

INSPECTION REPORT

North Cave C. E. (VC) Primary School
Brough

LEA area : East Riding of Yorkshire

Unique Reference Number : 117984

Headteacher : Mr R. A. Long

Reporting inspector : Mr P. M. Allen
OIN 17531

Dates of inspection : 4th – 7th October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school : Junior and Infant

Type of control : Voluntary Controlled

Age range of pupils : 4 – 11

Gender of pupils : Mixed

School address : Station Road
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Appropriate authority : Governing Body

Name of chair of governors : Dr. W. A. Hart

Date of previous inspection : January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr P. M. Allen, Rgl	English	Attainment and progress
	Religious Education	Teaching
	Geography	The curriculum and assessment
	Music	Pupils' spiritual, moral, social and cultural development
	Physical education	
	Special educational needs	
	Equal opportunities	
	Under fives	
Mr P. Berry, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Mrs A. McAskie, TI	Mathematics	Leadership and management
	Science	The efficiency of the school
	Information technology	
	Art	
	Design and technology	
	History	

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The Registrar
 The Office for Standards in Education

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 – 4
Key indicators 5

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 6 – 16
Attitudes, behaviour and personal development 17 – 21
Attendance 22

Quality of education provided

Teaching 23 – 32
The curriculum and assessment 33 – 43
Pupils' spiritual, moral, social and cultural development 44 – 49
Support, guidance and pupils' welfare 50 – 54
Partnership with parents and the community 55 – 59

The management and efficiency of the school

Leadership and management 60 – 66
Staffing, accommodation and learning resources 67 – 72
The efficiency of the school 73 – 80

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 81 – 89

English, mathematics and science 90 – 116

Other subjects or courses 117 – 160

PART C: INSPECTION DATA

MAIN FINDINGS

What the school does well

- ◆. The staff work very hard with a strong commitment to the school and its children.
- ◆. The school has a caring, community ethos and very positive values.
- ◆. There is very good provision for pupils with special educational needs.
- ◆. There are very good relationships within the school and very good provision is made for the pupils' moral and social development.
- ◆. The school enjoys a very good partnership with parents, the governing body and the community.

Where the school has weaknesses

- I. There is a need to develop monitoring and evaluation of the teaching and learning which focuses on clearly defined targets for improvement.
- II. The curriculum for children under five is in need of development.
- III. The school has not sufficiently investigated the evidence of underachievement by boys in the Key Stage 1 tests in recent years.
- IV. Insufficient progress has been made in addressing the issue in the previous report to significantly develop the role of the curriculum co-ordinators.

The weaknesses are significantly outweighed by what the school does well but they will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

There has been a steady improvement since the last inspection with the school maintaining and building on its achievements. Plans have been developed and implemented to tackle most of the issues raised in the previous report. The school recognises that the role of the curriculum co-ordinators is still in need of development and that a portfolio of assessed, moderated work needs to be put into place. The further development of knowledge and understanding of religious traditions needs to be part of a strategy to develop multicultural education. The school development plan has appropriately been reviewed to take into account the points previously raised. There have been very significant developments in both the curriculum planning processes and the assessment of pupils' work. The reports to parents now give better information about standards and progress, but need to refer to each subject individually.

The school is well placed to make further improvements.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	C	D	<i>well above average</i>	A
Mathematics	C	D	<i>above average</i>	B
Science	C	D	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

Attainment in English, mathematics and science was judged by the inspection team to be good at the end of Key Stage 2 and broadly above what might be expected for a pupil aged 11. This is not reflected in the National Curriculum results for 1998, where standards were lower than those observed during the inspection. Levels of attainment of particular year groups can vary, and because of this, results can fluctuate from year to year. Standards in information technology are sound. Standards in religious education are sound across the school.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	good	good	good overall
Mathematics	good	good	good overall
Science	-	satisfactory	satisfactory
Information technology	-	satisfactory	satisfactory
Religious education	-	insufficient evidence	insufficient evidence
Other subjects	satisfactory	good	good overall

Teaching in Reception and at Key Stage 1 is good overall. It was good in just under 75 per cent of the lessons observed and satisfactory in all the remainder. The teaching at Key Stage 2 is generally at least satisfactory, often good and sometimes very good. It was very good in just over 20 per cent of the lessons observed, good in around 40 per cent and satisfactory in virtually all the remainder. Most of the very good teaching was observed in the oldest Key Stage 2 class.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour around the school and in the playground is generally good. Pupils respond positively to praise and encouragement and to the high expectations made of them.
Attendance	Most children arrive at school punctually and lessons start promptly. Levels of attendance in the school are above national averages.
Ethos*	The school has a caring, community ethos which is positive and purposeful. Children have positive attitudes to learning and relationships throughout the school are very good.
Leadership and management	The school benefits from the commitment and hard work of the headteacher who, together with the governing body, is providing positive leadership. The staff work hard with a sense of commitment. There is a need to significantly develop the co-ordinator role. The school has priorities for further development.
Curriculum	The curriculum is broad and balanced with all the appropriate subjects. Pupils can benefit from more time to practise information technology skills. Teaching time at Key Stage 2 is slightly below national recommendations.
Pupils with special educational needs	The provision is very good and pupils generally make good progress. The work benefits from the effective leadership of the co-ordinator and the hard work of the staff and the local education authority support workers.
Spiritual, moral, social and cultural development	There is very good provision for moral and social development and sound provision for spiritual and cultural development and the pupils respond well in each of these areas. The provision can benefit from the further development of multicultural education.
Staffing, resources and accommodation	There is an appropriate number of staff who are suitably deployed to meet the needs of the curriculum, except for occasions when full use is not made of the classroom assistants' time. The staff are enthusiastic and conscientious with a strong commitment to the school and its children. Overall, the school is well resourced. The accommodation is good overall, with well developed and useful play areas including a spacious playground and grassed area. The building is well maintained and in good condition.
Value for money	Expenditure is high compared with most schools. In light of the costs involved, the quality of education provided, its context and income, the school gives good value for money.

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

standards.

The parents' views of the school

What most parents like about the school	What some parents are not happy about
V. The school encourages parents to play an active part in its life. VI. The school is approachable and keeps parents well informed about pupils' progress. VII. It encourages them to become involved in more than just their daily lessons. VIII. The school achieves high standards of behaviour and its values and attitudes have a positive effect on the pupils, who enjoy coming to school.	IX. Some parents expressed a wish for more information on the curriculum covered. Some thought that homework arrangements were not ideal for children who are moving on to secondary school. X. Some expressed a wish to be given more information on the curriculum covered.

Virtually all the views expressed were supportive of the school. Most parents are happy with the homework arrangements. The school already has firm plans to provide parents with more information on the curriculum covered. Inspectors' judgements generally support parents' positive views. Parents value, and are valued by, the school and they make a very positive contribution to the quality of education provided.

.. **KEY ISSUES FOR ACTION**

In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

XI. develop focused monitoring and evaluation of classroom teaching and learning with the aim of making the quality of teaching more consistently high;

(paragraphs 32 and 100)

XII. extend the provision for the under-fives by offering a broader range of practical and creative activities;

(paragraphs 25, 34, 82, 83, 85, 87 and 88)

XIII. investigate further the evidence of the underachievement of boys in the Key Stage 1 tests;

(paragraphs 8, 91 and 103)

XIV. significantly develop the role of the curriculum co-ordinators to enable them to monitor

and influence the quality and standards of work.
(paragraph 64)

In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan. These are indicated in paragraphs 15, 29, 33, 48, 60, 77, 80, 100, 101, 108, 115, 117, 121 and 127:

- XV. increase the time given for pupils to practise information technology skills;
- XVI. review the role of the classroom support workers in order to maximise the efficient use of their time;
- XVII. further develop multicultural education;
- XVIII. review teaching time at Key Stage 2.

INTRODUCTION

Characteristics of the school

1. North Cave C. E. (VC) School is a small village primary school situated 12 miles west of the port of Hull in the East Riding of Yorkshire. It enjoys an attractive rural setting. The school serves North Cave and the surrounding communities in an area of mainly privately owned property. It is housed in a mid 1970s brick building which has been adapted and extended in recent years. There are five classroom areas, shared spaces, a hall and office accommodation.
2. There are 139 pupils on roll, taught in five classes, two for Key Stage 1 and three for Key Stage 2, with a similar number of boys and girls. Twenty-two pupils are on the special educational needs register, of whom six have a Statement of Special Educational Need.
3. Most children receive pre-school education through the local playgroup. Children start school on a full time basis at the start of the year in which they become five years of age. At the time of the inspection there were 16 Reception pupils all of whom were under five.
4. The school aims to be a place where children enjoy schooling, where they are educated to develop their physical and intellectual potential, with confidence in their relationships with materials, ideas and people. The school has set targets for future developments, including the structured monitoring of teaching and learning in order to further raise the quality of teaching and learning in all areas of the curriculum.

5. Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	19	9	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	12	13	16
	Girls	6	7	7
	Total	18	20	23
Percentage at NC Level 2 or above	School	65 (53)	71 (41)	82 (65)
	National	n/a (80)	n/a (81)	n/a (84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	15	16	15
	Girls	7	7	7
	Total	21	23	22
Percentage at NC Level 2 or above	School	75 (65)	82 (76)	78 (76)
	National	n/a (81)	n/a (85)	n/a (86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	15	6	21

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	12	14	14
	Girls	4	6	4
	Total	16	20	18
Percentage at NC Level 4 or above	School	76 (71)	95 (68)	86 (86)
	National	n/a (65)	n/a (59)	n/a (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	14	14	14
	Girls	3	3	3
	Total	17	17	17
Percentage at NC Level 4 or above	School	81 (71)	81 (64)	81 (75)
	National	n/a (65)	n/a (65)	n/a (72)

The 1999 national comparative data at the time of publication was unavailable.

Attendance

			%
Percentage of half days (sessions)	Authorised	School	4.0

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

² Percentages in parentheses refer to the year before the latest reporting year

missed through absence for the latest complete reporting year

Absence	National comparative data	5.7
Unauthorised	School	0.0
Absence	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	16
Satisfactory or better	96
Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

6. Whilst across the school most pupils attain well, there is a significant minority of the relatively small number of pupils on roll who have special educational needs, and this can affect the overall evaluations. Levels of attainment of particular year groups can vary, and because of this, results can fluctuate from year to year. Nevertheless, the attainment levels of pupils involved were judged by the inspection team to be good overall at the end of both key stages.

7. Standards of attainment at the end of Key Stage 1 in English, mathematics and science are good and broadly above what might be expected of a child aged 7. These judgements are not reflected in the results for 1998 which were below national averages in each of the subjects; the year group which was tested contained a significant number of children with special educational needs. The school's 1999 results showed an improvement on the 1998 results in the number of pupils achieving level 2, and also an improvement in the number achieving the higher, level 3.

8. National performance data indicates that, taking the three years from 1996 to 1998 together, the performance of boys in reading, writing and mathematics tests was very low in comparison with national averages for boys. During the same period the performance of girls in the same tests was well above the national average for girls. The school has not sufficiently considered this evidence of underachievement by boys and there is an important need for the staff to investigate this area further.

9. Attainment in English, mathematics and science was judged by the inspection team to be good, at the end of Key Stage 2 and broadly above what might be expected for a child aged 11. This is not reflected in the National Curriculum results for 1998 where standards were lower than those observed during the inspection. Results for 1999 showed some improvement, especially in mathematics and science.

10. Some pupils come to school with some information technology knowledge and capability and overall, attainment is sound at the end of both key stages. Pupils are receiving their National Curriculum entitlement. Standards in religious education are sound across the school and meet the expectations of the locally agreed syllabus. Pupils make sound progress in their understanding of religious faiths and concepts.

11. Evidence for judgements on levels of attainment is based on observations of pupils at work, on a close analysis of their current and previous work, on work on display, on photographic and other evidence, on discussions with the pupils and on a scrutiny of teachers' records and assessments. The school is beginning to make good use of its performance data to set targets for each pupil in the core subjects.

12. The 16 children who are under five started school at the beginning of the current term on a full time basis. They are becoming established and are making a positive start to their school life. Assessments made on entry into the Reception year indicate a wide range in ability, where the overall attainment and skills of children are broadly in line with what could be expected. Observations of young pupils, including those who are under five, together with a review of previous work, suggest that children will reach the Desirable Outcomes of Learning

and that some will exceed expectations for children of this age. Although children make sound progress across all the areas of learning, progress is more significant in language and literacy, mathematics and personal and social development.

13. Most pupils at both key stages achieve good standards in the basic skills of reading. Lower attaining pupils reach creditable standards, relative to their prior attainment. Pupils generally read fluently and accurately and use a range of strategies to understand the meanings of the texts. Most read with enthusiasm and show a good knowledge of the contents of their books. Across the range of ability pupils, including those who have special educational needs, make good progress. Although overall standards in writing are sound across the school, and pupils give due consideration to punctuation, grammar and spelling, there is a recognised need to increase opportunities for extended writing, including the development of detail. The school recognises the need to target improving performance in writing at both key stages. Standards of presentation and handwriting are generally good across the school. There are a number of pupils at both key stages who are very articulate. Most pupils listen confidently across a range of contexts and can adapt their talk to the needs of the listener. Overall, standards in speaking and listening are good and pupils make good progress.

14. Standards in number are generally good and most pupils make good progress. By the end of Key Stage 1, pupils work competently with numbers to 20, sometimes performing addition and subtraction as mental calculations. Some pupils are able to work with larger numbers. By the end of Key Stage 2, pupils have a good understanding of arithmetic using large numbers and are developing ways of solving problems and applying them in practical tasks. They become adept at problem solving and in applying their mathematical skills in other areas of the curriculum; for example, data collection and producing graphs and using maps in geographical work on co-ordinates.

15. Standards in science are generally good at both key stages. Pupils develop sound investigative and enquiry skills and make sound and sometimes good progress. By the end of Key Stage 2, most pupils can conduct quite complex tasks, including measurement, observation and recording. Although at both key stages, pupils generally show sound scientific understanding, they could benefit from more involvement in practical investigative work. Standards in information technology are sound across the school. Although pupils have adequate access to the programmes of study of the National Curriculum, they could gain from more opportunities to practise the skills they have learnt. The school has moved forward in this subject in recent times and improvements have been made. Overall, pupils become confident in using information technology across the curriculum.

16. Across the school, as a whole, pupils are generally making good progress, effectively gaining and consolidating appropriate knowledge, skills and understanding. Progress is marked at the end of both key stages due to high teacher expectations and an insistence on high standards. The school effectively promotes pupils' achievement and progress, particularly where the quality of teaching is high and focuses on targeting progress. Overall, across the school, progress is marked in reading, speaking and listening and numeracy. Pupils with special educational needs generally make good progress in relation to their individual learning targets, particularly in the acquisition of basic literacy skills.

Attitudes, behaviour and personal development

17. Throughout the school the pupils' attitudes towards learning are good. However, there are a small number of Key Stage 2 boys whose response is less positive, and who have a

tendency to be easily distracted. Most pupils maintain a high level of interest and participate enthusiastically in their lessons and in the many extra-curricular activities. They respond well to teachers' questions, sustaining good levels of concentration and show pride when discussing their work.

18. Behaviour of pupils in and around the school is generally good. The pupils know what is expected of them and they respond accordingly. The behaviour of the youngest children in the Reception year is good. The provision of equipment in the playground is of great benefit, most pupils being involved in purposeful activities. Good orderly movement helps the school function efficiently. There has been no exclusion of pupils, though procedures are in place, should the need arise.

19. The school is a welcoming establishment where pupils, staff and parents all relate very well to each other. The teachers are held in high regard by the community. Pupils of all ages and both sexes integrate harmoniously, the Year 6 pupils taking a significant role in supporting their young friends in Key Stage 1. The pupils are courteous and show respect for others and for property.

20. The provision for pupils' personal development is very good and the pupils respond well. They take responsibility for various tasks, such as helping to tidy the hall after lunch. All pupils in the school benefit from well organised residential visits; these visits are highly praised by the parents. The extra-curricular activities, community links and charity work all add significantly to the pupils' personal development.

21. The school has a very good, caring, family ethos. The pupils are happy, confident and self-disciplined. Overall, their attitudes, behaviour and personal development make a positive contribution to the quality of education.

Attendance

22. The level of attendance is good, being above the national average for primary schools. There has been no reported unauthorised absence, although a few pupils have been allowed to take excessive holiday leave. The school monitors attendance regularly and the registers are fully completed. Pupils arrive on time and registration is carried out efficiently, enabling lessons to start punctually.

QUALITY OF EDUCATION PROVIDED

Teaching

23. The quality of teaching at both key stages observed during the inspection, was higher than that described in the previous report. Important features such as pace and rigour, appropriate challenge and match of task to ability levels, together with high expectations, were apparent in the vast majority of lessons observed

24. Teaching in Reception and at Key Stage 1 is good overall. It was good in just under 75 per cent of the lessons observed and satisfactory in all the remainder. The teaching at Key Stage 2 is generally at least satisfactory, often good and sometimes very good. It was very good in just over 20 per cent of the lessons observed, good in around 40 per cent and

satisfactory in virtually all the remainder. Most of the very good teaching was observed in the oldest Key Stage 2 class. The teaching of pupils with special educational needs is generally good and helps to promote good progress. Some very good teaching was observed in the 'Reading Round' sessions when extra adult help contributed to the quality of both the teaching and the learning.

25. The youngest children receive good support. The teaching for Reception children, including the under-fives, is good overall, providing a sound foundation for Key Stage 1. The teaching benefits from the partnership of the teacher and the nursery nurse. Personal and social learning is appropriately emphasised. Children are encouraged to think about their learning and to develop self-control and independence, coupled with learning to work co-operatively. The teaching can become more effective with the increased promotion of work which supports children being actively involved in a wider range of practical and creative activities, with less formal work and a reduction in the amount of direct teaching in which children take a passive role.

26. In most of the teaching observed there was good discipline, effective classroom management, a calm and quiet atmosphere and work which was appropriate for all pupils, including those with special educational needs. There were high expectations of the pupils' capacity to produce their best work and an active promotion of good, quality work. There was skilful questioning to take learning forward. Work was generally well planned with an appropriate balance between instruction and pupil activity and progress is carefully targeted. The main emphasis was on pupils effectively gaining and consolidating knowledge, skills and understanding, by building on prior attainment.

27. During the inspection, the vast majority of lessons observed involved effective teaching. However, in lessons where teaching was less effective, there are sometimes insufficiently high expectations of pupils who are not prompted to give of their best. In these lessons there is sometimes insufficient challenge to meet the needs of the differing abilities in the class, including the higher attainers. Sometimes there is a lack of pace and appropriate timing with a consequent deterioration in concentration and behaviour. There are a small number of boys who need firm discipline.

28. Teachers effectively communicate to pupils their own enthusiasm for the imaginative use of language in oral and written work. There is an appropriate emphasis on the quality of presentation and handwriting. The interests of the teachers in the expressive and creative arts is reflected in much of the teaching. Teachers generally have good subject knowledge, especially in literacy and numeracy, although confidence is less secure in information technology. They work with commitment giving clear explanations. In much of the teaching seen, teachers plan activities that consolidate and extend prior teaching and learning. Direct teaching is used that enthuses and engages the pupils and teachers provide tasks which have clear purpose and support the lesson's learning objectives. Teachers work hard to make the lessons interesting, often involving good opportunities to develop speaking and listening skills. Much of the teaching towards the end of Key Stage 2 is, appropriately, geared towards preparing pupils for the next phase of education.

29. The teachers have implemented the National Literacy Strategy in each class, adapting it carefully to the needs of the school. This has had a positive impact on the English curriculum. The teaching is usually well planned and generally well organised, and there is evidence to suggest that teachers are gaining in confidence in the prescribed ways of organising the

teaching. The school has reviewed the effectiveness of its arrangements in order to ensure that the strategy is building on the successful work established in literacy. Although the school is beginning to make effective use of the literacy support workers, consideration needs to be given to maximising the use of the time and skills of these and other support workers. For too much of the time, classroom assistants are observers with no involvement in the teaching. The school is just beginning to carefully introduce the elements of the numeracy hour.

30. Teachers work very hard with a strong commitment to the school and its pupils. They plan in some detail and build numeracy and literacy into many lessons. Learning objectives are clearly identified and well used. In some lessons, these learning objectives are shared with pupils and displayed in the classroom.

31. Teachers listen and respond well to pupils and use consistent praise and encouragement, with appropriate attention being generally given to marking. Increasingly they share aspirations with the pupils. Homework is used to extend learning in all classes. Parents are supportive of the arrangements. Teachers show a good knowledge of individual pupils and generally make good provision for lower attaining pupils. Management of pupils is generally good with high expectations of good behaviour, making for a calm, ordered working environment where misbehaviour, appropriately, is not tolerated.

32. There is generally good support for pupils with special educational needs, including the promotion of confidence and self-esteem. Relationships between the pupils and all the adults who work in school are very good, as are relationships between the pupils themselves. Although there has been some informal monitoring and evaluation of teaching and learning, there is recognition of the need for more focused monitoring of classroom teaching and learning. This can help to ensure that the quality of teaching is more consistently high across the school as a whole.

The curriculum and assessment

33. All pupils have equal access to the school's curriculum which reflects the aims of the school and prepares pupils for the next stage of education. It is broad so that it provides a wide range of knowledge, skills and experiences, and balanced so that each element is given an appropriate time to contribute to learning. Whilst strong emphasis is given to the acquisition of the basic skills of literacy and numeracy, a significant emphasis is also given to the creative and expressive arts. All the appropriate subjects and religious education are included. Pupils have the use of information technology as a tool to help them to learn throughout the curriculum and have the opportunity to develop capability in every strand of the subject. However, there is recognition in the school of the need to increase the opportunities available to routinely practise the skills which are effectively introduced in information technology lessons.

34. The curriculum for the under-fives needs to be more focused on the learning outcomes and goals prescribed for these children. There is no written planning that covers the areas of learning for the under-fives. Although the curriculum for Reception children provides a solid foundation for Key Stage 1, the work for these children can benefit from broadening the scope of the practical and first hand experiences offered, making more use of the available resources.

35. The school gives clearly focused time to literacy and numeracy. The teaching of reading is viewed as a priority in the school and this is reflected in the good standards achieved by most pupils. The school has developed a clear strategy for promoting literacy in each of the

classes and across the curriculum. The National Literacy Strategy is successfully implemented at both key stages and is central to the school's planning for English teaching. The school has appropriately adapted the initiative to cater for the needs of the pupils, given the split-age classes and the wide range of abilities. Whilst the school uses most of its discretionary time to help it meet the increasing demands on the planned curriculum, time is valuably given to personal and social education, with activities such as 'circle time'. Older Key Stage 2 pupils have short weekly French lessons.

36. Since the last inspection, important developments have taken place in subject guidance and in planning and assessing the curriculum. Policies are in place for each subject, although some are overdue for review. The school has developed schemes for most subjects and is beginning to make use of nationally prescribed schemes of work, adapting them to the circumstances of the school. Good use is made of commercial schemes to support the work in mathematics and science. There is a whole school curriculum plan and formats are in place to guide the teaching and learning with a strong emphasis on clearly prescribed learning objectives.

37. Much of the work is taught through whole school and class topics which make use of interesting cross curricular elements. The topics are taught within a two year cycle at both key stages and in each class. Alongside the topic activities, the work in English, mathematics and in some of the foundation subjects is taught discretely.

38. Teachers work hard and generally plan the work to take into account the wide range of need and ability in each of the classes. There are clear termly plans for the literacy hour and the recently introduced numeracy hour. The planning formats have been agreed and are linked to intended learning outcomes. Teachers plan the work to be interesting and relevant and pupils are given opportunities to take their learning beyond the classroom. For example, good use is made of the school's own well developed grounds and the local area including the village, together with visits to places further afield, including museums and art galleries. The curriculum is significantly enriched by the valuable opportunities given to every pupil of every age to enjoy residential education on an annual basis. These outings, understandably, are highlights of the school year.

39. As part of science and health education, older pupils are taught about sex education and, throughout the school, questions and issues are dealt with sensitively as they arise. Good attention is given to the importance of a healthy lifestyle with appropriate provision for drugs awareness. Good support for education about personal safety is provided during regular visits from the community police officer. The school offers a very good range of extra-curricular activities in soccer, cricket, netball, information technology, craft, judo, recorders and orchestra. There are good opportunities to take part in teams and in inter-school tournaments. The success of the extra-curricular activities owes much to parental help and supervision. Religious education is taught in accordance with the local education authority's current agreed syllabus and meets statutory requirements.

40. Parents provide effective support to children as part of the reading programme. Pupils are encouraged to take books home, learn spellings and tables and sometimes undertake simple research tasks based on the topics being studied. Most parents are happy with the homework situation, although some feel that it is inconsistent across the classes and some would value it being given a higher profile in Year 6, in order to better prepare pupils for secondary education. The school consulted with parents on its homework policy, together with the system of home-school agreement which is in place.

41. There are clear and effective procedures for the early identification of those pupils with special educational needs which are described in the helpful policy. Termly, special educational needs staff meetings aid communication. The school gives good support to these pupils and they generally make good progress. Twenty-two pupils are on the special educational needs register, of whom six have a Statement of Special Educational Need. Pupils have appropriate targets, usually identified in clear and helpful individual education plans, mainly based on literacy and numeracy skills, which are regularly monitored and reviewed. The work benefits from the efficient work of the co-ordinator, the class teachers, assistants and the valuable contribution of the local education authority support staff. Some use is made of the local education authority's recording system and the school's well organised arrangements satisfy the requirements of the national Code of Practice.

42. The previous report identified the need to extend and formalise elements of pupil focused assessment to support teachers in identifying learning objectives in their planning. There have been very significant developments in both the curriculum planning processes and in the assessment of pupils' work. Baseline assessments are undertaken on entry and are providing useful information. Teachers have good knowledge of individual pupils' abilities and a great deal of informal assessment takes place, much of which informs curriculum planning. Some regular formal assessments, such as the use of standardised tests in reading and mathematics add to the information collected. The regular marking of work provides useful feedback to pupils.

43. The school is currently developing potentially very useful individual pupil assessment profiles, initially across the core subjects, with the intention to ultimately cover all subjects. Assessment is focused on clear learning objectives for each area which serve as targets for pupils. Older pupils have access to these targets which helps to promote 'ownership' by the pupils of their own learning. The school recognises the need, identified in the previous report, to develop a portfolio of moderated work in the core subjects to help judge levels of work. The current developments in the assessing and recording of pupils' attainment and progress can support the school in further raising levels of attainment.

Pupils' spiritual, moral, social and cultural development

44. The previous report identified that the school actively promoted the pupils' spiritual, moral, social and cultural development, and this is still the case. Very good provision is made for pupils' moral and social development and sound provision for their spiritual and cultural development. These are areas to which the school has a high commitment and where the pupils respond well. The school has a caring, community ethos which embodies clear values and enables pupils to develop positive relationships, and to learn something about other people's lives and beliefs and the world around them. It functions like a large family whose members look after one another. Although pupils are encouraged to be reflective through a range of activities including "circle time", personal writing, poetry, music and dance, more opportunities for reflection could be given during the acts of collective worship.

45. The school teaches the principles which distinguish right from wrong. The school's own song exemplifies this. The school encourages and expects good behaviour. Pupils show good understanding of the school's code of good behaviour, which provides a useful point of reference, and they generally show respect for each other and property. They are encouraged to value one another and celebrate each other's successes; for example, through assemblies, when individual achievement is frequently celebrated. Pupils of all ages play and work well together. Older pupils are protective towards younger ones. Annual residential visits

organised for all pupils are a feature of the school, giving them the opportunity to learn about living and co-operating together in community settings away from home.

46. Pupils happily learn about responsibility by helping and doing jobs; for example, at both key stages they take responsibility for specific tasks such as helping to prepare for assembly, passing on messages, ringing the bell and looking after the computer. Pupils are encouraged to participate fully in the school and local community and develop an understanding of citizenship; for example, through links with the local church and the horticultural nursery. At the time of the inspection pupils were closely involved in the planning of village millennium celebrations involving the planting of shrubs and a special walk. They contribute to a wide range of charities, such as the NSPCC and UNICEF. The quality of relationships throughout the school is very good and staff set good role models.

47. The pupils' cultural education is promoted through work in art, geography, history, music and religious education. The work of the school promotes the expressive and creative arts. Through purposeful use of the local environment, including study of the immediate and surrounding area, they gain close insights into their own local heritage. They gain good knowledge of other times and places through geography and history, sometimes supported by purposeful visits.

48. The previous report identified the need to develop pupils' knowledge and understanding of different religious traditions. Although pupils do have opportunities to learn of Judaism and Hinduism as part of the religious education syllabus, the school could consider developing this area in order to promote deeper insights into the customs and festivals of a variety of faiths and of the diversity and richness of other cultures. This could help to prepare pupils for the multicultural society in which they are growing up.

49. Overall, the moral and social education is a strength of the school and the quality of the provision has a positive impact on the quality of education provided.

Support, guidance and pupils' welfare

50. The school provides a welcoming environment for its pupils. Many parents praised the family atmosphere. There are many good features in the school's provision of support and guidance which underpin its philosophy of caring and sharing. The conscientious staff know their pupils well; they provide good supervision and pastoral matters are given prompt attention.

51. The school has good procedures for monitoring the academic progress and personal development of the pupils. However, a number of the written policies need to be reviewed or updated; for example, the child protection and health and safety policies. This does not detract from the good provision made in practice. Staff have generally received suitable training in these matters. The school has a code for good behaviour and sanctions are consistently applied. The school does not have a formal system for rewards or incentives, although praise and encouragement are well used.

52. Personal and social education is an integral part of the curriculum, and the use of circle time is being developed. There is good use of external agencies to supplement guidance and welfare; the community policeman and local doctor are amongst the regular visitors who give talks. First aid provision is good and the school maintains a suitable accident record book. A healthy lifestyle is promoted. Assemblies are well planned on weekly themes such as

"Remembering" and "Don't be greedy". Cycling proficiency courses are provided by a group of parents.

53. The school has an annual maintenance inspection, which includes health and safety issues. There are some housekeeping matters which the school are aware of, such as the need for risk assessments. The school and its grounds are maintained neatly and are very tidy.

54. The school gives good support and guidance to its pupils. The individual requirements of pupils, including those who are under five and those with special educational needs, are well met. The school is successful in meeting its aims of promoting the happiness and self-confidence of pupils. This is a strength of the school which contributes to the good standards that are achieved.

Partnership with parents and the community

55. The school has a very good partnership with its parents. Parents find the school welcoming and a large number of them help within the school and with the many extra-curricular activities. The very successful parents' association has raised very large sums through its fund-raising, which have financed two building projects.

56. In the inspection questionnaire, all parents agreed that the school encourages their participation. The school has a satisfactory home-school agreement and written guidelines for homework. Most parents are satisfied with the school's homework provision, although some would like more in Year 6 to prepare pupils for secondary education.

57. The information provided to parents is very good. There are regular workshops and curricular evenings for parents. The school is developing better provision of curricular information; the recent Year 6 work sheet was praised by parents. There are open days, formal parent evenings in the spring and summer terms and additional evenings arranged for the parents of new entrants. The school provides clear information in its prospectus folder and in its annual report of the governing body. The pupils' end of year reports are well detailed, but do not contain the required separate comments on each of the National Curriculum subjects. Some parents expressed a desire for more precise information on their children's attainment in relation to national expectations.

58. The school has good links with its community. Pupils visit the local horticultural nursery and undertake topic work related to the village; for example, the recent study of building materials. The school benefits from a very strong primary school cluster group and close links with secondary and further education establishments. Regular visitors from the community, such as a landscape architect, a retired missionary worker and the community policeman, give educational talks within the school.

59. The good links that the school has developed, together with the positive support of the parents, combine to increase the children's knowledge of the world. This enriches the quality of the pupils' learning and enhances the standards that they achieve.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

60. There has been a steady improvement since the last inspection with the school maintaining and building on its achievements. Plans have been developed and implemented to tackle most of the issues raised in the previous report. The school recognises that the role of the curriculum co-ordinators is still in need of development and that a portfolio of assessed, moderated work needs to be put into place. The further development of knowledge and understanding of religious traditions needs to be part of a strategy to develop multicultural education. The school development plan has appropriately been reviewed to take into account the points previously raised. There have been very significant developments in both the curriculum planning processes and the assessment of pupils' work. The reports to parents now give better information about standards and progress, but need to refer to each subject individually. The school is well placed to make further improvements.

61. The school benefits from the hard work of the headteacher, who, together with the governing body is providing positive leadership. His strong commitment to maintaining the aims and ethos of the school has had a significant effect on its development. He provides clear educational direction for the school and has gained the respect of the staff, parents and governing body. Together, they have built a corporate approach to the life, work and routines of the school.

62. The school functions with a common sense of purpose. Staff, governors and parents work together in contributing to the good quality of education provided. There is evidence of a shared determination to succeed and move forward in raising further the standards of attainment and the quality of teaching and learning. The corporate leadership of the school has the capacity and will to succeed in the further raising of standards.

63. The governing body fulfils its statutory duties in retaining oversight of budget, plans and policies. This support is welcomed by the headteacher who has a close working relationship with the chair of governors who is a regular visitor to the school. The committees, which have been set up to consider the different aspects of school life, carry out their duties effectively. Governors help to write and evaluate policies. Some observe teaching and learning in the classroom and feed back to the full governing body. The school development plan is a useful instrument for improvement. Each year all staff and governors meet for a valuable conference when all aspects of school life are reviewed and important decisions made about priorities for the following year.

64. The previous report identified the need for roles and responsibilities of curriculum co-ordinators to be developed to enable them to monitor and influence the quality and standards across the school. This area still needs addressing. Recent staffing difficulties and changes have made it necessary to renegotiate roles. On the retirement of the deputy headteacher, the governing body took the decision not to appoint a successor. The senior teacher has taken on a number of management responsibilities, but otherwise these are undertaken by the headteacher. The school recognises the need to develop effective strategies for monitoring and evaluating teaching and learning, which focus on clearly defined targets for improvement. It now feels in a position to move forward on this issue and firm plans are already in place.

65. The school's aims and values are reflected in its work. It provides opportunities for all pupils to have access to a generally broad and balanced curriculum. Pupils feel secure and valued and their personal development is enhanced by the ethos of the school. This has a

positive effect on the standards being achieved. Relationships between staff and pupils are very good.

66. The procedures for identifying and supporting pupils with special educational needs are effective and fully involve parents and local education authority agencies. The school fully meets statutory requirements for both the recording and publication of National Curriculum assessments and those for collective worship. However, although school reports provide good information about pupils' progress, they need to report separately on each subject.

Staffing, accommodation and learning resources

67. The school has an appropriate number of teachers who are suitably qualified to meet the requirements of the National Curriculum. There is a good level of educational support staff, providing valuable help for young pupils, including the under-fives, for those with special educational needs and for work in literacy. The school also enjoys a high level of quality assistance from the many volunteer helpers.

68. The staff receive suitable continuing professional development and training, although there is clear recognition that the subject co-ordinator roles need to be better developed. Teacher appraisal is in place. All staff have job descriptions although these need updating to reflect the planned changes in the responsibilities undertaken.

69. The school benefits from the efficient work of the administrator. Lunchtime supervisors provide good supervision and support. The school's caretaker makes a positive contribution, keeping the buildings and grounds in a clean and well-maintained condition.

70. Most of the school's accommodation is very good, being spacious and in good order. However, one classroom suffers from its position as a thoroughfare to two other classrooms, which can affect the continuity of lessons. The school hall is slightly small to adequately accommodate a physical education class of 30 pupils or more, particularly with the older classes. The school benefits from a number of areas which allow additional teaching space for groups of pupils. There is very good provision for storage of resources. The building is welcoming with attractive displays; the staff organise and maintain the school very tidily. The grounds are attractive, providing a valuable educational resource in addition to the imaginative recreational facilities. The provision includes a playhouse, a pet corner, an environmental area and a games wall.

71. The school is well resourced. Resources are particularly good and used well in English, science, art, design and technology, history and music. The National Literacy Strategy is very well resourced. The provision for outside play for the under-fives could benefit from development. Computer provision is good, although it needs to be more extensively used. The library has a good selection of non-fiction books and classrooms have small libraries of fiction books. All resources are well maintained and are easily accessible.

72. Overall, the school has good provision for staffing, accommodation and learning resources and these have a positive impact on the quality of education provided and the standards achieved by the pupils.

The efficiency of the school

73. The school continues to manage its finances efficiently and effectively to provide a good level of material resources, an appropriate staffing level and well-maintained accommodation. Overall financial planning is good. Whilst the headteacher has day-to-day responsibility for the school expenditure, the governing body has oversight of the budget through the finance committee. The main financial decisions are made at the annual conference which is timed to coincide with the annual budget allocation. The local education authority bursar gives assistance at this time and makes three year forecasts. The school administrator monitors spending through the year. She supports the finance committee and prepares reports for the meetings. Relevant information is then brought to meetings of the full governing body.

74. The school uses the money allocated for resources appropriately. The annual improvement plan outlines financial priorities and the allocations of funds meet the general aims and educational priorities of the school. The school seeks value for money in placing orders and gives careful consideration to options available.

75. A reduction in the school population is forecast. The school has a substantial budget surplus which it intends to use to maintain the present staffing ratio during the next academic year. It has strategic plans to deal with any further fall in pupil numbers.

76. The school has well organised procedures for financial control. All financial administration and health and safety requirements are in place. The monthly records of spending provided by the local education authority provide the school with an accurate, up to date picture of its expenditure and commitments. The last audit report in July 1998 found that systems and procedures were adequate and operated satisfactorily by the staff. The school has acted upon the few minor recommendations made. Administration is of a good standard and the administrator ensures that the school is very efficiently organised on a day-to-day basis.

77. Teaching staff and accommodation are suitably deployed. However, there are times when inefficient use is made of the time and skills of the non-teaching staff. Classroom assistants and parent helpers sometimes take on the role of spectator in lessons. The school needs to review the role of the classroom support workers in order to maximise the efficient use of their time.

78. The continued process of improvement to the building, much of which has been funded by parents, is having a very positive effect on teaching and learning. Resources available to the school are used efficiently. Funding allocated for training purposes is linked to the school development plan. Finances are prudently deployed to support pupils with special educational needs.

79. Time is generally used efficiently in class and there is a prompt start to the day. However, overall teaching time at Key Stage 2 is slightly below national recommendations and the school could consider a review of that teaching time.

80. Expenditure per pupil is high compared with most schools, but broadly in line with schools of similar size. In the light of the costs involved, the educational standards achieved and the quality of education provided, its context and income, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

81. During the inspection there were 16 Reception children all of whom were under five years of age. Children start school at the beginning of the school year in which they become five, having made induction visits during the previous term. The children had only been in school for a matter of weeks at the time of the inspection and were still settling in and adapting to new routines. However, observations of young pupils, including those who have recently reached five, together with the evidence of previous work, suggest that children reach the Desirable Outcomes of Learning by the appropriate age and that some will exceed expectations for children of this age.

82. Attainment in language and literacy, mathematics and personal and social development for the under-fives is generally good and children make good progress by practising, consolidating and extending their skills. Attainment in the other areas of learning is sound overall. Whilst children have a sound foundation on which to build when entering Key Stage 1, the provision for the young children in Reception can benefit from development to provide more breadth of experience. For example, in role-play, structured play, the area of creative activities and the physical area of learning.

83. The quality of teaching is good overall. It benefits from the partnership between the teacher and the nursery nurse. Pupils in Reception are taught alongside a smaller number of young Year 1 pupils. Currently there is no written planning that covers the areas of learning for the under-fives. The curriculum for these children could better meet their needs if it took more account of the areas of learning with their targeted learning outcomes, soon to be replaced by the Early Learning Goals for Reception children. The work can be undertaken in shorter, more focused time allocations. This provision could be further enhanced with the wider use of the resources available to support each of the six areas, with much more practical activity and learning through play.

84. Appropriately, the children's personal and social development is seen as a very clear priority. At the time of the inspection, the children were still getting to know one another, building relationships and learning new routines. Attainment in this area is good and improving all the time. Children are happy and confident in the school environment. They are beginning to establish effective relationships with other children and adults. Children work contentedly individually and in small groups. Levels of concentration and perseverance vary, but are improving with experience. Children are enthusiastic to explore new learning situations and are making good progress in their personal and social development. This aspect of learning will gain significantly later in the year when the children enjoy their first opportunity for staying away from home for residential education.

85. A high priority is given to language and literacy, and the children's attainment and progress are generally good. Evidence indicates that they are beginning to develop good speaking and listening skills, learning the importance of taking turns and listening to each other; for example, in role-play in the 'Village of Three Corners'. They are beginning to listen attentively and show that they understand what is said to them in response to the teacher's questions and explanations. Reading is appropriately valued and children are learning that text conveys a message and that it is read from left to right. Some are already beginning to read, others still need the appropriate pre-reading activities. They are starting to associate sounds with letters and combinations of letters. Soon most children will be able to read simple text using these skills. They can recognise their names and will soon be able to copy their

teacher's writing with some control. There is a good range of books and tapes available, including large picture books. More use could be made of the resources which promote speaking and

listening, such as puppets, small world equipment and the role-play area, which could benefit from providing a wide range of contexts for play.

86. The children are beginning to work towards appropriate National Curriculum targets in mathematics and their attainments are generally good. They can sort and classify, sequence, and recognise some numbers. They will soon be able to perform simple addition. They are given a sound range of mathematical experiences and are learning to use appropriate mathematical language. They are beginning to understand concepts such as heavier than and lighter than. Resources are sound overall, though provision for sand and water could be more extensively used.

87. Children are encouraged to increase their knowledge and understanding of the world. They are given good opportunities to explore their own locality, including local walks and visiting a farm. They learn about places further afield through their residential stay. They enjoy finding out about the past through looking at old photographs and artefacts and dressing up as Victorian people. They acquire appropriate vocabulary to express the passage of time. They study the village and make simple plans, including one to show how to get to the wildlife area. They learn about living things; for example, through growing wild flowers, sunflower seeds and alder seeds to grow trees. They work with mirrors and magnets. They enjoy opportunities to bake and make food. Whilst construction kits are available for model making, more frequent use of these would enhance the opportunities available to children. Although technological understanding benefits from some access to computers, the use of a wider range of programs and more opportunities to practise would benefit the children. The use of computers needs to be maximised so that they are switched on and in use as often as possible.

88. Children paint and make pictures, often related to their topic, as part of their creative work. They become competent at modelling with plasticine and clay. There are some opportunities for children to cut, stick and make models, although children could benefit from more opportunities to experiment with materials such as paint and to make decisions and choices when selecting and using resources. They sing a range of songs, including nursery and number rhymes, enthusiastically and begin to develop a sense of rhythm. The work is supported by a good range of percussion instruments.

89. Planning of physical activities allows for a range of tasks to help children improve their manual skills; for example, drawing, painting, writing, cutting and gluing. Children have some opportunities for running, jumping and climbing in the good quality outside play area, although there is a lack of large apparatus, large toys and equipment. There is recognition that this area could benefit from further development so that, for example, more use could be made of the area directly outside the classroom.

ENGLISH, MATHEMATICS AND SCIENCE

English

90. Current attainment at the end of both key stages is generally good and broadly above what might be expected of children aged 7 and 11. This pattern of attainment is not reflected in

the 1998 test results where national performance data indicates that results were lower than those observed during the inspection. Although test results for 1999 show some improvements from 1998, results are predicted to be significantly better in the tests at both key stages in summer 2000, including the number of pupils achieving level 3 at Key Stage 1 and the number achieving level 5 at Key Stage 2. Given the relatively small number of pupils assessed, the

results can fluctuate from year to year, especially given that whilst most pupils attain well, a significant minority at both key stages have special educational needs, thus affecting overall evaluations.

91. National performance data indicates that, taking the three years from 1996 to 1998 together, the performance of boys in the reading and writing tests was very low in comparison with the national averages for boys. During the same period the performance of girls was well above the national average for girls. The school has not sufficiently considered this evidence of underachievement by boys and there is an important need for the school staff to investigate this area further.

92. Judgements in English are in part based on lesson observations, including those made of the literacy hour in each class, talking with pupils and hearing readers. They are also based on a close and detailed examination of pupils' work, including booklets and topic work, on work on display and on data and information collected from the school's records and assessments and those of individual pupils.

93. Good standards are achieved in reading for all pupils in relation to their prior attainment. These standards reflect the importance the school attaches to reading. Most pupils make a positive start in reading, developing good levels of fluency, accuracy and understanding, usually with good support from home. Pupils, from the youngest onwards, develop a good range of phonic skills. They become competent in meeting the reading demands of the National Curriculum. By the end of Key Stage 1, most pupils have developed a range of strategies for dealing with unknown words. They read with understanding and expression. By the end of Key Stage 2, most pupils are developing into enthusiastic and reflective readers, who can retrieve information from a variety of sources, including computer programs.

94. Overall, standards in writing are sound. In Reception and at Key Stage 1, pupils develop early writing skills, often writing about their own lives and experiences in school; for example, through diaries, writing postcards and describing favourite meals. They have some opportunities to apply their writing skills across the curriculum; for example, in science when writing about planting alder seeds and in religious education when writing about the first Christmas. From writing about their own lives, pupils learn the foundations of other types of writing; for example, in writing their own versions of the Goldilocks story and writing about the books they have shared and enjoyed, such as "Mr Gumpy's Outing" and "Mr Armitage on Wheels". By the end of Key Stage 1, the writing of the higher attaining pupils is often well organised, imaginative and clear.

95. At Key Stage 2, pupils learn to write for a wide range of different purposes and audiences. They write their own versions of mythical stories, such as "Theseus and the Minotaur". They write interesting poetry on a variety of subjects. They write of visits, such as one to a Viking Village. They write short novels such as ones concerned with "Sally's Dream". They write letters to the Chief Constable. Older pupils review books and write recipes. They learn about newspapers in a project done in conjunction with the local evening newspaper. They learn about the works of Shakespeare through studying "A Midsummer Night's Dream".

By the end of Key Stage 2, many pupils can choose words imaginatively and use them with precision.

96. Although overall standards in writing are sound across the school, and pupils give due consideration to grammar, spelling and punctuation, there is recognition of the need to increase the opportunities for extended writing, including the development of detail, and extending the scope of activities included in the literacy hour. Standards of handwriting and presentation are generally good across the school. The school recognises writing as an area which needs targeting in order to raise standards.

97. Standards of speaking and listening are good for most pupils. Standards in oral skills are sometimes higher than they are in written skills. Pupils generally listen attentively; for example, in assemblies and stories. They are usually confident when answering questions and giving explanations and engage well in conversation with adults. Pupils are able to reflect on previous experiences; for example, when discussing their visits to Snowball, near York and to Rise Hall and their performance of "The Pied Piper". Older pupils are able to speak clearly and express their opinions giving reasons; for example, when discussing reading preferences and their last year at the school. There was evidence of good speaking and listening skills in a discussion, involving the oldest class, on historical artefacts.

98. Most pupils respond well to the work, showing positive attitudes to learning, although the response is generally better at Key Stage 1 and the end of Key Stage 2. There are occasionally times when some boys do not listen carefully enough and do not sufficiently stay on task. Pupils across the school gain pleasure from the written word. They generally co-operate well with one another; for example, most pupils take an active part in discussion and take a keen interest in what others have to say. The older Key Stage 2 pupils show good levels of commitment and concentration. They ask sensible questions to clarify meaning and are able to contribute to discussions, where they apply previous learning to new situations. They make appropriate use of dictionaries, reference books and computer materials. Overall, pupils make good progress with good gains in knowledge, skills and understanding, although progress is generally more marked at the end of each key stage. Pupils with special educational needs make good progress in the acquisition of basic literacy skills.

99. The quality of teaching observed during the inspection was good at Key Stage 1 and good overall at Key Stage 2. Very good teaching was observed in the "Reading Round" sessions with good adult support and well matched materials. Where teaching was most effective, there was effective management of pupils and a quiet working environment with high expectations of good behaviour. The teaching is often imaginative and stimulating. Across the school, the importance of neat handwriting and presentation is appropriately emphasised.

100. Most of the teaching observed during the inspection was part of the literacy hour. The teaching in the literacy hour was helped significantly when the work was supported by extra adults who supervised the group work. Some monitoring of the literacy hour has been undertaken and this could valuably be further developed as part of the monitoring and evaluation of teaching. Teachers have good subject knowledge and generally manage the pupils well, using good questioning skills. During the inspection, some examples were seen of teachers enthusing the pupils to undertake interesting writing tasks. The teaching is sometimes enhanced by good quality storytelling and valuably emphasises the importance of speaking and listening. Good support is given to pupils with special educational needs and the work as a whole benefits from the supportive relationships throughout the school. Good opportunities are given to acquire word processing skills, although this area could benefit from more opportunity to practise them. Work is generally marked regularly, and is most effective

when it includes detailed comments that move learning forward.

101. The school has carefully implemented the National Literacy Strategy, introducing its elements in each of the three classes, adapting it to the needs of the pupils, and hence giving clearly focused time for literacy. For some parts of the time, teachers are moving the emphasis from individual tuition to group and class instruction, targeting groups for specific teaching and encouraging independent work. The planning is generally well organised. Care is generally given to making each activity appropriate to the needs of the pupils. Although good support is provided by the classroom assistants and the recently appointed literacy helpers, the school needs to ensure that their time is used to maximise its value. At the time of the inspection, there were times at the start and end of the literacy hour, when the role was one of a spectator rather than a helper.

102. The policy needs updating. The National Literacy Strategy materials are currently being used as a basis for most of the work. The school is well resourced with books for the literacy hour including large books and sets of group readers. The library contains a good range of non-fiction books. There is a need to increase the moderation of work to guide the assigning of levels of attainment. Baseline assessments are providing useful information on levels of attainment in literacy, useful reading records are kept and some standardised tests are administered. The area of planning, assessment and recording of attainment and progress has been developed significantly since the last inspection. The school has developed very useful individual pupil assessment files, where assessment is focused on clear learning objectives for English which serve as targets for pupils. Older pupils have access to their own targets. The current developments in assessing and recording of pupils' attainment and progress can support the school in further raising levels of attainment.

Mathematics

103. Standards of attainment at the end of both key stages are good and broadly above what might be expected for children aged 7 and 11. This is not reflected in the National Curriculum test results for 1998, where standards were lower than those observed in the inspection. Levels of attainment in particular year groups can vary and so test results fluctuate from year to year. The 1999 test results reflect better the findings of the inspection. Standards at the last inspection were found to be good against national averages. National performance data indicates some underachievement by boys in the Key Stage 1 mathematics tests, from 1996 to 1998.

104. Young pupils make a positive start to their learning and develop a good grasp of number. They learn to count and order numbers reliably up to 20 and know the difference between odd and even numbers. They can make comparisons between objects of different length and weight. They know the value of basic coins and can match prices with the correct number of coins. They use information and, with help, construct graphs. They use appropriate language to describe the shape and size of solid and flat shapes. By the end of Key Stage 1, numeracy skills are good. Most pupils use mental recall of addition and subtraction facts to 20, in order to solve problems. They are beginning to see the relationships between numbers. They have good recall of two, five and ten times tables and are developing a good understanding of place value. Pupils weigh and measure with appropriate accuracy using standard and non-standard measures and make comparisons; for example, when weighing and measuring themselves. They are developing a useful mathematical vocabulary.

105. At Key Stage 2, pupils build on their skills. They develop quick recall of numbers. They

can make accurate predictions and estimates and can explain clearly the reasons for their choices. They compute with large numbers and understand the relationship between fractions and decimals. In work on shape, they develop an understanding of various kinds of symmetry. They become more independent in analysing data and use their findings to create block and line graphs, choosing appropriate scales. They use measuring instruments with accuracy. By the end of Key Stage 2, most pupils are able to manipulate large numbers with ease and are developing their own methods of solving problems and applying them in practical tasks. Oral skills are good and pupils give clear explanations of their methods and reasoning, using appropriate mathematical language.

106. Pupils make at least satisfactory and sometimes good progress at both key stages. Progress of the oldest pupils is sometimes very good. Pupils become competent mathematicians, taking pleasure in a broad range of mathematical activities. Progress in numeracy skills is developing well. Pupils become skilled at using mathematical knowledge to solve problems and they are given opportunities to become independent learners. They use mathematical skills well in other areas of the curriculum such as science and geography. Lessons in these subjects provide valuable opportunities to collect and interpret data. The development of skills is easy to see. Younger pupils look at hair and eye colour of pupils or the transport used to come to school. Older pupils interpret information collected about temperature. They compare the climates in various parts of the world and note seasonal changes. The use of commercial materials helps to ensure good continuity and progression and enables pupils to build systematically on previous learning. Although pupils make some use of information technology in mathematics lessons, this could increase. Pupils with special educational needs receive effective support and make good progress.

107. Pupils' attitudes to mathematics are at least satisfactory, usually good and occasionally very good. They participate fully in oral work, show interest in what they are doing and generally work hard to complete their tasks. Most pupils behave well and use apparatus with care. They can work sensibly on their own and co-operate well with one another.

108. The quality of teaching at Key Stage 1 is good. At Key Stage 2 it is good overall with some very good teaching in the class for the oldest pupils. Teachers have a secure understanding of the subject. Lessons are usually well structured and organised and contain an appropriate mix of class teaching and individual or group activities. Teachers' planning reflects the new numeracy strategy. Most lessons begin with a useful, short mental session. Effective whole class instruction and skilful questioning help to raise the quality of pupils' thinking. Teachers encourage pupils to find economical ways of doing simple calculations. They rightly place emphasis on developing mathematical vocabulary. Teachers use the time available during independent working sessions effectively, to monitor progress and help individuals. Work is marked regularly. In the best lessons there are high expectations of the amount and quality of work produced, lessons move at a brisk pace and the plenary session is used very effectively to move pupils on to the next stage of learning. Teachers do not always deploy learning support assistants effectively. The school has rightly targeted pace of lessons as a focus for development.

109. Mathematics is a priority in the annual improvement plan. The numeracy strategy is due to be reviewed next year and the policy updated. The objectives outlined in the numeracy document are used as a scheme. Procedures for assessing pupils' work are good and a useful record of work is being developed. The school recognises the need to monitor and evaluate continuity and progression. The subject is well co-ordinated and a good range of resources and materials is used.

Science

110. Standards of attainment at the end of both key stages are good and broadly above what might be expected for children aged 7 and 11. This is not reflected in the National Curriculum test results for 1998, where standards overall were lower than those observed in the inspection. Levels of attainment in particular year groups can vary and so test results fluctuate from year to year. The 1999 test results show that at Key Stage 2, significantly more pupils attained the higher level 5. Standards at the last inspection were found to be sound against national averages.

111. Young pupils learn to observe and describe living things and events. They learn to examine plants and minibeasts. They know about the different habitats which various creatures need. They learn about their bodies and know that humans need to take care of themselves to enjoy a healthy life. One class analysed the contents of muesli, when learning about healthy foods. They observe the changes that occur when foods, such as jelly and eggs, are heated. By the end of the key stage, pupils have a good understanding of materials and their properties. They can distinguish between natural and man-made materials and are aware of the effect washing has on some fibres. They have a sound knowledge of physical processes, through work done on simple electric circuits. They have developed relevant enquiry skills that enable them to carry out investigations. The pupils' scientific vocabulary is developing well and they record their findings accurately in words and illustrations.

112. At Key Stage 2, pupils become increasingly competent at carrying out a variety of investigations; for example, comparing the solubility of different substances. They understand the need for safe practice. They become increasingly aware of environmental issues such as the effects of pollution and the damage done to the countryside. By the end of the key stage, pupils have a good understanding of the reproductive cycle of plants and animals, the working of the human body and the difference between organic and inorganic substances. Knowledge of materials and their properties is good. Pupils were observed designing and carrying out an investigation into the durability of bricks made from different proportions of sand and cement. Pupils have good close observational skills and are able to make sensible hypotheses and to record their findings appropriately. They are able to carry out investigations with confidence. They recognise design faults in experiments and understand the need for fair testing. Higher attaining pupils identify the variables that need controlling.

113. Progress is sound at Key Stage 1 but more variable at Key Stage 2. The oldest pupils make most progress. Good progress is generally made in the acquisition of knowledge of life processes, materials and physical processes. Progress in planning and carrying out investigations is less systematic. In some lessons, pupils have insufficient opportunity to take responsibility for carrying out their own investigations. Pupils with special educational needs receive good support and make appropriate progress. The school has a valuable link with a local plant nursery. Pupils visit the nursery on a regular basis and the staff there are currently nurturing saplings which pupils have planted for a Millennium Walk, which is being planned in the village. Residential visits successfully combine very valuable geographical and environmental work.

114. Most pupils enjoy science and listen attentively to what they are told. They are generally interested in their work and co-operate well in groups. Most pupils use apparatus with care. A few pupils are inattentive, tend to be noisy and spend too much time off task. Oldest pupils have a very mature attitude and work sensibly when not directly supervised.

115. Teaching at Key Stage 1 is at least satisfactory and sometimes good. At Key Stage 2, it varies significantly and, whilst some very good teaching was seen, overall it is satisfactory. The most effective teaching is in the class of the oldest pupils. Teachers' knowledge is generally good and attention to what pupils already know is the starting point for many lessons. Teachers emphasise the development of the pupils' vocabulary. In the best lessons seen, work was very challenging and pupils are given responsibility to organise their own learning. There were very high expectations of the amount of work completed and of the behaviour of the pupils. Where teaching was less effective, insufficient resources were provided, pupils were unclear about procedures and pupils spent too much time off task. Some activities are too teacher directed and pupils have little opportunity to use apparatus. Learning support assistants are not always used to best effect.

116. The science policy needs review. A commercial scheme guides the work and useful assessments are made. The co-ordinator has identified as future targets, the need for pupils to be more involved in organising their own learning, and also, greater involvement of parents. Resources are plentiful, of good quality and well organised. The school grounds are a very valuable resource and include a number of microclimates for wild life.

OTHER SUBJECTS OR COURSES

.. Information technology

117. Standards of attainment in information technology are sound at the end of both key stages and broadly in line with what could be expected of children aged 7 and 11. Standards can be raised by giving pupils more opportunities to practise the skills involved.

118. In Reception and at Key Stage 1, pupils make a good start to their learning. They operate simple programs, follow instructions and use keyboard commands. They become proficient in their use of the arrow keys and the mouse and have developed word processing and picture making skills. They use this skill in topic work; for example, they select and combine basic mathematical shapes to make drawings of houses. They can load simple software and change the style, size, colour and position of text. They use programs to reinforce work done in English and mathematics. By the end of the key stage, pupils can paint abstract pictures and give accurate commands to make the Roamer move in various directions.

119. At Key Stage 2, pupils have experience in all the required areas of information technology. They become proficient at drafting and editing written work, using text and graphics. They design greetings cards. They use the CD-ROM to gather information on a variety of subjects such as good health and historical figures. They handle data relating to mathematics, science and history; for example, the results of a traffic census outside school. By the end of the key stage, they have become familiar with a range of computer skills. They access information from the Internet and can make a barrier using a light sensor.

120. Pupils show positive attitudes to learning and make satisfactory progress. Information technology is used well to support the other subjects; for example, geography, history and English. Pupils have used data handling skills in a geographical survey of favourite play areas. During the inspection week, pupils were writing about Boudicca and creating character pictures of Oberon and Bottom in a study of *A Midsummer Night's Dream*. Older pupils are currently using a digital camera to create a slide show about the Millennium Walk being undertaken in

the village. Pupils enjoy using computers and concentrate well on their tasks. They are keen to demonstrate their skills. They work well as individuals or in pairs. A computer club for Year 2 pupils is enabling some pupils to take their learning further. Many pupils benefit from having a computer at home and they are able to practise basic skills.

121. Almost all the teaching seen was at least satisfactory. Teachers clearly identify what they want the pupils to learn and ensure that the necessary skills are taught. All teachers give pupils regular praise and encouragement, which helps them to express themselves with confidence. Where teaching is less successful, too many pupils are receiving instruction together and the pace is too slow. Consequently some pupils become restless and lose concentration. Teachers need to review the timetable in order to make more efficient use of equipment, thus giving pupils more opportunities to practise skills.

122. The school recognises the growing importance of information technology as a core subject and its role in helping to raise standards across the curriculum. It is a priority in the annual improvement plan. A new policy and guidelines are being written to direct the work and a useful assessment record, outlining skills mastered, has been devised. A rolling programme of training for teaching and non-teaching staff is in place. County advisory staff support various strands of the subject through the year. A new co-ordinator is to be appointed. Next year the school will be linked to the National Grid for Learning and this will increase the range of opportunities available to pupils.

.. **Religious education**

123. Through no fault of the school, during the inspection no teaching was seen in religious education. Nevertheless, a scrutiny of the evidence provided by pupils' work, indicates that standards of attainment are sound across the school and that the work meets the requirements of the current locally agreed syllabus, which is soon to change. Pupils at both key stages make sound progress in the work covered.

124. In Reception and at Key Stage 1, the work is closely linked with personal and social education. As part of some work on 'Celebrations' they listen to The Patchwork Quilt and write about happy memories when reference is made to their own uniqueness. They enjoy stories from the Bible such as Noah and the Great Flood and listen to the stories of the first Christmas and the first Easter. They visit the local church and learn about places of worship. They learn about baptism. They are helped to understand that there are different types of world religions and are introduced to the beliefs and practices of Judaism. They begin to appreciate the purpose of hymns and prayers.

125. At Key Stage 2, pupils learn of the significance of parables. They listen to stories from both testaments of the Bible. They visit the parish church and learn about churches through history. They learn about aspects of Hinduism and come to understand that there are six major world religions. They write accounts of the school's harvest festival. They learn about a church baptism and have the opportunity to learn about a Greek Orthodox christening.

126. In assemblies, pupils consider the meanings of the hymns they sing and listen to stories which reflect Christian values and the uniqueness of the individual. During assembly, pupils are attentive to stories, are willing to answer questions and give suggestions and are well behaved, joining in enthusiastically with the well chosen hymns. Pupils could benefit from more opportunities for reflection during the collective acts of worship.

127. An issue in the previous report indicated that the school should improve provision for developing both pupils' knowledge and understanding in different religious traditions and their skills in using religious language and reflecting on purpose and meaning. There is still scope for further work in this area. The further development of knowledge and understanding of religious traditions needs to be part of a strategy to develop multicultural education. The school's rural and geographical position makes it important to address the issue of pupils growing up in a multicultural society.

128. The school follows the local education authority's current agreed syllabus and scheme of work which is being revised. The school recognises the need to further develop planning for religious education, in light of agreed learning objectives. The subject is adequately resourced and appropriate use is made of religious artefacts. The local vicar visits regularly to take assembly. The school makes good use of the local church and the harvest festival benefits from being held in the church.

.. **Art**

129. No art lessons were seen at Key Stage 1 during the period of the inspection. However, pupils' work on display and teachers' planning, indicate that pupils are receiving a relevant curriculum covering the required programmes of study.

130. In Reception and at Key Stage 1, pupils are developing useful skills in two- and three-dimensional works using a wide range of media. They experiment with pencils, paint and textiles to create colour and texture. They are introduced to the work of famous artists. They look closely at natural and man-made objects, then produce observational drawings and paintings. Examples were seen of well-painted portraits and colourful paintings of a variety of houses, which required the pupils to choose and mix a range of shades.

131. At Key Stage 2, pupils continue to develop their skills. Work is usually linked to the ongoing topic. They produce good quality sketches of historical artefacts. They compare the styles of various artists, old and new, and try to copy their techniques in their paintings and pattern making. They study the development of fashion through the ages. By the end of the key stage, they have experienced a structured programme of interesting activities. They have used the specific skills and knowledge they have acquired, in their high quality painting and drawing and three-dimensional work. They develop their own ideas through fabric printing and collage work.

132. Overall, pupils make good progress and enjoy the interesting range of activities. They learn the importance of attention to detail and usually work with concentration and involvement and show pride in their work. They become familiar with, and interpret some of the effects used by famous artists such as Klee, Hockney, Cézanne and Picasso. All pupils have designed and produced a clay tile to be displayed in the school to commemorate the millennium. Pupils talk readily about their work, giving reasons for choices and methods of working. They use materials with care.

133. The quality of direct teaching seen was good overall. Teachers carefully plan a wide variety of interesting activities using a good range of resources. They give clear instruction and guidance and have high expectations of the quality of work produced. Good use is made of praise and encouragement.

134. Artwork on display throughout the school, which includes pupils' own work and that of famous artists, enhances the appearance of the environment and makes a positive contribution to the ethos of the school. It includes a variety of work completed during and after visits to places of interest.

135. The policy has served the school well for several years but is now in need of revision. The school has produced its own guidelines and these are supplemented by commercial activity cards. Work is carefully organised so that over a period of time all strands receive equal coverage. The co-ordinator organises the subject well. There are sufficient, good quality resources. Recently, the quality of learning has been enhanced by input from a weaver, a sculptor and a painter. These specialists have worked with pupils and, on one occasion, the school held a workshop for parents.

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Design and technology

136. Insufficient lessons were seen in design and technology to make firm judgements about

the quality of teaching. However, from the short time in school, teachers' planning and

photographic evidence, pupils are judged to be receiving a relevant curriculum covering the required programmes of study and making appropriate progress.

137. In Reception and at Key Stage 1, pupils use a range of materials, including construction kits, textiles and recycled materials, to make models. They learn how to choose appropriate materials and to join components; for example, making models with moving parts when learning about the parts of the body. Pupils made simple moving pictures, as part of a science investigation into pushes and pulls. In food technology, they design and make pizzas choosing their own ingredients. They celebrate Shrove Tuesday by making pancakes. They use tools with appropriate care.

138. At Key Stage 2, there is evidence of progression in both designing and making skills. Pupils design and make bags and purses. They make frames to display their art work, using a variety of different techniques. By the end of the key stage, pupils can make detailed plans showing various elevations; for example, when making gliders and constructing houses. Pupils produced stained glass windows after a visit to York Minster. The oldest pupils have designed and made patterns for slippers and are currently finding suitable materials to make the article.

139. The school has a good range of resources which is supplemented by materials supplied by pupils. The policy is in need of revision. The school uses the government prescribed scheme of work, which it adapts to meet its specific needs. The school has identified the quality of design as its current focus.

.. **Geography**

140. There is insufficient evidence to make firm judgements on the quality of teaching and the pupils' response to it as, due to the way the timetable is organised, very little teaching was seen in geography during the inspection,

141. In Reception and at Key Stage 1, pupils learn about the village and its buildings. They walk to two sources of streams. They begin to learn about the local area through considering their own local community. They draw plans of the area and plans of walks undertaken. They record information about the weather using appropriate symbols and they interpret their own simple weather records. They learn about day and night and the changes of seasons and the characteristics of each one. They enjoy learning about new life in springtime and benefit from the opportunity to visit a farm. During their time at Key Stage 1, they begin to learn about their own community in relation to others.

142. At Key Stage 2, pupils extend their knowledge of the local area and recognise the important features which give North Cave its character. They study the village as a settlement. They learn to make effective use of both maps and globes, identifying the countries, continents and oceans of the world and gaining knowledge of places beyond their own locality. Pupils learn to use maps, making use of map references, to respond to geographical questions. They learn about the geographical features of places outside the United Kingdom, partly through a link with a school in Kenya. They learn of environmental problems when they consider coastal erosion as part of a study of Whitby and Flamborough. During the inspection, a parent valuably outlined the mapping and proposals for the Millennium Walk Project to the oldest pupils.

143. There is a policy and a cycle of topics to be covered. Overall, the subject is well resourced. The school is developing simple assessments against learning outcomes. Use of the school's own grounds, the immediate area, the village and visits to places locally, together with visits to places further away, add to the quality of experiences offered to children. This is especially so with the valuable residential visits undertaken every year which involve pupils of all ages.

.. **History**

144. In Reception and at Key Stage 1, pupils are introduced to the idea of change and the passing of time. By studying pictures, photographs and artefacts they make comparisons between olden days and the present. Pupils bring to school photographs of themselves as babies, toddlers and as they are now. They notice changes and then attempt to draw pictures of themselves as adults. In one class, pupils discovered that a porcelain Victorian jelly mould was more efficient than the modern plastic one. By the end of the key stage, pupils have examined a wide range of evidence; for example, clothes, toys and shops from earlier times and have become skilled at noticing similarities and differences. They record their findings carefully in words and pictures, as was seen in an investigation in which pupils compared old and new teddy bears.

145. At Key Stage 2, pupils begin to understand the reasons for changes that have taken place in history. Through a study of the Roman and Viking invaders of our country, they learn about different lifestyles and make comparisons between the lives of the rich and the poor. They develop their research skills, using books, pictures and artefacts as sources of information. In one lesson seen, pupils were learning that information can be biased, by reading two descriptions of Boudicca, one written by a Roman and the other by a member of her own tribe. By the end of the key stage, pupils' skills, knowledge and understanding have been extended through the study of ancient civilisations such as the Egyptians and the Greeks. They have developed an understanding of the importance of good evidence. They use their knowledge effectively to answer questions about why events and changes occurred. Through work on the Tudors, they have gained an insight into the ideas, beliefs and values of people; for example, how the changing religious beliefs affected their lives. They recognise the importance of the great explorers such as Drake and Cabot.

146. Pupils make at least satisfactory, and often good, progress. They systematically develop factual knowledge, gradually building on previous learning. They use time lines effectively to show when important events occurred. They develop a range of useful enquiry skills that enable them to identify characteristics of different periods in history. Older pupils make studies of changes through the ages; for example, changes in fashion. Pupils benefit from visits to the many museums such as Jorvik and the Danelaw museum, where they recently spent a day living the life of a Viking. They particularly enjoyed using adults as their servants and were very interested in the video that has been made of their visit. Older pupils wrote about their impressions of York Minster. Other experiences which enhance learning include a Victorian day during a residential visit. The owner of an antique shop in the village makes regular visits to school to show and talk about some of her antiques.

147. Pupils show interest in their history lessons. Most pupils listen attentively to the teacher and are eager to share their knowledge with other pupils and with adults. When working in groups, they behave well and handle artefacts carefully.

148. The quality of teaching at both key stages is at least satisfactory, and sometimes good. Lessons are carefully planned and teachers know their subject well. Teachers give clear explanations and use questions effectively to check understanding and to encourage pupils to examine evidence more closely. Teachers use a good range of resources well to make history interesting and to capture the pupils' imagination. In one lesson, pupils used Tudor artefacts for

an Antiques Road Show. Attractive displays encourage pupils to take further interest beyond lesson times. However, some of the work done by pupils relies too much on the use of worksheets, which unnecessarily restrict the range of writing experiences.

149. The school policy is in need of review. A commercial scheme guides the work in history. School artefacts are supplemented by high quality loans from other sources. Simple assessments are made at the end of each year.

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Music

150. During the inspection, a small number of music lessons were observed some of which were taken by the subject co-ordinator who teaches recorder, percussion and singing.

151. In Reception and at Key Stage 1, pupils learn a wide range of songs, including nursery rhymes, action and counting songs. They learn ones for collective worship, which they sing tunefully and enthusiastically. They learn the difference between the rhythm and the beat. They can respond to simple notation and can keep a rhythm. They are able to describe the sounds they have heard. They can distinguish between loud and soft sounds and understand how their instruments can make both. They develop listening and remembering skills.

152. At Key Stage 2, pupils further explore pitch through voices and tuned percussion. They become skilled at recognising the sounds of different instruments. They make sensible appraisals of a good range of pieces of music, such as "Mars" from The Planets and "Carmina Burana", when they imagine a scene using the music as a stimulus. They recognise and respond to pitch patterns. They listen to recordings of animal noises and re-create pitch patterns. They learn to recognise the ways in which changes of tone and volume can create and communicate an effect. They compose music to depict hunters stalking their prey and tiptoeing downstairs in the middle of the night. They can compose and notate a tune. They learn songs from around the world and develop their listening and appraising skills. A number of pupils at both key stages show good musical ability.

153. The pupils observed generally responded well, showing good listening and appraising skills. They sang with enthusiasm and enjoyment and co-operated well with one another. Pupils are confident in performances and enjoy taking part in concerts. There are performances at harvest time, Christmas and at the end of the year. They all take part in annual musical productions, such as recent ones on The Pied Piper and The Wizard of Oz. Overall, pupils made sound progress in the activities observed.

154. The quality of teaching is satisfactory and sometimes good and benefits from the musical ability of the co-ordinator. Lessons have clear objectives and make appropriate use of resources. Most teaching moves at a good pace, with appropriate expectations of what pupils can achieve. The practical sessions worked best when every pupil had an instrument.

155. The school has a policy and makes use of the local education authority scheme of work. The subject is well resourced with tuned and untuned percussion instruments. Some pupils benefit from peripatetic music teaching in woodwind, strings and brass. The large school orchestra, with well over 30 members, is led by a volunteer parent. It meets on a weekly basis and performs to a good standard. There are useful links with other subjects, so that in history they hear Renaissance, Tudor and Viking music.

.. **Physical education**

156. Space in the hall is cramped for physical education lessons for the classes with most pupils and the hall lacks any structural apparatus. During the inspection the lessons seen were concerned with gymnastics and games, but planning indicates that the full range of experiences are offered to pupils. In Reception and at Key Stage 1, pupils develop and practise the skills of travelling with, sending and receiving a ball. They learn to play simple games and to follow rules. They stretch and curl and balance. They practise, refine and begin to link a series of movements using different parts of the body. They learn to link a series of actions on the floor and on the apparatus using different levels, speeds, direction and balance. They are able to make simple judgements about what they and others have done.

157. At Key Stage 2, pupils continue to develop their gymnastic, athletics and games skills and improve their ball skills. Many learn to move with control, balance and poise. In gymnastics, most pupils show good awareness of space, body shape and movement. They work competently with partners exploring curling and stretching patterns at different levels and can then apply this to work on the apparatus. Pupils learn to sustain energetic activity and make suitable appraisals of their work.

158. Pupils generally respond well to the activities. They enjoy their work and generally make sound progress. They listen to instructions and become involved in their tasks, with good behaviour and good levels of concentration. Pupils are supportive of one another. They work safely, showing an awareness of others. They generally show perseverance in planning, developing and refining their work and are confident in demonstrating their work to others.

159. The quality of teaching is satisfactory and sometimes good. Good use is made of warming up for, and recovery from, exercise. Teachers offer appropriate encouragement and praise and good use is made of demonstration. In most of the teaching observed, all the pupils were fully involved in the physical activities with no time spent unnecessarily inactive. Teachers encouraged mixed gender groups during co-operative work. The best teaching is carefully planned and builds on skills previously developed. Guidance is provided by a scheme of work and there is a recently revised subject policy.

160. Good use is made of the playground and the playing fields. The provision of swimming is an important part of the programme with a group of predominantly Year 3 pupils benefiting from 16 swimming lessons each year at a nearby secondary school swimming pool. Pupils enjoy football coaching, provided by a local club, as well as having opportunities to take part in inter-school games and competitions involving a variety of activities. There are a weekly extra-curricular clubs in soccer, cricket, netball and judo. Older pupils have the opportunity to experience outdoor pursuits as part of the residential stays which all pupils enjoy annually.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

161. The school was inspected over four days by three inspectors. In total, 10 inspector days were spent making observations of 55 lessons, parts of lessons, activities and assemblies. A sample of pupils' work was examined and 20 per cent of the pupils were heard to read. Discussions were held with all the teachers, the headteacher, the chair of governors, other governors and other members of staff. Twenty-three parents contributed their views on the school at a meeting and 40 responded to a questionnaire.

DATA AND INDICATORS

1. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	139	6	22	16

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)
Number of pupils per qualified teacher

5.9
23.6 : 1

Education support staff (YR – Y6)

Total number of education support staff
Total aggregate hours worked each week

5
102.5

162. Primary schools

Average class size:

27.8

Financial data

Financial year:

1998/99

	£
Total Income	264,822
Total Expenditure	254,218
Expenditure per pupil	1,869
Balance brought forward from previous year	27,810
Balance carried forward to next year	38,414

PARENTAL SURVEY

Number of questionnaires sent out:

115

Number of questionnaires returned:

40

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	70	30	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	62	32	3	3	0
The school handles complaints from parents well	25	52	17	6	0
The school gives me a clear understanding of what is taught	30	47	17	6	0
The school keeps me well informed about my child(ren)'s progress	40	47	6	7	0
The school enables my child(ren) to achieve a good standard of work	37	43	17	3	0
The school encourages children to get involved in more than just their daily lessons	62	32	6	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	45	15	7	6
The school's values and attitudes have a positive effect on my child(ren)	63	27	7	3	0
The school achieves high standards of good behaviour	50	27	16	7	0
My child(ren) like(s) school	55	35	10	0	0