Curriculum. The class teacher and nursery nurses work very successfully together to provide learning experiences to challenge all of the children in the mixed age reception/Year 1 class, thus enabling them to make rapid progress towards their targets for learning. Teaching in Year 1, is very good. High expectations, excellent relationships and careful monitoring of individual pupils' progress ensure rapid gains in learning. In Years 2 and 3, teaching is never less than satisfactory. The two teachers plan thoroughly to meet the challenges involved in catering for the mixed key stage class by providing rich learning experiences and to ensuring that National Curriculum requirements are met for each key stage. However, expectations could be higher for the higher attaining pupils in the class. Teaching is of a very high quality in Years 4, 5 and 6, especially when Year 6 pupils are taught separately in their small group. Teaching for pupils with special educational needs is very successful in raising their self-esteem so that they can achieve well. Teaching is generally good in English and mathematics, particularly in literacy and numeracy. In science it is good overall and often very good for the older pupils. The quality of teaching and learning in the other areas of the curriculum is never less than satisfactory. An excellent lesson was seen in physical education, where the organisation of the mixed Years 4, 5 and 6 class was outstanding. Marking of pupils' work is regular and very positive but does not always make clear what pupils need to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a rich and varied curriculum that caters well for pupils' academic social and physical development.
Provision for pupils with special educational needs	Good overall. As a result of the good, and often very good provision, pupils with special educational needs make better than average progress towards the targets on their individual education plans
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual and moral development is excellent and very good provision for their social development is preparing them well for citizenship in later life. They successfully take on responsibilities that are offered to them but are capable of taking on more. Provision for pupils' cultural development is good and extends beyond the pupils' own culture.
How well the school cares for its pupils	Systems for ensuring the safety and welfare of pupils are good. Very good provision for promoting an effective learning environment free from oppressive and disruptive behaviour enables pupils to become confident and assured learners. Assessment procedures are generally good but systems have not been sufficiently refined to ensure consistency across the school.
How well the school works in partnership with parents	The school's links with parents are very good. The partnership with parents has a very significant impact on the standards and learning of the pupils. Parents express strong support for the beliefs and values and standard of all round education the school provides.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher provides high quality leadership and is an excellent role model for staff and pupils. She is very well supported by teaching and support staff. The role of the subject co-ordinators is not developed enough for them to have a clear overall picture of standards of teaching and learning in their subjects. There is a good match of teachers to teach the National Curriculum and job sharing arrangements bring in extra strengths and expertise.
How well the governors fulfil their responsibilities	Governors show a high level of commitment to the school and fulfil their role as 'critical friend' well. Good channels of communication allow them to gather information about the work of the school satisfactorily.
The school's evaluation of its performance	Formal structures for evaluating the school's performance are in the early stages of development. Governors have a sound understanding of the strengths and weaknesses of the school but key staff could be more involved in the analysis of information.
The strategic use of resources	The school uses its resources well to provide a good quality of education for its pupils and secure improvement. The school has a good understanding of how to get the best value from its resources and strategic planning is good. The accommodation is inadequate for physical education and cramped conditions in the mixed key stage class and library put constraints on pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teachers do a good job in educating the children, including those with special educational needs • The spirit of the school is reflected in the pupils' good behaviour • The headteacher gives very good leadership • Parents feel welcome and fully included 	<ul style="list-style-type: none"> • There are some inconsistencies in teachers' expectations • Some parents feel that more homework is needed. • Improved accommodation • Extra curricular activities

The inspectors agree with the parents' positive views of the school. Teaching is good throughout the school and the caring ethos contributes to pupils' very good attitudes, which enable them to achieve well. The headteacher gives very good leadership and promotes excellent relationships with parents. Although teaching is never less than satisfactory, there are some differences in expectations for the highest attaining pupils. Parents' opinions differ on the subject of homework but inspectors feel that it is satisfactory. Extra curricular provision is judged to be satisfactory, given the size of the school. Inspectors agree that although the school makes very good use of available space and makes alternative arrangements for physical education in the winter, the hall is inadequate for this aspect of the curriculum and some teaching areas are cramped.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Strengths

- Good teaching enables pupils to achieve well;
- Support for pupils with special educational helps them to make good progress.

Areas for improvement

- Standards in writing are not as high as those for reading and speaking and listening;
- The progress of the higher attaining pupils in the mixed key stage class.

1. The previous inspection report found that pupils made good progress throughout the school in the core subjects of English and mathematics and very good progress in science. This position has been maintained. Standards of attainment at that time were higher than those for pupils currently in Year 2 and Year 6 but evidence shows that the differences are directly related to the overall spread of ability within the small groups of pupils from year to year rather than any decline in standards. There is considerable variation in standards because each child represents, on average, 10 per cent of the total, and sometimes more. This is exacerbated by the high proportions of pupils with special educational needs concentrated in some year groups, such as in the current Years 5 and 6. Of these pupils, the majority are boys, which is reflected in their present standards, with girls attaining at a higher level. In their national tests at the end of Year 2, the current Year 6 pupils attained well below average results in reading and below average results in writing. Results in mathematics were well below average. Since that time, more pupils with special needs have entered the year group. This evidence demonstrates that, despite their overall below average attainment, all pupils have made good progress and achieved well.

2. Children make good progress in the Foundation Stage and this provides a secure basis for their later work in the National Curriculum in Years 1 and 2. They attain the level expected for their age in all areas of learning and exceed them in their personal and social skills and speaking and listening. This good progress is linked to good, and often very good teaching, including in literacy and numeracy and a good range of imaginative learning experiences. Children establish strong relationships with adults and with each other, and use talk to convey meaning clearly to others. They enjoy reading, recognise an increasing number of words by sight, and are beginning to express their ideas in writing. They begin to use simple addition and subtraction and have a good grasp of mathematical language.

3. Pupils continue to make good progress in the combined reception/Year 1 class and achieve well. Pupils make sound, and sometimes good, progress in the Year 2/3 class but in catering for the wide range of ages and abilities in this mixed key stage class, teachers do not always ensure that the higher attaining pupils are sufficiently challenged. However, the school has found innovative ways of helping pupils in the mixed year groups to make better progress, for example by using the staggered lunchtimes creatively to enable teachers to work more closely with a single year group whilst the other pupils are eating. Pupils in the Year 4, 5 and 6 class make good progress and achieve well overall. Indeed, arrangements for the current Year 6 pupils to be taught separately for literacy, numeracy and science helps them to achieve very well and to exceed the targets initially predicted for them. This also enables those in Years 4 and 5 to receive more individual attention.

4. Pupils in Year 2 listen carefully and communicate very well with others through talk. They read simple texts accurately and fluently, and express their ideas in writing in a sequence of sentences. However, only the higher attaining pupils use punctuation consistently accurately and few use imaginative vocabulary to engage the reader. In mathematics, these pupils show a sound understanding of addition and subtraction and the capacity to solve simple problems. They use scientific vocabulary and methods confidently and show a good understanding of materials and their properties.

5. Pupils in Year 6 are enthusiastic readers and apply their skills soundly in researching projects in other subjects. Their writing shows evidence of careful teaching of the basic skills of spelling and punctuation and their sentences are generally well structured. The majority uses a good range of vocabulary when writing, reflecting the many opportunities offered to them to develop their speaking and listening skills. However, about a quarter do not reach the expected standard. In mathematics they work competently with decimals and fractions but their ability to use a variety of strategies to solve problems is less well developed despite the many opportunities provided for them to practise this skill. They show secure understanding of life processes in their work in science and, despite limitations in their overall ability, an unusually mature approach to science investigations.

6. Throughout the school pupils with special educational needs make good progress towards the targets in their individual education plans and statements of special educational needs. This is because teachers ensure that they are fully included in lessons, generally plan well for them and make good use of very good support staff to help them achieve. An outstanding learning support assistant provides high quality support for individuals who need more intensive provision.

7. Although evidence over time shows a slight variation in overall progress between boys and girls, with boys tending to achieve better, there is no evidence of this at the present time. However, in occasional lessons seen, in Years 4 and 5, where girls are significantly outnumbered, the girls tended to take a more passive role and sometimes lost concentration during introductions. Gifted and talented pupils make very good progress because they are identified at an early stage and special arrangements made for them, such as working with older pupils.

8. Booster groups in Year 6 provide well-directed lessons in English, mathematics and science for pupils to be properly prepared for national tests. The school targets for 2002 are low but still ambitious, taking into consideration the overall level of ability currently in Year 6.

Pupils' attitudes, values and personal development

Strengths

- Pupils' attitudes and enthusiasm for school and their work make a very significant contribution to learning;
- Very good behaviour enhances the quality of learning and progress;
- Excellent relationships enable mature and productive interaction between the class teacher and pupils;
- Attendance is very good, well above the average nationally.

Areas for improvement

- Providing more opportunities for pupils to take responsibility.

9. As at the previous inspection this remains a very strong area and is a strength of the school. Pupils' attitudes to their work and to the school are very good, as is their behaviour. This is a reflection of the values, personal development and excellent relationships between

staff, pupils and parents that the school has so successfully promoted. This area has a very significant impact on the quality of learning.

10. Levels of attendance and punctuality, as at the last inspection, are very good and have a positive effect on learning.

11. Pupils are enthusiastic and keen to learn, and this makes a very significant contribution to their progress. They settle quickly to their work, listen very carefully to the class teacher and are eager to participate in activities, taking turns sensibly, as for example, in the reception class, when pupils shared resources investigating shapes during a mathematics lesson. From reception onwards they are enthusiastic and hard working, highly motivated by the activities set for them. They feel happy to ask the teachers questions and confident of getting a helpful and positive response. High expectations by the staff lead to very articulate and challenging discussions to which pupils readily respond. Their attentiveness and oral contributions to class discussion and application to subsequent work enable high quality and productive learning to take place.

12. There are very few incidents of poor behaviour in the school and no pupils have been excluded over the last few years. Pupils behave very well both in the classroom and around school, so that learning is purposeful and effectively contributes to standards. Expectation is high and pupils respond well, showing respect and consideration for each other and for adults. They are courteous and supportive, sometimes applauding good work spontaneously, as in a mixed age physical education lesson when a group shared in the delight of a pupil's success in a rounders game. This very good conduct significantly contributes to progress, by ensuring work in the classroom does not suffer from unnecessary distraction. In the playground pupils are well integrated, sharing resources and helping each other in a number of small ways, for example encouraging the inclusion of a less confident pupil.

13. Excellent relationships are built on the very strong and caring ethos of the school, providing a secure base to build self-confidence and a very effective learning environment. This is re-enforced in the daily assembly, which creates a calm and happy atmosphere, which is maintained throughout the day. The very effective confidence and self-esteem building initiatives encourage a positive approach to learning and to the development of the trusting relationships that are evident in the school. Mutual respect and the valuing of each individual is reflected in the way pupils enjoy helping each other in sensitive, kind and considerate ways so no child feels excluded. Pupils with special educational needs are fully integrated into the school and into friendship groups. Pupils respond readily to opportunities to take and share responsibility, the Eco-club being a very good example, where some excellent work has provided a high quality learning programme. However, formal opportunities for taking responsibility, particularly for younger pupils, are not well developed.

14. Pupils enjoy coming to school and parents share in the school's aspirations for their children. As a result children mostly arrive on time and attendance levels are well above the average nationally.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

Strengths

- The high quality of teaching in the reception class and in Years 4 to 6;
- Excellent relationships;
- Opportunities for practical work and investigative learning.

Areas for improvement

- More consistency in assessment, recording and marking.

15. At the time of the last inspection, the quality of teaching was judged to be good and this high standard has been maintained and, in many instances, improved further. The quality of teaching and learning is good throughout the school. It is of a particularly high quality in the reception class and in Years 4, 5 and 6. All staff work hard to provide interesting, stimulating and challenging lessons in all areas of the curriculum. So that the pupils are well motivated to learn and achieve well.

16. Teaching and learning in lessons observed during the inspection were never less than satisfactory and those for the older pupils were never less than good, with well over half of these lessons being very good or better. When the small group of pupils in Year 6 is taught separately, the standard of teaching is particularly outstanding. Teaching in the reception class is good and often very good, providing the youngest children with a head start in all areas of learning.

17. The teaching of literacy in English lessons and numeracy in mathematics lessons is good, sometimes very good and occasionally excellent. The teachers have worked hard to implement both national strategies for literacy and numeracy and they have done this well. Documentation indicates that the pace and rigour of lessons has improved significantly since the introduction of these initiatives. The texts chosen in literacy lessons are interesting and used well as models for pupils' own writing. As a result, pupils are interested, fully engaged by the teaching and so they learn well. For example, a pupil heard to read had chosen a particularly challenging book that had inspired him in the literacy lesson. A practical and investigative approach is very successful in developing pupils' thinking skills and enhancing their learning. For example, in a mathematics lesson in Year 6, the teacher played a series of 'lotto' games with lower achieving pupils relating to the laws of probability. Because of the high level of interest and humour in the activity, the pupils were interested and engaged and consequently they made rapid progress. Numeracy lessons have good mental warm up sessions. Teachers use a wide range of resources to motivate the pupils to learn and they ensure that all are included in this very important session. Similarly in the activity session the pupils have access to lots of equipment to help them with their work. This makes learning interesting and consolidates their understanding.

18. The teaching of literacy and numeracy effectively supports learning in other subject areas. For example, when the pupils record their findings in science lessons, they take accurate measurements and show them in graphs and charts. The school is at present working hard to make sure that pupils have many opportunities to use their literacy skills in other subject areas, for example through their very good use of subject specific vocabulary. Teachers use ICT well to support learning in literacy and numeracy and in other areas of the curriculum.

19. Teaching is generally very good in science, where pupils of all ages make very good progress. In most lessons pupils are encouraged to carry out practical investigations, to make predictions and to test out their hypotheses. As a result pupils make particularly good progress throughout the school. Available evidence is insufficient to support a judgement on the teaching of physical education in lower school and music overall but indicates that singing is taught well. Teaching in all other subjects is generally good, with the exception of physical education in Years 4 to 6 of the school, where it is very good. Lessons are very well organised and skills are taught very well through a range of enjoyable activities. Contributions from staff and pupils of the local secondary school provide very valued support.

20. Throughout the school the teachers work hard to develop their teaching and to take on board new ideas. They evaluate their own work and take advice and help from outside advisers and other teachers. The teachers work hard to improve. For example in a geography lesson in the Year 4/5/6 class, the teacher made excellent use of newly learned

technology to present her lesson on volcanoes. The learning support staff play a valuable role in lessons, are used very effectively in classes and are very much valued by the teachers.

21. Teachers meet the needs of pupils with special educational needs with good quality support and, in most lessons, with tasks matched appropriately to their needs. The special educational needs co-ordinator and support teacher liaise well with teachers and support staff. They are informed of lesson content in advance of lessons, help with the planning and contribute well to the assessment and monitoring of pupils' progress. They provide pupils with an appropriate blend of help and challenge. Support for pupils with statements of special educational needs is good and all pupils with special educational needs are very well included in lessons. Parents are highly appreciative of the provision for these pupils. Gifted and talented pupils are identified at an early stage and are well catered for; for example working with older pupils where appropriate.

22. The teaching of the children in the Foundation Stage is good. The teacher and nursery nurses are committed, skilful and work hard to extend and develop the knowledge and understanding of the children. Planning takes into account the steps towards the early learning goals the children are working towards and the importance of developing the children's speaking and listening skills. The needs of the children are carefully planned for and learning through play is a key feature of their work. Staff work hard to develop a wide range of learning opportunities, which help to promote good learning at a good pace.

23. Teachers throughout the school have good knowledge and understanding of the subjects they teach. This means that the pupils are secure in their knowledge and understanding. The teachers are effective in using the correct technical terms and appropriate subject based specific language to develop pupils' knowledge and understanding in each subject area. This was particularly evident in English, mathematics and, science where technical language is used accurately. For example, in a Year 2/3 science lesson to consolidate and extend pupils' understanding of evaporation and condensation, the pupils used these terms with confidence. Most teachers place an accurate level of demand upon individuals, which ensures that all are fully involved and productivity is high. For example, in an outstanding English lesson for the Year 6 pupils, the class teacher had very high expectations of the pupils' use of vocabulary and level of discussion. When comparing and contrasting the work of different poets, she gave good support and constant reassurance to raise their self-esteem and promote their confidence as their learning developed. The pupils got on with their work and persevered with the task. Some of the pupils found the fast pace of the lesson difficult but the class teacher managed the class well and with sensitive encouragement and support, ensured that all remained interested and engaged by their learning. As a result, all the pupils achieved and learning was secured. Occasionally however, expectations are not high enough for the highest attaining pupils and opportunities are lost for them to make extra strides in their learning, for example in a mathematics lesson in Year 2, where all were given the same simple task to complete.

24. Teachers' planning is very good and the pace of the pupils' learning is ensured by carefully planned and structured work. Staff plan in much detail to ensure that learning is well focused and builds on what the pupils already know and understand. Teachers generally share the learning intentions of the lesson with the pupils so that all know exactly what is expected of them. In the best lessons, teachers refer back to these objectives at the end of the lesson to ensure that the intended learning has been secured. Individual targets for English help pupils to improve their performance but these are usually based on teachers' evaluation of a previous piece of work, rather than systematic steps towards the next level.

25. In all classes, pupils are encouraged to work independently. Even the very youngest children are encouraged to work on their own with the tasks they have been set. Pupils collaborate well in groups and listen carefully to the input of others in the class. They are keen to hear what other members of the class have been engaged in and listen carefully to each other's reports. The pupils and staff have excellent relationships with one another and this adds significantly to both the quality of the work that the pupils produce and the way in which they learn. The pupils feel their input is valued and this helps them to achieve in many ways and aids their personal development.

26. Lessons are generally very well organised and managed throughout the school resulting in an orderly learning atmosphere where pupils know exactly what is expected. Occasionally however, in the cramped Year 2/3 class, pupils sometimes become fussy and a little noisy and queues begin to form. In such lessons there is sometimes less sense of urgency and the pace drops so that a lesson which has the potential to be good falls to satisfactory overall because the pace of learning is leisurely.

27. Time and resources are used very effectively in reception and Years 4-6 to keep all the pupils on task. Lessons move along at an appropriate pace, but there is time for the pupils to consolidate their work and think about the tasks the teachers have set. Resources, including information communication technology, are used very well to support learning in the classrooms. In the best lessons, learning is linked to practical situations and an investigational approach stretches pupils' thinking and enhances their learning. Teachers prepare good quality worksheets and they are used well in class to support the pupils' different levels of attainment. Very occasionally, for example in geography, there is an over reliance on commercially produced worksheets and here learning is not as successful.

28. The quality of day-to-day assessment is good. The teachers monitor the pupils' work well in class, giving support and advice as needed. Marking is generally positive and there are good examples in the reception class of indications to show pupils what they have done well and, when appropriate, what they need to do to improve, but this is not common practice. Marking is occasionally linked to pupils' individual targets but more could be done. Assessment in questioning the pupils is used well to gain insights into levels of understanding and to develop pupils' speaking skills. Homework provided is reasonable and pupils feel that it is useful, particularly in preparing them for national tests, but there is no recognisable whole-school pattern.

29. Pupils throughout the school are keen and interested in their lessons. They are eager learners who enjoy coming to school and are interested in the lessons provided by the teachers. The pupils are motivated by the excellent relationships they have with the class teachers. This ensures that they work hard during lessons. They value the care, support and encouragement that all staff give them in lessons. The pupils demonstrate good levels of independence in their work and concentrate well on the tasks set for them. They co-operate very well when working in pairs or in groups. They try hard and this is evident at all levels of achievement in all subject areas. These very good attitudes contribute well to their learning.

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

Strengths

- Good attention is paid to English and mathematics, particularly the basic skills needed for learning;
- Children in the Foundation Stage receive a very good range of learning experiences;
- Throughout the school pupils receive a well rounded education, with interesting lessons;
- Information and communication technology is incorporated into most lessons;
- The school plans well for the mixed age classes.

Areas for improvement

- Planning does not provide a systematic approach to providing pupils with opportunities to develop their writing, numeracy or ICT skills in other subjects.

30. As at the time of the previous inspection, the school provides a broad and balanced curriculum, which meets all the requirements of the National Curriculum and provides a good range of interesting and well-planned learning opportunities for its pupils. It caters well for their academic development and very well for their personal development. A good amount of teaching time is allocated to English and mathematics, and the school has maintained an appropriate balance of time for all other subjects. In accordance with the school's aims, pupils receive a well-rounded education, with many opportunities to express themselves physically and creatively. A very good personal, health and social education programme is largely taught through the school's religious education programme and in specific lessons, known as 'circle times'. This provides very well for the teaching of sex education and the dangers of the misuse of drugs. Since the previous inspection, the school has introduced the National Literacy and Numeracy Strategies effectively and continued to develop the curriculum for other subjects, in line with recent national changes.

31. The curriculum for the children in the Foundation Stage follows national guidance and provides them with a very good range of stimulating experiences in all areas of learning. Detailed planning is very effective and ensures that all lessons and activities have clear learning targets, which are displayed around the classroom. Daily learning targets are shared with pupils. For example, children choosing to play in the sand or water are given a cloud on which is written that day's target.

32. In Years 1 to 6, policies and schemes of work are in place or in the process of review for all subjects and planning is good. Long and medium term planning provides for full coverage of the National Curriculum and ensures that there is no repetition of work, or omissions, for the different age groups within each class. Lesson plans have clear learning targets, which is an improvement on the previous inspection, when this was not always the case. National Literacy and Numeracy Strategies have a positive impact on learning and provide well for the teaching of basic skills. However, planning for other subjects does not adopt a systematic enough approach to developing these skills and providing opportunities for writing with a purpose. For example, whilst teachers identify where they might develop reading skills, such as those for locating information in research, few identify particular writing skills like note taking, letters or diaries. Similarly, whilst ICT is incorporated effectively into most lessons, there is no systematic approach to planning for the development of different skills at the medium term. Some sound links are made between subjects, to maximise the use of time, but more could be done. Planning is regularly monitored to ensure that the curriculum is fully covered.

33. An equal opportunities policy is consistently implemented and there is no significant difference in achievement because of gender, disability, race or culture. Teacher questioning and allocation of jobs within the classroom shows no bias towards any group. Pupils all have full access to the curriculum and work is well planned to meet their needs.

34. Provision for pupils with special educational needs is very good. Individual education plans outline clearly the targets for learning, although these are sometimes too many. Targets are reviewed regularly with parents and the special needs co-ordinator liaises well with teachers and support staff to ensure that pupils' needs are met. A very skilled special needs support teacher keeps copious records of her work with individuals and support in the classrooms is well planned.

35. Parents express some reservations about the range of activities out of lessons but, considering the size of the school and the numbers of staff, inspection evidence shows that it is at least satisfactory. The Eco-club provides opportunities for the pupils to become involved in community projects relating to environmental issues. There is a small range of academic, sporting and musical activities at lunchtimes and after school and the school actively encourages all pupils to take part in local activities and events. For example, they encourage pupils to join Cubs and Rainbows and a local junior football team and celebrate their successes in school. A good range of trips and visitors to school enrich the curriculum and the school particularly focuses on local features and culture. For example, pupils visited the local hotel to see "Giant Bradley's chair". Recent visitors to school include two poets, a local potter, a musical group from a high school in Hull and families and other community members who offer expertise in history and multicultural education. Pupils have the opportunity to learn a musical instrument if they choose to do so. The school has very good links with the community and local schools, which enrich learning. For example, the local high school supports the development of games skills in physical education very effectively.

Spiritual, social, moral and cultural education

Strengths

- Provision for spiritual and moral development are excellent;
- Provision for social development is very good;
- Provision for cultural development is good;
- The school promotes excellent relationships.

Areas for improvement

- Pupils are not consulted as widely as they might be about school policies;
- Although there has been sound improvement in multicultural provision, this is largely confined to faith studies.

36. The provision for pupils' personal development is very good, overall, and maintains the high standard noted at the previous inspection. This area has a major impact on pupils' achievements and the high standards of attitudes and behaviour attained.

37. The provision for spiritual development is excellent, being firmly rooted in the school's Roman Catholic faith. It underpins all aspects of school life and fully reflects the aims of the school. In collective worship, 'circle times' and throughout the curriculum, pupils have an abundance of opportunities to reflect upon values and beliefs and consider how their actions affect others. Staff provide excellent role models of love, care and respect for others. The school's status as an Eco-school is a very good example of the way in which pupils learn to consider humans' responsibility for the environment. Success is celebrated in collective worship sessions and in the way that teachers attractively display pupils' work around the school.

38. Provision for pupils' moral development is excellent and again the school's faith and staff role models are important factors in this. All staff deal with pupils with respect and adopt a patient and positive approach to managing behaviour. The focus is very heavily on teaching pupils to accept responsibility for their own behaviour and reflect on how what they do makes others feel. Moral issues are discussed and debated on a regular basis and pupils develop a very strong awareness of right and wrong. Pupils talk about the school being a place where everyone is kind to each other and respects each other's feelings. They describe the school community as a 'family' to which belonging involves an understanding of one's responsibilities, such as helping those less fortunate than themselves.

39. The provision for social development is very good, which is an improvement on the previous inspection. Pupils happily take on responsibility and work and play together co-operatively. Pupils are tolerant and accepting of all and care for each other. They take part in a sound range of clubs and enjoy visits into the surrounding area and further afield, including a residential visit during Year 5 or Year 6. These not only extend academic learning but also give valuable opportunities for the development of social skills. The Eco-club is a particularly effective way of developing pupils' social responsibility. The recent introduction of lunchtime games activities is also having a positive effect on social and co-operative skills. Pupils support many charities and often take the initiative in organising charity events, alongside their parents. They develop a very strong sense of social responsibility informally, as part of a loving, caring school and church family. All pupils have opportunities to discuss social issues, in 'circle times' and other lessons and older pupils have the added opportunity to join the lunchtime debating society. However, although they have been consulted about the organisation of the Eco-club, this involvement is rarely extended to other aspects of school life, to enable them to have a say in the development of school policies.

40. The provision for cultural development is good. Pupils are beginning to learn about the customs and beliefs of other ethnic and faith groups, mainly through studies in religious education. Pupils learn about life in far away countries through their charity work and there is a satisfactory emphasis on the preparation of pupils for life in a diverse multicultural society. Visitors to the school, such as a local Hindu lady, enrich this aspect of work by talking about their customs and way of life and showing pupils artefacts from their homes. Pupils listen to the work of famous composers and undertake studies of famous artists but do not focus on the art of other modern-day cultures. For example, they learn about the work of Post-Impressionists, such as Van Gogh but do not study African or Aboriginal art. Cultural development is enriched by visits to performances and exhibitions in the local area, such as at Beverley Minster and St Mary's College in Hull and by visits from people with artistic and musical expertise. For example, a music teacher from the local education authority visits classes regularly to support lessons. For instance, she brings in the musical instruments used to portray characters in "Peter and the Wolf", so that pupils can see and hear them at first-hand.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths

- A very strong ethos and supporting, caring structures provide a very effective foundation for learning;
- Very good policies provide a systematic approach to maintaining the very good behaviour and absence of oppressive behaviour;
- Very good support and provision for pupils with special educational needs.

Areas for improvement

- Systematic monitoring and recording of pupils' personal development;
- A whole school system for assessment and recording of pupils' progress.

41. The school continues to place a suitably high emphasis on pupil's welfare, health and safety, building on the positive findings of the previous inspection report. Formal and informal support to aid personal development is good and contributes significantly to the quality of learning in the classroom. Parents greatly appreciate this aspect of the school based on the very strong Christian ethos and a very effective system of support.

42. All staff in the school contribute to providing a caring and supportive environment, thus creating a community where pupils develop in confidence and self worth. This enables them to become very effective learners. Excellent relationships ensure that pupils feel very well supported by teachers whom they respect and who, they feel, value them equally. As a result pupils feel secure in sharing thoughts and ideas in the very good discussions in the classroom, which contribute significantly to standards and progress.

43. Good procedures are in place for dealing with issues of child protection. The head teacher has overall responsibility for this, understands the system well and has good working relationships with all relevant agencies. All staff are fully aware of necessary procedures and the head teacher ensures new staff are trained and clear about the expectations with regard to this issue.

44. Very good attendance shows continued improvement from the previous inspection, and reflects the effectiveness of the partnership with parents and close and co-operative working with the Educational Welfare Officer. Pupils are keen and eager to come to school so most arrive on time. This high level of attendance and punctuality contributes positively to the efficient start to the day and maximises learning. Staff know their pupils and families well so problems are picked up quickly. However, first day response to absence is difficult with administration staff only being part time and no one person having overall responsibility for monitoring registers on a daily basis. Strict procedures are followed by the school to discourage the increasing number of pupils taking holidays during term time.

45. The very good and effective behaviour policy is in line with the whole school ethos. It is very successful in its design to promote good relationships and allow everyone to work productively together in a supportive way. Staff expectations of the pupils and their behaviour are consistently high. The very effective approach is one of teaching and encouraging good behaviour rather than punishing bad behaviour and reflects closely the school values which underpin the success in this area. Any incidents that do arise are dealt with sensitively through a series of well-documented steps to help pupils to recognise the consequences of their actions and to set their own targets for improvement. There is, rightly, a strong emphasis on working together with parents, using the excellent relationships to promote a consistent approach. However, some parents are not familiar with the policy so opportunities for their co-operation can be missed.

46. Informal procedures for monitoring and supporting personal development are very good, but there are no formal whole school structures for recording and incorporating these into future planning. Staff know pupils and families very well, and readily pick up the different needs of individual pupils. A good example of this is the extra support for Year 6 literacy and numeracy, where the pupils have blossomed as their self-esteem has increased. The procedures are good for identifying and providing for pupils with special educational needs. They are well supported and work well alongside other pupils. Pupils are given responsibility, for example the very successful recycling project, and they are expected to help one another, however they are capable of more. Personal as well as academic achievements are celebrated in whole school assemblies.

47. Appropriate procedures are in place to ensure a safe working environment. All safety checks are carried out regularly and efficiently documented. Pupils are ably looked after at lunchtime by supervisors, but on the days where there are only two on duty, the spacious

nature of the area means pupils are not always in view and, should an incident occur, there is no one to take over. They understand the procedures for dealing and recording accidents and they are alert to pupils' needs and sensitivities and deal with them well.

48. The school has developed a satisfactory range of assessment procedures in all subjects, with a good balance between teachers' on-going assessments and formal tests at the end of each year. Teachers know their pupils well and mostly use their knowledge to match work well to the needs of individuals, keeping up-to-date records. There is a whole school system of evaluating achievement in lessons to provide teachers with easily accessible information to plan the next steps for all. Whilst this is usually used well to build on what pupils have already learned, there are some occasions in the mixed Year 2 and 3 class when higher attaining pupils are insufficiently challenged by their work, particularly in mathematics, and do not make as much progress as they might. The headteacher maintains a record of the annual test results so that she and her staff can check the progress of pupils from year to year; highlight weaknesses in the curriculum and take remedial action; and identify groups or individuals who need additional support in literacy and numeracy. In mathematics, regular assessments are made that check that pupils are making appropriate progress through the National Curriculum attainment levels. In English, this is not well developed and there is no whole school approach to measuring progress through the various levels on a regular basis, although in the reception and Year 1 class, there is a very good model of how this can be carried out. For example, the teacher has begun to assess a piece of extended writing each term, matching it to national levels and ensuring that pupils are making consistent progress

49. Marking varies in quality but is strongest in English, where it provides for positive reward and encouragement as well as setting a target for improvement. These targets relate to individual pieces of work, rather than focusing on how pupils might better progress through levels of the curriculum. In other subjects, marking is usually confined to ticks and brief congratulations.

50. Assessment procedures for pupils with special educational needs are good and enable teachers to monitor their progress and set and review appropriate learning targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Strengths

- Parents are strongly supportive of the work of the school and value the excellent relationships they have with staff;
- The school has developed a very successful partnership with parents;
- The work of the Parent Teachers Association makes an outstanding contribution to the work of the school.

Areas for improvement

- Targeting on annual reports;
- Curriculum information for parents.

51. The school continues to maintain the strong partnership with parents that was recorded at the previous inspection. This has a very significant impact on the standards and learning of the pupils, and is a strength of the school. The very active and dedicated contribution of the Parent Teachers Association and involvement of parents, grandparents and community has an excellent impact on the work of the school.

52. Parents' views of the school are extremely positive. They consider the school is doing a very good job in educating their children and that their children make good progress. Many parents regard provision for pupils with special educational needs as a strength of the

school. Parents place a high value on the care and Catholic ethos that makes the school a place their children enjoy coming to and in which they flourish. They feel that expectations are high for achievement and behaviour, producing mature, responsible and considerate young people. If problems occur parents feel comfortable about approaching the school, knowing the response will be prompt and helpful. A significant number of parents feel that the school does not provide sufficient range of activities outside lessons. The inspectors feel the provision is satisfactory and the school will ensure parents are fully aware of what is available.

53. There is very good evidence of significant improvement in pupils' learning, behaviour and personal development as a result of effective parental involvement. This reflects the findings reported at the last inspection. The contribution of the Parent Teachers Association, parents, grandparents and community has made an outstanding impact on the work of the school. This is not only evident in the highly valued day-to-day contribution of supporting in lessons and at home but in the shared partnership of the innovative Eco-project. This has made a very significant impact on the relationships and shared involvement of staff, pupils, parents and community and, as a result, on the quality of learning of pupils. The ongoing Eco-club is a continual challenge to pupils and significantly contributes to their personal development, for example when they invite parents to complete their questionnaires.

54. Parents appreciate the regular, informative and attractively presented information sheets keeping them up to date on the activities of the school. The prospectus provides helpful information for pupils starting school but has insufficient information to help parents understand the work of the curriculum. There is an excellent home – school agreement that clearly shares with parents the care, education and development of their child. A significant number of parents have yet to sign these agreements but, rightly, the school encourages parents to discuss the agreement with their child so there is a clear understanding of each other's commitment to the partnership. Parents are welcomed to Jubilee Prayers every Thursday and, along with the regular daily contact with the staff in this truly open school, parents are kept well informed about school issues.

55. The annual reports to parents are well presented, informative and detailed. They give useful information about what has been achieved and where their child's strengths and weaknesses are, and include comments on their attitudes to work and relationships with peers. Targets are given but they are not always specific enough to enable pupils and parents to identify clearly areas for improvement. Levels of achievement are not given consistently and there is no guidance to help parents understand how their child is achieving in relation to expectations. Parents value the opportunity to comment on the reports and although the consultation evening is in the spring term they are welcome in school if they wish to discuss the reports. There is no space to encourage pupils to assess their own progress and comment on the positive aspects of their work and where they feel they could improve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths

- The reflection of the school's aims and values in its work;
- The leadership qualities displayed by the head teacher;
- The shared commitment to improvement;
- The quality of teaching.

Areas for improvement

- The roles of the subject co-ordinators are not sufficiently developed;
- The internal accommodation is inadequate.

56. The school is well led and managed. The head teacher, very well supported by a team of dedicated teaching and non-teaching staff, demonstrates clear educational vision and gives very good leadership in creating a climate for learning in which all pupils can flourish. Governors play an important role in supporting and encouraging staff in their shared commitment to raising standards and to meeting the aims of the school. The school is strongly inclusive and pupils value the efforts of staff and governors to ensure that everyone is fully included in all aspects of the life and work of the school.

57. Overall, the school has made thoroughly sound improvement since the last inspection and has tackled its key issues conscientiously. The quality of teaching and learning, which was judged to be good at the time of the last inspection, has improved further. Although standards of attainment are not as high as they were at the time of the last inspection, this is because of the high numbers of pupils with special educational needs and the considerable variation between different year groups in pupils' attainment on entry to the school. Teachers' planning has improved, is now very good and generally pays careful attention to different levels of ability and different rates of learning in literacy and numeracy. Occasionally however, efforts to meet the requirements for the mixed key stage class sometimes result in an unnecessary division between the two year groups, with the result that expectations are not high enough for the highest attaining of the younger pupils. Inspection evidence also shows that work is not always adapted to pupils' different abilities in subjects such as history and geography, although there has been sound improvement overall. Pupils are given better opportunities to develop good handwriting skills. National initiatives in literacy and numeracy have been implemented very well and there has been good improvement in provision for ICT, with a new computer suite, better trained teachers and highly skilled input from outside advisors. Newly appointed staff have brought added strengths and expertise to the school. The school has responded well to new curriculum requirements and the new Foundation Stage has been introduced very successfully. The building, though still barely adequate for some areas of the curriculum, is significantly improved, with the addition of a new Eco-room for science teaching.

58. The improvements evident in the school are the result of the clear educational vision demonstrated by the headteacher to lead the school forward. She has focused clearly on developing values and a strong sense of belonging and is uncompromising in her commitment to the all-round development and practical well-being of the pupils in her care. Pupils, staff and parents know that they are valued as individuals and for what they can contribute. She successfully balances her teaching commitment against ever increasing bureaucratic demands. The school improvement plan contains clear educational direction for the school. However, the role of the subject co-ordinators is underdeveloped and many do not contribute formal action plans for raising standards. The leadership provided by the special educational needs co-ordinator is good. She works effectively with an outstanding special needs support teacher. Older pupils are capable of taking on more responsibility and the headteacher is considering ways of involving them more in the decision making process.

59. As at the time of the last inspection, the school has a very supportive governing body. It is proud of the school, and its members show an active interest in all aspects of its work. They liaise closely with the school, offer support and oversee developments in provision and standards. Governors are properly involved in the work of the school, both as members of various committees, and as individuals, taking link responsibilities for literacy, numeracy and special needs. The chair of governors monitors the standards of handwriting (an area identified for development), looks at work on display and writes letters to children praising and further encouraging their efforts. Governors are provided with very comprehensive reports from the headteacher that inform them very well about the school's activities and the opportunities open to it. As a result, they are in a good position to judge the strengths and weaknesses of the school. Governors fulfil their statutory duties, helping to shape the direction of the school in a quiet, supportive and encouraging way.

60. The school's procedures for performance management are sound but there is room for further improvement. The headteacher has monitored teaching and learning but acknowledges that there is now a need for key staff to be more involved in analysing the school's performance. The newly appointed co-ordinators do not have job descriptions specific to their post and, because of the limited flexibility afforded in small schools for monitoring, it has been difficult for them to gain a clear picture of standards in their subjects across the school. However, with the very good shared commitment to improvement shown by the staff, the school has good capacity for further improvement.

61. The school has good procedures for ensuring that the financial resources available to it, which, in common with most small schools, are higher than the national average for primary schools, properly support the educational needs of its pupils. There is a clear cycle of financial planning, linked to the school's improvement plan, and the monitoring of expenditure is secure. Financial reserve levels are above the recommended five per cent but appropriately earmarked for future development. The governors, advised by the headteacher, have proper regard for the use of reserves. Prudent contingency planning aims to make sure that, as far as possible, the school's finances will be sufficient to ensure the continuation of its present strategies. Expenditure has been targeted to benefit pupils' attainment and progress directly by maintaining staffing levels, improving learning resources and creating an improved working environment. The school receives excellent financial support from the very active Parent Teacher Association, most notably its contribution towards the new Eco-classroom.

62. Governors, especially those directly involved in financial matters, feel ownership of the budget. There is good identification of priorities related to improving the quality of education and raising standards. The use of the specific funds element of the school's finances, and other additional funding, is very well focused and makes a positive impact on the quality of learning provision for the pupils who are supported, such as those who receive extra support to address special educational needs. The school has been active in seeking grants to improve its life and work, with particular success in its European award for conservation, which has created the opportunity for Year 6 pupils to be taught separately for literacy, numeracy and science.

63. The school's overall administration arrangements, and the day-to-day control of its finances, are good. The school office makes satisfactory use of new technology to support its work and there are good financial and administrative procedures in place. A newly appointed bursar gives good support to financial planning and administration. None of the recommendations, made as a result of the school's most recent audit, remain a matter of concern. The school secretary carries out her duties in a pleasant and efficient manner, well supported by the newly appointed bursar.

64. Within the governing body, effectively supported by the headteacher, the principles of best value are applied well. The proper implementation of these procedures means that the school's spending is evaluated and targeted to ensure that the quality of education provided for the pupils is consistent with the school's development planning. Governors are now playing an increasingly effective role as a 'critical friend'. Governors question the school's performance, using a variety of data to inform them about how the school's performance compares with what is expected and what is achieved elsewhere. They are aware of the need to obtain best value in purchasing services and resources and have good procedures for ensuring that value is obtained. Governors are aware of the need to challenge what is going on and they are beginning to do so with increasing confidence. Parents and pupils are listened to and consulted in an informal manner but there are no formal structures for seeking their views.

65. The match of teachers and support staff to the demands of the curriculum has improved since the last inspection and is now good. There is a good balance of experience within the staffing establishment, although there is an imbalance of gender. The school places a high priority on the provision of teaching and support staff. The teachers are appropriately qualified with a suitable range of teaching experience to properly support the needs of all pupils in the school, including those with special educational needs. When making new appointments, governors seek to build on the considerable strengths already in the school. Job share arrangements are very successful in bringing in a wider range of expertise and experience. Well-established routines and open channels of communication overcome potential difficulties in managing seven teachers in a four-teacher school very well. Staff are deployed well and the school gives good help and guidance to newly appointed staff. Students are welcomed and well supported. The school employs a generous number of suitably qualified learning support assistants, who generally provide support for pupils with special educational needs. All members of staff are committed to the well-being and support of the pupils.

66. The accommodation is inadequate for the delivery of some areas of the National Curriculum. The central space, which doubles as a school hall and dining room, is an inconvenient shape and not large enough for a class of pupils to engage in physical education lessons safely. The new Eco-classroom is too small for an average sized class and the Year 2/3 classroom is very cramped. The newly installed computer suite is a useful and attractive addition but lack of space for more computers restricts learning. The school library is very small, with insufficient space for a good range of books. This impacts on the development of pupils' research skills and restricts their choice of reading. Nevertheless the school presents a welcoming and generally stimulating environment that facilitates learning. Provision for the disabled is satisfactory. The interior of the building is well maintained by the school caretaker, who works hard to provide a clean, tidy and attractive environment in which learning can take place. The standard of display work is good. Very stimulating displays promote learning well.

67. There are extensive and well-maintained grounds that enhance the appearance of the school and its educational provision. The hard surface area is well marked out. Children in the Foundation Stage have satisfactory access to outdoor play facilities.

68. Learning resources are satisfactory and used very well to promote learning. No subject is under-resourced and there is particularly good provision for science and for children in the Foundation Stage.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. To raise standards and further improve the quality of education the governors, headteacher and staff should:

- (1) Raise standards in writing throughout the school by:
 - continuing to focus on writing throughout the school
 - providing the pupils with more opportunities to extend their writing skills
 - ensuring that assessment of pupils' writing is clearly focused on progress through the National Curriculum;(Paragraphs: 4, 5, 29, 32, 83, 86-88, 105, 108, 114, 116)
- (2) Ensure consistency of expectations for the higher attaining pupils.
(Paragraphs: 23, 48, 57, 87, 89, 91, 97)
- (3) Introduce and implement a manageable whole school approach to assessment and recording that tracks individual progress through each level of attainment and identifies what needs to be done next as well as what has been achieved.
(Paragraphs: 15, 24, 41, 48, 55, 83, 87, 88, 93, 96, 104, 110, 115, 116, 121, 122, 125, 131, 138)
- (4) Monitor and improve the school's performance more effectively by:
 - establishing a more rigorous programme of monitoring teaching and learning
 - implementing systematic procedures for subject co-ordinators to monitor provision and progress in their subjects, so that the identification of strengths and weaknesses is based on secure evidence(Paragraphs: 56, 58, 60, 83, 88, 89, 93, 95, 96, 104, 105, 109, 110, 115, 116, 121, 122, 125, 126, 130, 131, 138)
- (5) Pursue all possible avenues for improving accommodation to enable more effective delivery of the National Curriculum.
(Paragraphs: 66, 85, 125, 131, 137)

The school has highlighted, in the School Improvement Plan the need to raise standards in writing.

Other minor issues which should be considered by the school:

- Inclusion of developmental comments in marking of pupils' work
(Paragraphs: 15, 28, 49, 87, 89, 99)
- More opportunities for pupils to take on responsibilities
(Paragraphs: 10, 13, 39, 46, 58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	11	5	0	0	0
Percentage	12	27	42	19	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	86
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

Unauthorised absence

	%
School data	
National comparative data	0.5

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

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

Where the number of pupils in the cohort is fewer than ten the results are not reported.

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

Where the number of pupils in the cohort is fewer than ten the results are not reported.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	84
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	21.5
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	46

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	194 577
Total expenditure	190 091
Expenditure per pupil	2 407
Balance brought forward from previous year	7 998

Recruitment of teachers

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	1.3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	86
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	65	31	4	0	0
Behaviour in the school is good.	65	35	0	0	0
My child gets the right amount of work to do at home.	39	40	19	0	0
The teaching is good.	71	27	0	0	2
I am kept well informed about how my child is getting on.	45	47	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	19	0	0	0
The school expects my child to work hard and achieve his or her best.	78	20	2	0	0
The school works closely with parents.	73	20	6	0	0
The school is well led and managed.	78	22	0	0	0
The school is helping my child become mature and responsible.	76	24	0	0	0
The school provides an interesting range of activities outside lessons.	37	29	30	0	0

Other issues raised by parents

Although the school makes very good use of available space, cramped accommodation is a problem.

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

Strengths

- The standards in personal, social and emotional development and in oral skills and the good progress that children make;
- The good quality of teaching, including that by classroom support staff;
- The very good range of learning activities;
- The good new procedures for assessing and recording children's achievements;
- The children's very good attitudes to their work and behaviour.

70. Children in the Foundation Stage experience a very good range of imaginative learning activities. Teaching is good and, often, very good. Consequently, children make good progress and achieve well. At the end of the reception year, almost all attain the level expected for their age in all areas of learning and exceed them in their personal, social and emotional skills and speaking and listening. The school has built well upon the provision reported at the last inspection by introducing the Foundation Stage curriculum. This is meticulously planned to ensure that all lessons and on-going choice activities, such as role-play, have very clearly defined learning targets. Resources, particularly those for outdoor play, have also been improved to ensure that staff can provide a wide range of stimulating experiences in each area of learning. Children generally enter the mixed reception and Year 1 class with average levels of attainment, although their personal and social skills are above average. However, the small number admitted to school each year means that there are very wide variations year to year, which affect overall standards on entry and at the end of the year. The children with special educational needs and those with above average ability make good progress because work is adapted well to their needs and where it is appropriate the higher attaining children work with Year 1 pupils.

71. There are no significant areas for development but policies and procedures introduced recently should continue to be consolidated and evaluated.

72. The quality of teaching is good, and often very good, in all areas of the curriculum and children make good gains in their learning in lessons and in their achievement over a longer period of time. The teaching of personal, social and emotional development is very good and a strength in the provision. Teamwork between the teacher and the nursery nurses is excellent, as are their relationships with the children. This creates a highly effective learning atmosphere, which reflects the school's aims and values and the high expectations of staff. There are high expectations of what children can do.

73. Most of the direct teaching is done by two part-time nursery nurses, who plan their own lessons in consultation with the teacher. This planning is firmly based upon the teacher's long and medium term plans and is good, setting clear learning targets and providing for interesting activities. Staff manage children's behaviour very well, using praise and encouragement to raise children's confidence and self-esteem, so that they want to try hard to produce their best work. Staff ensure that all children are included fully in the activities, for example in question and answer sessions or news time. This has a positive effect on children's learning but does occasionally mean that children are sitting for quite a long time on the carpet. The teacher has recently introduced good systems for assessing children's achievements and uses these well to plan the next step in their learning.

74. There is a good system for introducing children and parents to school and strong relationships between the school and parents helps children settle into school with confidence. Termly formal parents' meetings are supplemented by daily informal contact between home and school. Parents are welcomed into school and feel themselves to be part of the school family and this again supports children's confidence and security.

Personal, social and emotional development

75. Staff promote children's personal, social and emotional development very effectively. They are caring and supportive and seek constantly to promote children's confidence by praising their efforts and achievements. Staff set an excellent example of courtesy and consideration for children to follow, such as by listening with genuine interest to what children have to say. This leads to trusting relationships and helps children to understand that they must consider other peoples' feelings and points of view. Children's behaviour is very good and they work together as friends, sharing equipment and waiting patiently for their turn in activities. Most demonstrate good levels of concentration and responsibility, for example they tidy away resources at the end of lessons. They take care of their own physical needs competently, such when they dress themselves independently after physical education lessons. They have a very good awareness that some actions are right and some are wrong and that their actions affect other people.

Communication, language and literacy

76. Staff focus very well on developing pupils' ability to listen to each other and on extending children's vocabulary and, consequently, children make very good progress. For example, in lessons children are encouraged to use technical words, such as *author* and *illustrator* and all staff provide very clear models of correct speech. They give children many opportunities to discuss their work in lessons individually or in groups and to speak to the whole class. Staff also contribute positively to extending children's vocabulary when they talk to them about their work in structured play activities. The seaside café area provides a very good example of this, when staff discuss children's role and the café menu. The teaching of basic skills is good, for example letter sounds in reading and letter formation in handwriting. Staff encourage children to use their knowledge of letter sounds to help them to read and write the unfamiliar words they meet. Children enjoy reading and most have made a sound start on the school reading scheme. Average attaining children know a satisfactory number of common words and use the picture cues and initial letters to help them with new words. Higher attaining children know a good range of words and are confident in trying new ones, spelling them out and correcting themselves if they make a mistake. Lower attaining children read more hesitantly and lack confidence in attempting unknown words, although they are developing satisfactorily their knowledge of letter sounds and words.

77. Higher attaining children write simple sentences unaided, spelling common words correctly and making good attempts at new words, using their knowledge of letters. Those of average ability also write simple sentences, spelling the most common words such as *'I'*, *'the'* and *'am'* correctly and making reasonable attempts at other words, as in *'woz'*. Lower attaining children are beginning to form letters correctly but do not yet apply their letter knowledge well. Children practise and improve their skills when they work independently at the writing table or in the imaginative play area, where they read menus and write down food orders. Their work is celebrated well in attractive displays and class books and this encourages them to try even harder.

Mathematical development

78. Staff ensure that children have a variety of mathematical experiences in mathematics lessons, whole class activities and in structured play. The higher attaining children count to 20 and beyond, look for mathematical patterns in their work and begin to add and subtract with numbers to 10. Average attaining children count to 20 and record simple pictorial calculations to ten. Those in need of greater support work at a similar level but are less accurate in working with number patterns. Children know and understand simple properties of shapes and identify these in everyday life. They enjoy many practical experiences that develop their understanding of measures such as length, weight, height and capacity well. Children name simple shapes, such as *cuboid* and *sphere* and sort them by their properties, such as those that roll and those that do not. They collect data, such as holiday venues and make simple graphs of their information.

Knowledge and understanding of the world

79. The curriculum provides for many interesting lessons and play activities to deepen the children's understanding of their world. Children develop a sense of place and time through studies of their environment and their own lives. They learn about their own bodies and how they change as they grow. They plant seeds and watch them grow and learn about the life cycles of plants and animals, learning to love and care for their world. They explore the use of dry and wet sand and water and observe what happens in different circumstances. Children begin to develop skills in design and technology as they use a wide variety of construction toys and materials to build a variety of products. They learn to use computers and control the mouse with developing confidence. They type in simple pieces of writing and enter data into a simple database and produce graphs. Children's knowledge and understanding of the wider world is deepened by a range of visits and visitors to school, and by their studies in religious education. They learn to understand and respect the views, beliefs and customs of others.

Physical development

80. Provision is good and children make good progress. Staff teach successfully the skills to help children gain safe control of finer movements, such as using glue spatulas and paintbrushes and cutting with scissors. For example, when making three dimensional underwater pictures, children paint the background and cut and stick a variety of materials. They manipulate materials such as dough, as when they make sandcastles for their seashore display. The outdoor provision for physical development and resources to support it are good and pupils have extended outdoor play sessions daily, as well as regular physical education lessons with the Year 1 pupils. They throw and catch with reasonable accuracy, and balance, jump and climb with good control.

Creative development

81. The provision is good because staff plan work carefully across a variety of activities. Children play untuned percussion instruments, with developing control because the teacher shows them how to hold the instruments correctly. They join in well with familiar songs such as 'Mr Noah Built the Ark'. Staff give children many opportunities for making pictures and they mix paints, such as shades of red, and use paint, crayon and pencil with developing skill. Children develop their creative imagination well, for example when they take turns to act out a role, such as the chef, waiter or customers in a very well resourced imaginative play area set out as a seaside café. Children's creative success is celebrated well in many bright and well presented displays within the classroom.

ENGLISH

Strengths

- Pupils achieve well, especially in speaking and listening;
- Teaching is good and very good in Year 6;
- Pupils enjoy lessons and work hard;
- Leadership is good.

Areas for improvement

- Standards in writing, which are below average at age 11;
- Assessment of pupils' writing is not clearly focused on progress through the National Curriculum;
- Planning for the development of writing skills within other subjects;
- The management and monitoring role of the co-ordinator;
- Facilities and resources in the library are inadequate.

82. Inspection findings show that pupils, including pupils with special educational needs and higher attaining pupils are achieving well throughout the school, particularly in speaking and listening. Currently, pupils enter Year 1 with average standards and achieve well. Standards are above average at the end of Year 2 but below average at the end of Year 6. This reflects the high proportion of pupils with special educational needs (over a third) within the very small Year 6 group rather than a decline in provision in Years 3 to 6. The school has worked effectively this year to raise standards in English for this group by teaching them separately from the rest of their class (which also includes Year 4 and 5 pupils). Teaching for Year 6 is very good, with a sharp focus on enabling pupils to communicate clearly that has raised the confidence and self-esteem of the group and promoted good progress.

83. There has been good improvement in provision since the previous inspection, with the introduction of effective National Literacy Strategy lessons. Teaching is good, as at that time, but it is now often very good, particularly for Years 1 and 6. Teachers now set out their learning targets for lessons clearly and share them with pupils. They also have higher expectations of pupils' handwriting and presentation, which was a weakness then.

84. In speaking and listening, standards are well above average at the end of Year 2 and Year 6. Progress is very good because teachers focus on this in all lessons, providing many very good opportunities for pupils to explain, discuss and debate both their learning and social and moral issues. This has been a high priority throughout the school as a means to raise self-esteem and confidence amongst all pupils and improve comprehension skills, particularly for those with special educational needs. The strategies employed have been very successful. Teachers and support staff provide very good role models of speaking clearly, with a rich vocabulary, and listen with respect to what their pupils have to say. Pupils learn to be very good listeners and are confident in speaking aloud to small or large groups, using an extensive vocabulary, and explaining their viewpoints clearly. For example, those in Year 6 demonstrated their very good knowledge and understanding of environmental issues, when comparing and contrasting poetry on conservation, expressing themselves with clarity. Their work is enriched by wider opportunities to discuss moral and social issues in lessons known as 'circle times' and in a weekly 'debating society'.

85. In reading, pupils make good progress throughout the school and standards are above average at the end of Year 2. They are close to the average at the end of Year 6, which is a reflection of the year group, with its high proportion of pupils with special educational needs. This reflects good progress for this group of pupils. Pupils in Years 1 and 2 learn how to decode new words using their knowledge of letters and their sounds. They enjoy reading and understand about the characters and plots in their books. At the end

of Year 2, most pupils read at the level expected and are confident in discussing their books and nearly half read beyond the level expected. Higher attaining pupils read fluently with good expression and talk confidently about their favourite authors and illustrators, Roald Dahl and Quentin Blake. Lower attaining pupils read more hesitantly but attempt new words, applying their knowledge of letters and their sounds and finding cues in the pictures. At the end of Year 6, reading is close to the average. Most pupils read at the level expected and about a third exceeds this level. However, about a quarter of pupils who have special educational needs related to literacy do not reach the level expected. Pupils enjoy reading and are often enthused by books they have studied in literacy lessons. For example, a pupil with special educational needs chose to read a challenging text studied in literacy lessons and spoke of how it appealed to him because it was a very emotional story. Higher attaining and average attaining pupils discuss the characters and themes in a sound range of literature. Lower attaining pupils find it more difficult to talk about the deeper meanings in their books and some read haltingly but, nevertheless, enjoy reading and read with reasonable accuracy. All apply their reading skills soundly in research in other subjects, locating information on the Internet and in classroom topic collections. The library is not well stocked or organised and, because of accommodation difficulties, is not easily accessible to pupils. This means that although pupils learn about the use of contents and index pages successfully, they do not have opportunities to learn about more advanced library skills, such as using a classification system.

86. Standards in writing are average at the end of Year 2 but below average at the end of Year 6. This reflects good progress for pupils throughout the school. Most pupils in both age groups are writing at the levels expected for their age, but the significant proportion who have special educational needs in Year 6 again affects the overall standards. Pupils in Years 1 and 2 have a range of opportunities for writing and by the end of Year 2 develop a sound understanding of how to structure their work. Higher and average attaining pupils use simple sentence punctuation, although only the higher attaining pupils do so consistently. Lower attaining pupils make little use of punctuation and their spelling of common words is inaccurate, although usually phonetically reasonable. For example, they sometimes use 'sed' for 'said' and 'yoo' for 'you'. Higher and average attaining pupils use a sound style of print and spelling is of a satisfactory standard. Although pupils are practising writing in joined script in handwriting lessons, this is not yet being applied in their independent writing. The content of writing at the end of Year 2 is limited in amount and only higher attaining pupils use a good range of interesting vocabulary to engage their readers. In Years 3 to 6, pupils make good progress and again their work is well structured because the basic skills of writing are taught carefully. At the end of Year 6, most work at the levels expected for their age and about a quarter work beyond this level. However, over a third, who have special educational needs, do not develop the skills appropriate for their age. Higher and average attaining pupils structure their work well, organising it into paragraphs, and the highest attaining pupils apply a good range of punctuation and writing styles, such as using ellipsis, to enhance the effect of their writing. Pupils of average ability are not as confident or accurate. Higher attaining pupils write in complex sentences and use a rich range of vocabulary to make their writing exciting to the reader and to convey empathy with their characters. Average attaining pupils use a good range of vocabulary to describe and involve the reader. Lower attaining pupils, those with special educational needs, find it difficult to write at appropriate length and are inconsistent in their use of punctuation. Their spelling is below average, with common words sometimes mis-spelt, such as 'sed' for 'said'. Whilst teachers provide some good opportunities to write in other subjects, there is not a whole school approach to identifying how this might be planned systematically in order to provide opportunities for pupils to apply the full range of their skills in writing for different purposes in a meaningful way. For example, writing letters about issues in history or writing with empathy about life in other countries that they study in geography, planning for which has not yet been formalised.

87. Teaching is good throughout the school, particularly so in Years 1 and 6, where teachers have very high expectations of what pupils can achieve. Teachers have good subject knowledge and use it well in planning interesting literacy lessons, which focus well on teaching the basic skills of reading and writing. They also devote weekly lessons for pupils to apply their skills in longer pieces of writing. Teachers know their pupils very well and usually match work well to their needs, although higher attaining pupils in Year 2 most often work on the same writing tasks as average pupils, when they would benefit from greater challenge. Teachers' enthusiasm for books is shared with pupils in literacy lessons, and pupils develop good attitudes to reading, with older ones often following up texts by selecting the books as their reader. In the better lessons, teachers share their learning targets with pupils so that they understand what they are going to learn and can focus clearly upon this. Pupils settle quickly to work and maintain good levels of concentration because they are interested in their work. Teachers have excellent relationships with their pupils and manage them in a calm and positive way. They question well, making sure that pupils at all levels of attainment are involved in answering or contributing their views, and provide many valuable opportunities for discussion between pupils. Support staff are used very well in whole class sessions, making sure that their target pupils take as full a part as possible. They are also used very well in support of their pupils within small group work to ensure that they make good progress towards their learning targets. Teachers incorporate ICT into their lessons well. For example, throughout the school some beautifully presented pieces of poetry, completed on computers are displayed in classrooms and public areas of the school. Teachers mark work well, with a combination of congratulatory remarks and targets for improvement. However, these targets relate to that piece of work and do not focus rigorously on how pupils might improve their progress through National Curriculum stages. Targets are sometimes reviewed in future pieces of work but this is not common practice.

88. Development of the subject is well led. For example, effective action has been taken to raise confidence and standards through the provision of separate teaching for Year 6. However, the co-ordinator has no time allowed to check the quality of teaching and learning, either by classroom observation or by systematic monitoring of pupils' work. Assessment procedures are satisfactory and information gained is used appropriately in curriculum planning. Annual assessments are made and the headteacher checks pupils' progress from year to year. However, there is no whole school system for on-going assessment of pupils' writing to give a clear overview of progress through the year. A good example of how this can be achieved is seen in Year 1, where the teacher has begun to assess a piece of writing each term and match it to National Curriculum levels, checking that all pupils make sufficient progress. The headteacher and co-ordinator analyse test results and they highlight areas for development and take effective action. The subject is enriched by occasional events, such as visits by poets and theatre groups and by the weekly debating society. Parents are involved well in their children's learning through the use of home-school reading diaries and homework.

MATHEMATICS

Strengths

- The quality of teaching;
- The pupils' attitudes to their work;
- Excellent relationships that raise pupils' self-esteem and confidence.

Areas for improvement

- Expectations for the highest attaining pupils in Year 2;
- The monitoring role of the co-ordinator;
- More focused marking to help pupils understand what they have done well and how to improve.

89. Attainment at the end of Year 6 is below average and reflects the unusually high concentration of pupils with special educational needs in the class. However, these pupils make good, and often very good, progress in relation to their prior attainment and the majority is in line to achieve the level expected for their age. Standards at the end of Year 2 are broadly average and pupils make satisfactory and often good progress in the mixed key stage class. Year-on-year fluctuations in attainment relate to differences in the overall ability of the small groups of pupils. Although they are heavily outnumbered, the boys tend to perform better than the girls. The quality of teaching is good overall, with particular strengths in Year 1 and Year 6, where pupils are taught in single year groups.

90. After a good start in the reception class, where they begin to understand the principles of 'one less' and 'one more', pupils in Year 1 extend this knowledge to subtract from a number of objects to 10, using a variety of activities and resources. The majority begins to record these findings in abstract number sentences, using the correct symbols for addition and subtraction and placing the equal sign correctly. The highest attaining pupils attempt to subtract from larger numbers, using apparatus and their knowledge of place value. However, most find this quite difficult. In Year 2, pupils begin to understand that subtraction is the inverse of addition and successfully solve number problems, using mental calculation. They use their mental recall well to count forward and back in tens. They use simple fractions that are several parts of a whole and name and classify the properties of 2D and 3D shapes accurately. They collect data and record their findings correctly in simple charts and graphs. In Years 3, 4, 5 and 6, pupils develop these skills appropriately, for example when pupils in Year 6 use their understanding of place value to solve number problems involving mental calculations with numbers to 1000 and beyond. Many are developing satisfactory recall of multiplication facts to 10x10 although, in Year 5, which has a very high proportion of pupils with special educational needs, pupils' mental recall is weak. Pupils in Year 6 work with decimals, fractions and percentages and use mathematical vocabulary accurately when talking about their work. They devise and interpret frequency charts and explore the properties of different shapes. Although they make good progress with their knowledge and understanding of mathematics, their ability to develop their own strategies for problem-solving is less well developed because most of the pupils in this class need constant reassurance and support.

91. The quality of teaching and learning is good overall throughout the school but there are some differences in expectations. The majority of teachers have high expectations of work and behaviour and deliver their lessons at a brisk pace, setting time-limits that are adhered to. This keeps pupils on task and ensures high productivity. In lessons where teaching is satisfactory, rather than good, expectations are not as high, there is not enough sense of urgency and pupils do not produce as much work. All teachers plan well to the National Numeracy Strategy and work is generally well matched to pupils' ages and abilities. Occasionally however, the highest attaining pupils in the mixed key stage class are not appropriately challenged. This sometimes results in pupils filling time colouring in their worksheets instead of extending their learning further.

92. All teachers make very good use of resources and strive to make learning relevant by linking it to real life situations. For example, when working with position, direction and movement, pupils in the Year 2/3 class use the correct mathematical terminology to describe the route from their chair to the classroom door. Data collection is relevant to pupils' interests in all classes. Mental warm-ups are slick and enjoyable, make good use of time and are successful in consolidating and extending pupils' mental recall. Lessons are generally well organised, ensuring a good pace to learning in a calm and orderly learning environment. Where teaching is satisfactory rather than good however, pupils sometimes fuss and become noisy at changeover times and they often rush out to the teacher with their completed work, which slows the pace of the lesson. Relationships in all classrooms are excellent. Praise and encouragement raises pupils' self-esteem and as a result the pupils

have good attitudes to their work and try very hard. Pupils are happy to work collaboratively on problem solving activities and they discuss their findings in a mature way. Pupils have a good understanding of their own learning and know what is expected of them because the teachers share learning intentions at the start of lessons. Teachers understand well the importance of the session at the end of each lesson to evaluate pupils' levels of understanding. In a very good lesson in the Year 4/5 class, the teacher returned frequently to the learning intention to reinforce the pupils' understanding and evaluate their learning as the lesson progressed.

93. The school has recently adopted a commercial scheme of work that is closely linked to national guidelines and which contains opportunities for on-going assessments, which are linked to National Curriculum levels. This provides a whole school system of assessment and recording that is understood by all and which provides information on pupils' systematic progress towards each level of attainment but the co-ordinator is unable to check if it is applied consistently throughout the school.

94. The subject makes a good contribution to the development of pupils' literacy skills, for example when they use the correct mathematical vocabulary to discuss their work. Information communication technology is used increasingly well to support the subject, for example when pupils use it for the collection and interpretation of data. Pupils practise their numeracy skills in other subjects such as science and geography where they measure and work with co-ordinates.

95. The subject co-ordinator is experienced, enthusiastic about her subject and monitors long term planning but has not yet had the opportunity to monitor standards in teaching and learning effectively throughout the school. Resources are at least adequate for the subject, easily accessible within the constraints of the accommodation and afford suitable opportunities for practical and investigative work.

SCIENCE

Strengths

- The quality of teaching and learning;
- The strong emphasis on practical, investigative science;
- Pupils' recording of their work;
- Pupils' understanding of life processes and living things.

Areas for improvement

- Expectations for the highest attaining pupils in Year 2;
- A whole school system of assessment and recording;
- The monitoring role of the co-ordinator is underdeveloped.

96. Standards in science are above average throughout the school and pupils make very good progress, especially in Year 6, where a substantial portion of this group of lower attaining pupils has succeeded in attaining standards that exceed those typically expected for their age. The subject, which was a strength at the time of the last inspection, has developed further with very good, and often excellent, opportunities for pupils to learn from practical experience. Although standards were reported to be well above average at the time of the last inspection, it is unsafe to make overall comparisons when dealing with such small groups of pupils. Teaching is very good overall and very good in Year 1 and Year 6. Although the newly appointed subject co-ordinator has not had the opportunity to gain a clear picture of standards in teaching and learning throughout the school, she has the skills and enthusiasm to bring about further improvement. Pupils throughout the school have covered a wide range of work in all areas of the National Curriculum for science. The school

has adopted national guidelines to ensure that pupils learn systematically and progressively. Planning is thorough and a two-year rolling programme ensures that pupils in the mixed age classes receive work to do that is appropriate to their age.

97. Pupils in Year 1 have investigated the life-cycle of a frog and carried out a range of investigations related to plant growth. They describe the characteristics of different materials such as 'shiny', 'soft' and 'sticky' and understand that light comes from different sources. They have undertaken investigations related to their senses and their work is carefully recorded, well organised and beautifully presented, often in the form of a table. They are developing well their powers of scientific thought by making predictions and then testing their hypotheses. By the age of seven, pupils observe carefully and record their findings well. They apply their knowledge of living things to describe conditions basic to animals' and plants' survival. They recognise that living things grow and reproduce and that different living things are found in various habitats. They give simple explanations for changes in living things, for example health and diet in animals, and record their observations carefully in charts and simple graphs. They describe how some materials are changed by such processes as heating and cooling, bending and stretching. They draw and label diagrams to illustrate the principles of evaporation and condensation and apply this knowledge to their understanding of reversible and irreversible changes. Higher attaining pupils record their work in greater detail, and teachers' planning shows how programmes of study for the mixed age class can be adapted to stretch the highest attaining pupils in Year 2. In practice however teachers' expectations for these pupils are not high enough, they finish the work quickly and do not always make the progress of which they are capable. Although extension work is often planned for them, they sometimes do not reach this point because they do the same work as the average and lower attaining pupils first. Lower attaining pupils have more difficulty in recording their work but are well supported and fully engaged in the lessons. Pupils in Year 3 demonstrate increasing understanding of life processes and living things and use scientific terminology to describe changes, such as 'evaporatio' and 'condensation'. Their work is well presented and they make good use of graphs and tables to present their findings, for example when grouping materials and their properties and natural and man-made materials. Their work on health and growth is detailed and interesting. They are developing a good understanding of forces such as magnetism, electricity and friction.

98. Pupils in Years 4, 5 and 6 extend their knowledge and understanding further through a well planned programme of activities that are often practical and based on investigations. Pupils in Year 6 for example applied their knowledge of forces, properties of materials, evaporation, condensation and filtration to separate a variety of materials from a mixed 'soup' of liquid and solids. They quickly identified the different processes needed to separate the ingredients and the equipment they would require in order to carry them out, for example asking for a magnet to remove paperclips. These pupils understand and use a conventional diagram representing electric circuits that include buzzers and bulbs. They have a wide knowledge base covering the key elements of the science curriculum and there is much evidence of practical scientific investigations, such as an investigation into what makes yeast grow best. Work is very well presented and draws on pupils' numeracy and literacy skills well through measuring and recording their findings. Information and communication technology is used well to support their learning. For example pupils in Year 6 use sensors to measure and record changes and computer software to produce a scatter-graph to represent their findings after an investigation to find out if the person with the longest legs could jump the furthest distance.

99. The quality of teaching and learning is good and frequently very good, with some excellent features. This good teaching results in high productivity and creates a climate for learning that encourages pupils to see themselves as accomplished scientific thinkers. Teachers' subject knowledge is very good, which results in secure learning. All take care to develop pupils' subject specific vocabulary, thus extending their learning and contributing to

their literacy skills. Many opportunities are found for pupils to talk about their work, make predictions and explain and present their findings. This again is very effective in developing pupils' literacy skills. Lessons are well organised and explanations are very clear so that pupils know exactly what is expected of them. Relationships are excellent and very successful in building pupils' self-esteem and giving them the confidence to try their best. All teachers listen with interest to what pupils have to say and show by their actions that they value these contributions. Very good use is made of time and resources and very good attention is paid to health and safety. For example, in the Year 2/3 class, the teacher observed a number of safety precautions before demonstrating how water vapour from a boiling kettle collects on a cold surface and returns to its liquid state. Only when the kettle was safely stored away, were pupils invited to touch the wet surface and marvel at the change. Pupils have a good understanding of their own learning as a result of the emphasis on investigative science and their very good attitudes and behaviour contribute well to their learning. They work exceptionally well together, valuing each other's points of views and contributions and discussing their ideas sensibly and maturely. Marking in Year 1 is good and informs pupils and their parents very clearly what they have done well. In other classes there are few developmental comments. Resources are very good and the school makes excellent use of the local environment and residential visits.

ART AND DESIGN

Strengths

- Whole school planning which demonstrates progress in each element;
- A well balanced and interesting curriculum.

Areas for improvement

- A whole school system for assessment and recording;
- The monitoring role of the co-ordinator.

100. Only one art and design lesson was seen during the inspection. However, evidence taken from this lesson, observation of pupils' work around the school and in classrooms and teachers' planning indicates that standards are in line with expectations at the end of Years 2 and 6 and that teaching is good overall. Teaching in the lesson seen was good. Displays around the school and within classrooms are of good quality. All pupils, including those with special educational needs, enjoy their art and design lessons and make good progress. Although standards were reported as above average at the time of the previous inspection, the school has done well to maintain its commitment to develop pupils' creative skills despite having to respond to many national initiatives, for example in literacy and numeracy since that time.

101. Work in Years 1 and 2 develops pupils' knowledge and understanding of processes and skills through experience of a wide range of materials. Observational drawing skills begin in the reception class and are further developed throughout the school. For example, pupils in Years 2 and 3 sketch a selection of ceramic pots, paying good attention to shape and pattern and using chalks and crayons with confidence. These pupils have designed and made delightful 3-dimensional models of gardens in links with their environmental education. Pupils in Year 6 have worked with line, colour and shape using grids to reduce, enlarge and distort images. They use sketchbooks satisfactorily to experiment and to explore ideas. Annotations reflect the teachers' good subject knowledge, for example on work related to composition they write, *'small dark shapes balance a light one and several small shapes balance a large one'*. Three-dimensional work is well represented, with low relief sculpture in Year 1 and clay pots in Years 2 and 3. This whole school topic demonstrates good progress throughout the school.

102. The quality of teaching in the lesson observed was good. The teacher made very good use of resources to inspire the pupils and her explanations were clear. The lesson was very well planned and prepared so that pupils knew exactly what to do. The teacher's demonstration of the basic techniques was good and contributed to the pupils' success. Good monitoring of group work ensured that all were appropriately supported in their learning. Pupils were given an element of choice in the lesson and very good relationships gave them the confidence to try their best and to treat the teacher's personal collection of ceramics with much care and respect.

103. Art is used well to support learning in other subjects; for example, pupils attractively illustrate their work in subjects such as history. Pupils' cultural development is well enhanced through learning about the work of famous artists such as Van Gogh and Raoul Duffy. Information and communication technology supports the subject well. For example pupils in Year 1 use the computer mouse to draw lines and click off to build shapes. In Year 2, pupils develop this technique further to create pictures, choosing colours and shapes to match their purposes.

104. The recently appointed co-ordinator is providing sound leadership and management. She is enthusiastic and is developing a new scheme of work for art and design, based on national guidance. She is keen to introduce a manageable system for assessment and to monitor more effectively the standards in teaching and learning in her subject. The subject is generally well resourced. Teachers' subject knowledge is good and there is effective liaison between teachers and the co-ordinator for advice and support regarding ideas and resources.

DESIGN AND TECHNOLOGY

Strengths

- The school places a high priority on the subject and allocates a good amount of time to teaching;
- Pupils make a thorough investigation of structures and materials before designing their products.

Areas for improvement

- There are some missed opportunities for pupils to develop their writing skills in evaluations of work;
- Computers are not yet used in the design process;
- The co-ordinator's role in monitoring whole school performance.

105. It was not possible to observe lessons during the inspection because of the way the curriculum is arranged and as only a very limited range of evidence was available, balanced overall judgements cannot be made. However, the quality of work seen in pupils' design books and photographs shows work of at least satisfactory standard at the end of Year 2 and Year 6. Provision has been maintained since the previous inspection, although there is currently insufficient evidence to prove that standards and achievement are still good.

106. Since the previous inspection, the school has adopted a new scheme of work that gives good guidance to teachers in planning for the progressive development of skills and knowledge. Planning shows that there is a good range of projects planned over the year and that the school allocates more time to the subject than do most schools. Staff set a high priority on providing good opportunities for pupils to express themselves creatively and practically. They also provide good opportunities to link the subject to science, when pupils study structures and materials in good depth before making decisions about their designs.

Pupils have good opportunities to make choices about appropriate tools, materials and techniques with which to make their products.

107. At the end of Year 2, pupils design and make simple products such as sandwiches in food technology. They test different types of bread and fillings before designing and making their own and then evaluate how successful they were. At the end of Year 6 pupils have a wide experience of designing and making different types of product, using a good range of tools and materials. They learn how to construct pulleys, use cogs, gears and hydraulics and attach simple motors and incorporate these into their products. They begin to draw different design views of their products and apply labels and measures appropriately. No evidence was seen of written evaluations by pupils in Years 4 to 6 but pupils do test their models and discuss successes and possible improvements.

108. Although it is not possible to make a balanced judgement on teaching, evidence available indicates that it is at least good. Teachers have good knowledge of the subject and their planning is detailed, covering all aspects of work well, providing good links to science and some opportunities for applying pupils' and literacy and numeracy skills. Some writing opportunities are however missed for older pupils, whose evaluations are oral. Computers are not yet used for design purposes but this is highlighted as a next step for development.

109. The leadership of the subject is good and the co-ordinator's obvious enthusiasm maintains a high focus on the subject. However, her management is not as strong as her leadership since she is unable to check the quality of teaching and learning in other classes to give her a clear overview of standards and achievement across the school.

GEOGRAPHY

Strengths

- The development of investigative skills;
- Pupils' attitudes to their learning;
- Use of ICT.

Areas for improvement

- A whole-school system for assessment;
- The monitoring role of the subject co-ordinator.

110. Only one lesson could be seen during the inspection, which was in the Year 4/5/6 class. Further evidence was gathered from looking at school documentation, analysis of pupils' previous work and discussions with the subject co-ordinator. This evidence indicates that pupils in Year 2 and Year 6 attain standards that are in line with those expected for their age. This is a similar situation to that reported at the time of the previous inspection. All pupils, including those with special educational needs, make at least satisfactory progress overall. Evidence indicates improvements in provision with more detailed planning and better the use of computers.

111. Pupils' skills of investigation are developed well through the curriculum for geography. The younger pupils undertake fieldwork that is linked to their environmental education and make simple records of what they have seen done and heard. Pupils in Year 2 are very aware of the need to take care of the environment. They say what they like about their local area and how it could be improved. They investigate the use of land on the school site and have completed an in-depth study of the use of buildings in the town of Market Weighton. The youngest children take Barnaby Bear on holiday and send post-cards describing contrasting geographical places. They discuss means by which people adapt to their environment, such as differences in clothing. Through their charity work, pupils are

gaining an understanding of far away places and how the climate can affect people's lives. In links with mathematics, pupils in Year 2/3 develop their map reading skills through work with co-ordinates and language of position, for example mapping a route from their chair to the classroom door. Pupils in Years 4, 5 and 6 study geographical features such as rivers and volcanoes, and in their environmental work consider the importance of the world's rain-forests, using terms such as '*acid rain*' with full understanding. Biennial visits to an outdoor education centre enhance pupils' understanding of map work, and the particular geographical features of the area. A beautifully produced record of their last visit demonstrates their enjoyment of the subject. There is clear emphasis throughout the school on systematic enquiry. Older pupils search the Internet for information on their topics and formulate an abundance of questions to be researched.

112. It is not possible to make a secure judgement on teaching in Years 1 and 2 but evidence shows that it is at least satisfactory. The lesson seen in the Year 4,5,6 class was very good. It was well planned and prepared, progressed at a good pace, made excellent use of new technology and the teacher made good use of subject specific vocabulary to extend pupils' learning. For example, she took time to establish the difference between '*erase*' and '*erode*' to ensure that all of the pupils in this mixed ability class fully understood the concepts. The pupils (and the teacher) had just returned hot and tired from a games lesson but the quality of the presentation quickly gained their interest and she was bombarded with an abundance of thoughtful and well formulated questions. The teacher's good subject knowledge enabled her to answer the majority of questions and pupils were encouraged to develop their research skills by investigating others for themselves. The pupils' enthusiasm and good behaviour made a very positive contribution to their learning.

113. Pupils with special educational needs are well supported in lessons and teachers are careful to ensure that everyone is included in discussions. Although pupils sometimes do the same work in the mixed year group classes, this is often reasonable, in terms of the overall ability of the pupils in the Year 4 to 6 class. However, it is not always clear if the highest attaining pupils are stretched sufficiently. In the lesson seen, good use was made of high quality support from the learning support assistant. Her oral contributions were very successful in helping pupils with special educational needs to understand the lesson content and her willingness to contribute her own experiences helped to make the learning more relevant.

114. Geography lessons support and improve the pupils' literacy and extended writing skills. However, this is not yet planned in a systematic way and, occasionally, there is an over reliance on work sheets, particularly in lower school map work, which detracts from the quality of the pupils' learning.

115. Planning is to nationally approved guidelines and the two-year rolling programme takes account of the mixed age classes. Year 6 pupils re-visit topics but teachers endeavour to vary the content and adjust the level at which pupils are working. The newly appointed co-ordinator is enthusiastic and has ideas for the future development of the subject. She is aware, for example, of the need for a whole-school system of assessment. Although she has access to teachers' planning and helps with resources she does not have a specific job description or an action plan for the subject. She has not had the opportunity to analyse pupils' work or to check the standard of teaching in her subject. Resources are satisfactory, although a need has been identified for a new globe and more up-to-date atlases.

HISTORY

Strengths

- The development of enquiry skills;
- Good teaching;
- An interesting curriculum.

Areas for improvement

- To further extend opportunities for pupils to practise their writing skills during lessons;
- To develop the role of the co-ordinator;
- A whole school system for assessment.

116. Only one history lesson was seen during the inspection and judgements are based on evidence is taken from this lesson, analyses of pupils' work and teachers' planning, together with a discussion with the co-ordinator. The previous inspection found that pupils in Year 2 and Year 6 attained standards that were in line with expectations for their age. Inspection evidence indicates that these standards have been maintained. Taking into account the high proportion of pupils with special educational needs in Year 6, this represents good achievement. The pupils' good progress reflects the interesting and stimulating curriculum available to them. All pupils, including those with special education needs make at least satisfactory and often good progress.

117. By the end of Year 2, the pupils develop their knowledge and understanding of the past through the study of famous people, how they lived and how their lives affected those of other people in their time. For example, the youngest pupils learn about Florence Nightingale and her contribution to improvements in hospitals. Pupils in Year 2 gain a good understanding of life in the past through visits and visitors and the teacher's very good use of historical artefacts and other visual aids, such as photographs. An interesting display from the thirties and forties contributes to pupils' learning and inspires them to find out more about the past. For example, they explain how a dolly peg and a mangle, '*a handy little gadget*', were used on washdays and how things have changed over time. They and older pupils are gaining a good understanding of how the war affected every day life. For example, younger pupils empathise with the wartime evacuees and their mothers and show by their 'letters home' a deepening understanding of how events in the past changed people's lives. Older pupils discover how people at home were encouraged to help with the war effort as they interrogate a selection of posters with captions such as 'Make Do' And Mend' and 'Dig For Victory. In this very good lesson the pupils demonstrated very good skills of deduction and a good understanding of how changes affected the every day lives of men, women and children and how people worked together to support the war effort. Workbooks show that Year 2 pupils gain an understanding of the past through investigating life in Tudor times, for example contrasting the lives of the rich and the poor. Seemingly '*beggars, vagabonds and robbers* had a very poor life!' They know that life was very different from today, for example explaining how curtains round the bed kept out the cold. Pupils in Year 6 have completed an in depth study of Ancient Greece.

118. Evidence indicates that the quality of teaching and learning is good overall. In the lesson seen it was very good and, as a result, pupils made very good gains in their learning. Planning shows that teachers work hard to make learning relevant. Visits and visitors help to bring the past alive and give the pupils a good grounding in their understanding of how events in the past have influenced life in the present. The teacher's good subject knowledge and very good use of resources in the lesson seen was very successful in inspiring pupils, raising their awareness and stimulating them to become independent learners. In this very good lesson on 'The Home Front', in which a lively discussion took place about a selection of posters, the pupils were well stimulated to think about cause and effect in history. In

response to a poster captioned '*Careless Talk Costs Lives*', a lively discussion took place on the meaning and dangers of idle talk. This raised not only pupils' awareness of cause and effect in history but contributed to their own social development. The activity was very successful in engaging pupils' thinking about how people's activities changed as they adapted to the war effort. In such lessons, the teacher's classroom management is highly effective, for example the challenging material and well planned group activities were highly successful in engaging a very large class of mixed age, mixed ability pupils.

119. Pupils' positive attitudes contribute significantly to the good progress they make. The current history topic on World War 2 has seized their imaginations so that they are keen to find out more. Consequently productivity is high. Written work is well presented in a variety of forms and reflects the teacher's high expectations. Pupils are very enthusiastic in lessons and bombard the teacher with questions in order to clarify matters in their own minds.

120. The subject supports pupils' development of literacy very well, for example when pupils in Year 6 write articles for the '*Athens Times*', recounting the story of the first Marathon run with news of victory. Good use is made of information technology for recording purposes and the development of pupils' research skills as they access the Internet for information on their topics. Mathematics is also used by the teachers to show the passage of time in using timelines.

121. The subject co-ordinator is enthusiastic and has the skills to develop the subject further. She is interested in establishing a whole school system for assessment based upon national guidelines. Her role is not sufficiently developed for her to have a clear overview of teaching and learning throughout the school. There is no scheme of work for history but a long-term plan shows how it will be taught on a two-year rolling programme. Resources are good and give effective support to historical enquiry in the school. The school makes good use of the county lending service.

INFORMATION AND COMMUNICATION TECHNOLOGY

Strengths

- pupils achieve well, especially in word processing, data handling and the use of the Internet;
- teachers incorporate ICT into many lessons to support learning;
- the subject is well led.

Areas for improvement

- the use of e-mail;
- assessment and recording procedures;
- the role of the co-ordinator.

122. Standards are in line with national expectations at the end of Years 2 and 6, and are improving as teachers' expertise develops through training. Pupils' achievement is good, including that for those with special educational needs. Only one lesson was observed, in Year 2, but pupils were observed using computers regularly in lessons in other subjects. Good improvement has been made to the curriculum and teachers' expertise since the previous inspection and this ensures that provision keeps pace with changes within the National Curriculum.

123. Pupils in all year groups learn good skills in operating computers and use them in most subjects. They have good knowledge of computer keyboards and enter their work quickly and confidently at the end of both Years 2 and 6. At the end of Year 2, pupils understand how to edit their work on computer, such as by deleting unwanted words,

replacing lower case letters by capital letters and inserting full stops. They add pictures to their work, either using the computers' own graphics or by drawing their own pictures with line tools. They collect data, enter it into simple database and create graphs of their results. Pupils build on this well in Years 3 to 6 and, by the end of Year 6, move and edit text to a sound level, learning the effectiveness of computers in planning, drafting and presenting a polished copy. They present their written work, such as poetry, attractively and insert sound and pictures, for example when creating multimedia presentations of their work in geography. They create spreadsheets and present graphs and use these to extract information on a range of topics. For example, they analyse data relating to the school's recycling policy and have produced a range of graphs to show how the school has improved its performance between 1999 and the present day. Pupils throughout the school use the Internet to support their learning and this is a particularly good feature in Years 3 to 6. For example, in a history lesson on World War 2, pupils researched information about the Land Army and the role of women. Although several pupils talk about using e-mail at home, it is not yet a regular feature in school. Pupils in Year 2 control the movements of a robotic toy and Year 6 pupils move objects around the screen. Pupils use electronic equipment to measure and control events through the computer to a satisfactory level. Pupils use a sound range of programs to help them learn to make decisions based on evidence and past knowledge.

124. Teaching is at least satisfactory, overall, and pupils make good progress in using computers as an everyday tool for learning. Basic operational skills are taught well and pupils are given opportunities to practise these skills in most lessons. Teachers are improving their own expertise through an extended programme of training and, like their pupils, develop their skills by applying what they have learned in lessons. For example, a teacher in the mixed Year 4, 5 and 6 class used a new multimedia presentation to teach her pupils about multimedia. This gained their interest quickly and showed them what a powerful tool it is in passing information on to others. When the teacher used it again to present her geography lesson, the pupils became even more aware of its potential. Teachers organise work well and manage their classes positively and pupils respond well to this, working independently or collaborating with others sensibly. Support staff provide effective support to pupils when they are working independently or in groups. Good use is made of the teachers' trainer in running a lunchtime computer club for older pupils.

125. The subject is well led and the co-ordinator is effective in supporting her colleagues with new technology. She has no opportunity to work alongside colleagues but maintains an overview of the coverage and standard of work by collecting samples of work from each year group. This is a recent introduction and does not yet provide a full picture. There is no established system of assessing pupils' attainments that would help teachers to plan the next steps for learning and give the co-ordinator a good overview of standards but the school is introducing one linked to a national scheme of work. The proportion of computers to pupils is below that in most schools, largely because of the very limited accommodation in the school, but very good use is made of those that are available.

MUSIC

Strengths

- Pupils of all ages enjoy singing and take a full part in class and whole school singing;
- Pupils have opportunities to perform in public;
- There is good enrichment of the curriculum through trips and visitors to school.

Areas for improvement

- The management role of the co-ordinator.

126. Only one lesson was observed during the inspection, in Year 2 and 3, and it is not possible to make an overall judgement about standards. The quality of singing heard in that lesson, in collective worship, and on a CD made by pupils is very good and reflects very good achievement.

127. At the end of Years 2 and 6, pupils sing sweetly and with pleasure, keeping in time well and using their voices effectively, when singing loudly or softly. They understand musical terms, such as rhythm, and all participate happily when singing a range of songs. All pupils have opportunities to sing to others in whole productions twice a year and an open afternoon for older local residents. Pupils have also performed with a brass band, making a CD of Christmas music.

128. Although no use of instruments was observed, Year 2 pupils know the names of many different types of instrument, identify them in pieces of music and say how they are played. For example, when a visiting teacher brought in the range of instruments used to represent characters in "Peter and the Wolf", which they are studying, they identified the flute, clarinet and violin from the music. There are opportunities for pupils to learn to play either the violin or guitar if they choose to do so. There was no available evidence of pupils' own compositions during the inspection but they do have appropriate opportunities to compose their own work. Pupils do not have opportunities to use computers or electronic instruments, such as keyboards, in their work.

129. Although it is not possible to make an overall judgement on the quality of teaching because of the very limited evidence available, the quality of singing and the good quality of planning indicates that it is at least satisfactory and good in singing. The teaching observed by the visiting teacher was very good and she used her expert knowledge well in providing pupils with an opportunity to examine real instruments and get a clear picture of their relative size and how this might affect the sound that they make. For example, one pupil predicted that the clarinet would make a deeper sound than the flute because it was longer and fatter and there was more room for the sound to grow.

130. A school choir operates during the winter months and visiting musicians, such as a choir from a nearby college, enrich the curriculum. The curriculum for the pupils in the mixed Year 1 and reception class is enriched by a visiting specialist each week, who provides an "Access to Music" course. The subject contributes well to pupils' spiritual and cultural development. The subject is well led and resourced but the management role of the co-ordinator is under developed, as she has no opportunity to gain an overview of standards by checking the quality of teaching and learning.

PHYSICAL EDUCATION

Strengths

- The very good subject knowledge and expertise of teachers;
- The good behaviour and sporting attitudes of the pupils;
- Contributions made by parents and staff and pupils from the local high school;
- Well organised provision and good use of resources.

Areas for improvement

- The management role of the co-ordinator;
- Internal accommodation for physical education;
- Procedures for assessment.

131. There is insufficient evidence on which to make a balanced overall judgement on standards at the end of Year 2 and no lessons at all were seen in gymnastics, dance or swimming. Two lessons relating to games skills were observed in the Year 4/5/6 class and one in the Reception/Year 1 class. In all of these lessons, pupils' attainment was in line with expectations for their age. Teachers are fully committed to providing pupils with an all-round education that includes their social and physical development and this was evident in the lessons seen. The quality of teaching and learning was to a high standard and pupils' made very good progress.

132. At the time of the previous inspection, standards in physical education were judged to be in line with national expectations throughout the school. Pupils in Years 1 and 2 made good progress and those in Years 3 to 6 made sound progress. Although it is not possible to make a safe judgement on progress in lower school, it is clear that the older pupils now make better progress.

133. Pupils in Years 4, 5 and 6 have sound knowledge and understanding of the effect of exercise on their bodies. They can explain the importance of warming up and cooling down. They develop their batting, throwing and catching skills well through expert coaching from staff from a local secondary school, who visit regularly and the high quality provision from within the school. In a lesson to develop their games skills in rounders, they develop their hand/eye co-ordination well, for example by throwing the ball through a hoop. The majority of pupils in Year 6 swim the required 25 metres and those who have not quite reached this level received extra opportunities to improve. Reception and Year 1 pupils improved their accuracy in throwing, catching, dribbling and balancing in the one lesson observed. In good links with mathematics, they learned to keep a score by tallying. Basic skills are taught thoroughly and teachers' high expectations ensure that pupils try their best. The good pace to lessons, with a regular changeover of groups ensures that pupils remain physically active throughout the lesson and, from an early age, pupils gain a sound understanding of the need for teamwork, to turns and to use space well.

134. Pupils with special educational needs make good progress with the high levels of support they receive. In one lesson observed, a student and support staff worked closely with those pupils in need of extra encouragement and support, which enabled them to achieve well.

135. The very high quality of teaching gives pupils very good opportunities to improve their batting, bowling and fielding skills. Lessons are well planned and well-organised and very good subject knowledge extends the pupils' learning well, for example when a visiting teacher taught and demonstrated the 'long barrier stop' very effectively. Basic skills such as the positioning of the hands and fingers for catching were also taught thoroughly. Clear instructions and good use of pupils to demonstrate techniques lead to good gains in learning in all lessons. Teachers dress appropriately to allow them freedom to demonstrate movements and to motivate pupils to dress correctly themselves. Pupils are given the opportunity to use a good range of apparatus to practise and hone their skills. In all lessons teaching is supported by relaxed, friendly but purposeful relationships. As a result, the pupils are eager to demonstrate their developing skills and also show respect for other pupils' work. For example, without any prompting from the teacher, they applaud each other's performance.

136. Pupils demonstrate very positive attitudes in lessons and their standard of behaviour reflects directly the quality of teaching. Pupils respond well and enjoy their lessons. They cooperate happily in paired activities and also in small, team game situations. When on a very rare occasion, a pupil was observed behaving inappropriately, he was dealt with firmly and fairly and the teacher took good care to help him to understand the effect of his actions upon others.

137. The school has limited space for gymnastics and dance but innovative ways are found to ensure that provision is adequate. The pupils visit the local sports hall and secondary school for lessons during the winter months.

138. A two-year rolling programme, takes account of the needs of the mixed age classes and the limitations placed upon a small school. The school has adapted a nationally approved scheme of work to meet the specific needs of the school. The co-ordinator provides good leadership and has attended courses to improve her own expertise. There is no system for assessment at present and the co-ordinator does not have the opportunity to check standards in teaching and learning across the school.

139. Parents support pupils' physical development well through their support for and involvement in activities. For example, a parent organises rounders games at lunchtime. The physical education programme is supported through an appropriate range of extra-curricular activities. Inter-school sporting events and visits to residential centres provide further opportunities for the pupils to develop their physical skills.