

INSPECTION REPORT

HOWARD C of E PRIMARY SCHOOL

Ackworth

LEA area: Wakefield

Unique reference number: 130977

Headteacher: Mr. H.S. Armitage

Reporting inspector: Rajinder Harrison
RgI's OIN: 18059

Dates of inspection: 10th to 12th October 2001

Inspection number: 197007

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary School
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Station Road Low Ackworth Pontefract
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. M. B. Parr
Date of previous inspection:	1 - 3 July 1997

INFORMATION ABOUT THE INSPECTION TEAM

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18059	Rajinder Harrison	Registered Inspector	English, Art, Music, Equal Opportunities, English as an Additional Language	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught?
9056	Valerie Cain	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?
4099	Rodney Braithwaite	Team Inspector	Mathematics, Information and Communication Technology, Physical Education	How well is the school led and managed?
25352	Geraldine Taujanskas	Team Inspector	Science, Geography, History, Special Educational Needs	How good are curricular and other opportunities?
16249	Sheelagh Barnes	Team Inspector	Design and Technology, Religious Education, Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Howard Church of England School is a smaller than average sized primary, situated in the village of Ackworth. It provides full time education for 124 children aged from four to eleven years. A private nursery on site feeds most of its children into the school, but a significant number come from a much wider area. Many children come from professional families, and general socio-economic circumstances are above average. Higher than average numbers of pupils leave or start at the school at other than in the reception class. Only 2.2% of children have free school meals, and this is much lower than the national average (19.7%). Similarly, the percentage of pupils with special educational needs (10.7%) is about half the national average. The percentage of pupils with statements (2%) is higher than average. Very few (2) children come from homes where English is not the first language. Attainment on entry to the reception class is above that expected for children of this age.

HOW GOOD THE SCHOOL IS

This is an effective school with very many good features. The children are very happy at the school, are cared for very well, and relationships throughout school are very good. Pupils have very positive attitudes to learning and behaviour is very good at all times. Their hard work coupled with overall good teaching means that pupils achieve well above average standards in the core subjects compared with schools nationally. The headteacher's good leadership and management, ably supported by key staff, have helped give clear direction to the work of the school. The school gives good value for money.

What the school does well

- Good teaching and assessment procedures ensure pupils achieve well and attain well above average standards in English, mathematics and science by the age of eleven years.
- Leadership and management of the headteacher and key staff are good.
- Pupils with special educational needs are provided for well, and they make good progress; the school's caring ethos promotes very good educational and social inclusion.
- Pupils have very positive attitudes to school, form very good relationships with each other and with staff, and display very good behaviour at all times.
- Provision for pupils' moral and social development is very good and the school helps them become mature young people by the time they leave the school.
- The school takes very good care of all of its children; they are keen to attend and benefit from a good range of experiences both in lessons and other activities the school provides.

What could be improved

- Co-ordinators' roles, with regard to monitoring of teaching, learning and standards, are not yet fully developed in subjects other than English and mathematics.
- Assessment procedures for subjects other than English, mathematics and science are informal and unsatisfactory.
- Teachers do not always plan for the use of information and communication technology to support learning in many lessons.
- Teachers' planning does not always challenge the very highest attaining pupils sufficiently to meet their needs, especially in the non-core subjects.

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 July 1997. All the key issues identified have been fully addressed, and improvement has been good. Whilst standards fluctuate slightly from year to year depending on prior attainment of different cohorts, there has been steady improvement in line with the national trend, for English, mathematics and science. In these subjects, good levels of monitoring of teaching and learning, and very good use of assessment information has enabled pupils to work towards targets that contribute to the raising of standards. This level of practice does not yet extend to other subjects. Curriculum provision is good; schemes of work are in place and provide a good basis from which teachers prepare work that matches the needs of the majority of pupils well. Teaching has improved considerably and is now good, with no unsatisfactory lessons seen during this inspection. Teaching in mixed age classes has generally

improved, but there still remains a concern regarding appropriate provision to meet the needs of a few very high attaining pupils in the non core subjects. The curriculum for children under five provides them with a good range of experiences that match well the recommended requirements. Teaching in the Foundation Stage is sound and children make satisfactory progress in all the areas of learning. Provision for design and technology now meets requirements, and standards are in line with expectations.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	A	A	A
Mathematics	A	A*	B	B
Science	A	A	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Children under five enter school with standards that are generally above average in all areas of learning. They make good progress and, by the age of seven, standards are well above average. In junior classes, as a result of the overall good teaching and effective provision for 'booster' classes, pupils make good progress and achieve well. From National Curriculum test results in 2001, by the age of eleven, pupils' overall attainment is well above average compared to all schools and for schools with a similar percentage of pupils having free school meals. Results in science were very high, being in the top 5%. Over time, whilst standards reflect slight variation due to the cohort size and its overall prior attainment, the trend matches the improvement seen nationally. Inspection findings confirm these standards. The school sets realistic targets based on accurate analysis of assessment information for each cohort. Pupils' progress is also carefully monitored in core subjects and this generally enables teachers to plan work that meets pupils' needs. Pupils with special educational needs make good progress. For a few very high attaining pupils, expectations are not high enough in non core subjects, and their progress is sometimes limited by the work provided. Standards in music and physical education are generally good, and the specialist teaching, especially in the junior classes make a valuable contribution to pupils' achievement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good and they work hard.
Behaviour, in and out of classrooms	Pupils' behaviour is very good and they respond well to the school's high expectations.
Personal development and relationships	Relationships throughout the school are very good; pupils respond well to responsibility and their personal development is very good.
Attendance	Attendance is very good.

TEACHING AND LEARNING

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

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

Teaching has improved significantly since the previous inspection when 20% of the teaching observed was unsatisfactory. Teaching is good overall, and as a result children learn well and make good progress. Thirty-two lessons were seen during this inspection and none were unsatisfactory. Of these lessons, one

was excellent, six very good, and fourteen were good. Very good lessons were seen in both the infant and junior classes. Whilst some good teaching was observed in the Foundation Stage, it is satisfactory overall. The progress some children make is limited by the expertise and strategies of some support staff. The teaching of literacy and numeracy is good. Particular strengths in literacy include the teaching of speaking and listening and writing. Good opportunities are provided to extend these skills and pupils are confident when presenting their work to others. Number skills have been enhanced through the regular time given to mental mathematics; pupils enjoy the competitive challenges set. Effective time has been given to developing English and mathematics teaching; the very good assessment and tracking strategies ensure teachers provide pupils with work best matched to their needs. Both literacy and numeracy skills are applied well to the work in other subjects. Teachers successfully promote pupils' very good attitudes to learning, and encourage pupils to do their best.

Pupils with special educational needs are generally supported well. With sensitive approaches to identifying their needs, and planning appropriate work, staff help these pupils make good progress. In some lessons, it is the few highest attaining pupils that are not always challenged sufficiently by the work they are asked to do.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, providing all children with learning experiences that engage their interest; provision for extra curricular activities is good; children visit many places of interest; a good range of visitors supports the work of the school across many curricular areas.
Provision for pupils with special educational needs	Provision is good and effective support from classroom assistants enables pupils to make good progress overall. Provision for children with disabilities is good; the school's strong caring ethos promotes positive approaches to educational and social inclusion.
Provision for pupils with English as an additional language	Very few children come from homes where English is not the first language. They are supported well and their progress is similar to their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good; they form very good relationships with each other and with staff. Provision for pupils' moral and social development is very good; it is good for their cultural development and satisfactory for their spiritual development.
How well the school cares for its pupils	The school takes very good care of its children; day-to-day routines support a safe, friendly environment where children are happy to learn. Procedures for child protection are very good. Procedures for monitoring and promoting attendance, behaviour and eliminating oppressive behaviour are very good. Procedures for support, guidance and assessing academic performance are very good for English, mathematics and science.

The school has maintained a good partnership with parents since the last inspection. Parents make a valuable contribution in supporting their children's learning effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very clear educational direction and ensures his deputy and all other staff work together to achieve the school's aims. Monitoring of teaching and learning is effective in core subjects but limited in others. Improvement has been good since the last inspection.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities in supporting the work of the school. They share the strong commitment to raising standards but at present rely too heavily on the strategic direction and decision making initiated by the headteacher.
The school's evaluation of its performance	The school is justifiably proud of its achievements. Monitoring of performance is good in supporting developments in core subjects; the school recognises this practice does not extend to other subjects, consistently, to raise standards further.
The strategic use of resources	The school makes good use of its resources including specific grants and other funding. The headteacher and governing body ensure that all spending gives the best value for money.

The school is generously staffed and opportunities for staff development are good. Accommodation is used effectively and acquisition of the school-house has been a positive move. Resources are good and, other than the use of information and communication technology (ICT) across the curriculum, are used to support teaching and learning well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel their children like school, and are cared for well. • Teachers work hard and have high expectations of hard work and good behaviour. • The school is well led and managed. • Teaching is good, and children make good progress. • The school helps their children become mature and responsible young people by the time they leave the school. 	<ul style="list-style-type: none"> • A significant minority of parents do not feel well informed about how their child is getting on. • A number are not satisfied with the work their children are expected to do at home. • A significant minority do not feel comfortable about approaching the school with questions or problems. • A small minority of parents do not feel the school works closely with them. • A number feel activities outside lessons are limited for younger children.

Inspection findings support parents' positive views. Of the things parents would like to see improved, the inspectors agree that reports do not provide sufficient detail about how well their child is doing in all subjects. Parents are generally kept well informed about the work of the school, although some classes are better at ensuring this information reaches parents regularly. Many parents help in school and a number have benefited from training opportunities the school offers. The school has satisfactory procedures in place for parents to raise issues and concerns, but is happy to discuss improvements parents would wish to see. Activities outside lessons are satisfactory for younger children, and in keeping with what is seen in most schools. The range of homework provided is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards on entry to the school at the age of four are generally above average. Standards do fluctuate from year to year because the school cohort size is small and the school also has higher than average numbers of pupils with statements of special needs. In addition, a significant number of pupils start at or leave the school at times other than the reception class. The above average standards are built upon in Years 1 and 2 and pupils' overall progress is good. Progress is good in the junior classes, and teachers make very effective use of assessment information to plan work for different target groups. Teachers and pupils have high expectations of what can be achieved, and by the time pupils leave the school standards in English, mathematics and science are generally well above average. When compared to similar schools, standards and test results in these subjects are well above average. Where variations occur, these are clearly attributable to the prior attainment of children in specific cohorts.
2. The school sets targets in English and mathematics that are generally realistic and clearly linked to pupils' prior attainment. Good attention has been given to analysing assessment information in English, mathematics and science, and test results have guided work for groups of pupils of differing abilities. With continued refinement, the school is beginning to set targets for individual children. This practice has been instrumental in raising standards. The rigour applied in the core subjects to monitor and assess standards does not extend to other subjects in order to raise standards in these.
3. Pupils who have been identified as having special educational needs generally make good progress. Individual work is set to challenge and guide them and a good number achieve standards that are in line with average expectations by the age of eleven. The level of care and attention given to all children is very good. Pupils receive plenty of individual help. The work these children do is largely similar to the majority of the class so pupils feel fully integrated with their peers. Staff are very sensitive to the needs of each child, and every effort is made to support their good progress.
4. Since the previous inspection, provision for children under five has improved significantly and children make satisfactory progress in all six areas of learning. They have above average standards overall in language and literacy and mathematical development and these are consistently built on as children prepare to enter Year 1. Children requiring extra support are identified early on and they keep pace with their peers well.
5. Standards in literacy and numeracy are well above national expectations and for most pupils, standards are well above average when they leave the school at the age of eleven. The school has put appropriate time into establishing good practice throughout the school, and as a result pupils achieve well. They are encouraged to listen attentively, and are given good opportunities to present their thoughts and ideas to others. For example, pupils in Class 4 really enjoyed their debate with each other regarding the impact of coastal erosion on the tourist trade. These skills are developed well in many areas, and children are confident in forming views and opinions. Throughout the school, good emphasis is placed on developing pupils' number skills and applying these in mathematics lessons and in other instances, for example recording data in science. Daily mental mathematics sessions are planned well to engage pupils' interest and enthusiasm, and they enjoy the competitive element such activities provide. Learning is good and standards for the majority, are well above average by the time pupils are eleven years old.
6. Standards in English are generally well above average by the end of Year 2 and Year 6, with above average numbers achieving the higher level 5. Results of National Curriculum Tests in 2001 are very high at the end of Year 2. Progress is generally good, and for a significant number, it is very good. Standards are improving in line with the national trend and have improved since the last inspection. Standards are well above average compared to similar schools. Despite fluctuations

attributable to the prior attainment of specific cohorts, standards are very good for speaking and listening and writing, and good for reading and other aspects of the English curriculum. The school has recently placed priority on raising standards in writing across the school. Pupils are encouraged to use correct punctuation and grammar at all times, and very good attention is placed on developing pupils' vocabulary. Higher attaining pupils use a rich range of vocabulary, reflecting wide reading experiences. Progress for some higher attaining pupils is limited, for example, as observed in a lesson in Class 2, where the writing pupils produced was controlled by the structure the teacher provided. Teachers generally have high expectations of the quality and quantity of the work pupils can do, and often opportunities are extended to doing independent work, especially in the upper end of the school.

7. Standards in mathematics are generally well above average by the end of Year 2 and Year 6. Standards have fluctuated over the last few years, due to the prior attainment of different cohorts, but careful attention has been given to identify pupils who require extra help and booster classes have helped pupils make good progress. When compared to similar schools, standards are generally well above average, and the school's performance is in line with the national trend. Results of National Curriculum Tests in 2001 are very high at the end of Year 2, and above average at the end of Year 6. This relates directly to pupils' prior attainment in these cohorts. The school has implemented the numeracy strategy very effectively, and teachers use the framework for their planning in other subjects. Number skills, problem solving and investigation skills are taught well, and pupils make good progress because they are very clear about what they are required to do.
8. Standards in science at the end of Year 2 and Year 6 standards are well above national averages. A significant number of pupils achieve the higher levels 3 and 5, more than in most schools. In comparison to other similar schools, pupils achieve well above the standards expected. This exceeds the standards found in the last inspection, and the overall improvement is in line with the national trend. Where available, support staff work with small groups of pupils with special educational needs to consolidate learning and ensure overall good progress is maintained. Because pupils generally have very positive attitudes to learning, and they enjoy the application of problem solving skills to explore work in science, they achieve well. Teachers have placed appropriate emphasis on developing skills as well as building on pupils' prior knowledge, and this encourages pupils to think about what they are learning. Higher attaining pupils generally make very good progress as a result of the opportunities teachers provide for pupils to think and explain their answers.
9. Standards in ICT are in line with expectations and have improved since the previous inspection. This improvement has resulted from a combination of putting into practice a good scheme of work that has helped teachers develop pupils' skills appropriately and extra resources and training staff have received to use these resources. The use of ICT remains limited in supporting teaching and learning in a good number of lessons in the classroom so that the skills pupils gain are not practised regularly enough to support better progress.
10. Standards in music and physical education are above expectations by the time pupils leave the school. Music benefits from having all the classes in the junior school being taught by the specialist co-ordinator. Her skills and enthusiasm help pupils achieve good standards in performance, singing and composition skills. The good standards seen in the last inspection have been maintained. The school makes very good provision for developing skills in physical education, and expert support is provided from the local football coach and others. Standards have improved in this subject. In music and physical education (PE), pupils participate in a number of local competitions. Extra-curricular provision encourages pupils to work hard at these two subjects and this contributes to the good progress they make. Standards in design and technology have improved since the last inspection and are now in line throughout the school. Standards in other subjects continue to be in line with expectations, and pupils' overall progress in these subjects is satisfactory.

Pupils' attitudes, values and personal development

11. Pupils of all ages display very positive attitudes to school and enjoy learning. Parents confirm that their children like school and work hard. The inspection team fully agrees with these views. Attendance levels are very good and consistently remain above the national average and there is no unauthorised absence. Because children like school and want to do their best, they settle to work quickly. The high levels of attendance and good punctuality have a very positive effect on learning and pupils' achievements overall.
12. Pupils concentrate well in lessons, listening attentively to information about tasks they are to work at, and the majority are happy to ask for advice and help when they are not clear what is required. They answer questions and learn from their mistakes. Good examples of pupils enjoying their learning and making good progress were seen in the Year 4/5 English lesson where pupils were working, for example, on the debate about building sea defences, and in the history lesson in Class 3 where, for a brief period, pupils became 'young archaeologists'. This level of very good interaction helped pupils consider the views of others, and re-consider their own ideas well.
13. Behaviour is very good both in lessons and around the school. Pupils are generally extremely polite and helpful, and are keen to follow the Code of Conduct they were involved in producing. Pupils are particularly well behaved in the lessons where work captivates their interest, and pupils know what teachers expect from them. When reminded of the targets set for lessons, most respond very positively. They are considerate towards others and behave sensibly in congested areas, for example in the cloakrooms. No incidents of bullying were seen and in many lessons pupils worked together well, waiting for their turn in group discussions, patiently. Pupils asked to work independently, they do so sensibly, responding well to the responsibility. In many instances children were seen helping each other both in lessons, and in social situations, for example, at the meal tables. Behaviour was very good, for example, when pupils watched a football match between the school and a visiting team, and applauding sportingly, as they watched the game unfold with excitement.
14. Relationships throughout are very good and everyone feels suitably appreciated for the contributions they make. They willingly share equipment and materials and help each other. Respect for feelings, values and beliefs are good and, because the school emanates strong commitment to care well for all its pupils, those pupils who need extra help and support feel fully integrated in all that the school does. For example, one special needs pupil talked very happily about being given the opportunity to work closely with a special visitor to the school. He recalled with pleasure the fun he had in being able to share in the dance and music session on that occasion. Pupils and adults all show appropriate respect for each other at all times. Pupils are aware of the impact of their actions on others and respect each other's differences sensitively. For example, the celebration assembly at the end of the week gave every child the opportunity to feel special, and the children rose to the occasion with great pride and confidence. When given the opportunity, pupils willingly take on responsibility and perform duties diligently, for example as class or school monitors and as members of the School Council. By the time pupils leave the school, at the age of eleven years, they are sensible, mature young people, well prepared for the next stage of their school life.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching has improved significantly since the last inspection when 20% of the teaching observed was unsatisfactory. During the inspection, the overall quality of teaching observed was good, ensuring that pupils achieve well above average standards in the core subjects and music. Teaching is good overall, and, as a result children learn well and make good progress. Thirty-two lessons were seen during this inspection and none were unsatisfactory. Of these lessons one was excellent, six very good, and fourteen were good. Pupils with special educational needs are supported well and they make good progress.

16. Teaching is satisfactory in the Foundation Stage. The teacher is clear about the curriculum children work to and appropriate planning is in place. However, because the class has some Year 1 pupils in it, and some reception children start part time initially, and there are three intakes in a year, sometimes work does not always match the needs of all the children. For example, in the activity where children decorated biscuits, a number were well capable of designing and selecting materials for themselves, but were not given this opportunity. Activities are designed so children can make steady, sound progress in their learning and achieve suitable standards in all six areas of learning. Progress is limited sometimes because a few of the support staff do not encourage children to help themselves, but rather do too much for the children.
17. The quality of teaching in Years 1 and 2 is good overall, and some of the teaching seen was very good. The overall teaching seen across Years 3 to 6 is good, and some very good and excellent lessons were seen in some subjects.
18. The quality of teaching of literacy and numeracy is good throughout the school. Both of these national strategies have been implemented successfully. Teachers have taken time to evaluate suitable techniques to ensure basic skills are taught well. A strength in the teaching of literacy is the emphasis teachers have placed on developing writing so that it now matches the good achievements pupils make in reading and speaking and listening. The good quality written work produced by many children reflects teachers' raised expectations, and pupils are justifiably proud of their efforts. Number work is taught particularly well, and pupils enjoy the challenge teachers provide through the mental mathematics sessions at the starts and ends of lessons. The competitive nature of these activities generates interest and enthusiasm, and motivates many pupils to make good progress. In a number of lessons good use of plenary time to round off lessons helped reinforce teaching points, although this practice was not consistently seen across the school. Teachers' knowledge about the subjects is good, and appropriate time is given to supporting pupils in small groups to make sure learning is consolidated. Assessment is generally informal in lessons, although very effective assessments were made in the numeracy lesson in Class 2, where pupils were 'pirates' who had to pass certain tests and collect stickers before they could seek the treasure. Pupils are set individual targets, and teachers often remind them of these in day-to-day work. The skills pupils learn are put to good effect in other lessons. For example, in a science lesson in Year 6, pupils use data handling skills to collect information to discover the relationship between resistance and speed. In a geography lesson in Class 4, pupils' speaking and listening skills were competently applied to structuring a reasoned debate on a planning application. Because pupils are articulate and confident, such challenges provide them with very good learning experiences.
19. The teaching of English, mathematics and science is good and pupils enjoy these subjects. Teachers generally organise lessons well and where support staff are available, they are involved in supporting individual or small groups of pupils. Pupils generally benefit from this additional support and those with special educational needs are helped to make good progress. Sometimes this support is not utilised to maximum effect, for example, during teachers' presentations at the start of lessons. Although all but Year 6 pupils are taught in mixed age classes, teaching is generally appropriately planned to suit all ability groups. In a significant number of lessons, the highest attaining pupils are not sufficiently challenged, and they do not make the progress of which they are capable. For example, pupils in a literacy lesson in Class 3 working on 'shaped poems' were over directed, and the work did not extend the higher attaining pupils. In this lesson, teaching lacked pace and rigour, and progress for some pupils was limited by the task. Because the children are eager to learn and produce good work, they are prepared to be challenged. Whilst the school does not apply any setting arrangements, where specialist teachers lead on subjects, for example, music in the junior classes, pupils achieve above average standards. Effective use of good resources helps teachers make lessons more interesting, and pupils enjoy learning through practical work, for example investigations in science and making in design and technology. Whilst the school has made good progress in developing its ICT facilities, teachers make limited use of this resource in day-to-day teaching in the classroom. The school acknowledges this is an area for further improvement.

20. Teachers have very good relationships with pupils, and this is an important factor in helping to motivate them to always do their best. Where teaching is of a high standard, teachers involve pupils through skilful questioning and, help them extend learning through challenging tasks. For example, the excellent history in Class 3 completely captured pupils' interest and it was evident the teacher's own passion in the subject was being transmitted in the learning. From start to finish, the lesson was engaging and fun, and it was an anticlimax for some when they solved the archaeological riddle at the end. Similarly, the hard work and persistence of the teacher in Class 2, resulted in some effective numeracy and physical education skills coming to the fore, in the action packed game that resulted in the seeking out and digesting of gold doubloons. In a few lessons, judged as satisfactory overall, teaching lacked pace and rigour, and sometimes work did not sufficiently challenge all pupils.
21. The quality of teaching for pupils with special educational needs is generally good. Teachers are sensitive to the needs of these pupils, handle them sensitively, and take care to ensure they are appropriately supported. Occasionally, there is a tendency for teaching and support to be over directed thus limiting pupils' ability to take steps towards some degree of independence. Teachers make efforts to prepare appropriate work for pupils, and intervene as necessary as they move around classrooms. This same level of attention is not always given to a few of the highest attaining pupils in a number of lessons. In these lessons, pupils often complete tasks well within time. Whilst they go on to spend time sensibly reading or completing other work, they are not always given higher level tasks related to the lesson. For example, in a design technology lesson in Class 1, pupils were not given sufficient opportunity to consider designs for their fruit salads or the iced biscuits. Opportunities for independent work are limited, but when pupils are given such tasks, they generally respond to them eagerly. For example, pupils in Year 6 enjoyed designing their rain shelter, and worked sensibly in the library to research their topic.
22. Pupils are managed well throughout the school, and expectations for good behaviour are high. Adults and pupils show a high level of respect for each other and everyone is treated with consideration and courtesy. Adults provide good role models for pupils, and there is a calm happy environment in the school, reflecting well the school aims. Because pupils feel secure and cared for, they are happy to learn.
23. Procedures for monitoring teaching and learning are good for English and mathematics, and here standards are well above average. This level of monitoring does not yet extend to all other subjects, and so teachers do not have secure knowledge of how well pupils are doing in other subjects. Similarly, assessment procedures are good in English, mathematics and science, and teachers use information to inform planning on a day-to-day basis. Marking, whilst satisfactory overall, varies from good to unsatisfactory. Where teachers assess work thoroughly, comments explain how pupils can take steps to improve their work to meet their targets. Where marking is unsatisfactory, cursory comments do not help pupils see what they have not done well, or how they can improve in future. Homework is given on a regular basis and the amount set is generally satisfactory and relevant to the work pupils are doing in class. Parents are encouraged to support pupils with their homework, and teachers value this help.

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

24. An overall good range of learning opportunities is provided for all pupils. The curriculum meets statutory requirements fully, and includes all of the required National Curriculum subjects and the appropriate curriculum for children in the Foundation Stage based on the early learning goals. The religious education curriculum meets the requirements of the Locally Agreed Syllabus, and pupils appropriately learn about a range of world religions and compare these with the school's Christian foundation. This is a substantial improvement from the previous inspection report where schemes of work were judged to have weaknesses, along with the curriculum for the foundation stage.

25. Strategies for teaching both literacy and numeracy are good. Suitable opportunities are provided for pupils to use their literacy and numeracy skills in other subjects, such as recording data in science and geography in the junior classes, and presenting work to others in the discussions at the end of lessons. Provision for the personal, health and social education (PHSE) of pupils is good. The school takes this aspect of the curriculum very seriously, and successful work covers health issues include awareness of the harmful impact of smoking and other drugs, and an appropriate understanding regarding sex education. Where appropriate, visitors who contribute to teaching these aspects come into school, thus raising the profile of PHSE, well.
26. Additionally, there is a broad range of extra-curricular clubs and activities for pupils in Years 3 to 6, which enrich the educational experiences for the many pupils who attend these activities. It includes sporting activities such as football, netball and dance, along with musical and other opportunities such as learning French. School staff lead some of the provision the school makes, and other expertise is bought in for activities pupils and parents wish to fund. This wide range enables pupils to extend their learning well, and also contributes to their social and cultural development. For example, pupils learn dancing from a range of cultures, thus extending their sense of rhythm and musical expertise. Trips to places of interest, including residential visits enhance experiences in a range of curriculum areas, including, history, geography and physical education. Pupils in Years 5 and 6 attend swimming lessons and the school regularly takes part in a good range of music and sporting competitions.
27. Provision to meet the needs of pupils with special educational needs is good. Pupils have individual education plans and individual targets. These are reviewed regularly and revised depending on the progress made. Parents, support staff and other agencies are all involved in ensuring provision is good, and that all pupils with special educational needs have full access to the curriculum. However, targets sometimes are not broken down specifically enough into small achievable steps to ensure pupils make the best progress possible.
28. For those pupils who are particularly able, lessons are often less effectively planned to meet their needs well. The opportunities for these pupils to make good progress in all subjects vary according to the quality of teachers' planning. Although teachers plan lessons conscientiously, and sometimes include extension activities for pupils who work more quickly, these activities often lack inspiration, and can be little more than time fillers, or writing based on the previously completed activity. Rarely is a main activity planned that is challenging for this group of pupils to tackle independently, other than by tediously completing the whole class activity first. For example, in the literacy lesson in Class 2, pupils of all abilities worked through the directed task, and for a good number, this task was well below their capability.
29. The school makes good use of the local community to extend and enrich the curriculum. Pupils participate in a broad range of local events, including galas and festivals. Wider links with a school in South Africa have considerably enriched the curriculum, and the visitor from that project generated a dramatic level of enthusiasm for African dance and music. There are good links with other local schools, including the on-site pre-school nursery, and the neighbouring feeder high schools. This helps to ensure pupils move from one phase to the next with relative confidence. Pupils participate in joint sporting events and competitions, and musical activities. Induction visits to the high schools help pupils familiarise themselves with larger establishments well and this supports their personal development.
30. The school's provision for spiritual development is satisfactory, as was the case in the previous inspection. Assemblies follow themes that appropriately help pupils think about themselves and the world in which they live, for example, reflecting on people's responsibilities towards each other. Sometimes, opportunities are missed, for encouraging pupils to think about the music they hear as they gather for assemblies, or asking for their thoughts in response to key messages presented in the assembly. There are, presently, insufficient planned opportunities across the curriculum; to promote pupils' spiritual development. For example, whilst pupils listened avidly to the stories in Classes 3 and 5, hanging on to every word the teachers read, time was not given to ask pupils to reflect on how the words affected their feelings. Some good examples of reflective

poetry writing in the junior classes showed pupils to be well capable of expressing their feelings and emotions, for example, 'You smell the lovely autumn smell that wanders through the soft light wind', from a pupil in Year 4. Similarly, in the geography lesson in Class 4, pupils clearly articulated feelings and emotions when considering the pros and cons of building sea defences, that on the one hand would protect peoples' lives, but on the other hand destroy natural habitats.

31. The provision for pupils' moral development remains very good. Pupils clearly understand right and wrong and are keen to be respected by people they value. They understand the system of rewards and sanctions and have contributed to setting their own class rules. Teachers and parents have high expectations of pupils' good behaviour and the school ensures expectations are consistently reinforced. Pupils are given appropriate opportunities to work with each other, sometimes on tasks they must direct themselves, and when this happens, pupils rise to the challenges set well. Because adults in the school provide very good role models, pupils are shown how to care for each other and treat each other with kindness and respect. The school successfully ensures that pupils with special educational needs are fully involved in all that the school has to offer. Pupils help each other appropriately, listening sensibly, for example to children less articulate than themselves, in the Class 1 lesson where all pupils recited, individually, their favourite nursery rhymes. Pupils of all ages and abilities are encouraged in their roles as monitors, and they are helped to carry out their duties. Rewards and merits are keenly sought and celebrated in weekly sharing assemblies. There are weekly certificates for each class and awards for individual success, be it in work, behaviour or attitude. The Code of Conduct was formulated by the children and is re-enforced through the celebration of and recognition of all kinds of achievement. Pupils are also given opportunities to represent and advocate for their peers by taking up positions on the school council.
32. The provision for pupils' social development is good. The well-established PHSE programme, lead and developed by an extremely enthusiastic co-ordinator, involves pupils meeting a variety of adults from the local community, for example, nurses, firemen and police. Pupils are involved in a wide range of visits to places of interest and community links are strong, thus enhancing pupils' learning and enjoyment. Many pupils take part, enthusiastically, in a wide range of extra curricular activities involving teamwork and competitions. For example, a good number take part in music festivals, church events, social functions organised by the school and the local community. Sporting events help pupils relate well to others in a range of contexts, and the school regularly enjoys success in some of these events. Residential visits promote pupils' independence and confidence, and encourage the development of very good relationships with their peers and with adults. Pupils are aware of the need of others through their charity work, and the school promotes a number of charities both locally and in its sponsorship of work in a partner school in South Africa.
33. The provision for pupils' cultural development is good. Pupils learn about their own culture through a range of local visits, for example, churches and museums. Pupils have good opportunities, through their work in history and geography, to reflect on different cultural traditions over time, and in different countries. For example, pupils in Years 1 and 2 look at toys and artefacts from Victorian times, and realise how much has changed in just 100 years. Similarly, pupils in the junior classes consider the hardships families faced during the World Wars through their topic work in history. The school's link with a school in South Africa has successfully introduced pupils to the music, art and dance from that culture and the work generated through this project is good. Art, music and literature provide pupils with opportunity to explore other traditions well. However, whilst pupils are introduced to these experiences effectively, opportunities are sometimes missed, in subjects other than religious education, for them to consider the diversity of cultures and communities much closer to home.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school takes very good care of its children and as a result pupils feel safe, and secure at all times. All staff know the children well and make them feel valued, by giving them time and

attention in lessons, and around the school generally. Parents, both at the meeting and from responses to the questionnaires, confirm that their children like school, and are anxious to attend regularly. Pupils feel happy and cared for, and as a consequence they achieve well. They know that staff will help them do their best, and they respond well to the respect adults in the school show towards them.

35. The monitoring of attendance is very effective and levels remain high; there is no unauthorised absence. Absences are regularly followed up and the educational welfare officer is involved if necessary. Parents are made aware of the need to inform the school of absences and they support the school in following these procedures diligently. Good attendance is promoted and pupils gain certificates, awarded for maintaining regular attendance.
36. The school expects high standards of behaviour and pupils respond positively. Older pupils are expected to take on responsibilities to care for younger ones during, for example, lunchtimes and playtimes. Pupils are reminded of the Code of Conduct and class rules. Such reminders are generally low-key because pupils know what is expected of them and follow the good practice demonstrated by the adults in the school. Parents are rightly pleased with the high standards that prevail. Good behaviour and regular acts of kindness are celebrated in the assemblies at the end of the week. Stickers for younger pupils and team points for older pupils encourage consistently good behaviour. Personal development is monitored effectively on an informal basis as staff know their pupils very well.
37. The arrangements for child protection are very good and all staff are vigilant. Advice is sought from outside agencies should the need arise. Pupils' medical needs are very well met. Almost all staff are trained first aiders and parents are contacted in case of concern. The site is clean and well maintained; regular fire drills and risk assessments take place. A comprehensive PHSE programme is in place making pupils aware of health and safety issues, including misuse of drugs. The school works closely with several external agencies and pupils benefit from this first hand expertise. For example, emergency services crews are regularly invited in to address pupils at different stages of their school life.
38. There are good links with play schools, one of which is on site. Effective induction arrangements are used to prepare young children for starting school. Older pupils similarly benefit from an induction programme to prepare them for their move to secondary school. Staff from these establishments visit the school regularly prior to the transition being made.
39. Procedures for identifying pupils with special educational needs are good and with identification being in place from as early as the Foundation Stage, children are supported well throughout the school. The school has successfully achieved the "Basic Skills Agency Primary Quality Mark" in recognition of its good practice. The school makes good provision for pupils with complex physical difficulties, and support staff are at hand at all times. The physical layout of the school, with many stepped areas, does limit easy access for those with walking disabilities. Effective use is made of support staff to work with individual pupils or with specific groups, and this strategy helps pupils in their learning. Pupils work to their individual education plans, and parents are encouraged to work with their children at home, to maintain the good progress they make. Plans are generally good, although sometimes a few lack clarity and precision, as to what the child is to achieve and how this will be measured. Progress is carefully monitored, and targets reviewed regularly, thus ensuring the support provided addresses the needs appropriately. Pupils with statements of special educational need are provided for well, make good progress and achieve their full potential. Every opportunity is given for pupils with special needs to be fully involved in the life of the school. For a small number of very able pupils, teachers' day to day planning does not always ensure their needs are met fully. Although they have been identified informally as higher attaining, these pupils often continue to work at the same tasks as the rest of the class, moving on to more challenging work only on completion of the initial work set.
40. The previous inspection in 1997 indicated that more use should be made of assessment of pupils' progress and learning in order to inform planning. As a result, the school has introduced a range of

strategies, including target setting, tracking of pupil progress and close analysis of test results, particularly the Standard Assessment Tests, designed to suit the needs of the school. Teachers use this information effectively in the core subjects of mathematics, English and science, to identify strengths and weaknesses in teaching and learning, and to monitor the impact on standards of targeted support for pupils of different abilities. This level of analysis has enabled teachers to plan day-to-day work well, ensuring 'booster' provision is appropriately targeted.

41. Assessment in all other subjects of the curriculum, whilst taking place in some classes, is inconsistent, and mostly informal. The teachers know their pupils' abilities well and discuss their progress, regularly, with both the pupils and staff colleagues. Difficulties sometimes arise though, if insufficient formal assessment information is available about pupils, when for instance, there are changes in staff. Assessment in non-core subjects is unsatisfactory, and a key area for development.
42. The school aims high in its targets and has successfully achieved many of them. It could achieve even more, if it consistently assessed pupils' learning across the whole curriculum, and built on its very good improvement in assessing the core subjects, by challenging the small percentage of very high attaining pupils to fulfil their true capabilities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The great majority of parents are pleased with the work of the school. However, a significant minority expressed the view that they do not receive enough information regarding their child's progress, that information about the curriculum is not shared consistently from class to class and that they do not feel easy in approaching the school for discussion. Parents are pleased that their children like school, are expected to work hard and that the school helps their children to become mature and responsible and that teaching is good. The inspection team agrees with these views.
44. The school strives hard to keep parents informed about the work of the school. There are regular letters and newsletters and the prospectus is clear and informative. Some classes are better than others in ensuring regular curriculum information is shared with parents. Where this level of detail is sent home at regular intervals, parents feel well informed about the work their child is doing in class, and are in a position to better support them at home. Open evenings and a wide range of workshops and information evenings, for example, curricular, literacy, numeracy are very well attended. Overall, reports to parents are good; there is some good practice where targets are clearly spelled out. However, at present, parents are not kept sufficiently informed of their child's progress in non-core subjects. Parents of pupils with special educational needs are fully involved in the review process. Parents have the opportunity to attend the "Sharing Assemblies" when achievements are celebrated and work shown. A good number of parents attended the assembly at the end of the inspection, and it was evident parents were very proud of the work their children shared so eloquently.
45. Pupils benefit greatly from parental involvement in school life. Many parents help in class and with work with their children at home, for example with spelling, reading and sometimes project work. Almost all parents have signed the home/school agreement. Parental views are sought through questionnaires, the results published, and where appropriate, action is taken to consider changes. A very successful "Friends of Howard School" association hosts a range of social and fundraising activities that are well supported. Considerable sums have been raised and pupils have benefited from the purchase of extra resources that include books, computers, and storage and kitchen equipment. Parents continue to support the school well, and are keen for its success.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the head and other staff with management responsibilities continue to be good. The head teacher provides a very clear educational direction for the school

and ensures that his deputy head and all other teaching and non-teaching members of staff are in a partnership for the good of the school. There is a high degree of shared commitment by the staff to improve standards even further. All teachers have subject co-ordination responsibilities that they follow assiduously. Recent difficulties of budget pressures and finding suitable supply teachers, have resulted in little formal evaluation and monitoring of teaching and learning taking place in most non-core subjects.

47. The governors are actively involved in the life of the school and were instrumental in helping to formulate its long-term aims and values. The school reflects these aims very well in its day-to-day life, where the learning ethos is very good. Governors meet regularly and have allocated responsibilities through committees and links to subjects. The governing body does, though, rely heavily upon the expertise and decision making of the head teacher. This has resulted in substantive support for all that takes place in the school, but weaknesses in governors taking a medium and long-term strategic view on where the school is heading, and in acting as a critical friend to the school. Governors have not sufficiently addressed, with the head teacher, the problems for example, caused by a falling school roll, or difficulties posed in the school community with long-term staff illness and its consequences. The governing body is very conscientious in successfully fulfilling all its statutory duties as, for example, in its role of producing a good School Development Plan. Again, however, it is generally reactive to guidance it receives from senior management, rather than proactive in identifying the school's priorities in advance.
48. The head teacher's monitoring of teaching is helpful in identifying areas for improvement. There are co-ordinators for all subjects whose roles have been clearly identified. Regular school review by all staff has enabled some considerable improvement in previously identified weaknesses. Provision for children under five, in all respects, has improved markedly since the last inspection. These children now have a good preparation for entry into the main school under the energetic guidance of the Foundation Stage co-ordinator. Coverage and balance in subjects has also been improved, as have schemes of work which now offer detailed guidance on progression in skills learning. The school is sensitive to the needs of all of its pupils and has positive approaches to ensure social inclusion, and that a full and varied curriculum, through a two year rolling programme, is provided in mixed age classes. The school provides well for its pupils identified as having special educational needs. The management of the school has considered at some length its provision for the handful of extremely able pupils in every class but more attention could be given to appropriate challenge for the 'high fliers' in whatever areas they excel. The school should also consider how to monitor and evaluate teaching and learning, especially by co-ordinators, so that the information this provides, gives more direction to the use of assessment, particularly in the non-core curriculum, and for continuing to raise the quality of teaching and learning.
49. Performance management is operating effectively in the school and the school successfully gained recognition of the 'Investor in People' Standard. All staff, teaching and non-teaching, are offered regular opportunities for in-service training for their own and the school's benefit, based upon school priorities. This strengthens the strong feeling of a team working together. Good induction procedures enable new staff to settle in quickly.
50. The school has made very good use of its financial and other resources. The finance committee and headteacher are adept at making successful bids for special grants that have been used well. The committee has also identified previous surpluses to be used to maintain the high level of staff support in classrooms, although it is now aware that numbers on roll must be maintained in order to continue such generous provision. The day-to-day financial management of the school is good and maintained by the very efficient administrator and the head teacher. The school management effectively applies the principles of best value in all of its financial dealings.
51. The school has a generous level of teaching and support staff, who work together effectively to provide children with good opportunities to learn. Co-ordinators are all secure in their knowledge and expertise in the subjects they manage, but in subjects other than English and mathematics, little time has been given to the monitoring of teaching and learning. Assessment in all but English, mathematics and science, is not formalised in order to ascertain how high standards are and what

needs to be done to raise standards. Where subject specialists take a number of classes, for example, music in the junior classes, the co-ordinator has a clearer view on standards achieved by groups of pupils. As a result of this good overview of what pupils can do to improve, expectations are high and standards in this subject are good.

52. Resources are good for supporting teaching and learning. Resources for English, mathematics, physical education and music are very good. The school has established very good new technology throughout its classrooms and administration, including the provision of a computer suite. The school is carefully analysing how best this new provision can be used and pupils have some good opportunities for learning ICT though it is not always being used on a day-to-day basis across the curriculum. Nevertheless, there is a strong determination in the school to continue its improvement and raise standards further. Very good use is made of peripatetic music provision, visitors to the school and trips to places of interest to enhance learning experiences for all pupils.

53. The school is set in very pleasant grounds where children have regular access to field activities. Very good use is made of all available space, and the recent acquisition of the school-house has enabled the computer suite to be housed securely. The suite is well equipped, but in two rooms, making teaching difficult sometimes. In addition ground floor rooms provide added facilities for art and design and technology activities. Accommodation is good for the size of the school population, although there are a number of stepped areas that limit access for children with mobility problems. The accommodation is clean and well maintained. There are no health and safety hazards. There is sufficient space for the number of pupils on roll, although there remains a serious lack of storage space. The library is well stocked and appropriately used.
54. There is a clear determination throughout the school to improve and provide good quality education for all of its children. The hard work the headteacher has driven through since the previous inspection has enabled the school to make good improvement. The school gives good value for money, and is well placed to improve further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The school has made good improvement since the previous inspection. In order for the school to sustain this good work and reach the highest possible standards, the governing body, headteacher and staff need to:
- Develop co-ordinators' roles, with regard to monitoring of teaching and learning, in subjects other than English and mathematics in order to identify areas for improvement.
Paras: 23, 46, 48, 51, 86, 91, 95, 100, 105, 120.
 - Establish a consistent approach to assessing how well pupils achieve in subjects other than English, mathematics and science and use this information to set targets.
Paras: 18, 41, 51, 91, 96, 99, 104, 114, 120, 124.
 - Ensure teachers' planning maximises the use of ICT across the curriculum to support teaching and learning.
Paras: 9, 19, 72, 86, 102, 106, 109.
 - Ensure teachers clearly identify who their highest attaining pupils are and set appropriately challenging work for them.
Paras: 19, 21, 28, 39, 48, 69, 77, 82, 83, 94, 99, 103, 110, 123.

In addition, in the action plan, the school should consider the following minor weaknesses:

- Consistently apply marking procedures across the school. *Paras: 23, 58, 85, 104, 110.*
- Extend opportunities for more independent work for all children. *Paras: 19, 28, 90.*
- Continue to build on the good relationships the school has with parents by working more closely with parents who have views that are less positive. *Para: 43.*
- Extend opportunities for pupils' spiritual development across the curriculum. *Para: 30.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

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

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	14	11	0	0	0
Percentage	3	19	44	34	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	0	124
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	11

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	7	7	7
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (87)	100(93)	100 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	7	7	7
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (80)	100 (80)	100 (93)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	13
	Girls	12	12	12
	Total	23	22	25
Percentage of pupils at NC level 4 or above	School	92 (94)	88 (100)	100 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	12	12	12
	Total	23	24	25
Percentage of pupils at NC level 4 or above	School	92 (82)	96 (94)	100 (94)
	National	72 (70)	74 (72)	82 (80)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	113
Any other minority ethnic group	0

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 – Y7**

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	19.2
Average class size	23.8

Education support staff: YR– Y7

Total number of education support staff	10
Total aggregate hours worked per week	171

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2

Financial information

Financial year	2000-2001
	£
Total income	326910
Total expenditure	318573
Expenditure per pupil	2228
Balance brought forward from previous year	30810
Balance carried forward to next year	39147

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	130
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	35	9	1	0
My child is making good progress in school.	41	48	7	1	2
Behaviour in the school is good.	44	51	3	0	2
My child gets the right amount of work to do at home.	24	63	10	1	2
The teaching is good.	48	38	5	1	7
I am kept well informed about how my child is getting on.	27	52	14	4	3
I would feel comfortable about approaching the school with questions or a problem.	52	29	12	7	0
The school expects my child to work hard and achieve his or her best.	49	41	4	0	5
The school works closely with parents.	42	33	13	7	4
The school is well led and managed.	49	33	7	3	7
The school is helping my child become mature and responsible.	43	47	3	0	6
The school provides an interesting range of activities outside lessons.	38	36	10	5	10

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

56. Children enter school at the start of the term in which they will have their fifth birthday. Initial baseline assessments indicate that attainment on entry is above average overall. This reflects the findings of the previous inspection.
57. Children attend the school part time initially, in the mornings, and progress to attending full time as they settle into the school routines. There are good links with the feeder pre school groups and nurseries and induction into school is generally smooth. The reception teacher visits the nursery and suitable opportunities are given for children and their parents to visit the school and find out about it before they start formally.
58. There has been significant improvement to the curriculum and the quality of teaching since the time of the previous inspection when improving standards was a key issue. Currently work is appropriately planned with all six areas of the curriculum included. Activities are designed so children can make steady, sound progress in their learning and achieve appropriate standards in all six areas of learning. Healthy eating is promoted through “snack time” when children are encouraged to try fruit, milk and water. The quality of teaching is sound overall. Lesson plans identify learning objectives and these are based appropriately on the national guidance and recommendations for the Foundation Stage. The teacher and support staff are appropriately trained in the delivery of the curriculum and have suitable knowledge of the needs of reception children. However, while some teaching is good, on occasion children are not given enough opportunity to learn to help themselves and this inhibits the progress they make at these times. Assessment is carried out carefully so that the teacher can identify the next steps in individual children’s learning. At the end of the reception year standards continue to be above those attained nationally.
59. Teaching in **communication, language and literacy** skills is sound and leads to children of all levels of prior attainment and from different groups making steady gains in their learning and attaining standards above those normally attained. They enjoy an increasing range of books, such as information books about frogs and simple story-books, retelling them in the correct order and enjoying repetition and rhyme, for example when they look at “We’re going on a Bear Hunt.” They use their knowledge of the alphabet and its sounds to make phonetically plausible attempts at forming recognisable words to write messages to Miss Muffet on her birthday. They hold pencils and crayons with an appropriate grip to form recognisable letters and to attempt to write their own names. The children attain standards in communication skills that are above average for the reception stage. They interact with others well, initiating conversation and taking account of what others say, as when they play in the home corner or with the sand tray. They speak clearly and with confidence, as when icing biscuits for Miss Muffet, showing suitable awareness of the listener. “Are we making biscuits? I love chocolate buttons! I’m starving!”
60. Teaching of **mathematical development** is satisfactory and children make steady progress in learning to count to ten and beyond. At the end of the reception year standards are above average. Children count frogs and lily pads in work linked to learning about life cycles and can say and use numbers in order in a range of games and other classroom activities. Suitable opportunities are given to children to practise their numerical skills and their recognition of numerals in a range of activities, such as when they play number dominoes. They make steady progress in learning about shapes and choose materials carefully, as when making cards, cutting and adapting shapes before sticking them on, talking about pattern and shape.
61. Teaching and learning in **knowledge and understanding of the world** are sound. Children are given a good range of suitable activities to develop their understanding of the world in which they live. They look closely at similarities, differences and patterns, as when they learn about the life cycle of a frog. They learn to use simple tools and techniques competently and appropriately, icing

biscuits and making them look like spiders and using scissors to cut paper and card. They begin to differentiate between the past and the present, talking about how they have grown since being a baby and what they can do now that they could not do before.

62. Teaching of **creative development** is sound and children make steady progress, attaining good standards in their work. They carefully choose feathers, sequins and cloth when making collages and are very sure of the effect they wish to achieve, talking about their personal intentions and what they are trying to do. They paint with enjoyment, mixing colours carefully to paint recognisable animals and other scenes. In music, they begin to build a repertoire of songs and rhymes, which they listen to and sing with enjoyment. They match sounds and movements to music effectively, for example when they make a sound story.
63. Children are given suitable regular opportunities to develop their skills of **physical development** and teaching and learning in this area is sound. Children are taught effectively about healthy practices with regard to diet. They learn to use simple tools and manipulate materials to achieve their desired effect, handling tools and objects safely and with increasing control, such as when threading beads or using construction toys. In physical education lessons, the children move with increasing control and confidence. They show an appropriate awareness of space and each other. There are good opportunities for children to climb and balance when using large apparatus. Through careful praise and with good clear guidance and instruction, children gain in the confidence and acquire skills well. They put together good sequences, for example, in gymnastics and dance, and learn to work well with others when developing routines combining a range of movements. Dance skills develop their good sense of rhythm and timing well, making appropriate contribution to their creative development.
64. Teaching in **personal, social and emotional development** is sound and children of all levels of prior attainment and from all groups make steady, satisfactory progress and attain standards above those expected for children at the end of the reception class. Children maintain concentration well in all lessons and assemblies. They initiate interactions with others, when talking about the work they are doing. They have good levels of awareness of the behavioural expectations of the reception class and understand what is right and what is wrong. They have good levels of self-esteem and treat friends and adults with appropriate respect and courtesy.

ENGLISH

65. Standards of work seen in English in Years 1 and 2 are well above average. In the junior classes standards are well above average for a significant number of pupils. Children enter school with above average attainment in literacy and communication and make good progress overall. Standards for speaking and listening and reading are particularly good throughout the school, as was the case in the previous inspection. Standards in writing have improved to match those of reading and speaking and listening largely as a result of the good emphasis on this aspect following careful analysis of assessment tests over a period of three years. Whilst there have been some fluctuations in test results, especially at Key Stage 1, these are clearly attributable to cohort sizes and pupils' prior attainment. Pupils with special educational needs are supported well in classrooms and they make good progress.
66. Throughout the school, standards in speaking and listening are very good. Overall, pupils make good progress. Pupils are encouraged to listen attentively from an early stage. This expectation, coupled with high expectation of good behaviour, helps children understand what is being explained and what they are required to do. For example, children in Class 2 listened closely to the teacher's skilful questions exploring how they might escape the pirate's island. The richness of their replies, expressed most assuredly, indicated they had listened well and were confident that others listened to their ideas. One pupil said 'I might chop the vines with my cutlass to build a raft', another 'I have to find a safe place to shelter and build a fire', and a third 'I am desperate to go home'. This level of competence and confidence is built upon as pupils move through the school. Because teachers have good relationships with pupils, and they continue to cultivate trust

and confidence, pupils are happy to express ideas and opinions in a range of contexts, including speaking in front of others and during a range of school performances, including the school council. This skill is encouraged in other subjects, for example in geography, pupils in Class 4 debating 'for and against' building a sea defence, presented very eloquently on issues to do with costs, impact on wild life habitats and tourism. Similarly, pupils in Class 3 proposed hypotheses when exploring archaeological clues quite eloquently 'I think because....'. Pupils with special educational needs are regularly exposed to these good role models and with regular high level support from adults, they make good progress.

67. Standards in reading are very good overall and, for a large number of pupils at the upper end of the school, standards are very high. The school continues to put good emphasis on reading and children are heard to read every day in the infants and very regularly further up the school. Those requiring additional help and support are identified early on and sensitively given extra time to read with an adult. When pupils at the upper end of the school have become proficient readers, reading practice continues through shared reading and reading independently. Appropriate emphasis is placed on reading for pleasure as well as for learning about, for example, history and geography. Due attention is paid to non fiction material, and the library is used regularly to borrow books as well as retrieve books for information for other subjects. The area's mobile library is an additional useful facility. Whilst independent reading is encouraged, opportunities are sometimes missed for a few pupils to apply this skill fully when researching material for other subjects. For example, pupils readily talk about using the internet for information, but are less enthusiastic about using reference books and other written material. Pupils learn to read accurately, fluently, and confidently, from Year 2 onwards and infer meaning from age appropriate texts. Love of literature is nurtured through teachers reading to pupils, thus enticing them to read for themselves. For example, in a lesson in Class 3, the groans of disappointment were quite audible when the teacher stopped at a 'cliff-hanger' point in the story. Skills to extract information are taught well and applied to other areas of learning, for example, when using sources and artefacts in history.
68. The richness and variety of the literature pupils study, makes a valuable contribution to their personal development. For example, regular opportunities to act out scenes from plays, including Shakespeare, at the upper end of the school, allows pupils to think about and explore what the characters may feel. Links to work on their history topic on World War 2 are made effectively, when pupils consider the hardships of war through the eyes of young evacuees of the time. Similarly, pupils in Class 3, review the lifestyle of 'Danny' (in Roald Dahl's book), and reflect on the 'the fantastic views across the landscape', almost tasting 'the juicy sun-ripened apples' they describe so vividly.
69. Writing has been a development area for the last two years and standards of attainment are well above average overall. Teachers expect pupils to work at a range of writing activities from formal structured pieces to poems, imaginative stories and newsletters. Pupils generally make good progress. Those requiring extra support are encouraged through sensitive handling of any difficulties they have with spelling or punctuation, and they too make good progress. By the end of Year 2, the majority of pupils have grasped the essentials of correct grammar and punctuation appropriate for this age. They write fairly clear pieces that express meaning, and recognise when sentences do not make sense or could be improved. For example, in a lesson in Class 2, most pupils understood how to make writing 'better' - 'The ships sailed the 7 seas and it had big seyls'. The subject matter 'pirates' appealed to their imagination, and they were able to draw upon a good range of vocabulary. The limiting factor in this lesson was the over directed structure that prevented higher attaining pupils from making better progress. This did not deter all, for example 'after that we played with him till our eyelids drooped'. Clearly pupils have read and retained words and phrases and are quick to apply them in a different context. From work in Class 3, it is clear the emphasis on vocabulary and good writing is sustained; for example 'You smell the lovely autumn smell, that wanders through the soft light wind', to work from Year 6 : 'Roaring and booming, the ground shudders and shakes, nauseating scenes from every which way'. Throughout the school, pupils' work is displayed to celebrate achievement, and fire up imagination in others to do well. Pupils are encouraged to work hard and take pride in their work. When asked to work with partners or in small groups, there is respectful regard for others' views and opinions.

70. Standards of handwriting, whilst generally satisfactory, vary from printing to cursive form, and from class to class. Letter formation is generally sound and is taught satisfactorily from the Foundation Stage. The majority of pupils present written work neatly, but this expectation is not consistently evident in all lessons and subjects.
71. The teaching of English and literacy generally is good, and in many lessons it is very good. Teachers have worked hard to develop relevant approaches to ensure the subject is taught well to cover all elements, giving appropriate time to formal and creative contexts. Literacy skills are applied well across the curriculum and pupils of all abilities are supported well. Where classroom assistants are used to maximum effect, pupils with special educational needs make good progress. Occasionally, their time is not used effectively, as when they observe long presentations from teachers without any direct involvement with pupils. Booster classes are extremely helpful in supporting pupils well. A few higher attaining pupils are not always sufficiently challenged in some lessons. Where teaching is particularly good, as in the lesson in Class 2 on 'pirates and going home', the teacher's enthusiastic questioning captured pupils' imaginations vividly. Similarly, the teacher's high expectations in the lesson in Class 4 on the text 'The Hobbit', made pupils think hard about giving the best reasoned answers with constant reference to accurate punctuation and good vocabulary. The vast majority of pupils, when motivated in these ways, are willing learners, keen to do well and please. Lively introductions, keen pace and a good knowledge of pupils' abilities help teachers sustain pupils' interest. Teachers have good subject knowledge and this ensures skills are developed appropriately, building effectively on pupils' prior learning. Marking is generally satisfactory, and pupils are helped to consider ways of improving their work through comments and advice offered on a day to day basis.
72. The subject is managed well, and sufficient time has been given to the monitoring of teaching and learning. Regular analysis of tests and assessment information has been used to set targets for improvement. Class, group and individual target setting is in place. The curriculum is enriched through good support from visitors to the school, and the school actively promotes entries for poetry and other literary competitions. Resources are good, although the school makes limited use of ICT in this subject.

MATHEMATICS

73. In the 2001 National Curriculum tests in mathematics, results in Year 2 show that standards are well above the national average. Inspection evidence agrees with the data from test results and indicates a significant number of pupils achieving the higher level 3 at the end of Year 2. Standards in mathematics in Year 6 in the 2001 tests, are above average and above standards achieved by similar schools. Standards fluctuate depending on the cohort's prior attainment. For example a high number of pupils achieved the higher level 5 in 2000. The school has recognised that a small number of pupils, in some cohorts, might even reach level 6 by the time they leave at the age of 11, and is beginning to plan the necessary challenges. Standards have improved since the previous inspection. Progress of all pupils, including those with special educational needs, is good during their time in the school.
74. There is ample evidence that the national numeracy strategy has benefited the already very good standards of mathematics in the school. Numeracy is the strongest area of the mathematics curriculum. Pupils enjoy the challenge and competition the mental mathematics' activities provide and perform these tasks quickly and accurately, often racing to beat their previous performance.
75. Pupils enter Year 1 with above average standards in mathematics, and make satisfactory progress, so that in Year 2, a good majority identify numbers up to 100, construct at least 10 ways of making 100, or 200, and use information to produce simple graphs about birthdays. They use coins to make £2, and make sensible estimations of lengths of straight lines to 12 centimetres, and times taken to perform repetitive tasks (100 skips). Most estimate and then check accurately the volumes of different sized containers, however, a small number of pupils find estimation difficult

and make frequent inaccurate guesses. Pupils also work appropriately and regularly on a graded mathematics scheme to reinforce their learning.

76. Pupils in Year 3 count forwards and backwards to 24, in twos, and most have a good understanding of the meaning of perimeter ('used to measure round the fences of houses'). Most of them calculate accurately the perimeters of irregular shapes in excess of 20cm, although two or three claimed 'This is so easy!' Pupils in the mixed Year 4 and Year 5 class double mentally numbers such as 12, 16, 64,78, a few doubling and halving 4 figure numbers, one even quickly calculating half of 607. These pupils also understand the use of number strategies to calculate mentally 13×16 or 13×22 . Pupils in Year 6 make accurate probability predictions by calculating combinations using 3 or 4 variables, as when using coloured discs. This includes explaining where there may be bias in likely outcomes, as for instance, when shaking 2 dice. These pupils show good skills in gathering information, solving problems and then in checking that their results are reasonable.
77. The teaching is almost always good and sometimes it is very good; teachers show consistently good subject knowledge and their lessons are well planned and controlled. The best lessons show consistent challenge for all abilities and encourage pupils to work at their limits. This does not always happen though, and occasionally some very able pupils are asked to complete tasks which do not move them on quickly enough to higher challenge. Good opportunities are provided for pupils to work together to solve problems, and investigate possible ideas through appropriate application of their good numeracy skills. There is some inconsistency in the regular use of the school's generous allocation of classroom assistants for the full duration of lessons. Special educational needs pupils have consistently good guidance and help from adults.
78. Pupils' attitudes to learning are good and often very good. They are enthusiastic, very keen to be challenged, well motivated and show a strong competitive streak. They answer well and show respect and patience towards their peers. They co-operate very well with each other, but are also determined to work independently, and when given the opportunities, enjoy being challenged. Presentation of work is usually at least satisfactory and often good, but there is occasional evidence of careless and untidy work.
79. The co-ordinator has a clear understanding of the development of mathematics in the school. She has worked closely with the headteacher in the improvement of assessment procedures and target setting strategies that have resulted in even higher standards in the subject. The realisation that even more can be achieved, and the determination to attain these goals, emphasises the fact that standards in mathematics are very good. Resources to support teaching in mathematics are good and satisfactory use is made of ICT to practise numeracy skills and data handling.

SCIENCE

80. Standards at the end of Year 2 and Year 6 are well above national averages. A significant number of pupils achieve the higher levels 3 and 5, more than in most schools. In comparison to other similar schools, pupils achieve above expected standards. This maintains the standards found in the last inspection.
81. Good emphasis is placed on investigative work and the work scheme carefully balances the teaching of information with due attention being paid to the development of skills appropriate to the subject. For example, pupils are asked to think about what they already know about growing and developing from a baby to an adult, and apply this understanding to their studies of the life cycle of a frog. Pupils in the junior classes design investigations to explore which materials are best suited to grip on smooth surfaces, and know that this information is relevant when manufacturers develop footwear. Because pupils are generally keen to learn, and enjoy practical activities, they are prepared to work hard and offer ideas and ask questions confidently. They apply prior knowledge well, for example, when selecting appropriate materials for a water-proof shelter in a Year 6 design and technology project; or when designing a healthy dessert, for

example, in the lesson in Class 1, using a range of fruits that they identify as having vitamins required for a healthy diet.

82. Pupils enter Year 1 with good levels of skills and knowledge and make steady progress in both Years 1 and 2. Good provision is made for infant pupils in the mixed age groups to be taught as single age classes, ensuring suitable coverage of the curriculum, which was highlighted as a problem in the previous inspection report. Younger pupils learn well about life cycles, using a big book about frogs, and older pupils look in more depth at the human life cycle, talking knowledgeably about differences between old and younger people. They begin to record confidently their information in different ways, using graphs and charts. However, the provision for more able pupils is not always sufficiently effective, and although these pupils often do more work, it is not always more challenging. Pupils with special educational needs make good progress through the good support they receive in all classes.
83. Pupils in the junior classes make good progress and achieve well. They increasingly manage their own work, with investigations and experiments conducted and evaluated effectively. Analysis of pupils' work shows that experiments are recorded particularly well, in various written forms and graphs and charts are neatly drawn. For example, pupils in Year 6 have investigated friction through an experiment on foot-wear. They predicted the outcomes, listed procedures and analysed results effectively. There is an awareness of the needs of more able pupils, although this is still not catered for effectively in all classes. These pupils finish more work, but are not always challenged with a more difficult task initially. However, an early morning session each week gives enthusiastic and able pupils a chance to develop their scientific skills, in a small group, taught by the co-ordinator. This is a good development.
84. The subject makes a valuable contribution to pupils' personal development, and appropriate time is given to aspects of sex education, healthy living and drugs education. Pupils are very conscious too of the impact of developments in science that affect the environment. For example, they understand the implications of de-forestation on climatic changes and the destruction of wild life habitats, and are very aware of the harmful effects of pollution on their environment.
85. Teaching is good overall. Teachers make lessons interesting and engage pupils' attention well. This was particularly evident in the lesson for Year 1 where pupils enjoyed the big books about frogs. Good subject knowledge, particularly that of the co-ordinator, helps pupils to learn effectively. Two classes of pupils in the juniors benefit from being taught by the science co-ordinator, and because this teacher has a good overview of what pupils can do, expectations are raised, for them to do even better. This makes effective use of staff's particular knowledge and skills. Teachers make good relationships with pupils and there is a positive atmosphere in the classrooms. This helps teachers to manage pupils effectively, resulting in good behaviour in lessons. Time is managed well, and lessons are conducted at a smart pace. Good use is made of homework, such as the pupils in Year 6 being asked to keep a diary about the moon over a number of weeks. The school has good resources to support teaching and learning in this subject, and most of these are used well. The emphasis placed on practical work is good, pupils are helped to carry out tasks sensibly and accurately. Too little use is made of ICT to support pupils' learning, although some evidence was seen of recording data using computers. Although some detailed marking was seen, marking is not always used effectively to extend pupils' learning, by providing them with clear guidance as to what they need to do to improve their work.
86. The co-ordinator is both knowledgeable and experienced. However, too few opportunities are planned to monitor teaching and learning. Analysis of pupils' work showed that some pupils repeat work at the same level in different years, and that this has not been picked up. Systems to regularly monitor planning and the quality of the work pupils produce are not in place. Neither is the quality of teaching monitored regularly to assess strengths and areas for professional development.

ART AND DESIGN

87. Standards at the end of both infants and juniors are in line with national expectations and this is much the same picture as found in the previous inspection. The school has quite appropriately prioritised core subjects for development in the recent past, but art is now to be added to the development plan. Only one art lesson was seen in Year 6, but there was sufficient evidence from work displayed, portfolios and planning to make judgements.
88. Pupils of all abilities make overall satisfactory progress in developing skills and awareness of art as they move through the school, and there are some good features, often very effectively initiated by visiting artists and other helpers in the school. For example, the clay and paint display in the main corridor attractively highlights one of the key aims of the school regarding friendship and caring. Pupils spoke with great enthusiasm and pride about how they had worked with a visiting artist to put this striking piece of art together.
89. Teaching is satisfactory overall. Children learn colour mixing and blending skills in the Foundation Stage and continue to develop and apply these appropriately as they work through the school. Young children are helped to apply brush strokes evenly and take care over their work; this skill has then been extended to work in the upper end of the school where pupils have painted colourful, vibrant backgrounds to accentuate black ink line drawings of leaves. There is evidence of pupils working with a satisfactory range of media including fabric, collage, chalk pastels and some 3D activities. For example, the work of Turner has been studied in some detail, from which children have produced some good quality work to show their understanding of blending to indicate light and shade. Texture is explored through applying layers of colour through wash techniques. Teaching pays appropriate attention to helping pupils make careful observations of, for example, fruits and plants, and work produced indicates care is taken to draw accurately. Pupils add an element of artistic flair when applying quite fine and delicate water-colour pastels to the bold colours of, for example, a sharon fruit. In teaching, due emphasis is given to 'looking and interpreting' and pupils clearly take appropriate care over, and pride in, their efforts.
90. Work in art effectively supports learning in other areas of the curriculum. For example, pupils in the infants have studied frogs and related this science work to rhymes and painting and collage. Similarly, pupils in Years 3 and 4 have designed book illustrations and at the upper end of juniors, their work on World War 2 and the Victorians has inspired paintings and collage. These links support pupils' cultural and social development well. Formal and informal portraits, including silhouette designs, have been studied to help pupils appreciate how different societies view artistic styles. Some evidence of design sketches was seen but this is not consistent across all classes. Pupils are not given sufficient freedom to select and design materials that best suit their ideas. For example, in Year 2, some felt and wool-weaving samples effectively gave pupils choices for colour co-ordination but all samples were the same shape and every sample used materials of the same texture. Teaching is, therefore, sometimes too directed and this limits development of individuality and independence. Where this was better, for example, when pupils in Class 4 modelled sea creatures from clay, one pupil designed a 'brittle starfish' and realised when the tentacles broke off that this design did not work well with this medium. Re-thinking the design and identifying the limitations of clay provided the pupils with very good learning. Where time is given to reflect and evaluate their own and other people's work, learning is good. Three-dimensional work, which was noted as an area for development in the last inspection, has improved but more work needs to be done to explore techniques and apply these to create original designs. The majority of pupils are confident and articulate their ideas well. Opportunities to select materials and evaluate their work are limited.
91. The curriculum offers a satisfactory range of experiences to develop learning in art and effective use is made of contributions from visiting artists. There is a good emphasis on providing a broad and balanced experience from which all pupils learn satisfactorily, and the subject effectively supports pupils' cultural development. For example, pupils have looked at the bold colours and designs used in African art, and the subtle hues used by Turner in his seascapes. ICT is being used to support design work to a limited extent, as seen for example in pictures produced by children in the infants. The co-ordinator acknowledges assessment to evaluate pupils' progress, as they move through the school, is largely informal at present. Because teachers know their pupils well, they

offer support and guidance as required, but a view on overall standards achieved is missing. Portfolios of the work pupils produce are being retained, but at present these are not annotated sufficiently well to evaluate standards and progress of individual pupils from year to year. Similarly, the subject has not been fully developed to consider ways of extending knowledge and skills of any higher attaining pupils. The co-ordinator's role is not fully extended yet to monitor teaching, learning and standards effectively, but this is identified as an area for development.

DESIGN AND TECHNOLOGY

92. Standards are in line with those expected for pupils aged seven and eleven at the end of Years 2 and 6 and pupils of all abilities make satisfactory progress. This represents maintenance of standards in the infant classes since the previous inspection, and a significant improvement in the junior classes, where standards were below national expectations.
93. At the time of the previous inspection, it was judged that the full requirements of the national curriculum programmes of study were not met. Planning of the subject across the whole school has led to suitable improvement in the curriculum. Currently, pupils in the infant classes are given appropriate opportunities to design and make artefacts using a good range of materials. The quality of teaching is sound. Teachers plan regular opportunities for pupils to improve their skills and knowledge. Good use is made of learning support staff and specialised resources to teach groups of pupils the full range of aspects of the subject, including food technology. As a result pupils of all levels of prior attainment and from different groups make steady progress in their learning. They have good attitudes to their work and learn to draw their designs carefully before trying to make them. For example, pupils drew careful detailed pictures of desert islands before making them with salt dough.
94. Teaching is sound overall for the junior classes and a suitably wide range of design opportunities are given to all pupils. Pupils of all levels of prior attainment and from all groups make satisfactory progress in their learning overall, and on occasion it is good, as in a good lesson when pupils in Year 3 made nets for boxes of different shapes. They apply numeracy skills appropriately to check sizes and measurements. Pupils make a good range of artefacts including pop up books and puppets to amuse children in the younger classes and also work well collaboratively on constructing a waterproof shelter in Years 5 and 6. Artefacts are attractive and finished to a good standard. However, on occasion, the tasks set do not allow higher attaining pupils to develop their own design skills further, as all pupils are set the same task, to be completed in the same way, as when pupils used the same methods to make helmets, using a template for the visor. Pupils enjoy the opportunities they are given and talk readily about what they have learnt about design and manipulating different materials. Effective links are made with work in other subjects. For example, in work linked to mathematics, pupils make nets of cuboids and design their own cereal packets. Pupils in Year 6 have designed simple merry-go-rounds in their science work, which they plan to be powered by batteries and electric motors.
95. Good opportunities are given for pupils to design for a real purpose, and the school regularly takes part in local design competitions, for example to design a logo for recycling, with pleasing success. However, while suitable opportunities are given to pupils to reflect on the success of their designs, too few planned opportunities are given to them to re-evaluate their designs formally and to have a go at improving them. All pupils have suitable opportunities to work in groups and on their own and this has a positive impact on their personal development and relationships.
96. The co-ordinator is conscientious and supportive of her colleagues and has had suitable training. She monitors standards through informal regular discussions with staff, but she has not yet had any formal opportunities to monitor teaching and learning. There is currently no whole school system of assessment in the subject and, as yet no portfolio of pupils' work to assist teachers in making judgements on pupils' levels of attainment. Although pupils in Year 3 use computers to print labels for their boxes, as yet information communication technology is not often used to support learning in the subject.

GEOGRAPHY

97. Standards at the end of Year 2 and Year 6 are in line with those expected nationally. This maintains the standards found at the time of the last inspection. Pupils, including those with special educational needs, make steady progress throughout the school.

98. Pupils in Year 1 and 2 focus on the travels of ‘Barnaby Bear’ and this helps them to understand the wider world, and gain a satisfactory knowledge of places both in the United Kingdom and around the world. They accurately locate England on the map, and compare distances between places ‘Barnaby’ travels. Good teaching in a lesson in Year 2 encouraged pupils to explore their understanding of maps well. In this lesson, pupils made their own ‘Pirate Treasure Map’ and learned appropriate new vocabulary associated with mapping skills in a fun way. Pupils in the junior classes learn about the local area and a contrasting locality using the town of Hornsea, which they have visited. Activities conducted at the location are followed up with further study at school, and pupils appreciate that physical features have an impact, for example on town planning and tourist attractions. Pupils have enquiring minds and ask pertinent questions, for example in a lesson in Class 4, they are keen to consider the long-term damage of sea erosion, and how planning control can sometimes prevent problems becoming serious. They show a mature and healthy interest in the environment they will inherit, and the subject makes a valuable contribution to pupils' social and cultural development. Displays, such as that of Hornsea in Class 4, are helpful in extending pupils’ geographical understanding.
99. Teaching is satisfactory overall, with good features. Teachers plan conscientiously and use resources effectively. They keep lessons moving at a smart pace so pupils remain interested and motivated to learn. In the lessons observed, teachers introduced technical vocabulary well and ensured pupils knew the correct terminology for various features. Literacy skills are extended well in geography, such as in Class 4, where pupils used the topic of Hornsea for a debate in their English lesson. Where teaching is good, clear objectives are shared with the class and at the end of the lesson these are reviewed to check pupils’ learning. Planning does not always include effective challenges for higher attaining pupils, although a few pupils sometimes choose to work independently on topics that interest them. Whilst informal assessment is satisfactory, marking to guide pupils on how to improve is inconsistent. No formal assessment is in place to monitor the standards pupils achieve or their progress from year to year. Teachers ensure pupils with special educational needs are supported effectively, often encouraging them to work in mixed ability groups, alongside their friends.
100. The subject is managed well, although opportunities to monitor teaching, learning and standards attained are limited. Following criticism in the last inspection, a two-year cycle of topics has been implemented, which helps to ensure better progression for pupils in mixed-age classes. The co-ordinator has a good knowledge of the subject. Effective work has been put into updating the policy and scheme of work to cover the mixed-age classes. Opportunities for the use of ICT to support teaching are currently not planned for rigorously enough.

HISTORY

101. Pupils achieve standards that are in line with those expected nationally at the end of Years 2 and 6. This maintains the standards found in the last inspection.
102. Pupils of all abilities, including those with special educational needs, make satisfactory progress throughout the school. They build on their prior knowledge in well planned topics in Years 1 and 2, extending, for example, their understanding of time, over hundreds of years, by comparing toys and artefacts from Victorian times with those they are familiar with now. In the junior classes, pupils learn about local history and study the Howard family, using original sources and information gathered from reference materials and museum archives. They know people have lived in the village over a long time, and understand well the changes in the lifestyles of different generations. From their study of invaders and settlers, pupils know people from various parts of the world have settled in this country and this knowledge and understanding contributes well to their cultural development. For example, pupils in Year 3 were particularly attentive in an excellent lesson, learning about Sutton Hoo. Older pupils look at the Victorians and Britain since the 1930’s. ‘Letters’ written home after being evacuated in the blitz, show that pupils have gained a good understanding of the effect of war on everyday lives. Lessons are planned effectively to help pupils develop their skills of historical enquiry. They have a good understanding of how to

infer information using a range of relevant evidence, applying their literacy skills well for locating the best information to support their ideas and views. The use of ICT remains limited for such research activities, and this is an area for development.

103. Teaching is satisfactory overall, with some excellent features, particularly the exciting lesson observed in Class 3. In this lesson, the teacher helped pupils become ‘young archaeologists’, providing them with interesting and challenging clues, that they were required to puzzle out in order to draw the right conclusions about the artefacts they were researching. The teacher’s own interest and enthusiasm for the subject clearly influenced the way the pupils responded, and learning was very good. Whilst overall, teachers plan conscientiously to sustain pupils’ interest, and enable them to learn well, they do not always plan challenging work for the very higher attaining pupils. Analysis of pupils’ work reveals that these more able pupils often complete the same work as the rest of the class, although it is often more neatly presented. Visits and visitors are used effectively to engage pupils’ interest in history.
104. Classrooms are welcoming, with good quality displays, including in one classroom a time line starting at 300 AD, identifying a good selection of relevant dates, such as when the school was opened and when England won the World Cup. Such displays help fix information and ideas into pupils learning well, and they enjoy seeing their work presented for others to learn from. Marking is not always used effectively to help pupils understand how to improve their work. Assessment is informal and relies heavily on each teacher’s personal records, mainly identifying work covered, rather than how well pupils achieve. This means that there is a lack of continuity and progression as pupils’ achievements are not systematically and effectively recorded throughout the school. The deployment of the co-ordinator to teach the top two classes is a good feature. It allows for a better overview of how well pupils are progressing in developing their skills and knowledge in Years 5 and 6.
105. The co-ordinator is knowledgeable and effective in providing support and ensuring staff are aware of developments and training. The curriculum is planned on a two-year cycle to accommodate the mixed-age classes and this is an improvement, following criticism at the last inspection. Resources are good and very good use is made of visitors to the school, museums and places of historic interest, to enhance teaching effectively. Systems to monitor pupils’ achievements are informal, and because teachers know their pupils well, they make useful observations regarding progress, but have no clear views on the overall attainment of each pupil. Similarly, insufficient time is given to monitor teaching and learning. This means the co-ordinator cannot always take effective action to improve the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. Pupils’ attainment in ICT is in line with that expected nationally at the end of both Year 2 and Year 6. Since the last inspection, when there was a similar judgement of standards, the school has managed to keep up with the rapid pace of national development in the subject. The school identified ICT as a priority area and has made significant investment in developing and improving resources and in training all staff, on how to use these resources effectively. The main development has been the conversion of two small rooms in the old school house into a computer suite. The co-ordinator and staff are increasing in confidence and enthusiasm, as they see the improvements take shape. They recognise the benefits pupils have gained from these improvements, in developing satisfactory ICT skills. The regular use of ICT in lessons remains an improvement area. The school has made satisfactory progress since the last inspection and has a good capacity for further improvement, as a sound base has been laid for development of ICT.
107. By the end of Year 2, all pupils, regardless of ability, are able to word process, writing sentences about themselves and their families, and producing pictures on the computer to show their activities in, for example, football and skateboarding. They control the mouse and use the keyboard well, and have created recipes (Eccles cakes) and wedding invitations. They apply font sizes appropriately, making text bigger and smaller, as required, and locate their names in folders

independently. Most still rely on support, from their teacher or other adults, to help them to save or print work. They describe accurately how to programme a 'roamer' to move in different directions, and understand simple programming skills. Pupils in Year 1, use tape recorders proficiently, when recording information about themselves, to send to their link school in South Africa. This facility gives them good opportunity to practise their speaking and listening skills, and to modify and improve their work.

108. By the time pupils reach Year 6, most successfully enhance text by scanning in digitally generated photographs. They are very familiar with the use of different fonts and text styles in word processing, retrieve previously saved work; and add to, edit, and amend a range of information and present it in an informative style. They are familiar with exchanging information with others, for example, local schools and a school in South Africa and most of them know how to send e-mails. Pupils have much less experience in using ICT for control, prediction, exploring patterns, simulations and modelling. The use of ICT for example, to gather and interpret information and data in science, remains limited to producing graphs occasionally. Because a number of pupils have opportunities to use computers and develop ICT skills outside school, their overall progress is good.
109. Teaching during the inspection was broadly satisfactory. Teachers generally have good ICT skills following their recent training, and use their classroom assistants well. Their planning is generally satisfactory, although the majority of pupils in classes are usually given the same tasks. Teachers have yet to come to terms with how best to use the new suite, which although well resourced, gives logistical problems when teaching more than ten or so pupils that have to be accommodated in the two rooms. The school is aware that there is inconsistency in the use of ICT in classrooms, limited sometimes by lack of appropriate software. The introduction of assessment procedures, developed through national guidelines, has yet to benefit standards in ICT.
110. Pupils' attitudes to ICT are nearly always very good. They enjoy their practical learning and are particularly good at helping each other in the absence of immediate adult assistance. Some pupils, especially older ones, work at a relaxed and leisurely pace when insufficiently challenged by the work set.

MUSIC

111. By the time pupils leave the school at the age of eleven, standards in music are above those found nationally and this is much the same picture as found at the time of the last inspection. Pupils of all abilities are given a range of good opportunities to develop an interest in and enjoyment of the subject.
112. Pupils are generally highly motivated, especially in developing their performance and instrumental skills, and although few lessons were observed during this inspection, overall progress is good. For a significantly high number of pupils, additional learning through peripatetic music tuition and from lessons outside school greatly enhances the achievements they make. Teaching is good overall. The subject co-ordinator is a music specialist. Her expertise is fully utilised in teaching the subject throughout the juniors and she supports teaching effectively in the infant classes, where she is ably supported by other staff. Her skill and enthusiasm was demonstrated well in a very good lesson in Class 4, where the pupils play complex rounds and rhythms and move on to simple compositions applying a range of musical techniques they had learnt previously. The lesson was fun and extremely well managed. Every pupil contributed to the overall effect they created and the teacher's skilful questioning and prompting helped pupils evaluate their ideas, and explore these through practical performance using a good range of untuned percussion instruments. Progress in this lesson for every pupil was very good and the lesson was a valuable experience of good teamwork.
113. Assemblies provide pupils with appropriate opportunities to listen to a range of music from different traditions and cultures. Opportunities, however, are missed, sometimes, to give pupils

time to reflect on what they are listening to and express their ideas and feelings. Assemblies offer time for pupils to perform to their peers, and have their achievements acknowledged in front of pupils and parents. Small ensembles and little singing groups held the audience's interest in the celebration assembly during the inspection. Children in the Foundation Stage thoroughly enjoyed the experience, gaining in confidence and self-esteem. The school has successful choir and recorder groups at both the infant and junior phases, and plans are in hand to set up various groups including orchestra and wind band. Throughout the year, the school promotes participation in music festivals, community events, and school performances. Through these regular calendar events, pupils develop their awareness of music in a range of contexts effectively. A recent African visitor to the school entranced pupils and adults alike through his own lively interactive performance - a number of pupils talked of this event quite animatedly. One pupil with special educational needs specifically benefited from the experience in terms of personal achievement, and this contributed very effectively to his development targets. In lessons from the Foundation Stage onwards, pupils learn a good range of songs, and singing is tuneful and of a good standard by the age of eleven.

114. The scheme of work is being reviewed currently, and the co-ordinator is incorporating assessment opportunities to evaluate progress. Currently, teachers have no recording system whereby they can assess how well children achieve the skills they are learning. The school has a very good range of resources and support from the music tuition service is maximised to good effect. The subject makes a valuable contribution to pupils' social and cultural development.

PHYSICAL EDUCATION

115. Standards of physical education at both the end of Year 2, and Year 6, are above those expected nationally. This is an improvement on the findings of the previous inspection. Pupils of all ability, and including those with special educational needs, are encouraged to participate in all aspects of PE and make good progress. Pupils follow a broad curriculum in games, dance and gymnastics and have regular swimming lessons in the junior classes. Almost all are able to swim 25 metres by the time they leave the school at the age of 11.
116. In a mixed age class of Year 1 and mainly Year 2 pupils, they have considerable experience in erecting large apparatus safely, quickly and with the minimum of fuss. They devise good quality stretching, sliding and balancing movements on ropes, benches and wall bars, showing considerable confidence and willingness to demonstrate and verbally evaluate their movements, for example, 'You must not slide down the rope too quickly as it will burn your hands.' Pupils show good co-ordination and control of their movements. In an excellent lesson under the guidance of a visiting specialist games teacher, pupils in Year 3 and Year 4 made good and sometimes very good progress in learning ball skills.
117. Pupils in Year 5, although not using space particularly well in their warm up, devised complex team dance sequences of high quality, based around their recent experiences of African music. Appropriate and emotive music was complemented by groups of pupils producing performances including dance steps, body interpretations, and gymnastic movements. Positive and constructive evaluations by many of these pupils are an integral part of their lessons.
118. In another very good lesson, pupils in Year 6 showed that they could warm up independently, and three quarters of them were successful in taking up 3 point balance positions, including one boy who balanced perfectly on his knees with his legs crossed. Pupils progressed from floor work to similar creations on large apparatus, applying their skills to balance on ropes, bars and balance beams. A small number copied others' movements or repeated floor movements, but the great majority were creative and independent. Most pupils demonstrate and evaluate movements confidently, when given the opportunity.
119. Teaching is good. Teachers have confident control and subject knowledge and use the good school resources, both inside and outside, regularly and well. The pupils' enthusiasm, good listening

skills and very good behaviour to effective learning. Both lessons and extra curricular activities are enhanced by the excellent skills of a local sports coach

120. A good range of extra curricular activities, many involving voluntary helpers, is well attended. The co-ordinator has little opportunity to monitor teaching, and use of assessment is very limited.

RELIGIOUS EDUCATION

121. Standards are in line with the expectations of the Locally Agreed Syllabus at the end of Year 2 and Year 6. Pupils of all levels of prior attainment and from all groups make satisfactory progress in their learning due to the sound quality of the teaching they receive. The previous inspection made no judgement on the standards attained at that time, so it is not possible to evaluate what progress has been made in the subject.
122. In the infant classes, teachers provide pupils with suitable opportunities to learn about Jesus and his birth and life, using references from the New Testament. They not only learn about Christianity, but also Judaism and pupils talk confidently about Jesus' religious background. Pupils in Year 2 are effectively taught about the Jewish New Year. They make cards depicting good wishes for new year and make steady progress in their understanding of the role of religion as they think carefully about developing suitable rules for living. Teachers provide effective links to developing literacy skills, as pupils are given suitable opportunities to write their own resolutions for the forthcoming year. Pupils' attitudes to the subject are good and work is produced with great care and attention to finish.
123. In the junior classes, pupils continue to make appropriate gains in their knowledge of religion as a result of the sound teaching they receive. They reflect upon the good things in their lives and write their own prayers to say thank-you. However, information and communication technology is used too rarely to support this work. Older pupils make their own well-reasoned evaluations about such things as Jesus' decision to enter Jerusalem on a donkey. Junior pupils have good attitudes to their religious studies and talk confidently about the Old and New Testaments and some of the books they contain. They have developed appropriate knowledge of the major world religions of Judaism, Islam and Hinduism. They know about a number of festivals, celebrations and important books and places, although on occasion, in discussion, they confuse some aspects of the different religions. Pupils in Year 3 learn about religious symbols and what some of them represent. While teachers' planning indicates a range of suitable provision and challenge for pupils' different levels of attainment, work in books shows that pupils are frequently all given the same tasks to complete. This inhibits the progress potentially of higher attaining pupils can make in their learning.
124. The leadership and management of the subject are sound. There is an appropriate policy, and work covered follows the recommendations of the Agreed Syllabus. The co-ordinator has monitored teaching and learning in every class and has also given demonstration lessons. As yet, there is no whole school, formal assessment of pupils' knowledge and understanding to allow their progress to be tracked as they move through the school. There are good links with local churches and the rector is a regular visitor to the school. Pupils talk with enthusiasm of his visits. Good use is made of trips and visits to support pupils' learning and visitors, including the Bishop, make a positive impact on standards as well as pupils' personal and social development.