

INSPECTION REPORT

SCAWBY COUNTY PRIMARY SCHOOL

Brigg

LEA area: North Lincolnshire

Unique reference number: 117744

Headteacher: Mr D Hinxman

Reporting inspector: Mr Brian Griffiths
2607

Dates of inspection: 27 November – 1 December 2000

Inspection number: 224529

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	West Street Scawby Brigg North Lincolnshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Peter Sisman
Date of previous inspection:	7 - 11 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Brian Griffiths	Registered inspector	Mathematics	What sort of school is it?
[OIN: 2607]		Design and Technology	The school's results and pupils' achievements.
		Geography	How well is the school led and managed?
		Physical Education	What should the school do to improve further?
		Equal Opportunities	
Sue Wood	Lay inspector		Pupils' attitudes, values and personal development.
[OIN: 19446]			How well does the school care for it's pupils?
			How well does the school work in partnership with parents and carers?
George Mitchell	Team inspector	Science	How well are pupils taught?
[OIN: 17085]		Information and Communication Technology	
		Religious Education	
		Foundation Stage	
		Special Educational Needs	
Richard Perkin	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
[OIN: 14591]		Art and Design	
		History	
		Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a community primary school for children between the ages of four and eleven that serves the village of Scawby in North Lincolnshire and a number of other local villages. It is of average size, being attended by 201 pupils, with boys and girls in roughly equal numbers. Thirty pupils are in the reception class, of whom 22 are still aged under five. All pupils attend full time. Numbers at the school have remained steady since the last inspection in 1996. A very small number of pupils speak English as an additional language; 97 per cent of pupils are of United Kingdom origin and the remainder were born in mainland Europe. Six per cent of pupils are eligible for free school meals, which is below the national average. Ten per cent of pupils are on the school's register of special educational needs, which is well below average, whilst one-and-a-half per cent have statements of special educational needs – an average proportion. In a recent twelve month period, four of the school's eight teachers have retired and been replaced by staff new to the school. In a typical year, between five and ten per cent of pupils transfer to other primary schools and are replaced by a similar proportion from elsewhere. Pupils entering the school at times other than the reception year are often working at a lower level than pupils of their age already in the school. The attainment of pupils on entry to the reception class is wide ranging and above average overall.

HOW GOOD THE SCHOOL IS

This is an effective school that, during a period of many staff changes, has maintained standards at an at least average level and has enabled eleven-year-old pupils to reach very good standards in English and mathematics and above average standards in science, geography and history. Teaching is almost always at least sound and there are occasions when it is excellent – hence the very high standards in literacy and numeracy. The headteacher and governors set a clear and positive direction for the school. Whilst plans are in place to capitalise fully on the skills of staff below headteacher level they have not been implemented consistently enough. In particular, the responsibilities undertaken by the deputy headteacher do not reflect fully the seniority of the role and the co-ordinators of most aspects of the school's work do not share their skills with colleagues by monitoring all aspects of provision and its consequences for teaching and learning. The school gives satisfactory value for money.

What the school does well

- Good teaching ensures good rates of learning, so that by the age of eleven, well above average standards are reached in English and mathematics and above average standards in science, history and geography.
- The curriculum is broad and there is a good range of high quality learning opportunities.
- The good provision for pupils' moral development and the very good provision for their social development ensure that relationships, behaviour and pupils' attitudes to and enthusiasm for school are almost always good at times very good.
- The provision for pupils with special educational needs is very good, so that pupils make good progress towards their individual learning targets.
- The headteacher and governing body have provided good strategic leadership during a time of considerable change. Methods of financial planning have ensured that all existing priorities are properly supported and that future needs are identified and worked towards with considerable determination.

What could be improved

- Pupils' learning progresses too slowly between the ages of five and eleven in information and communication technology, religious education, art and design, design and technology, music and physical education. Attainment in these subjects is at generally average levels, but lags too far behind English and mathematics.
- The procedures for assessing pupils' attainment and progress and then drawing on this when planning future work are less than satisfactory in all subjects excepting English and mathematics.
- Pupils in some infant lessons do not concentrate well enough on their work and teachers' class management skills do not always ensure that all pupils work hard enough.
- The management roles of staff below headteacher level lack clarity and are not in all cases commensurate with levels of seniority; plans to use more systematically the expertise of co-ordinators need to be implemented at a quicker rate.

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

The school's strengths outweigh its weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved in almost all of the areas that were identified as being weak at the time of the last inspection. In particular, attainment in information and communication technology has improved and is rising; pupils of average and above levels of attainment are given work that ensures that they achieve better; the school's development plans for improvement are now effective in raising pupils' levels of achievement. In addition, the national strategies for literacy and numeracy have been successfully implemented and are making substantial contributions to rising standards in these areas. Teaching is now better, being good overall. The provision for pupils with special educational needs has improved and is now very good. Improvements have been made in the use of the deputy headteacher and co-ordinators in the task of improving provision and helping to raise standards, but these contributions are not yet sufficiently reliable and systematic. The overall rate of improvement has been good.

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
	1998	1999	2000*	2000*
English	B	A	B	D
mathematics	A	B	A	C
science	B	A	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

* Data for 2000 is not yet validated.

The above table shows that in the 2000 national tests, eleven-year-old pupils reached standards that were well above the national average in mathematics and above average in English and science. These generally good results have been maintained for several years. The attainment of the current Year 6 is on track to be better than previous years in English and to at least match it in mathematics and science. A major contribution to these high test scores is made by the way that the school sets challenging targets for pupils and then works hard to help pupils reach the targets. When the 2000 scores are compared with the results of similar schools, attainment was average in mathematics and science and below average in English. These raw scores are to some extent misleading because a substantial minority of eleven-year-olds who were tested joined the school at various times during the junior stage and the rates of progress of pupils who had spent most of their time at this school were markedly higher than those who arrived later. The judgement of the inspection is that the attainment of eleven-year-olds is well above average in English and mathematics, above average in science, geography and history, and average in information technology, religious education, art and design, design and technology, music and physical education. In 2000, seven-year-olds reached standards in national tests that were very high in reading (being in the top five per cent nationally), and well above average in writing and mathematics. When compared with similar schools, attainment was well above average in reading and writing, and average in mathematics. Assessments made by teachers in science showed pupils' attainment to be above average. The judgement of the inspection is that the attainment of the present Year 2 is above average in all aspects of English, mathematics and science. This represents a drop from the very high standards of previous years, and is due to the difficulty which many of the current Year 2 pupils experience in concentrating on their work. In all other subjects, attainment is around average. In the light of their above average attainment when they enter Year 1, the progress that pupils make in all of these subjects is less than satisfactory.

Pupils are admitted to the reception class with above average attainment and they consolidate and maintain this level until they enter Year 1. At that stage, attainment is comfortably above average in personal, social and emotional development, communication, language and literacy, mathematics, the knowledge and understanding of the world, physical development and creative development. Between the ages of four and eleven, pupils achieve a good rate of progress in literacy and numeracy, steady progress in science, history and geography and barely satisfactory progress in all other subjects. This is largely because at a time of considerable staff

changes which took place at the same time as important national initiatives in literacy and numeracy, the school justifiably chose to focus largely on basic skills whilst maintaining provision in other areas at a generally satisfactory level.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils enjoy coming to school and they work hard in lessons. A few Year 2 pupils do not concentrate well unless they are regularly reminded to do so.
Behaviour, in and out of classrooms	Behaviour is good throughout the school day.
Personal development and relationships	Relationships are good throughout the school community and pupils show good levels of respect for the feelings of others.
Attendance	Pupils' attendance and punctuality are good.

TEACHING AND LEARNING

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

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

Taken overall, teaching and learning are good. Of the teaching observed, four percent was excellent; 24 per cent was very good; 42 per cent good; 27 per cent satisfactory and 2 per cent unsatisfactory. The teaching of junior aged pupils is very good and has a very positive impact on pupils' rates of learning. Teaching in the infant classes is sound and pupils' learning rates are satisfactory. The good teaching in the reception class ensures that pupils progress well. In all classes, teachers are very skilled at teaching the basics of literacy and numeracy; consequently, pupils make very good progress in English and mathematics. Many lessons are marked by the very good use of learning support staff whose work has a significantly positive effect on pupils' learning and is especially beneficial for lower attaining pupils, including those with special educational needs. Junior aged pupils and those in the reception class are very well managed in lessons, so that their behaviour and levels of concentration are very good and they work hard. In the infant classes, this is not always the case and pupils' behaviour, concentration and effort fall below what is expected in the rest of the school. In subjects other than English and mathematics, the good teaching seen in many lessons does not result in good progress in the longer term as it is not well enough supported by the assessment of what pupils' are learning. However, the overall good quality of teaching plays a significant part in reaching good standards in key areas by the time that pupils reach the age of eleven: all pupils benefit from the good teaching and pupils with special educational needs make good progress because of the good support that they receive from teachers and support staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, meeting all statutory requirements. The literacy strategy has been very successfully implemented and the arrangements for teaching numeracy are good. A variety of visits and visitors enriches the range of learning opportunities.
Provision for pupils with special educational needs	Pupils with special educational needs are very well provided for, so that they progress well.
Provision for pupils with English as an additional language	The provision is good for the very small number of pupils for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils' social development is very well provided for and there is good provision for their moral development. The arrangements for developing pupils' spiritual and cultural development are satisfactory, although too few opportunities are made for moments of reflection or for pupils to gain experience of cultures other than their own.
How well the school cares for its pupils	There is a satisfactory level of support for pupils' all-round development. Procedures for the support of behaviour are good. Attendance and punctuality are well supported. The assessment of pupils' progress is good in English and

	mathematics but it is less than satisfactory in other subjects; this affects the progress that pupils make.
Partnership with parents.	Good. Most parents regard the school positively. Some information for parents needs to be more clear.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has provided good leadership during a time of many staff changes and has focused energies in order to ensure that the school's high standards in key subjects have been maintained. The roles and responsibilities of the deputy headteacher and subject co-ordinators are not fully developed, although all concerned have positive approaches and work hard.
How well the governors fulfil their responsibilities	Governors are very supportive of the school; they are aware of its strengths and which aspects of its work should be further improved. They meet their statutory obligations.
The school's evaluation of its performance	Monitoring of the school's performance makes a sound contribution to the planning of future developments
The strategic use of resources	Resources are used efficiently. Financial planning is good and supports the school's long-term objectives. Spending takes full account of cost and quality; comparisons are made between potential suppliers in order to ensure that the best possible value is achieved.
The adequacy of staffing, accommodation and learning resources	The school is well staffed by committed and effective teachers and by a range of support staff. The accommodation is satisfactory although the outside classrooms have no toilet facilities and they have limited access to a water supply. There is inadequate provision for the youngest pupils to learn through the use of large play equipment. Learning resources are adequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Most parents believe that:-</p> <ul style="list-style-type: none"> • their children like school, and are expected to work hard; • teaching is good and children make good progress; • children behave well and are helped to become mature and responsible; • the school makes them welcome, so that they feel comfortable about approaching staff with questions and problems. 	<p>Some parents believe that:-</p> <ul style="list-style-type: none"> • there are too few interesting activities provided outside lesson time; • the school does not work sufficiently closely with parents and they are not well informed about how their children are getting on; • children do not get the right amount of homework.

Inspection findings support parents' positive views. Written reports on children's progress are not always sufficiently focused on the child, and the school could do more to keep parents informed about what children are studying. The amount of homework given and the range of out-of-school activities, whilst limited for the youngest pupils, are satisfactory overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

Commentary on test results

- 1 In the 2000 national tests, above average standards were reached by eleven-year-olds in English and science and well above average standards in mathematics. In English, the proportion of pupils reaching the expected level for their age, or better, was above the national average and the proportion reaching higher levels was also above average. In mathematics, the proportion reaching the nationally expected level or better was above average and the proportion reaching higher levels was well above average. In science, an average proportion reached the nationally expected level or better and a well above average proportion reached higher levels. In all three subjects, a smaller than usual proportion of pupils failed to reach the nationally expected level. In all three subjects, both boys and girls did better than their peers nationally. For several years, the school's results have been better than the national average but the difference has reduced as national results have risen and the school's results have remained good but static. The progress made by this year group since pupils were tested at the age of seven, in 1996, is around the national average in mathematics and science and below the average in English. However, this raw analysis is misleading, as during the intervening years a substantial proportion of pupils had left from this year group and had been replaced by a similar number of others. Those pupils who had spent more than four years at this school did significantly better in the tests at eleven than those who arrived after the age of seven, indicating that pupils who had been at this school at the age of seven had made generally good progress by the time they were tested again at the age of eleven.
- 2 In the 2000 tests taken by seven-year-olds, well above average standards were reached in writing and mathematics whilst standards in reading were very high and in the top five per cent nationally. Assessments made by teachers in science showed that attainment was above average. The proportion of pupils reaching the nationally expected level or better was well above average in reading and writing, above average in mathematics and average in science. The proportions reaching higher levels were well above average in reading and science, above average in writing and below average in mathematics. In reading, writing and mathematics, one seven-year-old reached levels that are normally associated with eleven-year-olds. In all of these tests, the proportion of pupils failing to reach the nationally expected levels has been lower than average. Both boys and girls did significantly better than their peers in other schools, with boys achieving better than girls. Over the past five years, test results have tended to rise.
- 3 It is clear from the test results that for some time the school has helped all pupils to do well in English, mathematics and science, whether they are boys or girls and whatever their earlier levels of achievement; most lower achieving pupils none-the-less reach the level expected for their ages; higher achieving pupils go on to reach higher levels. The school continues to set targets for standards in tests that are realistic in the sense that they draw on a good level of knowledge of each pupils' earlier achievement and demanding in the sense that they will not be reached unless all concerned work hard.

Relationship between test results and the overall inspection findings

- 4 The overall findings of the inspection differ to some extent from some of the test results. Attainment at the age of eleven is judged to be well above average in English and mathematics and above average in science. The improved standards in English are the result of the very good teaching that is taking place for the eight to eleven-year-olds. Attainment at the age of seven is judged to be above average in English, mathematics and science. These less good standards are the result of the difficulty with concentration that is experienced by a number of pupils, and which is slowing their progress. Boys and girls reach equally good standards and they are treated equally in lessons.

Overall inspection findings

Key Stage 2 (Juniors)

- 5 Standards reached by eleven-year-olds in English and mathematics are well above the national average and in science, geography and history they are above average. These good standards represent good pupil progress and result from a number of related factors: good use has been made of national initiatives such as the literacy and numeracy strategies; there is a high proportion of very good and excellent teaching. In information and communication technology, religious education, art and design, design and technology, music and physical education, pupils achieve a steady rate of progress and standards are in line with the nationally expected levels. Standards in information and communication technology are an improvement of the standards reported at the last inspection. In all subjects, pupils with special educational needs make good progress because they are supported well by teachers and learning support assistants. Most pupils have not progressed in some subjects at the good rate that they are capable of because the school, in a difficult period, has put most of its energies into basic subjects and given less time and energy to making advances in other subjects. In particular, and this is equally true of the infant classes, the assessment of pupils' progress is not made sufficiently well to contribute to their progress; the result of this is that the good progress that takes place in many lessons does not result in good progress over a longer period. Nonetheless it has maintained attainment at a satisfactory level. In many subjects, the expertise of co-ordinators has not been brought to bear on monitoring and improving provision and therefore on raising standards.

Key Stage 1 (Infants)

- 6 Whilst standards in English (including literacy), mathematics (including numeracy) and science are above average, attainment in all other subjects is generally lower than this at the age of seven. However, in no subject is overall attainment below nationally expected standards. In information and communication technology, standards have risen from unsatisfactory at the last inspection to be satisfactory now. As is the juniors, this improvement has taken place because the school's emphasis on the subject has resulted in the relatively recent appointment of an expert co-ordinator, better learning resources and more confident staff. As more equipment is brought into use, all the indications are that standards will continue to rise. Standards in religious education, art and design, design and technology, geography, history, music and physical education are at the nationally expected level. In all subjects, pupils with special educational needs make good progress towards their individual learning targets. Bearing in mind most children's above average attainment at the age of five, their progress in subjects other than English, mathematics and science, is disappointing. There are two main reasons for this. Firstly, there has been an understandable protection of the high quality work in basic subjects during a period of many staff changes and major national initiatives such as the literacy and numeracy strategies. Secondly, a minority of pupils, mainly in Year 2,

do not concentrate well enough on their work to gain maximum benefit and staff have not yet found a way to ensure good work rates.

Foundation stage (Reception class)

- 7 On entry to the reception class, children's attainment varies considerably from person to person but overall it is above average. During the reception year, children achieve well; they consolidate very effectively their existing skills and learn at a rate that is at least satisfactory. By the time that they enter Year 1, pupils' attainment in all areas is comfortably above average. Both higher and lower attaining children (including those with special educational needs) are challenged and children for whom English is an additional language make good progress. This is largely because the teacher and support staff ensure that they know children well; they monitor, and record carefully, individual achievement and plan subsequent work that builds on successes and seeks to remedy weaknesses. Children's personal, social and emotional development progresses well because it is made to permeate all aspects of their work. By the end of the reception year, children behave well, enjoy learning and are confident to try new activities and to work in harmony with others. Communication, language and literacy skills develop well. Children listen carefully and with understanding both to adults and to other children; they master the early stages of reading and writing and benefit considerably from structured teaching of spelling and handwriting – which is effective partly because it is taught in a supportive and friendly atmosphere. Mathematical understandings are above average. Regular numeracy sessions, much use of well-planned play and game situations make major contributions to their attainment. Above average standards are reached in the knowledge and understanding of the world because learning is supported by a good range of effective practical activities and the constant support of staff and parents who have a good knowledge of the foundation stage curriculum. Physical skills are above average; fine control is developed well by means of activities such as playing with construction toys and using scissors, pencils, brushes and needle and thread. The school hall is used effectively for physical education lessons but the lack of a properly equipped outside play area limits children's experiences of some aspects of this area of learning and therefore, to some extent, their progress. Children's creative development progresses well and they have a well-developed range of creative skills. Much of their success comes from the well-taught wide range of work in art and music.

Pupils' attitudes, values and personal development

- 8 Pupils' attitudes to school are very good, throughout the school. They are very enthusiastic to come to school and they enjoy their lessons. Pupils listen very carefully in class sessions and eagerly respond to questions, giving answers that are sensible and relevant to discussions. A good example of this was seen in a junior class geography lesson, when pupils offered practical, intelligent and mature suggestions for improvements to the local park. They are interested in their learning and show respect for each other's views and ideas. Many pupils have a mature attitude to other children when they make mistakes or misunderstand a concept. Pupils clearly know what is expected of them and they are often eager to please the class teacher. They work sensibly and generally quietly, sustaining concentration whether they are working as individuals, in pairs or in a group. A good example of this was seen during a Year 3 lesson in physical education where pupils worked in groups learning about and developing tactics in hockey. Pupils clearly understood what was expected of them. They worked extremely quietly and were disappointed when they were asked to stop. However, where the teaching is less stimulating, a minority of pupils becomes restless and easily distracted. This is especially the case in the infants, where on some

occasions it slows the progress of all pupils. However, the behaviour of pupils in their classrooms and around the school is usually good and often it is very good. The school is an orderly community and pupils move around the building sensibly and quietly. When they enter assembly to music, they sit quietly until the rest of the school arrives. They are polite to visitors and often open doors or offer help without being prompted. When teaching is good or better, pupils are often very well behaved. However, in a significant minority of lessons, when pupils are unclear what they are to learn, they become less focused, noise levels rise and pupils are fidgety and easily distracted. Pupils respect property and handle resources well. Pupils clearly understand the quality of behaviour the school expects of them. There are no exclusions recorded in the last academic year. Pupils with special educational needs have very positive attitudes to their work. They pay close attention to the teachers and support staff and are very keen to learn. They take a pride in their achievements, showing pleasure at moments of success. They accept the values promoted in the school and, like all the pupils, show concern for other people. They are fully involved in lessons, making good contributions to group work and participating in out-of-school activities. Their behaviour is consistently very good.

- 9 There are very good relationships throughout the school community and the pupils show very good levels of respect for the feelings of others. Pupils know the daily routines of the school and quickly respond to teachers' requests. Pupils are provided with a range of responsibilities such as returning registers to the office, and being bell and environment monitors. They respond well to these opportunities. Older pupils regularly read with younger pupils in shared reading sessions. A school council consisting of elected pupils from each class meets regularly with the headteacher and others. It gives pupils a valuable opportunity to share views and also offer ideas. The council is currently looking at the school rules and also discussing the future use of areas to be developed in the school's forthcoming building extensions. Pupils are given opportunities to use initiative, with older pupils eagerly organising collections for national appeals. Opportunities are also given in the classroom for them to develop their research skills, for example in history, although few opportunities are made for pupils to use the library in order systematically to develop these skills further.
- 10 The school's attendance figures are very good. The majority of pupils consistently arrive at school on time to enable the school day to start promptly. An increasing number of families are taking holidays during term time but the school regularly emphasises that this can be detrimental to pupils' learning. Absences are always quickly followed up. Registration provides a quiet start to each session of the day.

HOW WELL ARE PUPILS TAUGHT?

- 11 Taken overall, teaching is good, having improved since the last inspection when it was judged to be in a range from sound to good. In particular, the teaching of pupils of average and above attainment has improved so that they now make better progress. In the school as a whole, almost half of the teaching and learning is good, whilst a further quarter is very good and small amount excellent. A little over one quarter is satisfactory and there is a very small amount of unsatisfactory teaching and learning. The quality of teaching in the junior classes is very good and as a result the quality of pupils' learning is also very good. In the infant classes, teaching is satisfactory, with a consequent impact on learning, which is also satisfactory. In the reception class both teaching and learning are good. Overall, the good quality of teaching and learning in the school plays a significant role in promoting the good standards achieved by the time pupils reach the end of Year 6.

- 12 In the reception class, staff give particular attention to the development of speaking, listening, reading, writing and number skills. They have a good understanding of the foundation stage curriculum and ensure that the children have opportunities to make good progress in all the recommended areas of learning. The children are very well managed, so that they behave very well and make good progress in the development of their personal and social skills. A notable feature is the way in which support staff and parents are used to further the children's development. All the adults are well briefed for their tasks and the resulting team approach creates a situation where children benefit from consistent support and guidance.
- 13 Teachers of both infants and juniors are also skilled in teaching basic skills. They pay particular attention to the development of pupils' literacy and numeracy skills, showing good understanding of both the knowledge and skills involved and the ways in which pupils learn. The national numeracy and literacy strategies are well established and have a positive impact in promoting the well above average standards in English and mathematics that pupils attain by the age of eleven. For example, a literacy lesson in Year 6 was marked by clarity of objectives, excellent use of probing questions, an effective competitive element, productive use of computers and the setting of challenging homework. The rapid progress of the pupils owed much to the excellent quality of the teaching. Teachers enable pupils to use their literacy skills across the curriculum, which helps them to appreciate how reading and writing can help them to acquire and develop knowledge in other subjects. Pupils are also encouraged to use their numeracy and computer skills in other subjects but this aspect is less well developed.
- 14 Teachers' knowledge of other subjects also helps pupils to achieve above average standards in history, geography and science by the age of eleven. A good example was seen in Year 4, where the teacher involved the pupils in a range of experiences, including personal research, to the extent that their enthusiasm for learning about the Ancient Egyptians led to them acquiring not only a good depth of knowledge but also the understanding to make comparisons between Egyptian and Christian beliefs about life after death.
- 15 In the junior classes, teachers manage pupils through a combination of positive, caring relationships and the provision of challenging activities. Pupils' resulting behaviour is consistently very good and they work with interest and motivation. In the infants, however, the management of pupils is less than satisfactory, leading to a small degree of inattention and a less rigorous pace to the learning.
- 16 Lesson planning is good, with clearly identified objectives, which are often shared with the pupils, particularly in Year 6, where this helps pupils to understand both the purpose of the lesson and what they should expect to achieve. Plans often include details of work to be done by groups of pupils who are at different stages in their learning. Consequently, pupils are able to work at a level suited to their needs and all make good progress. This process is built on teachers' day-to-day assessments of pupils' progress, which help them to understand what pupils have learned and what the make up of the different groups should be. This process is particularly supportive of pupils who have special educational needs. Whilst the work they are required to do is challenging, it is pitched at a level that allows them to succeed. They receive very effective help from the school's support staff and from visiting teachers employed by the local education authority. Work is planned from the targets in individual education plans and statements of special educational needs and focuses on their particular strengths and weaknesses. The level of care and thought provided ensures that pupils make good

progress to the extent that in the past year, five pupils have made sufficient progress to be removed from the register of special needs.

- 17 Teachers use a variety of appropriate teaching methods to motivate and challenge pupils. In the juniors, groups formed in different ways are used to help pupils share ideas and learn to work together. A good example in Year 5 involved the collection of information about the way in which pulse rates change as a result of exercise. Pupils worked well, sharing tasks and were not daunted by some strange results which appeared to conflict with their original predictions. Brief input from the teacher helped them to change their methods and learn a valuable lesson about the vagaries of collecting scientific data. Teachers' use of discussion and questioning is very effective, particularly in the junior classes. Pupils' responses show an articulate command of language and a willingness to discuss their ideas confidently at a high level. Teachers ensure that everyone is involved and the quality of the outcome owes much to the secure relationships engendered. Homework is used to both extend and reinforce the work of the classroom.

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

- 18 The school provides a good, broad, balanced and relevant curriculum that fully meets statutory requirements for the teaching of all subjects of the National Curriculum and religious education. The issue raised at the last inspection about there being insufficient teaching time during the school day has been fully addressed. The school makes good provision for the teaching of personal, social and health education, largely through religious education, science and physical education; sex education and drugs awareness are included in this programme. Very good strategies for teaching literacy skills have been implemented most effectively and are having a strong impact on standards, teaching and learning, whilst the strategies for teaching numeracy skills are good and are having a positive effect. Planning procedures are good, particularly for English and mathematics, and are consistently applied across the school. However, the school's very strong emphasis on English, mathematics and science, which has been successful in raising standards of attainment in these subjects, has also resulted in pupils doing less well than they are capable of in other subjects that have had less high priority.
- 19 The quality and range of learning opportunities is good, particularly for junior pupils. These pupils benefit from a variety of clubs and activities that enhance learning in art and craft, drama, music and sports and games. For example, coaches from local sports teams run training sessions in football and hockey. There are a few opportunities for older pupils to take part in competitive events in cross-country running and football; such activities benefit pupils' personal development as well as their physical education. Although some parents are concerned that there are only a few activities outside lessons, this is true only for the younger pupils, where such activities are limited largely to a recorder club – but this is not unusual for pupils of this age attending a school of this size. The learning of pupils throughout the school is enriched through visits to museums, a power station and other places of educational interest. Pupils take part in local music and drama festivals and have opportunities to perform in assemblies and concerts for parents. Visitors to the school, such as, for example, an African drummer, add interest and depth to the curriculum. There are productive links with the local playgroup and with the high school, which aid pupils' transfer in and out of the school. Much of the school's work is based on model schemes of work produced nationally. In most respects these are working well, but opportunities are missed to make the schemes fit some of the school's needs. For example, in geography the younger pupils

learn about the differences between their own village and that of a fictional Scottish village. They would benefit much more from comparing themselves with a real place that served, for example, an industrial area or one with an ethnic mix.

- 20 Provision for children under the age of six is good. It is based on a well-developed understanding of the recently introduced national recommendations for children of this age and is interpreted well by the class teacher, well-briefed support staff and parent helpers. All areas of learning are covered, most of them well. In the absence of an appropriate area for learning through play with large toys and equipment, some aspects of physical education and, to a lesser extent, aspects of learning to co-operate with others, are less well covered; none-the-less, arrangements are made that ensure that children's progress in these areas is satisfactory.
- 21 The curriculum offered to pupils with special educational needs ensures that they are fully involved in all lessons at an appropriate level in relation to their attainment. Teachers' plans include activities suited to the needs of these pupils, ensuring that they experience the full range of the curriculum, including out-of-school activities and educational visits. Their particular needs are borne in mind as class lessons, small group activities and individual work focus on targets identified in individual education plans. Since most pupils need support with their skills in English, there is a clear and appropriate emphasis on these aspects of the curriculum. They are also able to participate fully in the school's provision for spiritual, moral, social and cultural development.
- 22 The small number of children for whom English is an additional language are well supported and they make good progress. The curriculum is well-matched to their needs and the school receives useful help from a local authority teacher in ensuring that the curriculum is appropriate.
- 23 The provision for pupils' personal development is good, effectively reflecting the school's aims. The school's provision for pupils' spiritual development is satisfactory but there are too few opportunities made for pupils to reflect on the wonders of the world about them or about their own and other people's beliefs and values. Assemblies are used well to celebrate pupils' achievements, which are very much appreciated by other pupils. Organisations such as Amnesty International are studied; however, such teaching does not enable pupils to think and feel as deeply about the issues as it might.
- 24 The school makes good provision for pupils' moral development. The school's behaviour policy is consistently applied through teachers' often very well developed class management skills. Pupils are generous in responding to performances and efforts of other pupils, particularly those of less able pupils. For example, when it was revealed that some young children who had been in school for only ten weeks had been awarded merit certificates, there was a gasp of appreciation from the older infants and spontaneous applause. Strong moral messages are presented in the teaching of subjects such as religious education and English. The adults in the school set a very good example in their constructive and positive relationships with the pupils.
- 25 The provision for pupils' social development is very good. Pupils benefit from the example set by teachers and support staff working very well together in the classrooms. The school council provides rich opportunities for pupils to listen to and appreciate one another's views and to take responsibility for the advice they give and the decisions they make. There is a wealth of opportunities in many lessons, particularly in the junior classes, for pupils to work together co-operatively in, for example, evaluating school reports on fictitious characters or collecting suffixes and prefixes in competition with

other groups. Older pupils have responsibilities both within the classroom and around the school; they take these responsibilities seriously and are reliable in carrying them out. The recorder and games clubs and the choir are beneficial opportunities for pupils to learn about commitment and the need to work well together. Visits, particularly the annual residential visit to Filey for Year 6 pupils, provide valuable opportunities to develop social skills. Pupils are encouraged to be aware of the needs of others; for example, they collect for local and international charities.

- 26 The school makes satisfactory provision for the pupils' cultural development. While music features well in the life of the school, there are not enough opportunities for pupils to listen to and appreciate great music and learn about it in any depth. Pupils study African-Caribbean music in Year 4 and enjoy the experience of listening to an African drummer but in most classes pupils do not often listen to music from cultures other than their own. The work of great artists is sometimes used successfully to stimulate the pupils' own art work and is featured in displays in several classrooms but again the range of art experienced is somewhat limited. Pupils, particularly in the juniors, experience a good range of high quality literature and are encouraged to respond to it sensitively through very good teaching. In religious education lessons, pupils learn about the festivals and beliefs of religions such as Islam but do not often enough look in depth at a wide range of beliefs and values.
- 27 Since the last inspection, the school has consolidated the effective planning methods that had just been brought into use. The provision for pupils' spiritual development has improved to become satisfactory. In the light of the school's plans to improve its use of the skills of co-ordinators, it is well placed to continue to improve in these areas.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 28 The school has good procedures in place to ensure pupils' welfare, health and safety, and uses appropriate agencies to support the needs of individual pupils. A named person is responsible for child protection and the majority of staff are aware of relevant procedures. The school's child protection policy needs updating to bring it into line with recent legislation. All pupils are well known to staff, and pupils feel confident to approach any adult if they have worries or concerns. There are clear procedures that are followed in order to report and record accidents. The school provides a suitable and caring environment for pupils and staff. There are no toilet facilities for pupils in the two outside classrooms which results in pupils having to walk to the main school building during inclement weather. There are also uneven flagstones on many pavements which cause unnecessary risks to safety.
- 29 The school has very good procedures for the monitoring of attendance, and parents are very clear about the procedures they have to follow if their children are absent from school. Pupils' academic and personal development needs are met through staff knowing each individual child and they quickly recognise any changes in behaviour or attitude. This is linked into the school's assessment procedures. Class assemblies are used to celebrate and share pupils' work. Pupils with special educational needs are provided for well, with personal development included in their individual educational programmes. Academic and personal progress are clearly reported to parents annually through the school reports. The school has high expectations of pupils' behaviour. The reward systems are consistently applied and pupils are proud when their efforts are rewarded. The school does not tolerate anti social behaviour, such as bullying. Pupils say that on the rare occasions that there are instances of bullying, they are quickly and appropriately dealt with. Suitable procedures are followed if there is any inappropriate and unacceptable behaviour. Pupils and parents are aware of the school's expectations

through the home and school agreement. Teachers keep detailed records of the progress made by pupils who have special educational needs. Individual education plans are reviewed very regularly, achievements are recorded and new targets devised. Teachers ensure that pupils can understand what their targets are and that they experience regular success. Specialists from outside agencies such as the psychological, speech therapy and bilingual support services are used to help pupils and the involvement of support teachers from the local education authority is particularly beneficial.

- 30 The school's methods of assessing pupils' progress have recently been reviewed; they are supported by well thought-out assessment and marking policies. The recently appointed assessment co-ordinator has worked hard on developing assessment procedures that are now established in English, mathematics and throughout the reception class. These good practices have been slow to be extended to other subjects, which are therefore not benefiting from the opportunities, which they are planned to give, for clearly focused planning to support the learning of all pupils. Assessment procedures are good in the reception class and in English and mathematics throughout the school. In all other subjects they are unsatisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 31 Parents have positive attitudes towards the school and are generally satisfied with what it provides and achieves. They appreciate the partnership they have with the school and are generally pleased with their children's progress. They feel welcome and find the staff approachable. A minority of parents feels that the school does not provide an interesting enough range of activities outside lessons. The inspection judgement is that there is a satisfactory range of activities provided for children of this age. Parents receive regular information through newsletters and information sheets. There is, however, little written information sent home regarding the curriculum and the topics that are to be taught in class. This results in parents being unable to support their children's learning by sharing first hand knowledge or providing artefacts. In most other respects, the school provides parents with many opportunities, particularly in the reception class, to become involved in their children's learning. This includes curriculum information evenings and an annual open day. Staff in the reception class recognise the important role that parents play in children's early development. Before admission to the reception class, the teacher visits each child's home and a meeting for all parents is arranged. In the term before children are admitted, reception staff visit the local playgroup and children spend time in school. After the first half of the autumn term, parents are invited to help in class and many take up this opportunity. They are fully briefed to help children and they play an important part in supporting the work of the staff.
- 32 The annual written reports given at the end of the academic year inform parents of the areas their children have studied over the year and give areas for development to enable parents to support the children where they are experiencing difficulties. Many reports inform parents of their children's progress both academically and in their personal development. Although reports are well presented, parents feel that they are not always written about individual pupils, with many sections being similar for a number of pupils. The inspection found that this is true in some classes and also that the areas for development are sometimes unclear. Parent consultation evenings throughout the year also provide information on the progress that the children make. Parents of pupils who have special educational needs are fully consulted from the moment that their child's needs are identified. They are involved in initial discussions and at each further stage, when individual education plans or statements are reviewed.

- 33 The prospectus is a document provided by the local education authority and contains all the statutory information required. The school recognises a need to add further information about the school and is currently putting a more individual document together to give prospective parents a wider picture of the school, its ethos and approach. The annual governors' report to parents is a very informative document that meets the statutory reporting requirements.
- 34 A number of parents regularly help in classrooms, particularly in the reception class. The school values this help and pupils benefit considerably. Adults are carefully briefed and well integrated into the classrooms. Parents are invited to school productions that they appreciate and enjoy. The home and school association provides a good range of social and fund raising events that are well supported by the school and the community. They provide valued additional resources for the school.
- 35 The good relationships that were seen at the time of the last inspection have been maintained and the school is well placed to continue with these positive and productive relationships.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 36 The headteacher and governing body have provided good leadership during a period of considerable staff change. Only two teachers out of eight have been at the school for more than four years. This has resulted not only in pupils experiencing changes of teacher but also in many changes to leadership and co-ordination roles. Throughout this period, existing members of staff have worked hard and been very supportive of the headteacher, governors and teachers new to the school. The headteacher and governors took the wise decision to capitalise on the skills brought by new staff. For example, one of the newer teachers is very effectively steering improvements to provision for information and communication technology; a newly qualified teacher is already having a positive impact on music teaching. Alongside this, the headteacher and governors decided to give most attention to addressing the issues raised at the time of the last inspection, to protecting and improving the teaching of basic skills of literacy and numeracy, and to keeping adequate provision for most other subjects, rather than attempting to spread their time and energies too thinly by working on too many issues at the same time. The areas on which the school has concentrated have benefited. The standards reached by eleven-year-olds in English and mathematics are well above average and in science they are above average. Provision for and pupils' attainment in information and communication technology have improved. Whilst many other subjects have not benefited yet from improved ways of working, attainment is at least at the nationally expected level. The school is rightly now broadening the areas on which it is working. It is turning its attention to capitalising more systematically on the use of co-ordinators of all subjects by involving them in monitoring the provision in their areas of responsibility and giving advice on where improvements are needed and how they should be achieved. A greater sense of urgency is needed in order to speed these improvements as it is clear from their attainment on entry to the school and their achievements in many areas that pupils are capable of better standards in the other subjects. The roles of deputy headteacher and co-ordinators are not yet sufficiently clear for them to make the best possible contribution to strategic planning and to monitoring and assessing provision in their areas and the quality of learning of pupils. Exceptions to this lie in the foundation stage, and in English and mathematics, where there is leadership of good quality, including effective monitoring of teaching and learning and assessment of pupils' progress.

- 37 The governing body meets its statutory responsibilities and monitors the school's performance effectively. Between them, the headteacher and governing body monitor carefully the work of the school and use the outcomes of the process to direct energy and spending at the areas where they are most needed. The school is well on the way to ensuring that the management of staff performance meets statutory requirements and makes a full contribution to the school's overall provision, especially to teaching and learning. Governors know what the school does well, where further improvements are needed and are committed to supporting these improvements. The chairs of the governing body and key committees are well-informed and effective; they manage the work of governors very well. Governors ensure that the school's explicit aims and values guide their decision making and the life of the school. The provision for pupils with special educational needs is managed well. Pupils' records are detailed and support their progress. Support staff are well deployed and appropriately trained, so that they make good contributions to pupils' learning. The special needs co-ordinator liaises very effectively with parents and the special needs governor – who in turn keeps the governing body informed of this aspect of the work of the school. Funds provided for this area are spent well on both staff and resources and help to ensure that pupils with special educational needs make good progress towards their individual learning targets. The school's priorities are supported through careful, determined and often imaginative financial planning. This is supported by a school improvement plan that addresses an appropriate range of issues and details what the school intends to do in order to ensure progress. For example, funds allocated to improve the attainment of older pupils are used to provide them with learning support and this makes a substantial contribution to the standards that they reach; carefully identified funds have been set aside in order to upgrade facilities for teaching ICT; the school's own funds are being supplemented by industrial and charitable donations in order to improve considerably the premises. In taking spending decisions, governors are fully aware of the need to ensure best value and take such decisions with considerable care.
- 38 Staffing levels and the range of expertise available are good. The work of administrative staff is unobtrusive and very effective, allowing other staff to concentrate on teaching and learning. The accommodation is satisfactory overall, although the detached classrooms lack facilities such as plumbing, and some teaching spaces are cramped. The lack of an area for younger pupils to learn through play with large equipment inhibits the development of some physical and social skills. Learning resources are sufficient and of reasonable quality.
- 39 Since the last inspection the school has maintained strengths in management where they existed, and has improved in other areas, for example, in its approach to development planning and to the financing of changes. Its plans to make more use of the skills of co-ordinators put it in a good position to continue to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 40 In order to improve further on its provision and on pupils' achievements, the headteacher and governing body should act on the following:
- ◆ Improve attainment by the ages of seven and eleven in information and communication technology, religious education, art and design, music and physical education. In order to do this, it will be necessary to:
 - customise, monitor, and evaluate the use of the existing nationally designed schemes of work;
 - improve the levels of concentration and the work rates of the six and seven-year-olds.

(See paragraphs 4-6, 8,15, 18, 19, 55, 57, 58, 73, 84)

The other key issues should also be focused on improvements to pupils' attainment.

- ◆ Assess more systematically the work that pupils do, in order to focus subsequent teaching on the needs that this process will identify. In order to do this it will be necessary to :
 - build on the existing good practice in English and mathematics;
 - enhance the skills of teachers in methods of assessment and its use in planning subsequent work;
 - empower co-ordinators to make full contributions to this process.
(See paragraphs 30, 36, 61, 64, 67, 74, 78, 80)

- ◆ Make a fuller and more consistent use of the deputy headteacher and curriculum co-ordinators in improving educational provision. In order to do this it will be necessary to:
 - ensure that job descriptions clearly identify roles, responsibilities and the activities needed to meet these requirements;
 - involve the deputy headteacher more in strategic and financial discussions and decisions;
 - speed up the implementation of the existing plans to broaden the role of co-ordinators;
 - provide training in order that all concerned acquire the necessary skills.
(See paragraphs 36, 37, 74, 85, 95)

The governors should also consider the inclusion of the following in an action plan.

- Improve the ways in which pupils develop an understanding of cultures other than their own;
- Improve the organisation and use of the library;
- Improve the facilities for the younger pupils to learn through play with large toys and equipment.
(See paragraphs 7, 9, 19, 20, 23, 26, 38, 48, 53, 76)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

45

Number of discussions with staff, governors, other adults and pupils

31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	24	42	27	2	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	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	201
Number of full-time pupils eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	20

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

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

Attendance

Authorised absence

	%
School data	1.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	11	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	11	11	11
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	95 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	11	11	10
	Total	21	21	20
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	91 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	27	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	23
	Girls	10	8	10
	Total	32	30	33
Percentage of pupils at NC level 4 or above	School	86 (83)	81 (72)	89 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	23
	Girls	10	8	9
	Total	30	29	32
Percentage of pupils at NC level 4 or above	School	81 (83)	78 (72)	86 (86)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	201
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	28.7
Average class size	28.7

Education support staff: YR - Y6

Total number of education support staff	5
Total aggregate hours worked per week	112

Financial information

Financial year	1999/2000
	£
Total income	362155
Total expenditure	338276
Expenditure per pupil	1667
Balance brought forward from previous year	-1834
Balance carried forward to next year	22045

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	201
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	32	3	2	
My child is making good progress in school.	56	39	2	2	1
Behaviour in the school is good.	55	42	2		1
My child gets the right amount of work to do at home.	39	43	11	4	2
The teaching is good.	58	33	3	1	5
I am kept well informed about how my child is getting on.	34	47	13	3	2
I would feel comfortable about approaching the school with questions or a problem.	62	33	2	3	
The school expects my child to work hard and achieve his or her best.	63	33		1	3
The school works closely with parents.	32	51	12	3	1
The school is well led and managed.	39	49	6	3	2
The school is helping my child become mature and responsible.	52	42	3	1	2
The school provides an interesting range of activities outside lessons.	28	39	17	11	4

Summary of parents' and carers' responses

At a meeting with inspectors the great majority of parents expressed their satisfaction with the work of the school and its relationships with parents. A minority of parents felt that the amount of time given to the teaching of literacy and numeracy was distracting the school from work in other subjects. Many would like to have more information on the topics that were to be taught to their children on, say, a termly basis.

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

- 41 Children are admitted into the reception class at the beginning of the year in which they are five, after many of them have attended the local playgroup. Their attainment on entry to the school is in a wide range with some having well developed social and language skills whilst others have difficulty in building relationships and their speaking skills are quite limited. Overall, however, children's attainment on entry is above the average found in most schools.
- 42 During their year in the reception class, children settle well and make friends readily, largely because good teaching focuses to a great extent on establishing good learning habits almost as much as on the immediate learning that is intended.
- 43 In the last inspection, children's standards by the age of five were found to be either in line with those expected or above. Opportunities for pupils to choose activities and to be involved in creative play were insufficient. Teaching and learning are now good in all the areas of experience so that standards by the end of the reception year are above expectations in all areas of learning. Pupils are provided with opportunities for choosing activities, particularly in the first part of the day and for creative play, although there are still limitations in opportunities. Overall progress since the previous inspection has been good and good leadership of this age group ensures that the school is well placed to maintain its high quality provision.

Personal, social and emotional development

- 44 Opportunities for children's development in this aspect permeate the work of the class. Children are on line to have skills above what would be expected by the end of the reception year. The teacher, support staff and parents work together effectively, providing not only good models for the children to follow but also a range of activities which allow children to play and work either by themselves or with others. Activities are sometimes informal as when pupils have a range of options and can choose what they want to do and sometimes formal, as when the teacher involves pupils in a discussion about whether or not we should dislike others just because they are in some way different. During the constant interaction between children and adults, staff are constantly alert to each child's development and detailed records are used to monitor the progress of individuals. The consequence of this good practice is that children are confident to try new activities, they work well by themselves and harmoniously with others and levels of concentration and attention in class discussions are remarkable. Children's behaviour is consistently very good.

Language and literacy

- 45 Close attention is given to children's development in this area; such things as banks of words, reading books, activities for role play and sentence captions around the classroom are supported by structured lessons in speaking, listening, reading and writing. Children respond well to this and work well. Children read to adults regularly and the consistent use of praise, allied to caring relationships, creates an enjoyable and productive experience. Consequently, children make good progress towards above average skills in reading and in the other elements of language development. A

substantial minority of pupils achieve high standards in reading. They listen very well to one another and are particularly attentive to stories. They know a range of songs and rhymes and suggest rhyming words for their writing practice. The children have a good knowledge of the sounds made by letters because this is given particular emphasis in the literacy sessions, consequently, they read well and the more advanced are beginning to discuss stories and make predictions about what might happen next. Structured handwriting lessons ensure that letters are formed correctly and provide children with the skill to write in other situations, spelling simple words with increasing accuracy and, in some cases, beginning to use sentences. Opportunities for pupils to write more personally are limited by the lack of suitable 'role-play' provision.

Mathematical development

- 46 In this area of development, the children are on line to attain above average standards by the end of the reception year because of the regular numeracy sessions and a classroom containing games and other activities designed to develop children's knowledge and skills in counting, recognition of shapes, weighing, volume and money. The numeracy sessions led by the teacher and intelligently supported by other staff and parents are particularly effective; for example, in one lesson, the teacher's clear explanations, focused language, good questioning and use of toys as practical examples, helped children to add one and take away one from numbers up to ten and to learn to recognise prices and count out money up to 10p. Children are keen to learn and have good levels of concentration. Most children behave well and they work together productively when solving mathematical games. The use of mathematical games helps to reinforce the learning and provides an enjoyable interlude with all the adults and children involved together.

Knowledge and understanding of the world

- 47 Children's progress towards above average standards in this area of learning is supported by a good range of effective practical activities, use of the outside environment, references to books, pictures, poems and the constant support of staff and parents who have a good knowledge of the curriculum. For example, a wide range of construction sets helps children to explore linkages and create models of vehicles and buildings reflecting their experience of the outside world. A computer is always available, so that children not only develop sound keyboard skills but realise how these machines provide models that help them to practise skills; children use simple tools effectively and a range of materials to learn about joining and assembling. The class hamster, 'Poppy', provides a focus for learning about the characteristics of animals and how we should care for them. Visits outside the school and well chosen stories help to promote pupils' awareness of the outside world, weather and people's lives. Children work hard and with enjoyment as a result of teaching that demands much of them, in a friendly and supportive atmosphere.

Physical development

- 48 The creative and practical activities mentioned in other areas contribute effectively to children's above average physical development: the use of construction toys and simple tools such as scissors, paint brushes, needles and thread all help to ensure that children's control is well developed. Physical education lessons in the school hall are well taught and provide good opportunities for children to develop their moving and dancing skills. For example, this was the case when the teacher gave clear instructions and advice about how to improve and used children well to demonstrate good performance. The children undressed and dressed with minimum support, listened

carefully to instructions and participated in the lesson with enthusiasm and enjoyment. They had good co-ordination and awareness of space when running; they controlled small balls with their feet, passing and trapping well and made good progress in throwing and catching in pairs. Whilst the school hall is well equipped, the lack of a regularly available outside area containing large apparatus, places some limitation on children's experiences and development.

Creative development

- 49 The good provision for this area of development is evidenced by the wide range of creative skills demonstrated by the children. They create stitched designs using coloured threads, explore textures using sand, glue and tissue, print with coloured bubbles, all at an above average level. They paint swirling designs prompted by a 'windy' story and show a sensitive awareness in pictures intended to demonstrate emotions such as happiness or sadness. They know a range of songs and move well to the rhythm of a tambourine. Children regularly choose to paint, mixing their own colours and exploring ideas freely and confidently - as when they painted a picture of a model boat; a significant proportion of children have a good eye for detail and a fine sense of shape and colour. Most importantly, children are encouraged to make individual creations and are given praise for the good qualities of their products, and their use of imagination rather than using templates to produce the shapes and effects that they seek. The good teaching ensures pupils' progress towards above average standards but some work lacks a clear context and as a result, children's opportunities in this aspect are limited.

Overall provision

- 50 The good provision in the reception class, based upon the teacher's good understanding of the needs of young children, clearly has a positive impact on children's development and provides a secure start to their school lives. Staff make good use of the classroom despite a lack of space which places constraints on pupils' freedom of movement. Induction procedures are good with home visits and effective communication with the local playgroup providing a sound base. The important role played by parents and carers is recognised and they are able to be effectively involved in the life of the class and in their children's development. Provision for pupils with special educational needs is good, with a clear and appropriate emphasis placed upon their development. Good use is made of outside specialists, including, when necessary, support for pupils learning English as an additional language. Close records are kept of each child's development, with daily notes used to construct a detailed record against the recommended early learning goals. The effective structure is founded on caring, positive relationships in which the individual is valued and celebrated.

ENGLISH

- 51 The findings of the inspection are that standards in English by the time pupils leave the school are well above the national average. Pupils attain well above average standards in speaking and listening and reading and their standards in writing are above average. This marks an improvement since the last inspection and since the national tests for eleven-year-olds in 2000, at which time attainment was above the national average but below the average for similar schools. The very effective introduction of the literacy hour and the teachers' very constructive response to the literacy training they have received has had a significant impact on pupils' standards of attainment. Improved assessment procedures and careful targeting of individuals and groups have also had a positive effect. By the end of the infant stage, pupils' attainment in reading, writing, speaking and listening is above the national average for seven-year-olds. The performance of the

group of pupils who took the national tests for seven-year-olds in 2000 was very high when compared both to the national average and the average for similar schools; inspection judgement is that the present Year 2 pupils, while they are on target to perform above the national average in reading, writing and speaking and listening, are not performing at such very high levels, to some extent because, in writing in particular, they are not sufficiently challenged. Pupils of all levels of ability achieve soundly. Pupils with special educational needs make good progress, benefiting from carefully planned work and effective support. Higher attaining pupils achieve well, particularly in junior classes, because of the teachers' high expectations and the challenging tasks set for them.

- 52 Pupils develop their skills in speaking and listening well. Younger pupils are encouraged to speak to the class or to all the infant pupils in assemblies; for example, in a 'good work' assembly, a Year 1 pupil explained his story confidently and then read it with good expression. Infants can talk sensibly about the books they are reading, explaining what they particularly like about them. Older pupils are used to working together in groups to plan and to solve problems in many subjects and consequently learn to express their opinions clearly and to listen well to one another's ideas. For example, Year 5 pupils provided a deliberately succinct description and evaluation of the biscuits they had made. Year 6 pupils were very articulate in expressing their views, often humorously, about the school reports they were studying. In the school council, pupils speak out confidently and present their case forcefully and with clarity.
- 53 Standards in reading are good for infant pupils and very good for the juniors. Pupils of all levels of ability make good progress in developing their reading skills. Pupils in all classes read with good levels of understanding and many with good expression; higher attaining pupils have very well developed all-round skills. The solid base of skills in knowing letters and their sounds established in the reception class is systematically built on so that pupils develop a good range of strategies for recognising unfamiliar words. Their competence in using dictionaries and thesauruses is nurtured from the beginning of the infants and this also promotes better reading, understanding and independence. Teachers, even with infant pupils, are particularly good at ensuring that group guided reading sessions develop not only the technical skills of reading but also tackle higher order skills such as the appreciation of style, plot and character. For example, in a Year 2 lesson, the better readers read beautifully, because the teachers encouraged them very effectively to use a good range of strategies when tackling new words, and to read with expression. Consequently, by the time they are eleven, pupils show mature understandings of the poems and the stories that they read and many higher attaining pupils are reading books and articles that would be difficult for older pupils. Frequent and regular opportunities are provided for pupils both to read silently and to read aloud to an adult. Pupils are encouraged, through the use of a reading diary, to read at home to an adult who counter-signs the diary; an opportunity is missed here for teachers and parents to enter into a fuller dialogue about the child's reading that could further enhance reading development. Pupils' skills in finding out information from books and CD-ROMs develop well and older pupils are confident and effective in using the contents and index pages in reference books. Even Year 6 pupils, however, find it difficult to use the school library, partly because pupils have too few opportunities to use the library but largely because it is organised in a confusing way and lacks clear guidance for pupils on how to use it to best effect. However, very well stocked classroom libraries go some way to mitigate this problem.
- 54 Standards in writing are good. Regular handwriting practice ensures that standards in handwriting, which were criticised at the last inspection, are now good; even the lower attaining pupils develop a legible and attractive style. The very effective use of the

literacy hour, particularly in junior classes, has helped to develop pupils' skills in writing well, although, as the school is aware, standards are not as good in writing as they are in reading. Teachers help pupils to develop a variety of strategies to improve their writing by teaching them a variety of ways of planning their stories and accounts and by encouraging them to make initial drafts of their work in their drafting books before editing and reeving their writing into its final form. Sometimes, pupils use the computer to help them with this task. Teachers, particularly in junior classes, provide opportunities for pupils to write in different forms for different purposes and audiences, often as part of work in other subjects. For example, as part of their study of Victorian children, Year 6 pupils read *The Secret Garden*; to help the pupils to appreciate what it felt like to be a servant in those days, they wrote a letter as if they were Martha, a servant in the story. Many of the letters written by the higher attaining pupils were of high quality, showing perceptive insights into the life of the times, an appreciation of how the servant would feel and a sensitive understanding of the book. In addition, the letters were accurately spelt and punctuated and one or two made laudable attempts to use dialect. In the junior classes, teachers provide a good balance between work that develops and consolidates writing skills and stimulating opportunities for pupils to write independently and extensively. The balance for younger pupils is more on the side of technical skills development but, where opportunities for independent writing occur, pupils write with imagination and some flair, as in an original and humorous profile of the Big Bad Wolf.

- 55 The teaching of literacy is good overall. Teaching and learning are very good and occasionally excellent for the juniors and satisfactory for the infants. Teaching has improved since the last inspection. Teachers have a secure knowledge of the subject and are confident in using the literacy hour to best effect. They promote the learning of individual pupils by negotiating writing targets with them and regularly checking whether they are being met. Particularly in the junior classes, teachers have very high levels of expectation and provide tasks that challenge and stimulate all levels of ability well. Older pupils respond very well, showing interest and behaving very well. They are very enthusiastic about their learning, working with very high levels of creative and intellectual effort and very high levels of concentration. They work very well independently and co-operatively, discussing their ideas and appreciating the views and work of others. They discuss their books and their writing with enthusiasm. In infant classes, levels of expectation in reading are high but writing tasks are, for the most part, less challenging and pupils have fewer opportunities to write independently at length. Infant pupils enjoy books and reading and discuss their favourite stories animatedly. This is especially true of the better readers in Year 2. Pupils' behaviour is satisfactory and, particularly when reading in small groups, good. Homework is used well to reinforce learning and the basic literacy skills are taught well. The most successful lessons were those where the teacher ensured that the clear and appropriate objectives that she had planned were shared with the pupils so that they knew what they were supposed to be doing and, at the end of the lesson, whether they had been successful. For example, in a Year 6 lesson, excellent class management based on very positive relationships and a sense of fun and enjoyment led to very high standards of behaviour and concentration. Because the material and teaching methods had been skilfully chosen to stimulate interest and to be relevant, pupils worked extremely hard, both creatively and intellectually, working together to analyse and evaluate the strengths and weaknesses of the school reports they were examining. The pace of the lesson was brisk and no time was wasted. Lower attainers were very well supported by the very well-briefed classroom support assistant so that they made very good progress during the lesson and were able to contribute to the final debate on equal terms with the other pupils. Where teaching and learning are satisfactory, there are areas of strength in, for example, a very well run group guided reading session or, in a Year 1 class, effective development and consolidation of pupils' dictionary skills. However, class management and control are

not totally secure in the infant classes and pupils lose concentration at times. Time is not used particularly efficiently, with whole class sessions going on a little too long so that attention wanders and the pace of the lesson slows.

- 56 The subject is well led and managed and the very consistent way in which the literacy hour has been implemented and monitored has made a substantial contribution to pupils' learning. Careful and thorough systems for assessing and recording pupils' progress have enabled teachers to set individual and group targets that have already had an impact on attainment. All of these factors ensure that the school is well placed to maintain its current very high standards. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

MATHEMATICS

- 57 In national tests in 2000, both seven and eleven-year-old pupils reached standards that were well above the national average and in line with results in similar schools. In recent years, the results of seven-year-olds have been improving and those of eleven-year-olds have remained steadily high. The inspection findings confirm that the attainment of the older pupils is well above average in mathematics but the attainment of younger pupils, whilst still above average, is not as high as in some previous years. Boys and girls reach equally high standards. The generally high attainment owes much to the school's successful implementation of its numeracy strategy, supported by an effective programme of monitoring all aspects of provision in the subject. The slight slip in standards at the age of seven is linked to the poor levels of concentration of a minority of pupils. However, the well-structured lessons, with changes of activity and well-timed teacher instructions ensure that learning progresses at a generally good pace in infant classes and at a very good pace in the juniors.
- 58 Pupils' achievement progresses well in infant classes. For example, the youngest pupils can read and write numbers up to 20, both confidently and accurately whilst higher attaining seven-year-olds recognise numbers up to 1000 and accurately subtract or add ten onto, for example, 327. By the end of Year 2, pupils reach standards in all aspects of mathematics that are above average for their age. Many pupils can name a good number of two-dimensional shapes, for example an octagon. Higher attaining pupils understand fractions at a relatively sophisticated level and know that four quarters make a whole and that eight quarters make two whole ones. Almost all pupils have a good understanding of the language of mathematics and use words such as subtract, multiply, and digit accurately. Much of the best progress is achieved by groups of pupils of similar levels of understanding when they work with the teacher; but on these occasions the other groups that are not directly supervised need continual reminders to keep busy and learning. Teachers usually handle this competently and taken overall, the teaching of mathematics to infants is good.
- 59 Pupils make very good progress in junior classes. For example, pupils in Year 3 accurately add two digit numbers to 100 or 200; Year 4 pupils do this mentally and the higher attainers will confidently add three digit numbers to, say, 300 or 400. By Year 6, many pupils are able to use addition, subtraction, multiplication and division to solve relatively complex money problems. Well above average standards are achieved in all aspects of the subject, largely because teachers give due weight to all aspects of mathematics. They use many opportunities to consolidate number work and integrate mathematics into other subjects. For example, Year 6 pupils used the internet very effectively in order to investigate the relative costs of book purchases from different sources; they found the work exciting and demanding and gained great insights into the

use of information and communication technology whilst also developing their numeracy skills and understanding.

- 60 Pupils learn so well because they are well taught. Teachers have high expectations of pupils both in terms of achievement and behaviour and pupils respond to this by working hard. Lessons have a good balance of activities, so that over the course of an hour pupils are likely to be involved in a quick-fire question and answer session, use apparatus to help them solve problems, explain their mathematical reasoning to another pupil or to an adult and carefully record in writing their findings. In most lessons there is no time for boredom. Classroom support assistants make very positive contributions to pupils' learning. Pupils with special educational needs receive high quality support and so make good progress. Additional funding received by the school to boost attainment in Year 6 is used to provide classroom support which is enabling the higher attainers to do especially well.
- 61 Teaching has benefited considerably from the enthusiastic way in which the numeracy strategy has been adopted. Very effective training has ensured that staff are familiar and comfortable with the approaches that the school has adopted; improved resource levels make a positive contribution. The work of pupils is carefully and accurately assessed and teachers very effectively use these assessments to ensure that work builds on what was learned in earlier lessons. The work of teachers is well monitored and feedback given in order that teaching skills can be further improved.
- 62 Since the last inspection, when work was already at a good level, standards have risen further and teaching has improved. The plans to improve the assessment of pupils' work, which were at an early stage in 1996, have been successfully implemented. Because management of the subject is confident and effective, the school is well placed to continue to reach high standards and even to improve aspects of its work.

SCIENCE

- 63 In 2000 national tests for eleven-year-olds, the percentage of pupils attaining at a level typically expected for their age was close to the national average, whilst the percentage attaining a higher than normally expected level was well above the national average. Apart from a dip in 1998, pupils' attainment in national tests at the age of eleven has remained steady since 1996. Variations in attainment between boys and girls have not had a significant pattern.
- 64 In the last inspection, pupils' standards were above average, whilst the teaching was sound in infant classes and good in the juniors. The school has maintained its standards and is in a similar position: at the ages of seven and eleven, pupils' attainment is above average and teaching and learning are good throughout the school. The teaching for six and seven-year-olds has improved and now offers appropriate challenge to the pupils. For example, when pupils in Year 2 were asked 'Do big magnets have a stronger pull than smaller magnets?' and 'Do magnets attract all metals?' the subsequent discussion showed that the pupils had accepted the challenge by organising investigations to find out the answers and as a result made considerable gains in their practical skills and scientific knowledge, as well as being motivated by the tasks. This type of approach has the potential to bring about improvements in pupils' standards. However, the assessment of pupils' attainment is not sufficiently systematic to allow earlier learning to be built on as well as it should be. This means that good rates of learning in many lessons does not produce achievement in the longer term that is as high as might be expected.

- 65 The good quality of teaching is matched by the quality of learning. Teachers have good knowledge of the subject and high expectations of pupils' work rate and achievement. Consequently, by the end of the junior years, pupils have made good progress in acquiring knowledge and skills; for example, they know about electrical circuits and cycles of life, are familiar with condensation and evaporation and can discuss reversible and non-reversible changes. When dealing with forces, they know about gravity and friction and are aware that forces often act in opposition to one another. Pupils talk about science with enthusiasm and interest; they are keen to demonstrate their understanding and to learn more as a result of the good teaching methods and challenging approaches, which involve exciting practical activities. A good example in Year 6, involved practical work where pupils measured the action of yeast. Resources were well prepared in advance, learning objectives were made clear and the organisation of pupil groups ensured the productive sharing of ideas and tasks. During the activity, pupils were constantly challenged to answer questions and explain what they were doing and discovering. The quality of relationships developed by the teacher ensured pupils' very good behaviour and the smooth progress of a complicated lesson. The outcome was that pupils learned how investigations can be organised to help us measure and understand a scientific phenomenon. During the lesson, they also demonstrated that they were able to apply their existing skills to a new situation. This lesson was typical of those seen; all provided evidence of caring teachers who plan carefully to ensure that pupils, including those with special educational needs, make good progress.
- 66 Good links are made with other subjects, so that in a lesson to measure changes in heartbeat, Year 5 pupils used their computer skills to record data on a spreadsheet and their number skills in interpreting the resulting graphs. Literacy skills are well used and developed when pupils write up accounts of their activities and observations. Teaching clearly has a positive impact on pupils' attainment but there is as yet insufficient emphasis on the use of pupils' questions to prompt investigations and the reviewing and evaluating of their own work is not a strong feature.
- 67 The school is making good strides in accommodating the requirements of the new National Curriculum. Resources are adequate for the subject and the use of a central loan system helps to enhance the quality of lessons. The co-ordinator is in the process of developing a new system for assessing pupils' progress, which should help the school to make further progress in improving pupils' attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 68 Standards are in line with the requirements of the National Curriculum by the ages of seven and eleven. This represents an improvement from the time of the last inspection when standards by the age of eleven were below average. The school has made good progress in improving the quality of teaching and resources, both of which are now satisfactory.
- 69 The quality of teaching and learning is satisfactory throughout the school. Teachers have a sound understanding of how computers can be used to both develop pupils' ICT skills and to support learning in other subjects. The pace at which teaching helps pupils to acquire skills is evidenced by their word-processing. Year 1 pupils use a program to move and place images then type in simple sentences; in Year 3, pupils can vary the shape, font and size of text; good quality word-processed poems support history work in Year 4, whilst Year 6 pupils use a wide range of processing skills in producing a class newspaper. Links with other subjects are exemplified by work in Years 5 and 6, where teaching enables pupils to collect information about, for example, the way in which water

is used at home and then to use a spreadsheet to help with the analysis of the data. Year 6 pupils make use of the world wide web to research information for topics and they use e-mail, sometimes to send in their homework to the teacher.

- 70 Teachers' high expectations have a motivating effect on pupils; they are always keen to use computers and Year 6 pupils recall previous work with interest and enthusiasm. From the youngest to the oldest, including those with special educational needs, pupils work sensibly with great concentration, often sharing tasks and ideas. The positive caring relationships established between staff and pupils promote very good behaviour at all times. Some assessments of pupils' progress are used to plan future work, with pupils in Year 2 completing their own records and Year 6 pupils keeping their work on individual discs but a comprehensive system is not yet in place. Links with literacy and numeracy are developing but are not yet fully established through the school.
- 71 The knowledgeable co-ordinator, who has had the responsibility for three months, has clear and appropriate plans for the development of the subject. Because further staff training is planned and the school is in the process of establishing a computer suite, which will allow all pupils to have greater access to computers for extended periods, the school is well placed to continue its good progress in this subject.

RELIGIOUS EDUCATION

- 72 Teaching and learning are satisfactory and pupils' attainment throughout the school is in line with what is expected in the new locally agreed syllabus. Standards have been maintained since the last inspection and some progress has been made in encouraging an appreciation of spiritual aspects. This was exemplified in a lesson in Year 5, when pupils were encouraged to consider how beliefs are expressed through prayer. The teacher provided a well planned experience in which pupils could reflect on how prayer is used and on the importance of choosing words which best suit different contexts from the personal, such as worries at school, to international ideas about world peace.
- 73 Teachers have a sound knowledge and use it well to provide well planned lessons which help all pupils, including those with special educational needs, to acquire knowledge and skills at an appropriate rate. Whilst teaching about different world religions, lessons also give pupils opportunities to consider how they impact on the daily lives of the people involved. For example, in Year 3, pupils can link Christian ceremonies to family life and belonging, whilst in Year 4, pupils know about the Ten Commandments and appreciate how these relate to their lives and to the development of personal targets. In the juniors, the positive and firm relationships established by teachers ensure very good behaviour, good levels of concentration and a sound pace to the learning. This is not always the case in the infants, however, and occasional lapses in behaviour and attention inhibit the progress of learning. Discussion and questioning are generally well used to prompt the development of pupils' ideas. For example, a well handled lesson in Year 6, helped pupils to recall previous learning about the significance of and feelings generated by different religious artefacts, then to build upon this learning in the consideration of how religious and secular music can evoke images and emotions. Ideas were sensitively received both by teacher and pupils, and clear progress was made in pupils' appreciation of the interface between tradition, religion and modern life. There are other occasions, however, when discussions lose their focus and pupils' learning is not targeted on the important element of the lesson.
- 74 The co-ordinator, who has had the responsibility for three years, has attended training on the new local agreed syllabus and introduced it successfully to school. Because of the recent emphasis on literacy, numeracy and the key issues from the last inspection, no

monitoring of teaching or planning has taken place. A new policy has been developed and passed to colleagues for future discussion; some aspects of the school's scheme of work are still to be agreed but these are identified in the co-ordinator's action plan. Assessment procedures are not yet in place. Further work that is planned on the new syllabus, effective subject leadership and the development of consistent approaches to teaching ensure that the school is on track to raise pupils' standards.

ART AND DESIGN

- 75 Only two art lessons were seen during the inspection, both in junior classes; judgements are also based on a scrutiny of pupils' work and discussions with pupils and teachers. By the time pupils leave the school, their attainment is in line with that expected for eleven-year-olds, maintaining the standards seen at the last inspection. The achievement of pupils of all abilities, including those with special educational needs, is satisfactory. No overall judgement is made about the quality of teaching. In the lessons seen, the teachers made the subject enjoyable and promoted good levels of concentration. Pupils had positive attitudes, they behaved well in lessons, working well together and sharing materials and tools sensibly.
- 76 Pupils are introduced to the works of some great artists and respond to them with interest. For example, Year 6 pupils talked animatedly about how impressed they were with Picasso's painting *Guernica*, and discussed the characteristics of Seurat's style. Skills in, for example, colour mixing, are developed throughout the infant classes and extended in the juniors, so that pupils in Year 5 produce effective still-life drawings in chalk and charcoal that blend colours and light and shade to good effect. Observational drawing, particularly of people, becomes more sophisticated so that, by the time they reach Year 6, pupils can produce convincing faces that portray a range of emotions. Pupils produce clay pots as part of their topic on ancient Egypt and Roman mosaics. Some of the pictures produced suggest potential that is not completely fulfilled. This is partly because so much art work relates to topics in other subjects and the quality of the art work was not at the forefront of pupils' minds; and partly because subjects such as English and mathematics have been given much higher priorities. While skills are developed to a satisfactory level and the teaching and learning observed was good, the subject does not make the contribution it should do to pupils' cultural development nor does it have a high enough profile in the school.

DESIGN AND TECHNOLOGY

- 77 It was only possible to observe two design and technology lessons, both of which were with juniors. Judgements on this age range are based on these two lessons, on work seen and on discussions with pupils. At the age of eleven, attainment is in line with national expectations. At this relatively early stage in the school year there was too little available evidence to allow judgements to be made about attainment and provision in the infant classes.
- 78 At the age of eleven, pupils have a reasonable range of skills and understanding, being able to develop ideas for what they wish to make, which draw on a careful consideration of the use to which the model will be put. They have a good range of technical terms with which they describe their intentions. For example, older pupils describe the planning of a 'shelter' for their Barbie dolls or Action Men by analysing the need for 'strong structures' that are 'reinforced' and 'waterproof'. They are able to use appropriate tools for cutting, fastening and finishing and they can then analyse their work and suggest sensible improvements. Pupils talk with great interest about the subject and clearly enjoy the work. Teachers' plans show that the subject is covered in

reasonable depth and that they have a reasonable level of subject knowledge. Planning is effective. An overall structure is ensured by reference to nationally produced guidelines; this is elaborated upon by 'Pacing sheets' – the school's medium term planning device that is computer produced and which allows teachers to focus successfully on planning their individual lessons. The lessons that were observed were well taught and pupils made good progress in them. This does not convert into high standards in the long-term because too little emphasis has been placed on the subject recently; in particular there is little use of the assessment of what pupils know, understand and can do in the subject in order to build systematically on their skills.

- 79 School documentation indicates that the subject is competently led, although no discussions were held with the co-ordinator, who was absent from school during the inspection. Resources, including tools and materials are of reasonable quality.
- 80 At the time of the last inspection standards were better than this at the age of eleven. They have fallen slightly, largely due to the amount of attention given by the school to basic subjects with a resulting loss of some pace in other subjects, including design and technology. However, there is a good deal of expertise and determination to improve, so that overall the school is well placed to make the necessary improvements.

GEOGRAPHY

- 81 Standards are in line with the national expectation at the age of seven and above that at the age of eleven.
- 82 During the infant stage, pupils develop a satisfactory range of geographical skills that allow them to discuss sensibly the similarities and differences between their own locality and other places. However, teachers have to work hard on this aspect of their geography as the materials used do not capture pupils' imagination, being centred on a fictional town to which they do not relate well. In a Year 2 lesson, only the skilled and animated reading of a related story by the teacher kept pupils' attention. Pupils' vocabulary for the subject is at a satisfactory level; many of the higher attainers can understand 'mainland' and 'island' with a little help and most, including pupils with special educational needs, use terms such as 'river' and 'stream', 'mountains' and 'valleys' accurately and confidently. Most seven-year-olds understand simple maps and can indicate whereabouts they live on a sketch map of their village
- 83 The pace of learning picks up in the junior classes and most Year 6 pupils use terms such as 'tributary', 'confluence' and 'oxbow lake' naturally and accurately. Much of the good progress that pupils make stems from teaching that is carefully planned, and from the clear ways in which teachers explain complex ideas. Thus, pupils who at the beginning of one lesson were unsure about the process of erosion had a good grasp three-quarters of an hour later and understood a good deal about a range of ways in which weather changes landscapes over time. Higher attaining pupils knew the difference between attrition and abrasion and could discuss the scouring action on a riverbed. Pupils can understand how the local environment has changed over time and have views on how improvements can be made. They have a good grasp of how their village came to be where it is and how it has changed over time.
- 84 Particular strengths in teaching include teachers' knowledge of the subject (the co-ordinator is a geography specialist), class management skills and the deployment of support staff. It is teachers' skills at explaining and often inspiring pupils that cause the progress that pupils make, rather than the quality of the curriculum – which overall is satisfactory. Opportunities are not made often enough for first hand learning through

fieldwork, largely because there is a pressure on time and in some classes lessons are slotted in when more extended teaching would be preferable. Resources are adequate for the current approach but if further improvements are to be made they will need supplementing.

- 85 Since the last inspection, the attainment of eleven-year-olds has improved and the provision for pupils of all ages with special educational needs is better, so that they now make good progress. The school is well placed to make further improvements mainly because an enthusiastic co-ordinator with specialist knowledge has recently been appointed and the school has plans to make improved use of the skills and understanding of all of its co-ordinators.

HISTORY

- 86 Pupils' attainment by the time they leave the school is above that expected for eleven-year-olds, an improvement on standards at the last inspection. Pupils of all levels of ability achieve well. Pupils have good levels of knowledge and understanding of the topics they study and they develop a good range of skills as they progress through the school. For example, pupils in Year 1 discuss the differences between the toys that their teacher played with when she was a child and those that they themselves own. Year 2 pupils are able to make comparisons between their own experiences of hospitals and those that Florence Nightingale worked in. Year 6 pupils have good knowledge and understanding of Victorian schoolrooms that enable them to discuss knowledgeably the nature of the differences in teaching and learning styles between then and now; higher attaining pupils make especially astute observations that indicate a sophisticated understanding of their own learning. Pupils develop their knowledge by researching in books and on the internet and can use the evidence gained to produce cartoons that provide accurate and humorous accounts of schooling at the time. Pupils develop their skills in evaluating the validity of different kinds of evidence and their sense of chronology.
- 87 Teaching and learning are good and on occasion very good. Because teachers present material in stimulating ways, pupils enjoy their work in history, with younger pupils listening avidly to the teacher's account of play in her childhood. Teachers encourage pupils' own contributions and make good use of their experience. Teachers have good subject knowledge and plan and prepare well, lessons have a brisk pace and pupils work hard and behave well. Learning is very well supported by relevant displays and collections of books and artefacts. Where teaching and learning was very good, Year 6 pupils co-operated very well in developing their own role-plays about a Victorian schoolroom. Because of the teacher's own enthusiasm and her very well-developed class management skills, pupils worked very hard and creatively and developed useful insights into why Victorian classrooms were so different from ours. Good use is made of homework. For example, a lesson in Year 1 benefited greatly from the preparations that every pupil had made by collecting lists of the toys that their parents and grandparents had played with when young.
- 88 The subject makes a good contribution to pupils' skills in literacy because of the very good opportunities they have to write independently, often in role as a historical character. The contribution to pupils' social, moral and cultural development is also very good. The school is well placed to further develop provision in the subject.

MUSIC

- 89 Little teaching was seen and judgements are based also on pupils' singing in assemblies, other musical activities and discussions with teachers and pupils. By the time pupils leave the school, their attainment is in line with that expected for eleven-year-olds. This is not as good as at the last inspection, when standards were above average. Pupils of all levels of ability achieve soundly. Pupils with special educational needs take part successfully in musical activities with other pupils and higher attainers are given opportunities to play their instruments or sing solos and duets in concerts and performances. Pupils in Year 6 can sing four-part rounds and can use tuned and untuned instruments to create their own football tunes. They have a satisfactory knowledge of great composers and most can read music at a fairly simple level. Pupils sing with enthusiasm in the choir and in lessons and assemblies. They have a satisfactory sense of rhythm but little awareness of subtleties of mood or phrasing.
- 90 There is insufficient evidence to make a judgement about the quality of teaching. However, musical activities are very well supported by a large proportion of teaching staff. Good use is made of visiting musicians such as the African drummer who provided such an enjoyable and valuable experience of music from another culture for Year 4 pupils. The curriculum is well supported by extra-curricular activities, including recorder clubs for infants and juniors, a guitar club and a choir. A number of pupils have lessons in violin or trumpet and this enhances music in the school well. Opportunities are provided for pupils to perform for a variety of audiences, including participation in a local festival. The subject makes a contribution to pupils' social and cultural development but has less of an impact than the energy and commitment of the teaching staff deserve, mainly because the assessment of pupils' achievements are not sufficiently clear to allow learning to be built on what pupils can already do. .

PHYSICAL EDUCATION

- 91 Standards at the ages of both seven and eleven are in line with the national expectation. A higher than usual proportion of older pupils move awkwardly in dance and gymnastic activities and, although teachers and pupils work hard on this aspect, it prevents achievement reaching high levels. Pupils enjoy the subject and work hard. The teaching of infants is sound and for juniors it is good.
- 92 Infant aged pupils change quickly into appropriate clothing for lessons. They understand the need to warm up their muscles before exercise and do so in a practised way. Pupils listen carefully to teachers' clear instructions, understanding and responding well. Dance and gymnastic movements are vigorous and graceful by turn – encouraged by the teachers' choice of music to which pupils respond sensibly. Pupils observe carefully the work of others when they demonstrate their dance movements, make sensible and appreciative comments and then integrate additional movements into their own work. The teachers' calm encouragement ensures that pupils work well. At play, many pupils persevere with the development of skills such as catching, stopping and throwing balls – which they do at a generally average standard.
- 93 By the age of eleven, a number of physical skills have progressed well. Games skills, particularly involving catching, throwing, kicking and trapping balls, are well developed; pupils and teachers speak highly of the contribution to these skills that are made by volunteers from a local sports club. However, members of staff make the major contribution in well-planned and controlled lessons in the school hall. Pupils' gymnastic skills vary a good deal. The higher attaining pupils move with good control and considerable grace when, for example, creating sequences of movements in pairs; on the other hand, an unusually high proportion of pupils move awkwardly and find it difficult to match their movements to those of their partners. However, they improve over time,

largely because teachers make good use of demonstration, using and commenting on the work of other pupils. These demonstrations are watched with interest by pupils, who make helpful and supportive comments of their own. When they return to their own work, pupils' movement improves because they incorporate ideas that they have seen demonstrated. Standards in swimming are satisfactory.

- 94 Across the school, pupils who find physical education activities difficult receive a good level of support, so that they enjoy participating and progress at a good rate.
- 95 The programme of work in physical education covers all aspects of the National Curriculum and sensible use is made of more detailed national guidelines for the subject. Because the subject has not been a recent priority for the school, there has been little systematic work undertaken to improve provision and attainment. However, the sound teaching and average standards seen at the time of the last inspection have been maintained and there have been improvements in the teaching of ball skills.