

INSPECTION REPORT

NORMANBY-BY-SPITAL PRIMARY SCHOOL

Normanby-by-Spital, Market Rasen

LEA area: Lincolnshire

Unique reference number: 120468

Headteacher: Mrs H. Allen

Reporting inspector: Mr G.R. Logan
11810

Dates of inspection: 22nd – 24th May 2000

Inspection number: 198272

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Normanby-by-Spital, Market Rasen, Lincolnshire
Postcode:	LN8 2HE
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D. Leah
Date of previous inspection:	21 st October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G.R. Logan	Registered inspector	Mathematics, History, Information technology, Design and technology, History, Physical education, Religious education, Areas of learning for children in the foundation stage, Equal opportunities.	Teaching; Pupils' attainment; Leadership and management.
Mrs R. Last	Lay inspector		Pupils' attitudes, values and personal development; How well the school cares for its pupils; Partnership between the school and parents.
Miss F. Robinson	Team inspector	English, Science, Art, Geography, Music, Special educational needs.	The quality of curricular and other opportunities.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Normanby-by-Spital Primary School is a small, community primary school for boys and girls from 4 to 11 years old. The school serves the village of Normanby-by-Spital and the surrounding area. It has forty-two full-time pupils, with two part-time pupils in the reception class. These are taught in two classes, one for each key stage. The children start school part-time in the term after their fourth birthday. Pupils' attainment on entry is in line with that found nationally. Eight pupils have special educational needs. This is 19 per cent of the number on roll and is below the national average. Two pupils have statements and proportionately this is well above the national average. There are no pupils from minority ethnic backgrounds. The proportion of pupils eligible for free school meals is low when compared to the national average, but is rising.

HOW GOOD THE SCHOOL IS

Standards across the school are improving steadily. Pupils have good attitudes to their work and are learning well. The quality of teaching is good or better in all lessons. The curriculum is broad, balanced and relevant to the needs of the pupils. The arrangements for the care of pupils are good. The school keeps parents well-informed and provides good information on their children's progress. The school has made good progress since the last inspection and there is a clear vision for its future development. The headteacher is providing very good leadership for the school and is strongly supported by the governing body and the full staff. The school provides satisfactory, and improving, value for money.

What the school does well

- The school has very good leadership, providing a very clear educational direction.
- Attainment is improving over time, and currently in science at Key Stage 2.
- Pupils' attitudes have improved significantly and are predominantly good. This promotes good learning.
- The quality of teaching is good or better in all lessons and this ensures that pupils make good progress.
- High quality input by learning support staff makes a major contribution to pupils' learning.
- The provision for pupils with special educational needs is very good.
- The school has made good improvement since the last inspection.

What could be improved

- Standards in information technology are below average.
- Standards in writing at Key Stage 1, while average, require improvement.
- There are some inadequacies in the accommodation; the school pond lacks a safety fence.

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

This is a well-managed school, which has shown significant recent improvement. Standards are rising, the quality of teaching is consistently good and pupils' attitudes are very positive. There is a shared commitment to the continued development of the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. A number of serious weaknesses were identified at that time and the most significant of these were prioritised as key areas for development for the school. These included the need to improve the quality of teaching in Key Stage 2, to implement schemes-of-work and subject guidance to support staff and raise standards, to empower curriculum co-ordinators, to monitor the school development plan and raise standards in design and technology and music. Overarching concerns were the leadership of the school and the standards achieved by the older pupils.

Progress in resolving these matters was initially slow because of the lack of a permanent headteacher. However, with the support of the local education authority, much has been achieved in the three terms since the new headteacher took up her post. Standards are rising and are significantly more secure in Key Stage 2 than those described in the last report. Pupils are making good progress. Pupils' behaviour, a past concern, is now good. The quality of management is now very good and gives a very clear direction to the work of the school. Schemes of work for most subjects have been adopted and implemented. Satisfactory progress has been made in raising standards in music and a start made on design and technology provision. Co-ordinators have a clear view of what is being achieved in their subjects and the level of monitoring has improved. The school development plan sets a thorough agenda for the future direction of the school. Priorities are clearly and appropriately identified. The quality of teaching, a major weakness when the school was last inspected, is now consistently good and this is having a significant effect on pupils' learning and progress. The school has made good improvement within a relatively short period, and is very well-placed to maintain this good pace of improvement in the future.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	E*	E	A	A
Mathematics	C	E	C	D
Science	C	E	E	E

Key

well above average A

above average B

Average C

below average D

well below average E

This table indicates that in 1999 standards by the age of eleven were well above average in English, around the average in mathematics and well below average in science in relation to schools nationally. Standards in English were well above average, with standards in mathematics below, and standards in science well below average, in relation to those achieved in schools with similar intakes of pupils. Because of the very small numbers involved, standards inevitably vary from year to year and can fluctuate widely. Since 1996, results in English have improved steadily at Key Stage 2, as have standards in reading at Key Stage 1. Standards in writing were average in Key Stage 1 in 1999. Standards in mathematics have improved at both key stages. In science, standards have steadily improved at Key Stage 1. However, this was not matched at Key Stage 2 which showed only marginal improvement over the three-year period. Too few pupils have been achieving the higher level 3 in writing at Key Stage 1 or the challenging level 5 in science at Key Stage 2.

Findings from the inspection judge that standards currently are average in English, mathematics and religious education at both key stages, with weaknesses in writing at Key Stage 1. Standards in science are average at Key Stage 1 and are now above average at Key Stage 2, because of the very positive impact of the current co-ordinator. There has been a marked improvement in the overall performance in science. Standards in information technology, while improving, remain below average. In the foundation subjects, standards are at least satisfactory. In physical education at Key Stage 1 and in art at Key Stage 2, they are good. There is a need to improve standards further in design and technology.

Initiatives taken by the school in the last year have had a positive effect upon pupils' attainment. The school sets realistic targets for pupils' attainment in mathematics and English by the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They are attentive and interested in lessons. The school is an orderly and well-managed community that increasingly reflects the values set out in the school aims.
Behaviour, in and out of classrooms	Behaviour is good and has improved significantly, as a result of the strategies implemented within the last year.
Personal development and relationships	Pupils' personal development is good. Relationships with adults and one another are very positive.
Attendance	Attendance levels are average. Pupils are punctual and generally eager to come to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

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

Teaching in all the lessons observed was at least good and this represents a considerable improvement since the last inspection. Teaching was of very good quality in one quarter of the lessons seen. Teaching of the under fives is satisfactory, although in the single lesson observed there were a number of good features. The high quality teaching is having a major effect upon the standards the pupils reach, and upon their positive attitudes to learning. Teachers have a secure knowledge of the subjects that they teach. The literacy and numeracy initiatives have been implemented successfully. The quality of planning is very good and this enables teachers to provide for the needs of a wide range of pupils. The best teaching sustains a brisk pace and builds on pupils' enthusiasm. Questioning is used very effectively. This challenges pupils to clarify their thinking and to respond. Staff manage classrooms well and build secure relationships with pupils. They make effective use of assessment to help the pupils to improve their work. The high quality support provided by learning support staff is a strength of the school. This has a very positive effect on the pace and quality of pupils' learning, particularly those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. Planning is very good and provides a secure framework for the high quality of teaching. However, there are limited opportunities to enrich provision by outside visits.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. They are cared for well and make good progress against the targets identified in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral development is good, and for spiritual, social and cultural development it is satisfactory. The provision for pupils' personal development is good. This has been a positive feature in bringing about the improvement in the standards of pupils' behaviour in the last year.
How well the school cares for its pupils	The school cares well for its pupils and is attentive to their individual needs, including some exemplary practice in support of pupils with special educational needs. Systems for assessing pupils' attainment and progress academically have improved significantly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed headteacher provides very good leadership for the school and she is strongly supported by the governing body and staff. There has been a positive focus on developing the role of subject co-ordinator in the school. This is supporting the raising of standards and its effect is evident in the significant recent improvement in standards in science.
How well the governors fulfil their responsibilities	The governors have become increasingly involved in the work of the school and have a clear view of its future development. They meet their responsibilities satisfactorily.
The school's evaluation of its performance	The headteacher and governing body have implemented clear procedures by which they judge the school's performance. The priorities in the school development plan are now appropriate and are implemented effectively. As a result, the school is making a significant improvement.
The strategic use of resources	The school uses its resources well and targets funding to the provision of additional support staff, which has a direct effect on pupils' learning and progress. Financial control is good, with due regard to the principles of best value.

The level of resourcing is satisfactory. The provision for staff development is good. The accommodation has a number of weaknesses which inhibit both teaching and learning. The school hall is too small for the needs of the curriculum and restricts indoor physical education activities for the older pupils. There is no appropriately equipped designated play area for the under fives.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Good quality information about pupils' progress.• The approachability of the headteacher and staff.• The closer relationship between the school and the parents.	<ul style="list-style-type: none">• Greater number of visits to extend pupils' learning.

The inspection team supports both the positive views of parents and their perception that the children's experience would be enriched by more opportunities for learning beyond the classroom.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the time of the last inspection standards were good for the under fives, particularly in language and literacy and mathematics. Standards in Key Stage 1 were average overall, with above average attainment in English and mathematics and below average attainment in music. In Key Stage 2 standards were weaker. While attainment in the core subjects of English, mathematics and science was average, attainment in a significant number of the other subjects was below average. Overall, progress declined markedly as pupils went through Key Stage 2 and few were achieving their potential by the time they left the school. Very close links were made between these findings, a major concern in the context of the serious weaknesses identified in the school, and the quality of teaching in Key Stage 2.
2. Since then, the school has been through a turbulent period, with a rapidly falling roll, relatively high pupil turnover, and no permanent headteacher until just over one year ago. These factors have made it difficult for the school to begin to regain stability and while there has been a marked improvement in many areas of the school's work, much of this has been achieved relatively recently. Overall, there has been good progress in raising standards, particularly in Key Stage 2 and pupils are achieving higher standards across the breadth of the curriculum. This is mainly because of the significant recent improvement in the quality of teaching. That said, the very small number of pupils in each year group mean that standards may well fluctuate widely from year to year and this is reflected appropriately in the targets for pupils' attainment which the school sets.
3. Standards are now above average in science by the end of Key Stage 2. Standards in mathematics are average. Standards in English, after a very strong performance in the end of key stage tests at Key Stage 2 in 1999, are currently in line with the national average. The implementation of the national initiatives in literacy and numeracy, the introduction of good supporting documentation in some subjects and a significant improvement in the consistency and quality of teaching have enabled the school to make considerable strides in raising standards. The rapid improvement in standards in science reflect the deployment of the specialist skills of the science co-ordinator and her rigorous approach to the development of pupils' investigative skills. .
4. In 1996, attainment in the end of key stage tests at Key Stage 1 was around the national average in reading and in mathematics, but below in writing and science. Attainment was significantly lower in 1997 in all areas. In the following two years attainment improved so that in 1999 attainment in reading was above average, in writing it was average and in mathematics and science it was well above average. In relation to the standards achieved in similar schools, attainment in mathematics was well above average, in reading it was above average and in writing it was below average. In science, on the basis of teacher assessment, attainment was well above the national average for pupils achieving the expected level 2, and above the average for the more challenging level 3. In writing, the proportion of pupils achieving level 3 was below the national average.
5. Although standards in Key Stage 2 have fluctuated considerably from year to year, there has been steady improvement between 1996 and 1999. Attainment in English was relatively weak in 1997 and 1998 but showed a significant improvement in 1999. In 1999, standards in English were very high at level 4 and well above average at the more challenging level 5. Attainment in mathematics was average in 1997 and 1999, although it was significantly lower in 1998. In mathematics in 1999, the proportion of pupils achieving level 4 or above was well above average, with attainment very low for those achieving level 5. Attainment in science was well below average, with no pupils achieving the higher level 5. Standards in English were well above average, while in mathematics they were below average, and in science well below, in relation to similar schools. There were no significant variations in attainment relating to pupils' gender, other than marginal under-performance by boys in English and by girls in mathematics. There was no compelling evidence to confirm this during the inspection.

Standards have risen overall, as a result of the many changes implemented, and they are continuing to rise in the current year.

6. Children enter the reception class with average levels of attainment for their age. They make good progress in personal and social and in mathematical development and for some children, attainment is above that expected. In the remaining areas, progress is satisfactory. In language and literacy they acquire a broad range of skills. Standards in speaking are good. Some are beginning to read simple texts. Writing skills are average and most can write their names independently. In mathematics, they acquire a good grounding in mathematical concepts and become familiar with numbers. Standards in knowledge and understanding of the world and in physical and creative development are at least comparable to those attained by other five year olds, and progress is satisfactory. There are some limitations to the programme for physical development because of the lack of a dedicated play area for the under fives and insufficient use of the indoor facilities and equipment. By the age of five, almost all children are attaining standards similar to other five year olds in the areas of learning.
7. Findings from the inspection indicate that at the end of Key Stage 1, pupils in the current Year 2 are achieving the expected standard in the core subjects of English, mathematics and science. However, standards are below average in information technology and there are weaknesses in the development of pupils' writing skills. The current Year 2 group has fewer higher attaining pupils than was the case in 1999. At the end of Key Stage 2, standards are currently average in English and mathematics, above average in science, but below average in information technology. Standards in religious education meet the expectations of the locally agreed syllabus at both key stages. Pupils currently in Year 6 have made at least satisfactory progress as they moved through the school. However, at least one third of the group did not start their education in this school. The strategies for teaching literacy and numeracy skills have been implemented very effectively at both key stages. Pupils use their basic skills of numeracy confidently as they work in some other subjects of the curriculum, particularly in science and geography. There are increasingly good opportunities for pupils to develop their literacy skills across the curriculum.
8. The progress made by pupils with special educational needs, including those with statements, is good. They achieve standards appropriate to their age and prior attainment. Teachers plan carefully to meet their needs and use a good variety of strategies to provide appropriate tasks for all pupils, taking account of their individual needs. Effective individual education plans set clear targets which are achievable and which are reviewed at least annually. Pupils with individual education plans make good progress towards their individual targets. The good gains in learning made by these pupils are promoted particularly effectively by the high quality of input by the learning support staff.
9. In English, standards are above average for most pupils in speaking and listening. Pupils speak clearly and confidently. The older pupils listen attentively and are confident in putting forward their point of view and making useful contributions to discussions. Standards in reading are well above average at the end of Key Stage 1, and above average at the end of Key Stage 2. The school has worked hard to ensure a systematic approach to the teaching of reading and pupils make good progress through the school. In Key Stage 1, they read accurately and with understanding, using a range of reading skills. By Key Stage 2 they begin to read for deeper meaning and they develop good skills in retrieving information. Standards in writing are average at the end of both key stages. However, some weaknesses exist. At Key Stage 1, there are insufficient opportunities for pupils to practise their letter shapes or to develop a legible style of writing. The quality of handwriting does not develop sufficiently and there are weaknesses in the presentation of work. In Key Stage 2 pupils write for different purposes, learn to use narrative structure, accurate punctuation and a more extensive vocabulary. Opportunities are created to use writing across the curriculum, particularly in history and science. The school has worked successfully to raise standards of spelling. Overall, the improved quality of teaching, well-planned lessons, and the support for the development of basic skills through literacy sessions, are raising standards in English, particularly for the oldest pupils.

10. Standards in mathematics are average at the end of both key stages, although they are on an upward trend, strongly supported by the effective implementation of the Numeracy Strategy. Progress continues to improve for all pupils in the context of the structured and rigorous approach that the school has implemented. There is an increased emphasis upon the manner in which pupils apply their mathematical skills and understanding, and they show good mental skills. Current Year 6 pupils have experienced the four rules of number, including multiplication strategies, fractions, decimals and percentages, ratio, co-ordinates, probability and area calculations by formula. Data-handling strategies are developed well.
11. Standards in science are average by the end of Key Stage 1 and above average by the end of Key Stage 2 and pupils are making increasingly good progress through the school. This reflects the high quality specialist input of the science co-ordinator in Key Stage 2. By the end of Key Stage 1, pupils understand the idea of a fair test and can explain the effect of applying forces. They have good opportunities to devise and undertake practical experiments and to record results in a variety of ways. In Key Stage 2, pupils understand about magnets and forces. They are able to make predictions and set up experiments imaginatively, recording their results systematically. The quality of learning is good in both key stages. The development of pupils' investigational skills is a particularly strong aspect of the science curriculum and underpins the higher standards being achieved. The quality of the investigative work provides a challenging experience for higher attaining pupils.
12. Standards in information technology, although improving, are below average at the end of both key stages and there are residual weaknesses in the pace and quality of pupils' learning. Pupils have basic keyboard skills by the end of Key Stage 1. Key Stage 2 pupils are enthusiastic about information technology and have some basic skills. Until recently the pupils had insufficient access to the machines, and information technology is only now being integrated into the other subjects of the curriculum. A number of pupils are very confident in their use of computers, but much of this confidence has come from their experience at home. The majority of pupils continue to underachieve in this area.
13. Standards in religious education are in line with the requirements of the locally agreed syllabus at the end of both key stages. Pupils make good progress in their knowledge and understanding of Christianity and other world faiths. They have a satisfactory knowledge of the main festivals and symbols of other faiths. They reflect on world events and issues of behaviour, responsibility and morality. Pupils develop the confidence to explore feelings and emotions.
14. In the remainder of the curriculum, progress is good in art and physical education at Key Stage 1 and satisfactory in the remaining subjects. No judgement is possible on progress in design and technology. At Key Stage 2, progress is good in art and satisfactory in all other subjects. Standards in design and technology are below average. Progress has improved significantly across the school, reflecting the significant improvements made in the quality of teaching across the school.
15. The school has adopted a programme of target-setting and has predicted likely trends in attainment in the coming years. The targets set for the coming years are realistic in acknowledging the significant variations which can arise from year to year when cohorts are very small. The school increasingly uses careful data analysis to identify areas of relative weakness, so enabling teachers to focus appropriately on how they can further improve their lessons. This is having a positive effect upon pupils' attainment and the quality and pace of their learning. While parents have been concerned about the progress which pupils make in the school, the evidence indicates that this has improved significantly.

Pupils' attitudes, values and personal development

16. The attitudes, behaviour and personal development of the pupils are good and their attitudes and behaviour have improved significantly recently. All these aspects have improved since the last inspection. Parents appreciate the values and standards the school promotes and most pupils are eager to come to school. Pupils arrive at school in good time and go straight to their classes where they settle quickly. For example, in Key Stage 2 the pupils either read or quietly

tackle a task that has been written on the board, until registration. Their positive attitude towards work favourably affects their performance in lessons. The orderly atmosphere helps to create a positive climate for learning throughout the school.

17. Pupils behave well in lessons and around the school. A high standard of behaviour is expected and pupils respond to this accordingly. In the last year parents have become increasingly positive in their views and the inspection confirms that behaviour has improved to such an extent that parents need no longer feel concern about this. Pupils are courteous towards staff, visitors and each other. There is very little anti-social behaviour. Relationships between pupils are good and they are prepared to support each other in their learning, for example in the literacy hour. Older pupils have a caring attitude to younger ones and they play happily together at break times. Relationships between pupils and staff are very good with the adults providing first-class role models. The harmonious relationships help to create a climate where bullying does not flourish. There is growing respect for the feelings of others and a sense of concern for each other. Pupils take care of their resources, such as library books, and the local environment.
18. The personal development of the children is good. Pupils are involved in their learning. Overall there is a commitment to undertake their homework satisfactorily and they take advantage of the extra-curricular activities in the lunch hour and after school, ranging from the poetry club to football. When given the opportunity, pupils undertake specific jobs with alacrity and enjoy the responsibility, as in running the tuck shop. However, they lack opportunities to take responsibility and use their initiative. Visits to places of interest to extend pupils' knowledge and understanding are infrequent, and the inspection team supports the views of some parents that there is room for development in this area. The residential course attended by Year 5 and 6 pupils gives an opportunity for them not only to learn new skills but to develop personally and socially. This occasion, which occurs every two years, is welcomed by the pupils who talk enthusiastically about their experiences. Pupils with special educational needs are well behaved and make good progress. Most parents believe the school is helping their children to become more mature and responsible and the inspection findings support this.
19. Levels of attendance are satisfactory and in line with the national average. Unauthorised absence is low and there have been no exclusions. Pupils arrive in good time for school and lessons begin punctually.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching is good. It has improved substantially since the last inspection when almost forty per cent of the teaching was unsatisfactory. This was an area of serious weakness at that time. The significant improvement in the quality of teaching has made a major contribution to the rising standards and to the very positive pupils' attitudes which are now so evident and is supporting increasingly effective learning. All of the lessons observed during the inspection were of good or better quality, with around one quarter being very good.
21. The improvement in teaching quality results from the input of the new headteacher, her personal contribution to teaching in Key Stage 2, and the support for teachers provided by the local education authority. This high quality of teaching is having a very positive effect upon the standards which pupils achieve and upon their attitudes to learning. The strengths of the teaching are evident in the teaching of literacy and numeracy, in the responsive way in which investigational science has been developed, and in the rising standards which are coming through. All teachers have a secure knowledge of the subjects which they teach. Weaknesses previously identified in music and design and technology are improving. Teachers feel that they have gained confidence in their skills and techniques from the literacy and numeracy initiatives which they have implemented so effectively. The quality of planning has improved across the school and teachers are specific as to the knowledge, skills and understanding which they wish to teach in each lessons. For example, in the teaching of science, pupils have very good opportunities to investigate and to plan their own experiments. Lesson objectives are clearly identified for each lesson and are made explicit to pupils, so that they understand

the focus for their learning. This is an effective strategy which has a positive effect upon the rate of pupils' learning.

22. Teachers have worked hard to improve the standards reached by the time the pupils leave the school at the age of eleven. The quality of their work is improving steadily. With the introduction of more schemes of work and improved subject documentation the teachers now have a much clearer basis upon which to plan their lessons than was the case at the last inspection. Teachers' expectations have improved significantly, particularly at Key Stage 2, and the pupils are being increasingly challenged by the opportunities offered in lessons. All the staff, including support staff, are involved in planning, and the culture of close working among the staff ensures that there is an appropriate awareness of skills, knowledge and understanding to be taught and reinforced as pupils move through the school.
23. A major contributory factor to the quality of teaching and of pupils' learning is the high quality and commitment of the learning support staff, both those specifically assigned to pupils with special educational needs and those deployed as the need arises within each lesson. They have developed considerable skills both in relating to the pupils and in channelling and directing pupils' efforts so that their performance is enhanced. Some particularly effective – and at times, moving – work was observed when support staff were working with individual pupils with severe learning difficulties and with the small group of children aged under five.
24. Children are taught effectively when they enter the school and by the time they are seven have made good progress across all the subjects. They achieve standards that are at least in line with the national average for their age. This is because teachers' planning ensures that, although children remain in one class, the tasks provided for them are increasingly demanding as they move through the key stage. As the pupils move into Key Stage 2 the expectations of all staff continue to be high and the quality of teaching remains good. The tasks planned for each year group build upon the pupils' prior learning. Work is planned to ensure that the higher attaining pupils are faced with tasks which suitably challenge them and extend their understanding to exceed the expected levels for their age. This was evident, for example, in a Key Stage 2 science lesson, where pupils were looking at the effect of forces on submerged objects. Additional support is planned effectively by the teachers for pupils who need help with numeracy and literacy. This has a good effect upon raising the standard of pupils' work.
25. There is a positive ethos in each classroom and pupils recognise that teachers expect them to work hard to sustain their concentration and to do the best they can. The pace of the lessons is consistently brisk and in nearly all lessons the amount of work completed by each pupil was sufficient. Very occasionally, pupils in Key Stage 1 spend too long on the carpet during the main initial input and the balance between this time and that given to pupils to practise their skills is inappropriately skewed. The teachers use a wide variety of teaching styles ranging from whole class sessions to group work and individual tasks. This enhances the quality of learning effectively.
26. The on-going assessments used by teachers during lessons are accurate and carried out skilfully. They question pupils effectively to ensure that they understand new concepts and to consolidate their prior learning. They make good use of their judgements to help pupils to improve their work. The school has put into place systems to record pupils' acquisition of new skills and understanding and these are well established in the core subjects of English, mathematics and science, although less so in other areas of the curriculum. The systems for recording information about the under fives are embryonic, and this is an area for further development.
27. Teachers set homework on a regular basis and this is well-established across the school. Homework includes reading in all year groups and additional tasks, which may include English, mathematics or research tasks across other subjects, to be completed at home. These tasks increase in challenge as pupils move through the school. The use of homework by the end of Key Stage 2 is productive, and it prepares the pupils well for the next stage of their education. Parents have been concerned about the quality of homework provided but such concerns are unnecessary.

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

28. The quality of the curriculum has improved since the previous inspection. The curriculum opportunities offered to pupils are broad, balanced and relevant. The school provides a satisfactory curriculum that meets National Curriculum requirements together with health and sex education. Religious education is taught in accordance with the requirements of the locally agreed syllabus. The curriculum promotes the pupils' personal, social and physical developments effectively. Children under five benefit from a curriculum that is planned according to the six areas of learning. It enables them to achieve the targets set for them by the age of five. The promotion of pupils' spiritual, moral, social and cultural development is satisfactory overall. The provision for pupils' moral development is good, which is an improvement on the previous inspection.
29. All policies are in place. Schemes of work are currently under review. The school has adopted recently published national documentation where appropriate to support pupils' learning: for example, in design and technology and geography. The medium and short-term planning is very thorough, and it provides a secure framework for the good quality teaching resulting in an extension of pupils' learning in all subjects. The headteacher, Key Stage 1 teacher and science co-ordinator, monitor planning to ensure that all areas and attainment targets are covered. The work of pupils of all ages is carefully scrutinised across the school and there have been opportunities for teachers to monitor literacy and numeracy across the school.
30. A sound level of extra-curricular provision enriches the curriculum. Pupils have the opportunity to join a range of clubs. Older pupils may attend a residential activity week. The school is developing strategies whereby the curriculum may be further enriched by increased opportunities for learning outside the school environment. The team agrees that this will be useful to support the pupils' growing independence.
31. The school makes very effective provision to ensure that all pupils have equal access to the National Curriculum. The learning support staff are well deployed in ensuring this equality of access within lessons, and the teachers ensure that equal attention is given to all pupils in lessons.
32. The school has successfully implemented the National Literacy Strategy and National Numeracy Strategy. Pupils develop their skills well in literacy and numeracy lessons and apply their knowledge across the curriculum especially in science, geography, history, religious education and music.
33. The school makes very good provision for pupils with special educational needs and has a very clear policy, which complies fully with the Code of Practice¹. Pupils on the special needs register have been set targets in their individual education plans and the Code of Practice has been fully implemented. The in-school support for these pupils is exemplary.
34. The school works closely with the community; for example a local poet has worked with pupils in school. Parents provide satisfactory support for pupils' learning and there is a flourishing 'friends' group. Arrangements for receiving new pupils into reception from nursery school, and for the transfer of pupils from Year 6 to secondary school, are satisfactory. Induction procedures are well established and there is effective sharing of information.
35. Spiritual awareness is satisfactory and is fostered and developed through religious education music and art. Acts of collective worship comply with statutory requirements and provide effective support for the development of pupils' spiritual and moral development. Pupils experience spiritual feelings when they listen to well chosen stories from the bible such as 'The Creation'. Pupils are given time for reflection after hearing music played by Louis Armstrong. They have valuable opportunities to consider moral dilemmas. Further opportunities for

¹ Code of Practice: this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

spiritual development occur through the religious education programme and in the day-to-day life of the school, especially in music, art and literature.

36. Provision made for moral education is good. Pupils behave well around the school and understand right from wrong. Opportunities are provided for older pupils to help younger pupils at lunchtimes and at break. They carry out assigned tasks around the school. They respond well to the needs of others by supporting charities. Relationships between the pupils and adults are positive and adults provide very good role models. There are high expectations for pupils to respond to this very positive lead. In addition the school ethos supports the friendly, safe and caring environment.
37. Provision made for social development is satisfactory. Pupils interact well during lessons. They go on residential activity weeks in Key Stage 2. This enhances their social awareness. They respond well during lunch times and break times and they play sensibly together. However, there are still too few opportunities for them to show initiative and to take responsibility.
38. The provision for cultural development is satisfactory and pupils study their own and other cultures through literature, geography, history art and music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school gives a high priority to promoting the care of all its pupils. Staff are well aware of child protection issues and, since the last inspection, the sound policy has been implemented, formalising previous arrangements. Staff abide by, and put into action, the good procedures for health and safety. The governing body reviews safety and security on a regular basis and considers ways of providing a safer environment. However, there are unresolved issues relating to the unfenced pond and vehicular access through the playground. The pupils are competently supervised at work and at play.
40. Pupils, parents and carers are regularly reminded of the importance of regular attendance. The system for recording attendance is clearly understood by all teachers and the procedures are carried out efficiently. Attendance levels are average, but when necessary, absences are followed up effectively. Unauthorised absence remains below the national average.
41. Procedures for monitoring behaviour are good with teaching and non-teaching staff working together, ensuring a consistent approach to dealing with inappropriate behaviour. This is effective and is helped by the support provided by the Emotional and Behavioural Support Service of the local education authority. Pupils have a clear understanding of the school's expectations of good behaviour and anti-bullying strategies work very well. The recently reorganised lunch hour arrangements have led to a reduction in unsociable behaviour. Behaviour has improved significantly over the last year and the inspection findings confirm that the concerns raised by some parents have been resolved.
42. The school provides valuable support and guidance which helps pupils to make responsible choices. The staff know the pupils well and they use this knowledge effectively. From July the pupils will be involved in setting targets to help themselves develop academically and personally. Assemblies celebrate achievement and allow the pupils an opportunity to share their successes in all aspects of school life with their colleagues in the rest of the school. This boosts their confidence and their self-esteem, encouraging them to do more.
43. Procedures for monitoring academic progress are satisfactory. The governors have set up a curriculum committee since the last inspection and they monitor the curriculum and standards together with the head teacher. There are governors responsible for special needs, literacy and numeracy, and this has led to greater understanding of these areas of the curriculum by the governing body and more successful monitoring. Appropriate systems are in place for monitoring English, mathematics and science and these are having a positive effect on standards achieved. Assessment procedures in the core subjects include a range of statutory and optional tests which provide detailed information on pupils' attainment. This information is

carefully analysed and, together with teachers' on-going assessment, effectively supports teachers in their planning. It also identifies areas of weaknesses and supports the school in setting targets for individuals. The achievements of pupils with special educational needs are well recorded and monitored so that their good progress is maintained in all aspects of their work.

44. The formal monitoring of pupils' personal development is limited. Little information is recorded. However, pupils spend several years in each class and the members of staff know the pupils well. The existing systems are, in practice, effective.
45. The provision for pupils with special educational needs is very good and all statutory requirements are met. The level of support given by teaching and non-teaching staff is good. Outside agencies are used appropriately and there are effective links with the local secondary school to support pupils as they enter secondary education as well as providing a smooth transition.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school welcomes parents and encourages their involvement. After a period of instability, relationships with parents are developing and improving. All parents have signed the home-school agreement signifying their support for the school and its commitment to their children's education and well being. Visits to the school are encouraged and the head teacher is willing to see parents whenever possible. The parents believe that all members of staff in the school are easily approachable. This positive climate contributes to pupils' learning at both home and school.
47. As in the previous report the overall quality of information to parents is good. Parents are kept well informed of their children's progress. Parents have an open invitation to consult with teachers at any time through the school year and teachers make opportunities to give informal feedback to parents. There are formal parents' meetings with class teachers in the Autumn and Spring terms and, in the Summer term, written reports followed by a further consultation evening. The informative written annual reports give details of children's progress in all subjects and indicate targets for improvement. Pupils contribute their perceptions of the year and parents have an opportunity to add their comments giving a rounded picture of achievement. Overall parents are pleased with the progress of their children and the way they are told about it.
48. The school prospectus is attractive and helpful but the details of authorised absence are omitted. The informative annual report to parents by the governing body also lacks this information.
49. Parents of pupils with special educational needs are actively involved at all stages of the Code of Practice and in review procedures. Generally they are fully supportive of the work of the school and encourage pupils to complete homework tasks.
50. Since the last inspection the school has developed a whole school homework policy. Most parents are aware of this and they agree with its aims. They wish to be involved and support their children's learning. The content of the policy covers not only English and mathematics but research which is used to enrich and extend topic work. The amount of homework was identified by a number of parents as an area of concern. There are conflicting views as to whether more or less homework should be set. The inspectors' view was that the amount of homework set was generally appropriate. The homework diary is proving a valuable way of keeping parents informed as to their child's progress and how they can support it.
51. Close contact with parents promotes a smooth entry into school and the children settle quickly and happily. The current formalising of links with the local playgroups support this.
52. There is an active Friends of Normanby School which arranges successful social and fund-raising activities. The parents are willing to help in the school, but most are unable to come in

on a regular basis. There is, however, some support with cooking for example, which the staff welcome. These links make a positive contribution to pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. Following the previous inspection of the school, when a number of serious weaknesses were identified the school has experienced a period of considerable turbulence. The management of the school was in the hands of a series of temporary headteachers, until the current head took up her post just over one year ago. She joined the school in the context of a rapidly falling roll and significant concerns about pupils' behaviour and, consequently, about the quality of their learning. She has faced a considerable challenge in her efforts to stabilise the school, to restructure the internal organisation, to deal with a range of pressing routine matters, including the curriculum, and to rebuild confidence within the parent body and more widely.
54. To date, her efforts have been successful and much has been achieved. The leadership of the school by the headteacher is very good. She has provided the school with a clear educational direction, focusing initially on the need to improve behaviour and pupils' attitudes, as a necessary precondition to the raising of standards. In a very small school, many responsibilities fall directly to the headteacher. A significant strength of the school at present is the high quality, competence and commitment of the team which is now in place – teachers, support and ancillary staff and the school secretary. They demonstrate a firm commitment to the school in all that they do. All staff are very effective in carrying out their roles and responsibilities. At the time of the last inspection the role and effectiveness of subject co-ordinators was a weakness. Their role is now much improved and there is a much stronger, shared overview of the curriculum and a greater focus on the monitoring of standards and progress within subjects.
55. The school aims of raising standards and improving the quality of education are strongly reflected in its work. The headteacher has been developing and implementing thorough systems to monitor pupils' progress and, in particular, to evaluate the quality and effectiveness of teaching – a critical weakness at the last inspection. The governing body has become increasingly involved in the work of the school since the last inspection. Governors have extended their role in overseeing the planning and delivery of the curriculum. Specific governors have responsibility for relating to subject co-ordinators in literacy and numeracy. Governors are involved in monitoring standards and results in national assessments. They are aware of trends in the performance of the school, take regular advice from local authority advisors and use the information in their strategic planning. The school development plan has improved and now looks at school development over a longer period. The plan is developed by staff and presented to governors who then play their part in prioritising the needs of the school. Governors fulfil their roles in relation to staffing and premises' management, although a number of issues relating to the proposed redevelopment of the building and site await resolution. They are an integral part of the leadership and management of the school. Legal requirements are met, other than in the minor omission regarding pupils' attendance from the prospectus.
56. At the time of the last inspection, the school was judged to have serious weaknesses. Since then, the governors and staff have dealt successfully with almost all aspects of the issues raised – although most of the progress has occurred in the last twelve months. The local education authority has been very supportive to the school, particularly during the period when no permanent headteacher was in post. Progress has been good overall. The improvement in the quality of teaching has been dramatic, moving from a situation where almost forty per cent of teaching was unsatisfactory, to the present, where all of the teaching observed was good or better. There has been good progress in the development of the role of subject co-ordinators and in the provision of detailed schemes-of-work to support planning and teaching. The quality of planning which is now evident in the school development plan has improved significantly since last time, and governors are much more fully involved in the life and work of the school. Some progress has been made in the quality of provision for music. Only in the standards achieved in design and technology has progress been more modest. The headteacher has, however, wisely prioritised a manageable number of key areas for improvement at any time.

There has, over the period, been a significant effect on the standards achieved in the school, particularly in Key Stage 2. Governors, headteacher and staff continue to show a strong commitment to maintaining the pace of improvement.

57. Teachers set targets for individual pupils and the governors are moving towards identifying manageable targets for continued school improvement. There is a developing culture of monitoring and target setting to support the school in moving towards its aims.
58. The school successfully ensures that all pupils have equality of opportunity to all aspects of the curriculum and other activities provided by the school.
59. The school has an adequate number of appropriately qualified staff to meet the demands of the curriculum for all pupils, including the under fives. The support staff, including those with specific responsibilities for individual pupils with special educational needs, are very good, enhancing teaching in the classroom and providing very effective support. The ancillary assistants have clear roles and responsibilities and their work is well planned and targeted. A strong partnership exists between them and the class teachers. All staff make a very positive contribution to the learning, attainment and development of the children. Staffing levels are satisfactory in other areas such as administration, lunch time supervision and cleaning. There is a good team spirit amongst all the staff. The professional development of staff is clearly linked to the school development plan and the needs of the school and is effectively supporting the improvement in teachers' performance. The co-ordinator for special educational needs maintains the register of pupils efficiently and plays an effective part in raising the awareness of all staff; this contributes to the very good level of provision, support and the good progress which these pupils make.
60. The main building is Victorian and in a reasonable state of repair, although shabby. It contains two classrooms, one of which is currently used as a resource room. As stated in the last report, the hall is very small and is inadequate for the delivery of the full indoor physical education curriculum. Across the tarmac playground, the somewhat dilapidated temporary classroom has one classroom and is fitted with cloakroom and sinks but has no toilet facilities. The toilet facilities for all the children are situated in a block adjoining the main school. There is an unpleasant aroma emanating from the boys' toilets, which is an on-going problem recognized by the school and the local education authority. Plans exist for a new classroom block with toilet facilities, plus the refurbishment of the original hall and schoolroom. The building work to provide better physical education facilities was a school priority at the time of the last report.
61. The grounds are satisfactory with hard and grassed areas, but there is no outside play area designed for the under fives. There is a conservation area adjacent to the school field, which is under utilised. It contains an unfenced pond, which poses a health and safety risk of which the school is aware. No action has yet been taken to deal with this. The perimeter fence of this area and the field is not secure.
62. The resources are adequate to meet the requirements of the National Curriculum in all subjects except indoor physical education. Since the last inspection the quality of books in history, geography and science has improved. The Schools Library Service stock supplements the school's own books in the library giving a greater choice in both fiction and non-fiction for the children. As a result of the efforts of the parents, two new computers for the pupils have recently arrived. This has helped to update the provision for information technology. The use of visits to support the curriculum has been very limited recently and this is an area for future development.
63. The school development plan is produced alongside the school budget so that developments are carefully costed. The priorities are increasingly closely-focused on the raising of pupils' attainment. Financial planning is good. Governors look closely at the effects of spending upon standards and the quality of educational provision - for example, the allocation of an above-average proportion of funds to the employment of learning support staff. This was closely tied to the whole-school programme for the raising of standards. There is careful financial management. The school works hard to ensure a match between income and expenditure. The school budget maintains a small surplus, although the amount available to meet

contingencies is limited. Expenditure is closely monitored. The monitoring of the use of specific grants, for example, to support pupils with special educational needs is very good. Information technology systems are used well to provide budgetary information so that the school and its managers can monitor spending closely.

64. The day to day administration of finance is good and there is an awareness of the need to apply best value principles to all purchases. The most recent audit identified no issues of major concern. The school secretary is meticulous in her attention to detail in the handling of routine financial matters.
65. Standards across the school continue to rise. The school has demonstrated a good level of improvement and has some significant strengths, particularly in the quality of teaching. The school receives a high level of funding per pupil, although this is not dissimilar from that received by many other small schools. However, taking into account the rapidly improving quality of education provided, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has made good progress in dealing with the serious weaknesses identified in the last report and this has had a very positive effect on pupils' attitudes and attainment. In order to promote further improvement in standards in those areas where they remain less secure, the governing body, headteacher and staff should:

- 1) implement fully the policy for information technology and its use across the curriculum to ensure a more consistent development of pupils' skills and the raising of standards of attainment;
(paragraphs: 7,12,131-137)
- 2) improve the standards of pupils' writing in English, particularly at Key Stage 1, by:
 - (i) providing sufficient time and opportunity for pupils to practise and develop their skills;
 - (ii) increasing the pace and improving the quality and presentation of their writing;
 - (iii) raising expectations of the standards to be achieved in handwriting and presentation, particularly for the oldest pupils at Key Stage 1;(paragraphs: 9,78,79,84)
- 3) improve certain aspects of the accommodation to ensure an improved environment for learning; this should include:
 - (i) improving resources to promote the physical development of the under fives, including secure play provision.
 - (ii) attending to the health and safety concerns in relation to the unfenced pond area.
(paragraphs: 6,40,56,61,62,73,150)

In addition to the areas for improvement indicated above, the school should include the following areas in the action plan:

- Devising and maintaining more detailed written assessment records for the youngest pupils and in religious education.
- Enriching the curriculum further by providing increased opportunities for learning outside the immediate school environment.
- Continuing efforts to raise standards in design and technology across the school.

(paragraphs: 11,14,27,57,75,114-119,154)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	74	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	44
Number of full-time pupils eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	8

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	41
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	19.5
Average class size	21.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	49

Financial information

Financial year	1999/2000
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	£
Total income	125445
Total expenditure	124539
Expenditure per pupil	2650
Balance brought forward from previous year	940
Balance carried forward to next year	1846

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	44
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	37	7	4	0
My child is making good progress in school.	52	26	19	4	0
Behaviour in the school is good.	22	41	22	7	7
My child gets the right amount of work to do at home.	22	33	33	7	4
The teaching is good.	56	26	15	4	0
I am kept well informed about how my child is getting on.	48	33	15	4	0
I would feel comfortable about approaching the school with questions or a problem.	74	22	4	0	0
The school expects my child to work hard and achieve his or her best.	59	22	15	4	0
The school works closely with parents.	52	33	11	4	0
The school is well led and managed.	59	22	15	4	0
The school is helping my child become mature and responsible.	33	48	11	7	0
The school provides an interesting range of activities outside lessons.	22	56	11	11	0

Other issues raised by parents

Few written comments were included in the responses received. Of the issues raised, a number referred to the experience of individual children; others made general observations as to the standard of behaviour in the school, the efforts of the hard-working staff and the need to extend pupils' learning experiences beyond the school.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. At the time of the last inspection, provision for children under five was a strong feature of the school. The provision is satisfactory at present and gives children a secure start to school life.
67. Children are admitted as 'Early Years' children in the term after they become four. They attend on a part-time basis at first but all children enter the reception year in the following September as they approach five years of age. At the time of the inspection, only two children were still under five. There is a satisfactory induction programme, which includes visits in the term prior to entry and ensures their smooth transition from home to school. The local authority's early assessment system for the reception class is in place. Children are assessed during their first term in reception. However, by this stage, most children have already been in school for two or three terms. The information gained is used effectively by teachers to set targets for children in literacy and numeracy. It is also used to identify those children who might have special educational needs. Early assessment information supports the inspection findings that attainment on entry is around the average. Overall, children, including those with special educational needs, make satisfactory progress.

Personal and Social development

68. The children under five make good progress in their personal and social development. They settle well into the caring and safe environment provided where basic routines and high expectations are fostered. They learn the importance of classroom routines such as lining up and listening quietly to the teacher. All are confident in dressing and in personal hygiene. They sustain interest for some time, work and play well together. They learn to co-operate and share, taking turns to use the available equipment. They treat equipment with respect and show independence when tidying away resources. They happily undertake classroom 'jobs', such as changing the date. They show increasing independence within the literacy hour, following instructions and sometimes working without direct supervision. Relationships with teachers and other adults are very good. The children show a growing awareness of the difference between right and wrong. Their behaviour is very good. The quality of teaching in this area is good, promoting the good progress. By the age of five almost all are attaining the desirable learning outcomes (the targets set for five year olds) in this area of learning.

Language and Literacy

69. Attainment in language and literacy by the age of five is satisfactory and children make satisfactory progress. The development of language and literacy skills is given an appropriate priority, with a particular focus on speaking and listening. The children enjoy a wide variety of stories, rhymes and poems. Very effective questioning encourages children to respond aloud to stories, developing confidence and self-esteem. Role-play opportunities enable the children to extend their language skills through imaginative play, enhanced by the good participation of the adults. At the time of the inspection this area, located in the classroom for the older children, was structured as a travel agency, enabling children to 'manage' the travels of Ben Bear. Children enjoy books and most handle them carefully and treat them with respect. They are introduced to a good range of fiction and non-fiction books and good use is made of class 'big books'. A shared programme of reading encourages parents to be involved in their child's learning. The introduction of the literacy hour during the course of the year helps children to listen to instructions and to talk about their work. Some of the under fives are beginning to read familiar simple texts and are well on their way to attaining level 1 of the National Curriculum. By the age of five most children can recognise their name and are beginning to understand that writing is a means of communication. The children under five make a satisfactory start on developing their writing skills. The majority attempt to write, with higher attainers showing confidence in their early writing skills and able to write several words and most letters independently. The others can copy letters from scribed text. The quality of teaching is satisfactory.

Mathematics

70. Attainment is good by the age of five and the children make good progress. They can match and sort objects in a variety of ways and can sequence numbers and objects, for example by size. Most can count to ten, with a few able to recognise numbers up to twenty. They can add or subtract single digits, then twos. They can identify groups of six or eight objects. They can add two single digit numbers to nine. Almost all can name simple two-dimensional shapes such as circle, square and triangle. Number games and number rhymes are used well to reinforce their understanding. On several occasions each week the under fives are withdrawn from the main group for individual support by the learning support assistant. There are good opportunities for practical mathematical experiences. These enable children to extend their mathematical vocabulary. Learning is reinforced well through the effective teaching and good adult support.

Knowledge and understanding of the world:

71. Children's knowledge and understanding of the world is average when they first start school. They make satisfactory progress and by the time they are five attain satisfactory standards in this area. Children show interest in the world about them. They have a good knowledge of daily routines and understand that there are different times for daily events. They observe changing seasons and weather conditions. They learn about the texture of materials, grow seeds and learn about the life cycles of living things. They learn about windmills and about houses and the materials used to construct them. They learn about clothing, the parts of their body, seasons and the weather. They have heard about Victorian washdays and compared how people lived then to how they live now. Some use is made of the local environment and school grounds to explore and observe. Children have some, but infrequent, opportunities to cook, helping to extend their scientific knowledge of how change takes place. They have regular access to musical instruments in music lessons. They use construction equipment confidently to build models. Through the occasional use of the computer they are developing an awareness of mouse control and basic keyboard skills. Teaching is satisfactory.

Physical development

72. Children make satisfactory progress in this area of learning so that by the age of five attainment is satisfactory. The quality of teaching is satisfactory. The children are provided with a range of planned activities, although this programme has some weaknesses. Staff intervene appropriately to help them develop their skills, for example when modelling, using tools to make models and when controlling scissors and paintbrushes. They use sound manipulative skills when building with construction kits, painting, drawing, writing, cutting and colouring. In the outside areas children have occasional access to wheeled toys. These are few in number and rather worn and unattractive. Provision for outdoor play is restricted as there is no large scale apparatus, climbing equipment or balance beams within a dedicated play area. Although well-managed outdoor sessions are provided for the whole class, this does not always allow for an appropriate focus on the development of their skills and the children do not routinely have access to larger apparatus in the main hall. The school is aware of the weaker aspects of provision for physical development and the limitations in resourcing.

Creative development

73. Children's creative development is satisfactory and they make satisfactory progress. Opportunities are provided for them to explore and experiment with a variety of media. Learning is enriched as a result of these experiences. The quality of teaching is satisfactory. Children use a variety of techniques including painting, printing, collage, drawing and modelling. Skills are effectively developed. They have contributed to collages of *Percy the Park-keeper* and the *Owl and the Pussycat*. The children use a variety of printing and painting techniques. They construct junk models from available materials. Children explore the various textures of malleable media such as dough and clay. There is satisfactory provision for them to make choices and select resources. They have good experience of playing a range of percussion instruments. They sing a range of songs and rhymes, keeping good time and

memorising words well. These experiences make a satisfactory contribution to the children's spiritual, moral, social and cultural development as well as enriching the curriculum offered.

74. The quality of teaching of the under fives is satisfactory, with some good features. The adults have a good knowledge of the expected targets for five year olds, particularly in personal and social education and mathematics, and this is reflected in the teacher's planning. Adults work together well and the learning support assistant has a very clear understanding of how young children learn. She successfully provides a significant proportion of the focussed input to the youngest children. Daily routines provide a balance between planned activities that enable children to make choices and those that are led by adults. Relationships between adults and children are consistently good. Children are well managed and discipline is good. Children are prepared well for the transition to Key Stage 1. The reception team have a good knowledge of the children's capabilities. The effective use of resources contributes effectively to the good progress being made. Until recently, detailed record-keeping for the youngest children has been minimal. This restricts the teacher's ability to set targets for the children and is acknowledged as an area for improvement.

ENGLISH

75. In the National Curriculum tests at the end of Key Stage 1 in 1999, standards in reading at level 2 and above were very high in comparison with the national average. They were well above the national average at the higher level 3. The performance of girls tended to be higher than the national average while that of the boys tended to be below the national average. Pupils' results were very high in comparison with the average for similar schools in reading, while they were well below the national average in writing. Inspection findings confirm the 1999 results at Key Stage 1 with well above average standards in reading, but broadly average standards, with some weaknesses, in writing.
76. In 1999 the results of the National Curriculum tests at the end of Key Stage 2 show that standards were very high in comparison with the national average and well above at the higher level 5. When compared with the results in similar schools, pupils' attainment was well above average. There was a significant improvement in results between 1998 and 1999. The 1999 cohort of pupils was a particularly able group. Inspection findings show that by the end of Key Stage 2 pupils' attainment is in line with the national average for the current small cohort of Year 6 pupils. It is above the national average in reading and speaking and listening.
77. The previous inspection found that standards in English were above average by the end of Key Stage 1 and average by the end of Key Stage 2. Standards of reading were above average throughout the school, while standards in writing were well above average in Key Stage 1 and average in Key Stage 2. Since then the school has worked hard to raise standards in reading. There is a systematic approach to reading and pupils are given regular opportunities to practise their skills in literacy lessons, across the curriculum and for homework. This has succeeded in raising standards in reading at both key stages. Standards in writing however have not improved at Key Stage 1. There is no systematic introduction of the cursive style until Key Stage 2. Throughout this key stage there is a planned effort to use drafting and editing to develop narrative writing. The good quality of teachers' marking is improving writing and the pupils' skills with spelling and grammar. However, handwriting and presentation still need improvement, especially in Key Stage 1. Presentation in English and in other subjects is often untidy.
78. Attainment on entry to school is average. Pupils achieve well and make good progress with their learning, especially with their basic skills in literacy. Their weaker area is in writing. At Key Stage 2, learning is good, particularly in the development of reading skills. Teachers are targeting work more specifically to meet individual needs and this is improving progress. The school is on track to meet the government targets set for 2002.
79. The school is implementing the National Literacy Strategy consistently. Planning is very effective at both key stages and underpins the pupils' learning. However in Key Stage 1, not

enough emphasis is placed on developing writing skills, while reading skills are consistently reinforced.

80. Standards in speaking and listening are good at both key stages. Pupils speak confidently about their work and the school's work with the National Literacy Strategy is having a positive effect on pupils' language skills. They are happy to give detailed accounts of Ben Bear's adventures in Ireland in history or talk excitedly about the significance of the train in John Burningham's *O, get off our train*. They share ideas and answer questions fully. At Key Stage 2 good questioning by teachers ensures that all pupils are drawn into the subjects being studied and pupils are given very good opportunities to contribute their own ideas. This promotes learning well. Year 3 and 4 pupils express their thoughts about *Ambush in Space* by Tony Bradman with interest and enthusiasm. In a Year 5 and 6 literacy session various questions were used effectively to stimulate pupils' discussion work. By the end of the key stage they put forward their own points of view clearly and make useful contributions to discussions. At both key stages teachers guide learning sensitively and act as positive role models in these activities.
81. Reading standards are well above average by the end of Key Stage 1. Pupils read accurately and fluently with meaning. They are keen to talk about what is happening in the story and predict what might happen next. Skills with phonics and sight words are well developed and the more able pupils read books that challenge their skills.
82. Attainment in reading at the end of Key Stage 2 is above average with good progress through the key stage. Pupils use contents, index and glossary successfully and Year 5 and 6 pupils 'skim' and 'scan' for information as they learn to read at speed. Pupils know how to use the library and are confident when selecting books for information and for pleasure. Throughout the school pupils make use of a very good homework diary, which is used positively in the development of pupils' reading. The literacy initiative is well resourced and books are easily accessible to the older pupils. Careful monitoring of pupils' reading skills and choice of books ensures that there is breadth and progression in learning, particularly for higher attaining readers.
83. Standards in writing at Key Stages 1 and 2 are average. Younger pupils copy sentences and create simple accounts of what they have done. They experiment with early writing skills, but there are fewer opportunities to develop control over letter shape and size. They begin to spell everyday words correctly. By seven, pupils write for different purposes; such work is usually grammatically correct and well punctuated. Handwriting, using a cursive style, is not used consistently.
84. Key Stage 2 pupils write for different purposes, including work in history, geography and science. They write exciting adventure stories such as 'Flight to the Sun', which challenges the more able pupils and poems of quality, such as 'Falling Asleep'. Pupils make good progress as they learn to structure narrative, use punctuation more regularly in their writing and make wider choices of vocabulary. Pupils refer to dictionaries for help and standards are average by the end of the key stage. The quality of handwriting and presentation in Key Stage 2 has improved since the previous inspection.
85. Pupils with special education needs are given very good support and make good progress throughout the school. Their work is matched well to their prior attainment and their progress is monitored very well.
86. During lessons, behaviour is good. Pupils concentrate well and are keen to learn. They participate fully in discussions and work well together when they are writing shared accounts in science, following investigative work on 'Forces'.
87. The quality of teaching is good at both key stages, which is an improvement on the findings of the last inspection where it was described as satisfactory and unsatisfactory respectively. When teaching is good, teachers have very secure subject knowledge and understanding and plan work that offers challenge. For instance, work with Years 5 and 6 pupils involving the reading of scientific texts helps pupils to extend their thinking and make decisions about their

views of the story. At Key Stage 1, English is developed successfully through links with other subjects such as science, history, geography and religious education. Pupils explain their scientific experiments and record their findings. At Key Stage 2, English is developed well through links with science, history, geography and religious education. At both key stages teachers and pupils share targets for lessons and the good use of the plenary session helps to consolidate learning. Pupils are beginning to set themselves targets for their own learning which will help to set higher expectations. There are good systems in place for assessing and tracking pupils' work.

88. The co-ordinator provides very good clear educational direction for the subject. There is careful monitoring of planning and pupils' work at both key stages and the co-ordinator has had the opportunity to monitor the effectiveness of teaching. Resources in English are appropriate to support pupils' learning, although the location of the library makes it less accessible to the younger pupils.

MATHEMATICS

89. Pupils in both key stages are attaining standards in mathematics which are in line with those expected nationally. Pupils with special educational needs make good progress and achieve standards in line with their prior attainment.
90. The last inspection report indicated that attainment was average at the end of both key stages, although progress deteriorated significantly as pupils moved through Key Stage 2. However, this judgement was not confirmed fully in relation to either key stage in the national tests later that year, when attainment proved to be below that identified at the time of the inspection. Attainment in mathematics in Key Stage 1 rose steadily between 1997 and 1999 when all pupils achieved the expected level 2 and attainment was well above the national average. Performance in relation to that found in schools with similar characteristics was well above average in 1999.
91. At Key Stage 2, attainment at level 4 or above was around the national average in 1997, fell in 1998 and improved considerably in 1999. In the end of key stage tests in 1999, the proportion of pupils achieving the expected level 4 was in line with the national average. However, the proportion achieving the more challenging level 5 was very low in relation to the national average. Standards in mathematics at Key Stage 2 were below those achieved in similar schools – a reflection of the lack of higher-level attainment. However, such judgements reflect the natural variations which arise in the context of the very small cohorts in each year group. The school anticipates that levels of attainment slightly below the 1999 figure may be achieved in 2000, although with a higher proportion of pupils achieving level 5 at Key Stage 2. Overall, standards have improved steadily in the last three years and this is closely linked to the clear improvement in the quality of teaching.
92. The school has implemented the numeracy initiative successfully and teachers are using the structure well, although on occasion, too much time is allocated to the oral and mental session, so reducing the time available to pupils to practise what they have been taught. Pupils have access to the breadth of the National Curriculum in mathematics and there is a good balance of experience through the school. In Key Stage 1 pupils acquire a secure foundation in mathematics. They add and subtract accurately with numbers of increasing size, successfully perform simple multiplication calculations based upon familiar tables and estimate and measure accurately with standard and non-standard units. They recognise time and clock-faces, understand symmetry and produce simple tally and bar charts based upon data which they have collected. There is provision for practical mathematical activities throughout Key Stage 1. The higher attaining pupils are working towards level 3; most of the Year 2 pupils are confident at level 2, although some are still working at the lowest tier within level 2.
93. The emphasis upon number continues in Key Stage 2. Year 6 pupils have produced a considerable volume of work, having covered fractions, decimals and percentages, long multiplication and division, bracket rules, primes and factors, the attributes of two- and three-dimensional shapes, area and perimeter of regular and irregular shapes by formula, co-

ordinates in four quadrants, rotational symmetry, negative numbers, approximations and basic geometry. There is a good balance between the different elements of the mathematics curriculum. Data-handling is covered in part through information technology. By the end of Year 6, pupils are familiar with, and can interpret confidently, pie charts, bar charts, line and spike graphs. These include currency conversion graphs and temperature graphs. There is good use of practical activities within the numeracy structure. Provision for investigative work remains a positive feature and contributes to the development of pupils' mathematical thinking.

94. The quality of learning is good at both key stages. Teachers have a clear grasp of the standards which pupils should be achieving, and progress through the key stage is increasingly brisk, particularly in Key Stage 2. There is evidence of increasingly challenging work being provided for the higher attaining pupils. The most effective learning is promoted by clear objectives identified in planning, high expectations of teachers, and the lively pace of the better lessons. These factors, together with the very effective support provided by learning support staff for pupils with special educational needs, underpin the improvements which are evident across the school.
95. The oldest pupils show a satisfactory grasp of tables and of the strategies necessary for accurate mental calculations. Teachers recognise the importance of these skills and provide regular opportunities for practise. The development of mental mathematics is now well-established. Practical activities are used effectively to support this.
96. Pupils have very positive attitudes towards mathematics. When the teaching is stimulating they are attentive and co-operative. They work well together. This was seen, for example, in Key Stage 2, when pupils were working in small groups on a range of structured tasks arising from the database on sweets. Almost all were able to participate in a positive spirit and make a good contribution.
97. The quality of teaching is consistently good across the school and this includes the work of learning support staff. Teachers' subject knowledge is good. Expectations are high. Where teaching is best, teachers communicate their enthusiasm for the subject, so inspiring pupils to greater efforts. There is effective use of both whole-class teaching and group work within each class. The quality of teachers' planning is very good. Learning objectives are often shared with the pupils as the session begins. This was seen used very effectively in both key stages.
98. Teachers provide some opportunities for the use of mathematics in science, history and geography. Information technology supports the data-handling element of the mathematics curriculum.
99. Procedures for assessing pupils' progress are satisfactory. There is regular use of standardised and other test material, to support teachers in their planning, although much of this is relatively new. The marking of pupils' work is thorough and developmental. There is a consistent emphasis upon the systematic presentation of written work. The co-ordinator has a clear view of the standards being achieved across the school, and particularly by the older pupils. The school is resourced adequately for teaching mathematics.

SCIENCE

100. There has been good progress since the last inspection in tackling issues linked to the leadership and management, the curriculum and teaching in science. This is having a positive effect on standards, which have improved considerably at the end of Key Stage 2 and are now shown to be above average on the basis of work scrutinised during the inspection.
101. The results of the 1999 National Curriculum teacher assessments for pupils in Year 2 showed that pupils' results were very high in comparison with those achieved in similar schools. They were well above the national average for the number of pupils achieving the expected level 2 and above and the number of pupils achieving level 3 was well above the national average. The scrutiny of pupils' written work indicates that most pupils are achieving standards in line with the national average with the higher attainers achieving above the national average.

Standards have improved in science since the last inspection, especially for the higher attaining pupils.

102. The results of the 1999 National Curriculum test for pupils in Year 6 showed that the percentage of pupils reaching level 4 or above was well below the national average and no pupils reached level 5. Taking the years 1996 to 1999 together, the figures show that pupils' performance in science was well below the national average. In comparison with similar schools, pupils' results were well below average. Inspection findings show that standards at the end of Key Stage 2 are now above average, which is an improvement on the previous inspection where they were considered to be average.
103. Much has been achieved by the new science co-ordinator since the last inspection and this has helped to push up the standards especially at Key Stage 2. Pupils' learning is effective, resulting in good gains in their knowledge and understanding. Teaching is good at Key Stage 1 and very good at Key Stage 2, where all pupils are currently taken by the science co-ordinator. There have been improvements in pupils' learning especially in the area of investigative science. Pupils in Key Stage 1 can describe movements as a push or pull and understand that a push or pull is needed to start things moving. The investigative area has been successfully tackled in Key Stage 2 and most pupils are now proficient at planning their investigations and setting them up. Their observational and recording skills are well developed and many of them can interpret their results and draw conclusions. Pupils in Year 6 have a good knowledge of science through experiencing a broad range of scientific activities. Teachers have worked hard to extend pupils' knowledge and understanding and standards are steadily rising. Pupils across Key Stage 2 are reaching higher standards all round.
104. Key Stage 1 pupils were able to identify similarities or differences in the movements of objects or photographs. All were keen and eager to learn and shared their ideas sensibly as they carried out group investigations. Equipment was well organised, predictions were tested and findings recorded in a variety of ways. Their learning was effective because they were asking questions and trying out their practical investigations. At the same time the teacher was successfully increasing their understanding.
105. Key Stage 2 pupils are becoming increasingly skilled at investigations and they are keen and eager in their investigative work. They can predict which magnet is strongest and understand how to block the magnetic force. A comment was made, "By exploring magnetic force we find we can bring together the poles of similar magnets", indicating a secure understanding of the properties of magnets as well as effective learning. Mathematical skills were used successfully to record pupils' findings in pie charts, and graphs. Pupils have a good grasp of science and mathematical vocabulary and effective use is made of information technology to find out about the everyday use of magnets. Higher attaining and average pupils in Years 5 and 6 are confident about fair testing and recording what happens to submerged objects with the upthrust force of a spring. Year 3 and 4 pupils record their fair testing on forces in Newtons and grams. They are fully aware of the need for accuracy in their timing and measurements. All of the pupils are very keen to do well and they enjoy their science activities. One Year 3 pupil said "I like science because it gives me a chance to be a young scientist and investigate why things happen". Teachers make the tasks challenging and interesting. This work demonstrates good progress in improving standards and the quality of learning since the last inspection.
106. Pupils make satisfactory progress throughout Key Stage 1 and good progress in Key Stage 2. Pupils with special educational needs make good progress in relation to their prior attainment.
107. Pupils' improved rate of progress, together with their increasing knowledge and understanding, is due to the excellent management of the subject and better teaching. Work is matched well to pupils' ability especially at Key Stage 2. The introductions to lessons are exciting and stimulating with effective use being made of resources to focus pupils' attention. In an introductory Key Stage 2 session on forces, pupils were encouraged to take their biro apart in order to see how the spring worked. Effective use was made of questioning to take the pupils' learning forward, for example, "Where in your life might you find a spring?" The teacher's high

expectations about using the correct scientific language enhanced the quality of the pupils' learning.

108. The co-ordinator provides very clear educational direction for this subject and has worked hard to develop staff confidence and expertise. There are good procedures in place for assessing pupils' work and there is effective use of support staff to enhance pupils' learning especially in the area of special educational needs.

ART

109. During the inspection, no lessons were observed at either key stage. Judgements are therefore based upon the scrutiny of teachers' planning, displays, samples of pupils' previous work and discussions with pupils. Standards achieved are in line with what would be expected at the end of Key Stage 1 and above at Key Stage 2. Standards have risen since the last inspection at Key Stage 2 when attainment was judged to be in line with national expectations. Teachers now make good use of resources and ensure that pupils can express themselves freely and observe the work of artists. Pupils with special educational need make good progress.
110. Younger pupils know how to mix paint in order to produce the shades, which they desire. They use a good range of methods to create different textures. They have good brush control and apply paint carefully. They have created a wide range of colourful models of houses, demonstrating well-developed cutting and painting skills. Pupils look at the work of famous artists such as Monet in order to develop their ideas and language. They are keen to describe elements which they like in paintings and acquire a sound range of skills in two and three-dimensional activities. Their use of pattern and line is satisfactory for their age and pupils confidently use pastels as well as paint.
111. These skills are developed further at Key Stage 2. Pupils use sketchbooks effectively to store ideas, map out designs and test out colour combinations. Year 3 and 4 pupils acquire a good range of skills in two- and three-dimensional activities. They work imaginatively by producing very good designs in the style of Paul Klee. They are developing a good awareness of light and shade in their observational drawings and produce high quality pastel pictures of flowers. There are good links with literacy, for example, in a colourful range of illustrations produced to accompany the story of Cinderella. They have a good sense of colour and tone and have produced 'Colour Wheels' and Silhouette pictures. They talk freely about the colours and shapes in Paul Klee's paintings and use their knowledge of mathematical terms to produce abstract patterns. Year 5 and 6 pupils show good attention to detail in their observational drawings of flowers in a vase and their pattern work shows that they are developing a good sense of perspective. Good links are made with history, for example in the paintings of a Grecian vase with a tissue paper inlay. Abstracts are created out of pastels and pupils also produce good quality wallpaper designs. They explore the use of colour effectively in pattern and texture, in paint and collage and develop good modelling skills.
112. Although no direct teaching was observed during the inspection its quality and effect on learning is good. Teachers plan carefully and they aim to extend pupils' skills across all aspects of the subject, while linking learning effectively with other areas of the curriculum such as illustrating work in science, history, literacy and geography. Teachers make good use of displays to stimulate pupils' interest and focus their attention on completing work to a good standard. Teachers promote pupils' speaking and listening skills well through well-led and lively discussions and good questioning. This makes pupils reflect and express themselves accurately. Teaching and learning are monitored by checking on planning and scrutinising pupils' work. Pupils enjoy attending the weekly Art Club. They behave well, are interested and keen to succeed.

DESIGN AND TECHNOLOGY

113. Only one lesson in design and technology, in Key Stage 2, was observed during the inspection. Judgements take account of documentation, the scrutiny of available work and discussions with teachers.
114. At the time of the last inspection, the standards achieved by pupils in design and technology, although satisfactory at Key Stage 1 were, by the end of the Key Stage 2, below those expected. The progress made in the development of their skills and knowledge was increasingly unsatisfactory. This reflected weaknesses in the teaching identified in Key Stage 2. Although there has been some improvement in the intervening period, this has been limited. Too many pupils are not, at present, making appropriate progress and standards are unsatisfactory overall. The headteacher is well aware of the situation and has taken steps to implement a programme which will, over time, enable pupils to build a secure skill base.
115. Pupils enter the school with limited skills. For the youngest pupils, skills of cutting and pasting are developed effectively. Although there is an established programme of activities for Key Stage 1, the only evidence of activity in design and technology was some work on food technology – the design and making of a sandwich. In Key Stage 2, pupils earlier in the year completed a unit of work on packaging which involved the disassembly and later reconstruction and decoration of a carton. During the inspection they were using simple mechanisms to construct a pop-up page. Although the quality of teaching was good and the enthusiasm of the pupils high, the same skills were being taught to pupils in both Years 3 and 6. The quality and complexity of the work produced by the oldest pupils was more appropriate to the lower part of the key stage. This reflects the lack of prior experience for which the school is endeavouring to compensate.
116. The planning, design and evaluative process is insufficiently developed and it is rare to find all three elements in place. There is some evidence of planning and evaluation in the packaging activity, but it demonstrates little awareness of the demands and constraints of the construction process. Skills in design and making have not been developed consistently across the school and are unsatisfactory.
117. The quality of learning was satisfactory in the lesson observed. There is increasing opportunity for pupils to be taught the skills necessary for their attainment to be improved. Staff have the secure subject knowledge necessary to enable pupils to make more sustained progress. Pupils with special educational needs make similar progress to their peers.
118. The co-ordinator for design and technology is very knowledgeable and has a clear view of what is needed if the subject is to move forward. The nationally-produced programme of work has been adopted. The school is now in a good position to make the necessary improvement.

GEOGRAPHY

119. During the inspection, no lessons were observed at Key Stage 2 and only one lesson at Key Stage 1. Judgements are therefore based upon discussions with pupils, samples of pupils' previous work, teachers' planning and displays. Pupils achieve standards in line with what would be expected for pupils of this age at both key stages. Standards have been maintained since the previous inspection. Progress over time is satisfactory for most pupils at both key stages. Progress is good at both key stages for pupils with special educational needs, because of the very good support which they receive.
120. Year 2 pupils acquire a sound knowledge of local geography and understand how to interpret and use maps. They understand and use positional vocabulary, such as 'behind' and 'in front' correctly. They can locate countries such as Ireland and India and continents. Through effective teaching they use globes and maps confidently to develop their understanding of

where these are in the world. Pupils in Year 2 develop a sense of where places are beyond their own immediate and familiar environment, for example they know that Ben Bear reached Ireland by boat. They eagerly explain what life is like there and have a clear understanding of what peat, the Book of Kells, Irish money and music are like.

121. The oldest pupils in Years 5 and 6 have a good understanding of the local area through maps and a study of the local settlements. Skills, knowledge and understanding are extended well and pupils are aware of the legacy of the Saxons and Vikings in the local area. They effectively compare their locality with a village in India and can explain the differences between hot and cold climates. They identify the countries of Europe correctly and confidently locate rivers, deserts, oceans and continents. Literacy and numeracy skills are used effectively in geography. Pupils develop an appropriate and wide vocabulary of geographical terms and record temperature variations on graphs. They build on their previous knowledge successfully and show their understanding by giving clear explanations of the topics they are studying.
122. Teaching is good at both key stages and learning takes place within a well-planned curriculum. This is shown by the quality of work in books, especially at Key Stage 2. There are good opportunities for pupils to research for themselves and this represents an improvement from the previous inspection. Most pupils experience a structured programme in geography that builds knowledge and skills systematically, resulting in satisfactory progress. The subject is managed successfully by the key stage co-ordinators and each pupil's progress is monitored carefully.

HISTORY

123. During the inspection only one history lesson was observed, in Key Stage 2. Judgements are based additionally on the scrutiny of pupils' work and displays and of teachers' planning.
124. At the time of the last inspection standards were in line with those expected, at the end of Key Stage 1, but unsatisfactory at the end of Key Stage 2. Progress was unsatisfactory at Key Stage 2, reflecting some weaknesses in the teaching. There has been good improvement since the last inspection; available evidence shows pupils' attainment to be satisfactory at the end of both key stages. The quality of learning is good in Key Stage 2. There has been a significant improvement in the quality of teaching across the school, reflecting the change of leadership in the school and the adoption of a structured scheme-of-work. Pupils with special educational needs achieve standards in line with their prior attainment.
125. Pupils in Key Stage 1 have used timelines, studied the development of kitchens and looked at the key features of some of the older houses in the village. They have learned about Victorian washdays and talk about the differences between 'then' and 'now'. They are beginning to gain understanding of change over time. The curriculum provides opportunities for pupils to increase their awareness of time and change through the study of toys from the past, the development of seaside holidays, and to learn about famous people, such as Grace Darling.
126. Pupils in Key Stage 2 have studied the Second World War, Ancient Greece and links between Classical Greece and contemporary life. They show a sound knowledge of the chronology. They use literacy links effectively to find and check words of Greek origin in contemporary usage. They use information technology to find out about the Greek alphabet. In their work on the Second World War, they have established the key dates as a framework within which to look at significant social aspects of the period, such as rationing, evacuation and the Blitz. They have developed some extended empathic, as well as factual, writing. This is well-presented and thoughtfully marked. There is minimal use of worksheets. In their work on Ancient Greece, cross-curricular links with art have been effectively established. They have studied the relevance of the Greek Gods and the significance of their temples. The oldest pupils use historical language and vocabulary to good effect. They show good levels of historical skills and concepts.
127. Pupils' enthusiasm for history was evident in the observed lesson. Behaviour was good at all times. Good working relationships were evident when pupils worked together amicably on the

computer. In the lesson seen pupils with special educational needs were fully integrated in the tasks set.

128. The quality of the teaching seen in Key Stage 2 was good. The teacher has good subject knowledge. This contributed to the well structured, interesting lesson and had a very positive effect upon the quality of pupils' learning. Teaching seen during the last inspection was sometimes unsatisfactory owing to the rushed delivery and lack of clarity in learning objectives. These factors were not present in the lesson observed; here learning was actively enhanced by the opportunity to undertake investigative work on the computer and to be involved in practical activities based on the Greek alphabet. Teachers' expectations were high and pupils responded accordingly.
129. The classroom-based curriculum is occasionally enriched by visits or visitors to the school. However, this occurs infrequently and is a relatively weak aspect at present. Individual topics are given relevance by the use of reference materials and artefacts from the library and museum services. This significantly enhances the quality of pupils' learning. The recent adoption of the national guidelines for history is ensuring good coverage of the subject. Planning is consistently good. Assessment arrangements are limited to an end-of-year judgement.

INFORMATION TECHNOLOGY

130. At the time of the last inspection, pupils' attainment and the progress made in information technology were satisfactory. No judgement about teaching was possible, although it was felt that teachers' subject knowledge was limited. There was some evidence of the use of information technology across the curriculum. In many respects the situation has deteriorated in the interim, reflecting both the instability within the school and the rapidly changing expectations of what should be achieved in the subject. Under the guidance of the new headteacher, attainment is steadily improving. However, there has been insufficient time for the deficits in pupils' skill base to be rectified fully, and the older pupils in particular are not yet achieving the standards which they should. A proportion of the pupils – at least half – have access to computers at home and this makes a significant contribution to the skills and knowledge which they possess. The school does not yet have a sufficient input to the development of the skills and confidence of all pupils in information technology, although this situation is improving.
131. There was very little evidence of pupils using computers in Key Stage 1 during the inspection. One lesson was observed, when pupils were involved in an effective session on the categorisation of objects according to given criteria, by way of preparation for future work on databases. At the end of Key Stage 1 pupils' attainment is below average. This applies also to pupils with special educational needs. An appropriate range of information technology experience is indicated in teachers' planning. There was little evidence of completed work either in display relating to Key Stage 1 around the school and virtually none in the scrutiny of pupils' work.
132. In Key Stage 2 attainment remains below average overall, in spite of good recent improvements. There was more evidence of computers being used during the inspection to support work in other curriculum areas, such as history and science – and a particularly effective instance where a computer was being used to support the work of a pupil with special educational needs. The planning for Key Stage 2 indicates a broad range of experience. There is evidence of work on control, using Roamer, of skill development on the keyboard and basic word processing, and of work with a paint program, as well as some data-handling to support mathematics and science. Pupils are using CD-ROMs to support research activities in history and language work. Until now, the range of experience has been very restricted and is only just being extended following the delivery of two new high-grade multimedia computers, with a wide range of software, immediately prior to the inspection. As yet, however, too few of the older pupils possess appropriate, independent skills and the opportunities provided until recently have not enabled higher attaining pupils consistently to achieve their potential.

133. Currently there are a number of weaknesses in the curriculum in Key Stage 2, relating to branching databases, the use of electronic-mail and the internet, graphic modelling and control, of which the co-ordinator is aware. The use of spreadsheets is at an early stage of development, although pupils understand the principles involved through some of their data-handling work in mathematics.
134. The quality of pupils' learning has improved and was satisfactory in the sessions observed, on the basis of the good subject knowledge and lively communication skills of the teachers and the access to high quality machines which pupils now have. The weak aspects of pupils' skill development are identified in teachers' planning as priorities, but will take some time to put right. The co-ordinator has a very good knowledge of the subject and is aware that there are weaknesses in the provision for information technology. The subject is a key priority in the school development plan for the next school year.
135. Pupils' attitudes towards the subject are good and they convey their enthusiasm in discussion. They sustain good levels of concentration and co-operate well when working in small groups. Those who have good skills are often paired with those who need more support.
136. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Planning is effective and is based on the new national scheme that the school has adopted. Learning objectives are clearly identified. Teachers relate well to pupils and manage sessions effectively to ensure that opportunities to use the computers are being more fully integrated into their work in other subjects. As yet, this is more evident in Key Stage 2 than in Key Stage 1.

MUSIC

137. Pupils' attainment in music is in line with what is expected of pupils of a similar age by the end of both key stages. Standards have improved since the previous inspection where they were below national expectations and the progress of pupils was unsatisfactory. The current curriculum is well planned, resulting in the steady development of pupils' musical skills. Pupils with special educational needs are well supported and they make good progress in lessons.
138. At Key Stage 1 singing is tuneful and expressive as pupils sing 'If You're Happy and You Know It'. By Year 2 pupils can keep time by clapping and tapping. They listen carefully and copy increasingly complex rhythms. They have a good sense of performance and enjoy opportunities to make music. They play a range of percussion instruments to develop a satisfactory understanding of rhythm, tempo and quality of sound. Literacy skills are extended well as pupils perform *Boom Chicca Boom*. Pupils in reception, Year 1 and Year 2 enjoy introducing dynamics into their work. They listen carefully to music such as Irish Dance music and comment upon the instrumentation.
139. Pupils in Key Stage 2 demonstrate good control of rhythm and pitch in their singing of *Morning has Broken*. They listen attentively to a range of music such as Louis Armstrong's *A Wonderful World* and show a sound understanding of music from different traditions and cultures. This is introduced to them both in lessons and during assembly. A group of pupils competently accompany singing on their recorders. Throughout the key stage pupils develop their skills of percussion work and composition building steadily on the satisfactory skills acquired at Key Stage 1. The quality of learning is satisfactory at both key stages as a result of good planning and effective teaching.
140. Pupils respond very well in lesson and are keen to participate in 'Follow me' games and songs such as *Heads and Shoulders*. Their attitudes are very good and they enjoy music lessons and singing in assembly. Throughout the school pupils listen carefully and with concentration. Their attentiveness and very good behaviour contribute to the good gains in learning. Pupils enjoy singing, co-operate well and try hard to sing with expression.
141. The quality of teaching is satisfactory overall. Teachers' planning is effective, with clear objectives and an imaginative use of resources. In a very good lesson at Key Stage 1, the lesson was well prepared and musical terms were used confidently and accurately. There was

a high expectation of pupils' performance. This contributed strongly to the quality of pupils' learning. Staff encourage pupils in their lunchtime recorder groups and Key Stage 2 pupils accompany singing in Assemblies. Music makes an effective contribution to the spiritual, moral, social and cultural development of the pupils. Pupils' literacy and numeracy skills are developed well and opportunities are provided for pupils to perform in concerts and productions.

PHYSICAL EDUCATION

142. There was little opportunity to observe physical education lessons during the inspection. Only one lesson, in games, was observed at Key Stage 1, with no lessons observed at Key Stage 2. Pupils' achievements in games at Key Stage 1 are in line with those expected by the end of the key stage. No judgement is possible on standards in Key Stage 2. The school does, however, provide a broad and balanced programme that meets the requirements of the National Curriculum.
143. Pupils at Key Stage 1 show increasing awareness of space. In the lesson observed they were learning to develop control and co-ordination within a given space. They used throwing and catching activities to improve eye and hand co-ordination, while making best use of the space available indoors. After a brisk warm-up session, they worked individually and in small groups to practise their skills. The quality of learning in the session was good, strongly promoted by the lively questioning and intervention of the teacher who made very effective use of demonstration and pupils' analyses of the work of others to identify the strengths and areas for development in individual performances. Such practice enables pupils to develop a sharp critical faculty that subsequently enhances their own work. Pupils of all abilities, including those with identified special educational needs, have good opportunities to make progress and build on their previous learning in such a context.
144. All pupils throughout the school have an opportunity to swim for one term in each year. The school estimates that virtually all pupils (ninety per cent in the current Year 6; all Year 6 pupils in 1999) achieve the swimming standard (25 metres unaided) by the end of Key Stage 2.
145. Overall, the quality of pupils' learning is good and they make good progress. Learning is most effective when lessons have clear objectives, a brisk pace and pupils have the opportunity to assess the quality of their work and modify their performance in the light of this experience.
146. Pupils' attitudes to physical education are good. They enjoy the subject and are usually well motivated. They listen attentively, carry out instructions without fuss and respond well to expected routines and standards of behaviour.
147. Teaching is good in Key Stage 1. No judgement is possible on teaching in Key Stage 2. When teaching is good it is because teachers are secure in their subject knowledge and plan lessons well, building on previous learning and developing skills systematically. They structure lessons appropriately to ensure that pupils warm up and cool down and manage pupils well, with a clear emphasis on safety. Lessons proceed at a brisk pace. They give pupils the opportunity to plan and evaluate performances. The recently-published national scheme has been adopted and this provides clear guidance for staff in their planning.
148. Extra-curricular sporting activities in football, netball and athletics enhance the provision in physical education. The oldest pupils have been involved in a dance festival and are taking part in a forthcoming dance initiative. Pupils in Years 5 and 6 have the opportunity to participate in outdoor activities in the bi-annual residential journey.
149. The previous inspection report raised few issues in relation to physical education. However, one weakness highlighted in the last report- the limitations of the accommodation in relation to the physical education programme, and particularly gymnastics – remains and is currently the focus of discussions with the local education authority. Although the older pupils are taught in half-class groups, the hall space is a serious constraint on what can be achieved in gymnastics and dance – in spite of the best efforts of the staff. The availability of apparatus is limited and

the development of movement sequences almost impossible. While the hard play area outdoors is restricted, there is a good field for outdoor games.

RELIGIOUS EDUCATION

150. Attainment in religious education is satisfactory at the end of both key stages, and is in line with the standards expected in the locally agreed syllabus for religious education. The attainment of pupils with special educational needs is in line with their prior attainment. By the end of Key Stage 1, pupils are familiar with simple stories about Jesus and are learning about celebrations in other religions. They have recently studied Judaism, learning about the Torah, Seder and the life of Esther. They understand the role of the vicar in Christianity, recognise the existence and purpose of rules in their own lives and accept that others may advise them how to behave. They are confident in offering their ideas and in making a positive contribution to class discussion. They have a sense of themselves as unique beings, while appreciating the responsibility which every individual has for others. In that context they are developing a strong moral awareness.
151. In Key Stage 2, pupils acquire a good knowledge of Christianity and the significance of the Bible. They discuss celebrations, such as the harvest festival, christenings, Advent and Christmas. They have learned about Diwali and the symbols which are characteristic of Christian places of worship, such as crosses and fonts. They have studied the sacred symbols of Sikhism and during the inspection were learning about the Ten Commandments and their relevance to our lives today. This helps them to understand how people of faiths other than Christianity live their lives.
152. Pupils use their literacy skills satisfactorily. Their written work consists largely of pupils' own responses and there are very few worksheets in use. While the content is very similar throughout the key stage, a more extended response is expected of the older and more able pupils. Standards of presentation are at least satisfactory and work is carefully marked.
153. The standards indicated in the previous inspection have been maintained. The quality of pupils' learning is often good, promoted by some lively teaching and in particular by very effective questioning which skilfully draws out and extends pupils' understanding. At both key stages pupils make satisfactory progress in their knowledge and understanding of Christianity and other religions. However, the lack of opportunity to visit different places of worship, or to meet representatives of other faiths, remains a weaker aspect of the provision for religious education.
154. The overall quality of teaching seen was good in both key stages. Significant strengths of teaching are the good quality planning, very good organisation and the effective use of questioning. These factors, together with the good use made of resources, such as those relating to other faiths, have a very positive effect on the quality of pupils' learning and on the standards achieved.
155. Leadership provided by the co-ordinator gives a clear direction to the subject. The school follows closely the expectations of the locally agreed syllabus for the teaching of religious education. There are no systems currently in place for assessing pupils' attainment and progress in religious education.