

# INSPECTION REPORT

## **SNAITH PRIMARY SCHOOL**

Snaith

LEA area: East Riding of Yorkshire

Unique reference number: 117894

Headteacher: Mr. D. Allen

Reporting inspector: Natalie Moss  
22685

Dates of inspection: 25<sup>th</sup> – 28<sup>th</sup> September 2000

Inspection number: 224816

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Bourn Mill Balk Road Snaith East Yorkshire
Postcode:	DN14 9RE
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. G. Scarll
Date of previous inspection:	26 <sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Natalie Moss 22685	Registered inspector	History	The characteristics and effectiveness of the school
		Geography	The school's results and pupils' achievements
		Equality of opportunity	Teaching and learning
			Leadership and management
			Key Issues for action
Norman Shelley 13762	Lay inspector		Pupils' attitudes, values and personal development
			Pupils' welfare, health and safety
			Partnership with parents and carers
Malcolm Padmore 16939	Team inspector	Mathematics	Quality and range of opportunities for learning
		Information and communication technology	
		Physical education	
		The provision for pupils with special educational needs	
Julie Philips 15770	Team inspector	Science	
		Design and technology	
		Music	
		Areas of learning for children in the foundation stage	
Jim Stirrup 2200	Team inspector	English	
		Religious education	
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Snaith Primary School is an average size school in a small rural town with 222 boys and girls on roll, from 3 to 11 years of age, of whom 45 who attend the nursery part-time. It serves the whole of the town of Snaith, which has recently grown and the forecast is for further growth. The pupils' attainment on entry to the school covers a wide range, but is average overall. The school has 27 pupils identified as having special educational needs, a figure close to the national average. One pupil has a statement of special educational need. There are very few pupils from minority ethnic groups and none speak English as an additional language. The number of pupils entitled to free school meals is below the national average, but there is substantial evidence that the school's population is less advantaged than this number would suggest. Apart from the nursery and a Year 5 class, pupils are taught in mixed-age groups, to give them the benefit of the same teacher for two consecutive years. This also allows the school to keep class sizes small.

### **HOW GOOD THE SCHOOL IS**

Snaith Primary is an effective school. Standards are continuing to improve, and test results in English, mathematics and science in 1999 were in line with or above the national average and rose again in 2000. Pupils make good progress because they are taught well and have very good attitudes to learning. The headteacher provides good, clear leadership for the school and is supported effectively by the governors in steadily improving the standards of the school. The school provides a secure and enjoyable place to learn in which pupils are happy and confident. The school provides good value for money.

#### **What the school does well**

- Standards achieved are good.
- The quality of teaching is good overall with a high proportion of very good teaching.
- The provision for children in the nursery is very good, enabling them to make good progress.
- The leadership of the headteacher is good and there is a clear educational direction to the school.
- Provision for the teaching of information and communication technology (ICT) is very good.
- Pupils behave well and have good attitudes to learning and relationships are very good.

#### **What could be improved**

- The role and responsibilities of the deputy head teacher to complement those of the head teacher.
- Development of the roles of subject co-ordinators, particularly in tracking and evaluating the progress and teaching in their subjects.
- The range and number of out of school activities provided.
- Early consultation with parents of pupils with special educational needs.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvement since it was previously inspected in 1996. It has successfully implemented the National Literacy and Numeracy Strategies, which are raising pupils' standards. Standards in English, at the end of Key Stage 2, have improved at a rate similar to the national picture. In mathematics there has been a strong improvement in standards in 1999 and in science, standards have remained in line with the national average. Provisional results in the Year 2000 have risen. The quality of teaching has improved well; there were no unsatisfactory lessons observed during the inspection. New, nationally recognised schemes of work have been introduced to provide a better planned curriculum. The resources and staff expertise for the teaching of ICT have improved to a very high level. The school management plan is now much more effective for guiding school improvement.

The issue regarding monitoring curriculum subjects and evaluating classroom practice still remains, though it has taken place in some subjects and areas. Provision for pupils' spiritual and cultural development is now satisfactory. The school has a good capacity for further improvement.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	C	C	D
mathematics	C	E	B	C
science	B	C	C	C

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

Standards reached by eleven-year-olds in 1999 were in line with the national average in English, though below the average when compared with similar schools. In mathematics, the results were above the national average and in line with the average for similar schools. In science, standards are in line with both the national average and with that for similar schools. However, provisional test results for the Year 2000 show a sharp rise in all three subjects and in the percentage of higher grades achieved. Work seen during the inspection confirms these standards, indicating above nationally expected standards in English, mathematics and science. Over the last four years, the trend in the school's results has shown them to be broadly in line with the national trend, with the Year 2000 results likely to be higher. When this year group's results are compared with standards of achievement on entry to the school and at the age of seven, it is clear that the vast majority have made good progress.

Standards reached by seven-year-olds in the national tests in 1999 were above average in reading and mathematics and well above average in writing. When compared with schools with pupils from similar backgrounds, they were average in reading, well above average in writing and above average in mathematics. The provisional 2000 results show a similar picture to 1999 in English and a sharp rise in mathematics.

The provisional results for the Year 2000 indicate that the school is well above the targets set for that year and inspection evidence suggests that standards are continuing to rise and that the school's targets will be met in 2001.

Currently, standards are continuing to rise. Boys and girls attain broadly in line with one another. Pupils attain above the expected standards in ICT because the school has provided up-to-date equipment and custom-made software. Standards are good in history and geography throughout the school. Standards are average in all other subjects. Children in the foundation stage make good progress and reach the early learning goals set for them by the time they are five. Pupils with special educational needs make good progress towards the targets set for them, while gifted and talented pupils make satisfactory progress.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils approach learning positively, with interest and enthusiasm. This contributes significantly to the pace and quality of learning.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in and out of class. They are courteous and friendly towards one another, staff and visitors. There have been no exclusions.
Personal development and relationships	Good. Pupils take initiative, care for one another and show a strong sense of responsibility. Relationships between all members of the school community are very harmonious.
Attendance	Good. Unauthorised absence is very rare. Pupils are punctual and lessons start on time.

## TEACHING AND LEARNING

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

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

The quality of teaching seen during the inspection was good overall. Twenty-one per cent of lessons seen were satisfactory, seventy-nine per cent were good or better and twenty-one per cent were very good or excellent. There was no unsatisfactory teaching. These are high proportions and important factors in the progress made by pupils. Good teaching was seen in all classes and very good teaching in the nursery, the two Year 5/6 classes and a Year 3/4 class. Teaching seen in special educational groups was good overall.

English and mathematics, particularly the basic skills of writing and numeracy, are taught well. Strategies for literacy and numeracy have been successfully implemented and are taught well in other subjects. In most lessons, the pupils understand the purpose of the lesson and this motivates them to learn what is intended. The management of pupils is very good, as is the effectiveness of teaching methods, especially in Key Stage 2, ensuring a good pace of learning. Teachers have good subject knowledge, give clear explanations to their pupils and have high expectations of them. Teachers use questioning successfully, both to encourage pupils to think logically and work things out for themselves, as well as to check their understanding. Although teachers feedback and advice to pupils during lessons is good, marking of written work rarely gives pupils a clear understanding of how they could improve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The implementation of the literacy and numeracy strategies is effective. Recent improvements in curriculum planning have been beneficial in providing comprehensive coverage of subjects through the use of nationally recognised schemes of work. The range and quality of extracurricular activities are unsatisfactory.
Provision for pupils with special educational needs	The school is successful in promoting the achievement of pupils with special educational needs. These pupils are identified early on in their school life and have detailed plans which focus on areas for improvement and which offer targets to be met. Teachers and classroom assistants provide pupils with good support that enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Personal development is satisfactory overall. Provision for spiritual development is satisfactory and gives pupils opportunities to gain insight into values and beliefs. Provision for moral development is good. From the earliest age, pupils learn right from wrong and their responsibilities to the school community. Provision for social development is good. Positive and helpful attitudes and hard work are encouraged. Provision for cultural development is satisfactory and gives pupils insight into their own cultures.
How well the school cares for its pupils	The quality of education support and guidance for pupils is good. Pupils feel secure in the warm and trusting environment. Staff encourage discipline and do much to build pupils' self-esteem. Pupils' academic performance is satisfactorily monitored, but the monitoring is not consistently used to assist teachers' planning.
Partnership with parents and carers	School and home work together with commitment for the benefit of the pupils, though the information provided for parents on pupils' progress and achievement is not always explained in a way which makes it easy for parents to understand.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is a clear educational direction to the school. The headteacher has a good understanding of the school's strengths and areas for improvement. He has succeeded in bringing about many necessary changes. Consequently, standards are rising. The deputy head teachers' duties in supplementing those of the headteacher are not clear and there is some confusion over their roles in the school. Co-ordinators do not yet monitor and evaluate the teaching and learning in their subjects sufficiently to ensure steady progress. The school has good, well qualified teachers and a satisfactory number of support staff. Accommodation is satisfactory, with the exception of the three mobile classrooms. Good use is made of the very good computer suite.
How well the governors fulfil their responsibilities	Governors give of their time willingly and are active in supporting the school practically. They are beginning to play a more active role in drawing up the school improvement plan, but are still insufficiently involved in planning and reviewing the curriculum.
The school's evaluation of its performance	The school is becoming more evaluative and looking for ways in which to raise standards even higher.
The strategic use of resources	Resources are of satisfactory quality and range for most subjects. Value for money is always considered before spending decisions are made.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That their children enjoy school.</li> <li>• The progress that pupils make.</li> <li>• The good quality of teaching.</li> <li>• The good standard of behaviour.</li> <li>• The staff are approachable.</li> <li>• The school has high expectations of children.</li> <li>• The help pupils receive to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework set by the school.</li> <li>• Information about their children's progress.</li> <li>• The school working more closely with parents.</li> <li>• The quality of management.</li> <li>• The range of out of school activities.</li> </ul>

Inspectors agree with all the positive views expressed by parents and with some aspects of their concerns. Parents were consulted about the homework policy and it has since been published. It allows for some flexibility, it usefully supplements class work and contributes to the development of pupils' independent study skills. Parents do not always understand from the annual school reports whether children are achieving as well as they could. When national test results are communicated to parents, the levels and points scores are not fully explained. Parents learn about the progress of pupils who are at the early stages on the register of special needs at the open evenings. However, this can be some time after pupils' have been assessed and is therefore not the best way of informing them. Nevertheless, the termly meetings for parents provide good and regular opportunities for parents to discuss their children's progress. Inspectors agree that the range of extra curricular activities on offer is very limited. The school attempts to work closely with parents but is not always able to comply with parental preferences. Whilst there are many examples of very good communication with parents, there are also instances when it has not been good enough and to some extent this has been due to lack of clarity about which member of the management team should be consulted.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Overall, standards are rising, with the 1999 test results in English, mathematics and science being at the least average against national results and often better. Over the last four years, the trend in school results has shown a gradual improvement, apart from a slight dip in 1998, at a similar rate to that found in schools nationally. The provisional 2000 test results, however, suggest that standards have risen sharply in the last year. Inspection evidence is that standards are currently rising in all subjects and that the vast majority of pupils are working above the expected level for their age. Improvements are due to several factors, such as national initiatives in literacy and numeracy, a better planned curriculum and a high proportion of good teaching.

2. In the national tests for eleven-year-olds in 1999, nearly three-quarters of the pupils reached the level expected for their age in English and mathematics and over four-fifths in science. In English and science, this is in line with the national average. The proportion reaching a higher level was close to the national average in mathematics and science, though well below it in English.

3. When results are compared with those of schools with pupils from similar backgrounds, English is below expectation, but mathematics and science are in line. In English, girls generally reach slightly higher levels than boys, but in mathematics and science they are in line with each other. The school met its targets in 1999 and, in the provisional 2000 test results, vastly exceeded them, indicating much higher standards reached, borne out by observation of pupils' work during the inspection. The grades shown in the report for comparison with similar schools differ from those suggested by OFSTED because there is substantial evidence that the socio-economic circumstances of the school's population is less advantaged than the free school meals figure would indicate. These grades can be, and have been, upgraded by the Registered Inspector, to give a more accurate picture of the standards achieved.

4. In the national tests for seven-year-olds in 1999, nine-tenths reached the expected level in reading and writing and slightly more in mathematics and science. This was well above the national average for all subjects. The proportion who reached a higher level was below average in reading and science, average in writing and above average in mathematics. Over the last four years, the performance of boys has been above the national average in reading and mathematics, and well above it in writing. Reading, writing and mathematics were all well above the national average for girls. When standards are compared with those of similar schools, they are average in reading, above average in mathematics and well above average in writing. The 2000 test results show an improvement on these levels, again confirmed by inspectors.

5. Children under five enter the nursery with skills, knowledge and understanding broadly in line with expectations for children of this age, but their language skills are often good. They make very good progress in the nursery and reception classes, with most children moving into the reception class from the nursery. By Year 1, children attain above expected standards in all areas of learning.

6. Inspection evidence is that current standards reached by eleven-year-olds are higher than in the recent past and are now good. The vast majority of pupils are working at the level expected for their age or above it.

7. The current standards of seven-year-olds have also risen and almost all pupils are working at the level expected for their age or above it. In reading, inspectors judge the vast majority of pupils to be working at above the expected level, as well as in writing. In mathematics, too, nearly half are working at a higher level and this represents very good improvement. In science, investigative work is a strength, as are standards in work connected with life processes. Standards in other subjects are judged to be at least satisfactory.

8. Standards in literacy are much improved and progress is good. Pupils are given good opportunities to write at length and the content of work is of a good standard, with good attention being paid to the basic skills of writing, such as the use of punctuation, vocabulary and grammar. All elements of the literacy hour are fully in place. Standards in numeracy are greatly improved, particularly in the use of number. Progress is good throughout the school. The three-part lesson is used well to stimulate pupils' interest and to move them on. Flexible approaches ensure that pupils develop a broad and secure understanding of their work. By the time they are eleven, most pupils have developed a good grasp of the main skills of literacy and numeracy.

9. By the age of eleven, standards in science are generally above average, with more pupils now working at the higher levels and investigative skills are strong. Standards in ICT are good and progress is rapid. Recent changes, particularly the provision of the new ICT room and the widespread use of the school's very good website, are leading to significant improvements in standards. Standards in religious education are in line with the locally agreed syllabus by the age of eleven. Standards are good in history and geography. In physical education, design and technology, art and design and music, standards are satisfactory.

10. Pupils with special educational needs make good progress with their studies in all subjects. Targets are appropriate. When working directly with learning support assistants or teachers, pupils generally reach their full potential. They are keen to learn and receptive to help and this is an important factor in their progress. Teachers inform assistants well and they provide support, which makes a valuable contribution to learning.

11. In literacy and numeracy particularly, pupils with high attainment levels are given tasks to match their capabilities and help them to make the expected progress. This is also the case in science lessons, though not in all subjects.

12. Pupils' achievements throughout the school are good. The school's good use of the frameworks for literacy and numeracy means that pupils progress well from class to class. The curriculum map is designed to ensure that all pupils' progress throughout the school is good. Despite the mixed-age classes, the school's good use of the frameworks for literacy and numeracy means that pupils progress well from class to class. The curriculum map is designed to ensure that all pupils receive the same high quality of education.

13. Nearly nine out of ten parents who returned then questionnaire are pleased with the progress their children are making. Parents feel that the literacy hour and the new numeracy strategy have improved standards.

### **Pupils' attitudes, values and personal development**

14. Pupils' attitudes and behaviour are very good and their personal development is good. Attendance is good. These high standards have been maintained since the previous inspection.

15. Pupils are keen to come to school and this is confirmed by their good attendance, which is above the average for primary schools. Pupils are rarely late. They enthusiastically take part in all the school's activities and thoroughly enjoy the experiences offered to them. They have positive attitudes towards learning, which are stimulated by good teaching. These attributes are among the school's strengths and have a positive effect on pupils' progress and contribute to the very good quality of life in the school. The overwhelming majority of parents who replied to the questionnaire agree that behaviour is good and that their children enjoy coming to school.

16. Pupils with special educational needs have equally positive attitudes to learning. They behave well and work hard. They have good relationships with other pupils and the staff who support them.

17. The standard of pupils' behaviour is very good. There have been no exclusions. Occasionally, teachers exercise discipline concerning in-attentiveness, but they are rarely required to deal with any misbehaviour. Pupils are polite and courteous. Their orderly and considerate conduct continues when unsupervised and extends to the playground. Relationships between pupils are good, despite the very occasional instance of bullying. Pupils get on well together and always listen to and appreciate each other's efforts. They respond well to the school's procedures and enjoy earning praise.

18. Pupils respect the adults in the school. They value and respond positively to the constructive relationships they have with their teachers and helpers.

19. When required, pupils take responsibility for special tasks and competently organise themselves and their working materials. Some pupils demonstrate considerable initiative for example by designing and making 'little earners' for sale in the mini fairs that they organise to support a charity.

## **HOW WELL ARE PUPILS TAUGHT?**

20. The quality of teaching is good overall. All lessons observed were satisfactory, four-fifths were good or better and a third were very good or excellent. These are high proportions and much of the teaching in classes is of very good quality. Teaching is a little better in Key Stage 2 than in Key Stage 1, because in Key Stage 2 the pace of lessons is often more brisk and the purpose of lessons is more clearly presented to pupils. The quality of teaching has improved well since the last inspection. Teachers' management of pupils is a strength of the teaching, ensuring concentration, interest and accelerating learning. Although teachers' comments and advice to pupils in class are of a similarly high standard, the marking of written work is often thin in comment and fails to give pupils the information they need in order to know what they are doing well and how they need to improve.

21. Parents expressed their satisfaction in the questionnaire at the quality of teaching in the school and inspection findings support their positive views. The good quality of teaching contributes well to the pupils' learning and their levels of attainment.

22. The learning of children in the Foundation stage is very good as a result of the very good teaching. It is consistently good in both the nursery and reception classes, with a high proportion of very good teaching, particularly in literacy and numeracy lessons and tasks. Teachers know when to intervene and offer support and when to allow children to think,

experiment and learn for themselves. Children's interest, concentration and perseverance are stimulated and nurtured. Teaching is lively and interesting; no opportunities for learning are wasted. In physical education, for example, children learn to sing simple songs as they practice different kinds of movements. In reception, children search for 'hidden' numbers with enthusiasm. All staff work closely together and provide good role models.

23. In Key Stage 1, the quality of teaching is generally good and again this leads to good learning on the part of the pupils. In terms of the individual subjects, teaching is:

- good overall in English, mathematics, science, ICT, geography. Although teaching is also good in physical education and religious education, standards are satisfactory in these subjects, where the curriculum is developing.

In other subjects there was insufficient evidence to make judgements.

24. In Key Stage 2, teaching is good overall and often very good or excellent. Pupils' progress is consistently good as the result of this good teaching. In this key stage, teaching is:

- good in English, mathematics, science, history. In design and technology, physical education and religious education teaching is also good and the curriculum developing.
- satisfactory in art and design.

In other subjects there was insufficient evidence to make judgements.

25. Although little direct teaching of ICT was observed in either key stage, because the subject is incorporated throughout the curriculum, there are significant strengths in this area. All teachers have been trained in ICT and resources are very good. Teachers have confidence and personal skills in the subject and this leads to high standards for most pupils, who gain good knowledge, skills and understanding in their lessons.

26. The teaching of literacy is good overall. Strengths are careful planning, so that tasks are matched to pupils' varying abilities, a good grasp of the subject and enthusiastic teaching. Vocabulary of a specialist nature is carefully introduced and explained and pupils are expected to use it correctly on subsequent occasions. Reading is well taught, pupils are introduced to a good range of types of writing and most of the basic skills of writing are taught effectively. Very good attention is paid to basic skills in Reception and Year 1, where pupils learn the use of capital letters, question marks and exclamation marks successfully.

27. The teaching of numeracy is effective. The school has implemented all parts of the numeracy hour. The quality of the mental mathematics sessions at the start of each daily lesson challenges the learning of pupils of all abilities well, giving them confidence with numbers. Lesson introductions and ends are particularly well managed by teachers to involve all pupils in meaningful and challenging discussions, for example, the range of strategies that could be used to find an answer and a consideration of which might be the best.

28. Teachers have good subject knowledge, which enables them to explain new ideas clearly and avoid misunderstandings, especially when pupils are struggling with a new concept. In a history lesson on the Ancient Egyptians, the teacher's good knowledge enabled her to explain the culture of that civilisation with clarity and interest, leading to good understanding by the pupils. Expectations of pupils' academic work are usually high.

29. Questioning is used very effectively by all teachers. Many of the skills used in literacy and numeracy lessons are transferred effectively to the teaching of other subjects. Teachers' questions ensure that all pupils are fully involved. In lessons teachers recognise those pupils who are not participating and target questions specifically at them. Questions also keep the pace of learning brisk.

30. Teachers settle their classes quickly, have clear expectations of pupils' behaviour and, by their calm and efficient manner, consistently set a positive atmosphere in which good learning can take place. Through very good management of pupils in most lessons, little time is lost, pupils concentrate well and maintain interest in their work. Because teachers expect good behaviour, pupils respond accordingly and produce good quality work.

31. Teaching of pupils with special educational needs is generally good. Planning is detailed, thorough and relevant to the needs of each individual. Lessons are carefully structured to meet the needs of pupils, so that pupils with special educational needs make good progress with their studies in all areas of the curriculum. The special needs teachers work together well and, when necessary, with other professionals, to develop individual education plans for pupils on Stage 3 and above. Teachers and the co-ordinator for special needs work together effectively to write individual plans for pupils on Stages 1 and 2 and these outline the way the curriculum should be adapted for identified need. Teachers work with assistants well and they provide support, which makes a valuable contribution to learning.

32. Resources are well used to stimulate learning. Difficult ideas are explained through real and relevant activities, increasingly through the imaginative use of ICT. The stimulating variety of interesting activities keeps pupils motivated and interested, so that they enjoy their learning.

33. Although spoken advice and encouragement in lessons is of good quality, marking is not. In class, teachers give clear guidance to pupils. They explain carefully what pupils need to do to improve and correct misunderstandings thoroughly. When marking pupils' written work, comments are often positive, but brief and bland, giving pupils too little guidance on where improvement is needed. The analysis of pupils' work suggests that marking is often thin.

34. Suitable homework activities are set and there is a methodical school policy to build on learning as pupils progress through the school.

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

35. The curriculum for children under five is good. Nursery and Reception work together well to plan a suitably rich and challenging curriculum. The school's nursery is well integrated into the life of the school and the nursery teacher attends Key Stage 1 curriculum co-ordinator meetings, through which she gains a clear picture of what lies ahead for her children. These regular meetings, as well as numerous informal ones, ensure that information about children's progress is effectively exchanged, so that children can make a smooth transition from Nursery to Reception.



36. Reception planning closely follows the nationally recommended areas of learning for this age range. There are appropriate opportunities for children to play and to choose their own activities. At present there are no curriculum links between the school and the local pre-school playgroups which children attend before they enter the school. This is an area which teachers wish to develop, to ensure that these children move as smoothly as possible from one place of learning to another.

37. For Key Stage 1 and 2 pupils, the curriculum is satisfactory. It is broad and balanced, meets statutory requirements, except in design and technology and the needs of all pupils, including those with special educational needs. In both key stages the requirements of the National Curriculum are fulfilled. The time allocated to the teaching of the curriculum is broadly in line with national figures. Religious education follows the Locally Agreed Syllabus closely.

38. Teachers' planning of the curriculum is satisfactory. The school has successfully introduced effective literacy and numeracy strategies over the past few years and this has led to substantial improvement in pupils' learning. The school takes opportunities to extend the teaching of literacy and numeracy in some other subjects in the curriculum and examples of good practice in this area are to be seen, even if not specifically planned. Teachers are skilled at question and answer techniques that promote listening and speaking, and they successfully promote reading in a range of subjects. There are numerous opportunities for extended writing in the foundation subjects. Skilful teachers promote literacy well when, for example, Year 5 and 6 pupils use mathematical investigation techniques to assess the readability of passages of text. In ICT, pupils consolidate their numeracy skills when they log and analyse data from a weather station sited in the local High School.

39. All subjects have policies, an improvement on the position noted in the last inspection report, though the majority of these are in need of review to incorporate recent changes in the National Curriculum. All subjects have suitable schemes of work, which follow national guidelines. Teachers work together in three teams to plan learning programmes. Planning is generally effective in providing a programme that offers progressively more challenging learning experiences as pupils move through the school, but is not systematically monitored to ensure that it does so.

40. All pupils have good access to the curriculum. Parents felt that the school strives hard to ensure this. The equal opportunities policy makes clear the school's commitment. Provision is made for pupils of different abilities and is satisfactory for pupils with special educational needs, complying with the official Code of Practice. For pupils on Stage 3 and above there are clear and concise individual education plans and parents are fully involved in the process of review and the setting of targets. However, individual plans for children on Stages 1 and 2 are less concise and clear and parents with children on these stages are not always consulted at the earliest opportunity, but only at the next parents' evening. Both teachers and the good quality teaching support staff work well to give all pupils the opportunity to make the progress of which they are capable. Pupils with special educational needs make good progress through the school and are effectively integrated into school-life.

41. There are few opportunities for pupils to further develop their social and creative skills through extra-curricular activities. There are, for example, no residential visits. The school runs football and netball clubs for older pupils and these are popular. Both girls and boys have taken advantage of a course in cricket coaching. Visits to places of local interest

make an important contribution to the curriculum, particularly in geography, history and science.

42. A programme of personal, social and health education is in the process of being developed to cover all desirable aspects, but has not yet been instigated. Although pupils are receiving satisfactory instruction in most areas, there is insufficient planned provision to ensure full coverage. The school encourages visits from local people and institutions such as the police and fire brigade. The Governing Body has agreed a policy for sex education whereby teachers do not teach a planned programme but respond to issues as they arise in the course of events. Older pupils are given clear messages about the dangers of substance misuse.

43. Provision for pupils' spiritual development is satisfactory. The school fulfils all requirements for a daily act of collective worship. Opportunities are provided for pupils to contribute to assemblies. A good example of this was observed, when pupils contributed to an upper school assembly on the theme of 'Communities'. They dressed up in the uniform of a 'community' they belonged to, the Girl Guides, St. John's Ambulance Society or a dance club to talk briefly on what that community meant to them. Spiritual development is provided in the main through assemblies and religious education lessons. Whilst a spiritual dimension was observed in specific subjects, notably science and English, these occurred spontaneously, rather than being planned.

44. A strong sense of morality underpins the aims and ethos of the school. Pupils have a good sense of right and wrong, and demonstrate an understanding of the impact of their actions on others. This very much influences pupils' behaviour in classes. This is reinforced by the Codes of Conduct put together by pupils and displayed in certain classrooms. Pupils are provided with the opportunity for moral development in specific subjects of the curriculum, such as English and geography, where they explore such issues as concern for the environment and third world problems.

45. Pupils develop good social skills as they progress through the school. Staff provide good role models for pupils. Pupils recognise the high demands made on them in terms of their behaviour and respond accordingly. They treat their environment in a respectful manner and are courteous to visitors. Pupils develop an understanding of good citizenship through their regular fund-raising activities for both the school and local and national charities. Pupils gain an understanding of the world as a society through the school's world wide web, and its links to schools across the world. When provided with opportunities, pupils are able to work both independently and collaboratively. Pupils with special educational needs are well integrated into a caring and supportive environment.

46. The quality of pupils' cultural development is satisfactory. Most pupils share a common cultural background, and are given opportunities to appreciate their local environment. Geography provides pupils with the opportunity to consider and appreciate a range of different lifestyles in different countries and cultures around the world. In history pupils develop an understanding of how British society has changed over time as well as exploring cultures from other times. English provides pupils with the opportunity to explore their literary heritage, while religious education enables pupils to explore the nature of different cultures, and the countries from which they sprang. While pupils acquire a good understanding of a range of countries and cultures, there is little planned provision for pupils to develop an understanding of the multi-cultural society in this country.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

47. Arrangements for child protection and pupils' welfare, health and safety are

satisfactory. Pupils' academic performance is monitored but not consistently taken account of when teaching is planned. The quality of educational and personal support and guidance for pupils is good. These findings are similar to those of the previous inspection, although improved assessment procedures have been set up.

48. Child protection procedures are in place and the headteacher ensures that all staff understand requirements. Health and safety measures are in place, although safety checks are not always effective and frequent enough to ensure reliability. All relevant specialist educational, health and safety agencies serve the school. Provision for first aid is adequate.

49. All staff know their pupils well and are mindful of their needs. The relationship between teachers and pupils is very good, which enables them to work well together. The school is a very caring environment and staff do much to ensure the welfare of their pupils.

50. Good behaviour is very effectively promoted by the expectations and example of all adults in the school. Teachers plan interesting lessons, apply discipline consistently and sensitively and develop trusting and constructive relationships. In this way they create an environment which is conducive to learning and a sense of enjoyment and security. The school uses incentive schemes well. An award is made each term to the pupil in each class who makes the most significant social contribution. The trophies are in memory of a previous pupil and are considered by the pupils to be a prestigious award.

51. Children under five are given good support so that they settle quickly and easily to school life. The nursery is well equipped and has good teaching support, so that learning and personal development is very good. Older pupils are also well supported and transfer to secondary school smoothly.

52. The provision for special educational needs is satisfactorily managed by the special needs co-ordinator. Working relationships between those most directly involved with the identification, support and monitoring of pupils with special educational needs are good.

53. Pupils enjoy school and want to be there and there is little unauthorised absence or un-punctuality. However, despite its best efforts, the school is less successful about minimising the withdrawal of pupils during term time for the purpose of family holidays.

54. Pupils' academic and personal development is closely tracked throughout their time in school. This information is used well for the purpose of analysing whole school results and setting termly targets for pupils to focus on for improvement. It is also used effectively to give pupils relevant help and guidance to enable them to make progress. The monitoring of academic performance is not consistently taken account of to plan teaching in all subjects.

55. The personal, social and health education of pupils is satisfactory overall but does not follow a structured and timetabled programme. Coverage of all desirable elements is, therefore, uncertain and the school is aware of the need to review and improve this provision.

56. Extra educational support is effectively arranged in certain cases. In Year 6 last year, grant funded booster lessons effectively raised standards and enabled many pupils to achieve levels in the standardised attainment tests that they would not otherwise have reached. The additional teaching support for literacy contributes to the schools higher than average standards in literacy.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

57. Parents are generally pleased with the school, but they also have some significant concerns. The school's partnership with parents is generally satisfactory and parents' involvement contributes well to standards achieved and the quality of learning. The previous inspection reported a similar situation, but fewer concerns were expressed.

58. The majority of parents are satisfied with most aspects of the school. Over eighty per cent of all respondents responded positively to the questionnaire. Parents are pleased with the quality of teaching and the progress their children make. They say their children like school, behave well and receive good help to become mature and responsible. Parents are comfortable about approaching the school regarding problems and concerns.

59. Some parents are dissatisfied, for differing reasons, with the amount of homework, disagreeing as to whether too much or too little is set. The school has published its policy following consultation with parents. Inspectors judge that these arrangements are not dissimilar to what is sometimes found in other primary schools and that, overall, homework effectively supplements class work and helps pupils to develop their skills in independent study and research. The school says that most parents give good support to their children with their work at home.

60. Much of the information provided to parents in school reports is very helpful, although the use of 'computer bank' statements fails to personalise comments adequately in some instances. Remarks about what pupils can do and targets for improvement are good features, but it is not always clear how pupils have achieved with relation to their age and with respect to the levels of the National Curriculum. When the results of the standardised attainment tests are published, explanations about levels and points scores do not fully enable parents to understand what the results mean.

61. The termly open evenings for parents provide good opportunities for them to discuss pupils' progress and parents can apply to the school at any time for further information, help and guidance. The information about pupils who are at Stages 1 and 2 on the special needs register is not concisely collated. Parents of pupils on all stages of the register are able to discuss their children's progress at the termly open evenings. However, this can be months after the review by the special needs co-ordinator, and, where applicable, the educational psychologist. This does not always allow parents to take part in the review with the providers of this support, to enable them to support their children immediately in trying to achieve the agreed targets.

62. Other information supplied by the school is good. The prospectus and governors' annual reports comply with requirements and newsletters are regular and informative. A feature which the school is developing well is that of advising parents in advance of what their children are to learn in the next units of work.

63. The school attempts to work closely with parents. In some instances the school has not felt able to oblige parental preferences and this has caused dissatisfaction. While there are examples of very good communication with parents, there are also instances where it has been insufficiently effective, especially when parents are uncertain as to which staff member to approach on issues which concern them.

64. School and parents work well together to raise considerable funds to improve the quality of learning. Many parents help in classrooms and around the school. Some even help with internal decoration. Parents are consulted and are genuinely welcomed into the school. However, parents would like the school to provide a wider choice of extra curricular activities and give a more positive response to some of their individual suggestions.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

65. The good and purposeful leadership of the headteacher has set a clear educational direction for the school, focused on raising standards and improving the quality of education provided. The headteacher, staff, governors and parents share a common commitment to offering pupils a caring environment in which they can feel secure. The headteacher responded positively to the last inspection report and over the last four years has made good progress in improving the areas of the school that were deemed to have weaknesses. Management of the school, however, often lacks clear understanding of the responsibilities of various roles and to whom teachers should be accountable for aspects of their work. This is also the case between key stage and subject co-ordinators over the responsibility for monitoring and evaluation of subjects. The school has successfully implemented national initiatives, such as the National Literacy and Numeracy Strategies, as well as introducing a high level of work in information and control technology, which is of great benefit to the pupils. This steady development in the school's work has led to a trend of improving standards at the end of both key stages. The school is becoming far more evaluative and using data analysis well, to the benefit of pupils' education. For instance, it has been recognised that, in some years, literacy and numeracy are more effectively taught in year groups, rather than mixed-age class groups and booster classes have been introduced to raise the level of under-attaining pupils. Plans for the present academic year are continuing to address these issues.

66. A weakness in the school's management is in the lack of clarity in the role of the deputy head teacher. At present, the division and delegation of responsibilities between the head teacher and the deputy head teacher are vague and their considerable strengths are not being used efficiently to complement each other's roles. The deputy head teacher, instead of supplementing the head teacher's responsibilities, is duplicating them, rather than addressing the specific areas of responsibility set out in his job description. Like other members of the management team, he has little non-contact time in which to develop his areas of responsibility.

67. Subject co-ordinators, too, are insufficiently involved in monitoring and raising standards. There is some monitoring of teaching, but it is relatively rare and informal. Although co-ordinators are generally very knowledgeable about their subjects, they have too few opportunities to influence teaching and learning effectively. They do not, for example, regularly see teachers' planning in their subjects, to make suggestions for improvement or check that the necessary work is covered across key stages. They do not look closely at the quality of pupils' learning or of teachers' teaching. Expertise is not shared as a matter of routine. This is recognised by the school and there are plans to develop a more systematic and thorough approach.

68. The governors show a high level of interest and support for the school. An effective committee structure deals efficiently with a wide range of management issues. Governors are supplied with much up-to-date information by the headteacher and this enables them to make well informed decisions. They are actively involved in formulating the school improvement plan. Governors are appropriately involved in budget and planning processes, but are not as yet as active as they might be in determining in contributing to the development of teaching and learning. All statutory requirements are met.

69. Some progress has been made in the monitoring of teaching and the development of good teaching methods, but subject co-ordinators have little or no time allocated for the monitoring of teaching and the development of good teaching methods and therefore find evaluation of the teaching in their subject areas difficult.

70. The school achieves a good match between its stated aims and values and its everyday work. The school administration is efficient and makes good use of technology. Its priorities for development are good and clearly stated in the development plan. It has worked well and taken appropriate action to meet the school's targets. There is satisfactory provision for the induction of new staff.

71. Provision for pupils with special educational needs is well managed. Co-ordination is good and reviews and assessment are diligently undertaken. Funds allocated for special educational needs are very well used for that purpose.. The co-ordinator is a full-time classroom teacher and has no time allocation for the extra work entailed by her responsibilities. There is a pleasant and well resourced area used for withdrawal lessons.

72. Accommodation in the school is generally adequate, through the limitations in size and amenities of the mobile classrooms make teaching and learning more difficult for the classes which occupy them. The nursery, too, though well resourced, is small for the numbers of children in it. Playing facilities are good and there is a covered outside play area of adequate size for children in the foundation stage which offers a suitable range and variety of physical activities in which the children can be involved. The new computer suite is a very good addition to the school and is very well used. Resources are generally of good quality, though not always sufficient in number, especially in history and geography.

73. The quality of financial planning is very good and the funds, especially the specific grants, received by the school are used very effectively to promote good learning and a good quality of education overall. The school thinks carefully about how to manage variations in pupil numbers. It is, at present, generously staffed with teachers and, in order to maintain this situation, the headteacher has negotiated a planned deficit, which will return to surplus in the next year. The headteacher and governors monitor the school's expenditure closely against the planned budget. The school is careful to ensure that it purchases goods and services at competitive rates and applies the principles of best value.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to raise standards further, the governors and headteacher should:

- (1) Increase the effectiveness of senior and middle management in raising by:
  - clearly defining the role of the deputy head teacher so that the his skills are used in the most effective way to complement and supplement those of the head teacher;  
(Paragraphs: 63, 65, 66)
  - ensuring that managers at all levels have the skills, time and resources to carry out their roles effectively.  
(Paragraphs: 67, 71, 98, 103, 108, 118, 128)
- (2) Use subject co-ordinators more effectively to:
  - monitor teaching and learning more rigorously, to share strengths and address weaknesses;  
(Paragraphs: 47, 65, 67, 98, 103, 118, 123, 128, 150)
  - monitor teachers' planning more regularly to ensure consistency throughout the school.  
(Paragraphs: 39, 54, 67, 69)
- (3) Ensure timely consultation with parents of pupils with special needs.  
(Paragraphs: 40, 61)
- (4) Improve opportunities for pupils further to develop their creative and social skills through a wider range of out of school activities.  
(Paragraphs: 41, 64)

Other issues which should be considered by the school:

- the use of teachers' marking in a consistent manner to inform pupils how to improve their work. (Paragraphs: 20, 33, 96)
- providing clearer explanations to parents of information about pupils' attainment and progress. (Paragraph: 60)
- the development of a clear programme for the teaching of personal and social education. (Paragraphs: 42, 55)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	42

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	24	50	21	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	45	177
Number of full-time pupils eligible for free school meals	N/A	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	26

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
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
	1999	21	13	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	13	13	13
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	91 (91)	91 (94)	94 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	13	13	13
	Total	32	32	33
Percentage of pupils at NC level 2 or above	School	97 (78)	97 (75)	97 (100)
	National	86 (82)	86 (85)	87 (86)

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
	1999	17	19	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	13	12	15
	Total	26	26	30
Percentage of pupils at NC level 4 or above	School	72 (64)	72 (47)	83 (71)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	14
	Girls	15	12	14
	Total	28	27	28
Percentage of pupils at NC level 4 or above	School	78 (82)	75 (78)	78 (56)
	National	68 (66)	69 (66)	75 (72)

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	176
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25.4
Average class size	25.4

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	71

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26.1

Total number of education support staff	1
Total aggregate hours worked per week	56

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	381 676
Total expenditure	386 546
Expenditure per pupil	1 711
Balance brought forward from previous year	(7 100)
Balance carried forward to next year	(11 970)

*Figures in parentheses indicate negative values*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	229
Number of questionnaires returned	109

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	53	2	1	0
My child is making good progress in school.	31	57	8	1	3
Behaviour in the school is good.	24	63	6	0	7
My child gets the right amount of work to do at home.	18	53	17	8	4
The teaching is good.	33	61	5	0	1
I am kept well informed about how my child is getting on.	20	56	17	6	1
I would feel comfortable about approaching the school with questions or a problem.	46	45	6	2	1
The school expects my child to work hard and achieve his or her best.	36	51	6	4	3
The school works closely with parents.	22	49	18	7	4
The school is well led and managed.	19	45	17	10	9
The school is helping my child become mature and responsible.	29	60	5	1	5
The school provides an interesting range of activities outside lessons.	5	24	30	29	12

**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**

75. At the time of the last inspection provision for children under five was recognised as good. The provision is still effective and is a strength of the school. Good provision at this stage ensures that young children, including those with special educational needs, are given a solid foundation upon which to build for the later stages of school life. The curriculum enables children to learn according to the early learning goals set for them. These have been successfully linked to preparation for involvement in the literacy and numeracy strategies, but adapted appropriately to meet children's needs. Together with the coverage of the early learning goals, this adaptation has a positive impact upon the standards achieved.

76. Provision for under-fives is within the nursery and a Reception/Year 1 class of the school and is of good quality, because of the commitment and effort of the adults who work as a successful team. They effectively overcome the problems of having the two classes set apart from each other in the school.

77. At the time of the inspection there were fifty-six children in the nursery and seven in the reception class who were under five. Children in the nursery attend either a morning or afternoon session and transfer to the Reception class in the term of their fifth birthday.

78. An informal assessment is made in the term when children start in the nursery. This follows the efficient pre-entry visits made by the nursery teacher and the nursery nurse to parents and carers. More formal assessment is carried out when they enter the reception class at the age of four, to check on progress. This baseline testing indicates that attainment is at least in line with that which would be expected nationally and often above it.

***Personal, social and emotional development***

79. The progress made in personal and social development is good, because the staff have effective skills in developing relationships and motivating children to participate. In the nursery, both the teacher and the nursery nurse are consistent in their positive approaches to children and set firm rules for behaviour and organisation. They plan a wide range of daily activities for the development of children's personal and social skills which increase their independence and enable them to work co-operatively together. These skills are further developed in the structured play activities, such as the role play area, where children were making breakfast, setting the table and sharing the cereal. Children talk happily to each other during activities and collaborate well as they play. They concentrate for quite long periods in whole-group sessions and learning to take turns in speaking, rather than calling out. Their behaviour is good and they respond to instructions well. Children show confidence in the routines of both the classroom and the outside play area. In the reception class the teacher continues to provide well for children's personal and social development and this good progress is enabling them to learn successfully across the curriculum. Children are attentive and concentrate well. Because the staff have high expectations for perseverance, concentration and independence, children are developing good attitudes to their work. Overall, children in the nursery and reception class are happy learners, and exceed the early learning goals in this area by the end of the foundation stage.

### ***Language and literacy***

80. In language and literacy standards exceed what is expected for the age group, with the majority surpassing the goals expected of them nationally by the time they enter Year 1. The provision for the development of language and literacy is good and teaching is never less than good and often very good, both in the nursery and in the reception class. The children make good progress in their learning through a balanced mixture of well thought out role-play activities and a more formally structured support programme. Children make good progress in developing their enjoyment of books and stories. In the nursery, the majority of children know how to use books, that print carries meaning and are able to sit quietly and read themselves. They use pictures well to follow a story and they have knowledge of a range of stories and rhymes. In the nursery class, children were making books about 'Goldilocks and the Three Bears' and were able to recognise pictures and words in the story and to match them correctly. Children are encouraged to develop their early writing skills through a range of activities, including drawing and painting. These early skills are further developed in the reception class, where children are taught how to form letters with more consistency and increasingly good structure, Reading skills are developed through the use of the literacy hour, reading together and working at initial letters, sounds and common key words. Parents of nursery children are encouraged to support their children's learning with key word cards linked to the reading scheme and this is continued in the reception class.

### ***Mathematics***

81. Children make good progress in mathematics because the teaching is very good and supported by effective use of resources in both the nursery and reception class. By the end of the foundation stage, three-quarters of the children are attaining the outcomes expected nationally and a significant number exceed them. In the nursery, children have regular opportunities to count and put numerals in order to ten. In one lesson observed, children could identify numbers and colours from dice and match different sizes of teddies onto a card. Numeracy skills are consolidated by computer programs. In the reception class they build on this good foundation and can apply their understanding. They manipulate large numbers in their heads, for example, when using a hundred square with a number missing. Children use the language of mathematics with increasing accuracy when exploring shapes, as when one child discovered that three triangles made a hexagon. Teachers in the nursery and reception class are skilled at questioning. Tasks are made fun and the children enjoy them.

### ***Knowledge and understanding of the world***

82. By the time they are five children are generally attaining what is expected for this age group. In the nursery, children gain knowledge through observation of such things as spiders in the outdoor area. They build competently with construction kits. For example, one child was extending a rail track to reach Scarborough.

83. They use the computer with particular skills, as in the nursery, where they move the mouse around to select ducks to go in the pond. They cut and stick with a good measure of dexterity as they select pictures of Goldilocks and the Three Bears and become totally involved in the activity. They listen carefully to adults and other children in order to increase their learning about the world.

84. The teaching is very good, stimulating children's interest and developing appropriate skills, so that progress is good.

### ***Physical development***

85. Physical development is fostered through very good teaching in a variety of indoor and outdoor activities. Children make good progress and the majority exceed what is expected for the age group by end of the foundation stage. In the nursery, children become confident with scissors, paint brushes, pencils and pens and use them safely. They can manipulate material and join construction resources together with considerable dexterity. During outdoor play they ride wheeled toys carefully.

86. Children find out how to use larger spaces effectively when they slide and march around the hall. They are able to control their movements well and have a good awareness of space. Teaching is good because the tasks are planned to ensure that children build on their skills.

### ***Creative development***

87. The teaching in this area is very good, so that children make good progress and the majority attain at least what is expected for the age group by the time they are five. The nursery children are developing a good sense of pitch through regular singing of songs and rhymes, as well as a sense of pulse through action songs. During music lessons in the reception class, children extend their skills in performing with voice and home-made instruments. In dance, children respond to the mood and tempo of music, for example, by singing 'A Swan Swam Over the Sea' with appropriate movements. In the nursery and reception class children paint and express themselves freely. Their paintings are lively and colourful and are displayed attractively.

88. The teaching in the nursery ensures that there is a calm working atmosphere and that children have a good range of interesting and absorbing experiences. Daily routines are consistent and activities are planned with clear outcomes for learning. Children are praised and encouraged.

89. The quality of teaching for the children in the foundation stage is very good overall. This consistently high quality of teaching reflects the level of progress children make in their early years at the school. The teachers and nursery nurse work effectively to promote learning. They have a clear understanding of the needs of young children. All members of staff have realistically high expectations of achievement and behaviour. They place a correct emphasis on the teaching of specific skills, for example, how to use pencils and paint. They encourage children to work independently and make choices.

90. Children in the nursery and reception classes quietly and steadily develop positive attitudes to learning. They enjoy their work and concentrate for suitable lengths of time. They relate well to each other and to adults. As they move from the nursery to the reception class, children increase their ability to become enthusiastic and eager learners.

## **ENGLISH**

91. The majority of pupils enter the school with average levels of ability in all areas of language and literacy. They make good progress in reading in Key Stage 1 and achieve above average standards by the time they are seven. This is reflected in the 1999 standard curriculum tests, where reading was above average, though average when compared with similar schools. Standards in writing are well above the national average by the time pupils are seven. In the 1999 national tests, pupils achieved well above average scores nationally and above average scores in comparison with similar schools. The unconfirmed Year 2000 test results indicate that the 1999 standards in both reading and writing have been maintained. Standards in English for pupils aged eleven, as reflected in the 1999 national test results are average in terms of national averages and below average in comparison with

similar schools. The unconfirmed Year 2000 results, however, indicate that pupils have made a significant improvement in their English results since last year. Standards in English at both key stages have risen since the last inspection.

92. Pupils make good progress in speaking and listening at Key Stage 1. Regular opportunities are provided for pupils to improve their speaking and listening skills. Teachers use good, open-ended questions to promote oral skills and provide regular opportunities for pupils to engage in class discussions about their work. Pupils are good listeners, with many pupils responding to teachers' questions in clear, well constructed sentences. Pupils continue to make good progress in their speaking and listening skills at Key Stage 2 and speak well by the time they are eleven. Good discipline in lessons ensures that pupils listen politely to what their teachers are saying and are keen to respond to their questions. Pupils listen to and respect the opinions of others, and often articulate their ideas and opinions in a manner mature for their age. Whilst educational drama and role-play is sometimes used as a means of promoting oral skills, it is inconsistent and it is an area for development.

93. Reading is taught well in Key Stage 1. Teachers spend a high proportion of time on key words and the promotion of phonic skills. Those pupils with identified reading problems receive good support from teachers and make good progress. Time set aside for guided reading during the literacy hour is well used by teachers, with the majority of pupils developing their technical reading skills and good levels of understanding. By the time pupils are seven, ninety per cent of pupils have a reading age in line with their chronological age and often above it. The quality of reading is also much influenced by the good support given by parents through the effective home-school reading scheme.

94. The large majority of pupils make good progress in their reading skills as they move through Key Stage 2 and become good readers by the time they are eleven. This is much influenced by the good range of challenging books provided by teachers. Not only do pupils read a good range of fiction books, but they are also introduced to some interesting factual and newspaper and magazine material. Pupils read well-selected poetry, are introduced to pre-twentieth century poetry and prose, and read literature from other countries and cultures. Many pupils display good reading habits, are members of the local library, and regularly read at home. Pupils have good library skills, and are able to retrieve information from the Internet and other resources. A quarter of the pupils display some sophisticated reading skills, and can discuss the characters and issues in the books they read with confidence. Teachers continue to use guided reading activities in an effective manner and provide many opportunities for silent reading.

95. Standards in writing by the time pupils are seven are good. Cursive handwriting is taught well and used from Year 1 onwards. Teachers provide pupils with the opportunity to write about events in their daily lives and to re-tell the stories read to them in class. Basic English language skills, including spelling, punctuation and grammar, are well taught. Pupils are eager to please their teachers, with the result that handwriting and presentation is generally good.

96. Written work continues to improve as pupils move through Key Stage 2. The good reading activities provided by teachers are often used as a stimulus for pupils' writing. Pupils can write for a range of purposes, in different styles and with a specific audience in mind. Pupils produce a good range of imaginative and creative written work. They write book and television reviews, engage in a range of factual tasks and can create a range of brochures and booklets. Pupils use their knowledge of pre-twentieth century poetry and prose as a stimulus for their own work. Handwriting, presentation and English language skills are generally good, with many pupils putting together well-presented, extended pieces of writing, often with few or no errors. Pupils demonstrate good word processing skills and use these to put together some

good quality project books, which contain a range of writing activities. An important factor in the quality of work produced by pupils is the imaginative range of writing activities provided by teachers. This in turn impacts on pupils' interest in the activities they are involved in, and on their ability to work with real attention and interest. Opportunities are found for pupils to draft and re-draft work, though this practice is inconsistent. Occasionally opportunities are lost to use this important strategy to extend the more able pupils. Whilst most teachers provide activities to match the needs of pupils in their classes well, there are occasions when work does not always challenge the more able pupils in the class. This happens when pupils are engaged in the development of isolated basic English skills, which could be explored by the more able pupils in a more challenging manner. Examination of pupils' written work indicates that there are some inconsistencies in teachers' marking and assessment procedures. Whilst teachers apply constructive and encouraging comments to pupils' work, it rarely tells pupils what they need to do to improve their work, or sets targets. Even when work is corrected, pupils do nothing about correcting their own errors and opportunities are lost for pupils to learn through their mistakes. Pupils with special educational needs make good progress in all areas of English throughout both key stages.

97. Teaching is good overall. The quality of teaching in Key Stage 1 ranges from satisfactory to very good, whilst the quality of teaching in Key Stage 2 ranges from satisfactory to excellent. Teachers in both key stages have responded well to the demands of the National Literacy Strategy, and utilise the literacy hour effectively. Lessons are always well planned and organised. There is a good balance between shared reading and writing activities and group activities. The shared session at the end of the lesson is used to good effect to reinforce and assess pupils' knowledge and understanding, to share and celebrate their achievement and to raise their self-esteem. Teachers actively promote literacy skills across the curriculum, with pupils often producing good quality written work in a number of subjects. Teachers have high expectations of pupils and generally provide pupils with a range of challenging group activities closely linked to the shared reading or writing activity. This produces an active and rigorous working environment where pupils work willingly and hard to meet the demands made upon them by the teacher and ensures good learning by the pupils.

98. The National Literacy Strategy documents are used successfully to form the basis of the scheme of work. Teachers' short-term planning documents are satisfactory. Marking does not often set clear improvement targets for pupils. The co-ordinator ensures some monitoring of the subject, but there is too little time and opportunity allocated for the monitoring of teaching in the subject.

## **MATHEMATICS**

99. In the 1999 national mathematics tests for seven-year-olds, standards achieved were above the national averages and in line with those achieved by similar schools. Over the last four years, pupils have performed consistently above the national average in these tests. Provisional test results for the year 2000 show a marked improvement in the number of pupils achieving the higher levels. There is little difference between the performance of girls and boys. By the age of eleven, in the 1999 national tests, pupils achieved results that were above the national average and in line with that in schools with a similar intake of pupils. In the 2000 tests, for which there are as yet no national figures with which to compare schools' results, the number of pupils reaching the appropriate level or above it rose sharply. Standards of attainment have improved since the previous inspection.

100. By the age of seven, pupils are achieving standards that are above national expectations. They can add and subtract two digit numbers in their heads and recognise sequences of odd and even numbers. Most understand the place value of numbers up to 1000. They successfully work with whole number problems, multiplying and dividing and



dealing with remainders. They have a good knowledge of standard units of measurement and are working well with calculations that involve money. The more able can explain why they have arrived at an answer and suggest alternative ways in which some problems can be approached. Pupils have good knowledge of two-dimensional shapes and name many of them. They make good use of ICT when they work with a computer programme that matches and identifies shapes. They have a good knowledge of mathematical terms, well reinforced by the wall displays teachers have developed and refer to in lessons.

101. By the age of eleven, pupils are achieving standards that are above national expectations and are making good progress. They handle data well and devise a good range of their own strategies to interpret it when, for example, they are set the task of assessing readability. Pupils produce frequency tables that deal with the length of words in different texts. They organise and present their findings well in graph form, use efficient methods of writing their addition, subtraction, multiplication and division problems on paper and are developing methods of checking the results for reasonableness. Pupils have a good understanding of probability and know about even, poor and good chances of throws of the dice producing the same number. They make predictions and talk about possible outcomes. Older pupils in this key stage have a good understanding of fractions when, for example, they have to decide on how to cut up a pizza to feed a given number of people. Higher ability Year 6 pupils can calculate fractions or percentages of quantities. Pupils with special educational needs also make good progress at both key stages.

102. The school has successfully introduced the National Numeracy Strategy and this has had a positive impact on pupils' learning. Teachers use sound assessment techniques to place pupils in groups and sets. This allows teachers to set work that is more closely matched to individuals' needs. Teaching is generally good and is sometimes very good. Lessons begin with clear explanations of what is to be done, teachers revise earlier work to put pupils' learning in context and to make sure that what has already been learnt is built upon. Teachers' planning is detailed and reflects their good knowledge of the subject. Lessons generally proceed at a good pace, because teachers use the time well and vary activities to maintain the interest and application of their pupils. They make mathematics fun to do and because of that learning is good. Teachers know their pupils well and use this knowledge to vary their approach to suit circumstances. They have a range of strategies to teach basic skills that build from everyday events, such as costing a breakfast menu. They make good use of technology, for example in the maths computer programmes that reinforce basic skills. One teacher effectively used shadows of blocks on an overhead projector to demonstrate fractions in a highly flexible and visual way. These approaches mean that pupils develop a broad and secure understanding of mathematics. Teachers often make good use of question and answer to enthuse, motivate and inform pupils. The support of pupils, including those with special educational needs, is good. Teachers work well with classroom assistants to plan for and support pupils with special educational needs and they make good progress. Classroom assistants know what they have to do and show good levels of expertise in supporting learning.

103. The co-ordination of mathematics in the school is good. The introduction of the Numeracy Strategy has entailed a great deal of work in planning and training and this has been very effective in preparing teachers to teach to its guidelines. The co-ordinator does not have enough time to monitor and evaluate the performance of colleagues in order to advise and support them and to identify areas for improvement and development.

## **SCIENCE**

104. The school's results in the 1999 national tests for 11 year olds were broadly in line with the national average both in terms of the percentage of pupils achieving the expected level and also at the higher levels. The provisional results for the year 2000 show a significant rise in the number of pupils the expected level or above. Standards have improved each year over the last three years, reflecting the national trends. The inspection findings indicate that the majority of pupils in Year 6 are attaining standards above the national expectations. In Key Stage 1 teacher assessments in 1999 indicated that the number of pupils attaining the expected level was well above the average, but there were few at the higher levels. The teacher assessments for 2000 indicate a significant rise in the number of pupils achieving the higher levels. Evidence gathered during the inspection suggests that attainment by the age of seven is above national expectations.

105. Pupils in Year 1 and Year 2 show a good understanding of predicting which materials are attracted to magnets, and record their findings on a simple chart. All pupils are developing an awareness of 'fair testing'. Pupils in Years 3 and 4 are beginning to understand that there are forces of repulsion and attraction between magnets and magnetic and non-magnetic materials. They predict, test and record their experiments precisely.

106. Pupils in Years 5 and 6 are helped to consolidate and extend their learning through well-chosen tasks. They explain the principles of a 'fair test', for example, when investigating how quickly sugar dissolves in water at different temperatures. An examination of the work of pupils in Years 5 and 6 and conversations with them show that they have developed a sound base of scientific knowledge and a good understanding of the scientific method. Higher attaining pupils use scientific language very accurately and there is clear evidence of their good learning, both in the amount and quality of investigative work that they carry out and in their own written comments. Pupils with special educational needs make satisfactory progress, particularly in practical and investigative work.

107. Throughout the school, the high quality of teaching enables the pupils to make good progress. All teachers have good subject knowledge, are enthusiastic and committed to getting the children to do their best. Tasks are increasingly challenging and demanding. Teachers work hard to introduce and consolidate new vocabulary, for example in Year 5 and Year 6 lessons, where one boy was able to explain clearly what was meant by a 'saturated solution'. Very good teaching was also demonstrated with a Year 5/6 class, when the teacher capitalised on every opportunity to consolidate pupils' knowledge and understanding of solids and liquids. Pupils throughout the school enjoy their science lessons, responding particularly well to the opportunities for practical and experimental work. The mixed ability groupings of pupils works well in lessons, where the more able help the less able, resulting in all pupils being involved in the decision making. Pupils make good progress in their learning in lessons where questions are varied to suit all abilities, tasks are organised to enable all to make a contribution and teachers intervene well to accelerate learning. A strength of the teaching is the way that the teachers encourage pupils to predict and hypothesise outcomes before starting experiments. Pupils concentrate well on the tasks set

and work sensibly in pairs, sharing resources and equipment. In all lessons, behaviour is good and pupils are enthusiastic about their work.

108. Planning for science reflects the new national guidelines with appropriate assessment strategies to inform the next stage of learning. The co-ordinator provides good leadership for the subject and monitors the teaching and learning of science well when time is made available. Resources for the subject are good and examples of the growing use of ICT being used to support learning in science were seen during the inspection.

## **ART AND DESIGN**

109. Whilst it was only possible to observe a limited number of art and design lessons, these observations, together with an examination of pupils' work indicate that pupils make satisfactory progress and achieve standards in line with expectations for their age. Pupils with special educational needs make satisfactory progress. Standards in the subject have been maintained since the last inspection.

110. It was not possible to observe any teaching of art and design in Key Stage 1. The quality of teaching in Key Stage 2 is at least satisfactory and often good. Lessons seen were well planned and organised. Teachers gave clear instructions, often backed up by personal demonstration. They showed good disciplinary and management skills and created a good learning environment. For instance, pupils in Year 3 and 4 used their knowledge in history as a stimulus for the making of ritual jars for storing the internal organs of the Pharaohs in ancient Egypt. Pupils eagerly applied themselves to the task and the satisfactory progress made in this lesson was aided by the teacher's sound demonstration of the application of the necessary skills. A further factor in the progress made in lessons is pupils' ability to stay on task and to work with real interest and enthusiasm. Pupils in Year 5 display good observational skills as they work in pencil and charcoal on still life paintings based on the work of Cézanne. Pupils demonstrate good pencil work, as they use shading techniques to provide depth and substance or to emphasise the light surfaces of the object as well as the dark. The good progress made in lessons is helped by the individual support and advice given to pupils by teachers.

111. The examination of pupils' work in classrooms and around school indicates that pupils are provided with the opportunity to engage in a range of interesting art and design activities, though exploration of textiles, pottery and three-dimensional work remain areas for development. A visit to Scarborough, provided Year 1 and Year 2 pupils with the opportunity to engage in some imaginative textile work on seaweed, using various coloured materials. In Years 3 and 4 pupils work in chalk and pastel, while pupils in Years 5 and 6 produce some good quality drawings of musical instruments and self-portraits in the style of Picasso. Both higher attaining pupils and pupils with special educational needs are enabled to make good progress in the subject.

112. Whilst some good work based on the work of great artists can be seen on display around the school, limited opportunities are provided for pupils to consider a range of artists and to use this experience as a starting point for their own work.

113. The current policy for the subject is under review and the school is at present using the national curriculum scheme of work. The pleasant display of pupils' work around the school contributes to the welcoming atmosphere of the school and its overall ethos.

## **DESIGN AND TECHNOLOGY**

114. During the inspection only two lessons were seen, both at Key Stage 2. It is therefore

not possible to make any judgements about teaching and learning at Key Stage 1.

115. Pupils have regular opportunities to cook and the school has a suitably equipped area for this activity. During the inspection, a group of Year 3 and Year 4 pupils were making vegetable cakes with enthusiasm. They were well aware of safety considerations and followed instructions and handled tools carefully.

116. In the two lessons observed, teaching was judged to be good and very good. Good features included clear instructions and the open, searching questioning which enabled pupils to think carefully about their designs and how they could be developed and improved. The teaching is, however, still narrow in scope, though growing to meet the needs of the new national curriculum. The practical nature of the tasks and good teaching strategies for captivating and retaining all pupils' interest has a positive impact on their learning. Pupils are enthusiastic and work co-operatively together when designing and refining their structures, for example, when making a radar tower.

117. Since the last inspection, where standards were judged to be satisfactory, the new national guidelines have been introduced and planning is developing to ensure appropriate coverage and progress throughout both Key Stages. The school has not yet, however, addressed how designing skills might develop as pupils move through the school. By the age of eleven, standards are satisfactory in the areas which have been developed and, from observation of work accomplished by pupils, by the age of seven, standards are in line with those of national expectation.

118. The enthusiastic co-ordinator has good subject knowledge and is keen to implement the new guidelines through the planned topics. However, there is insufficient time for him to monitor and evaluate the teaching and learning across the school. Resources for the subject are good, with an appropriate range of materials and tools, and are used effectively.

## **GEOGRAPHY**

119. Throughout the school, standards in geography are good, largely because of the good emphasis on practical study, especially enhanced by the use of the school's tailor-made website. This is an improvement on the last inspection, when it was judged that the planning of the curriculum did not serve to give teachers an overview of the progression in geographical skills. This shortcoming has now been rectified by improved planning, in line with the new curriculum recommendations for the Year 2000.

120. By eleven, pupils achieve good standards in the subject. They compare and contrast different climatic conditions. Pupils understand the relevance of climate to people's habitat and lifestyles. In local studies, they demonstrate an awareness of the natural and human features of the locality. Because they regularly participate in a world-wide internet project, they know much about the features and ways of life of many other countries and have the opportunity to discuss these things with children in those countries on the internet. By the age of seven, standards are good. Pupils convert drawings into plans and draw accurate maps of the local area, using keys. They think carefully about what they have done and make sensible suggestions as to how it might be improved.

121. Number skills are used well. Most Year 5 and 6 pupils can use a table of statistics to plot features they are studying on a bar graph. Pupils use their literacy skills well to describe and explain. For example, specialist vocabulary is carefully taught and used well by pupils throughout the school. ICT is used skilfully and in imaginative and absorbing ways to support pupils' learning and to link well with geography, history, art and design and mathematics.

122. It was possible to observe only one geography lesson during the inspection, because of timetable arrangements. This is too small a sample to make overall judgements on the quality of teaching. From the analysis of work, teachers' planning and discussion with both pupils and teachers, it is clear that work is well planned, relevant and challenging. Resources in the form of ICT are very good, but other equipment and artefacts are unsatisfactory in number and quality, though now steadily improving.

123. The headteacher has lately taken over responsibility for the subject as the co-ordinator. This has led to an improved curriculum, centred around essential skills and the use of ICT. Topics such as ensure further enrichment. There is still, however, very limited opportunity to monitor teaching and learning, though a thorough ongoing review of units of work is taking place. The subject is well placed to develop further.

## **HISTORY**

124. Standards in history are good both by the age of eleven and by the age of seven and have improved well since the time of the previous inspection. Planning is now good and uses a good variety of methods and strategies, particularly ICT, to encourage the skills of thought and deduction through direct learning and practical activities. The purpose of learning is made very clear to pupils, the pace of lessons is brisk and planning is beginning to ensure a steady progression of skills as pupils move through the school.

125. Pupils from five to seven successfully distinguish between past and present and develop a sense of chronology. They study the lives and works of famous people, as well as important historical events. Pupils from seven to eleven identify and date features in the past, evaluate evidence and begin to examine source material effectively. They study the Victorians, the Vikings and Ancient Egypt with interest and enthusiasm, aided by the school's exhaustive and informative website. Throughout the school, pupils are able to absorb facts well and express an enthusiastic response both to the period under study and people associated with it. This was shown in topic books written by Year 5 and Year 6 pupils, where pupils had used research techniques to examine Ancient Greece and compare it with their own experiences. There is evidence of independent research skills being promoted well, using a range of sources.

126. The curriculum, lately drawn up under the new curriculum plans for the Year 2000, is good. It ensures a good and wide coverage of topics and learning goals and provides a stimulating variety of activities to support the teaching. Emphasis is firmly laid on helping pupils to think for themselves and on the use of first-hand and secondary source material, made available through ICT, to aid this process. Work is planned to ensure that more able pupils can extend their skills and knowledge by undertaking personal research and that pupils with special educational needs are always involved and progress at a satisfactory rate.

127. Teaching observed in both key stages was good. Teachers explain the purpose of lessons well and revise what pupils have learnt in a lively manner. Question and answer methods are used very effectively, both to stretch pupils to their full potential and to help them to understand people and period with ease and interest. Management of pupils is very good, having a significant impact on the quality of learning. It was clear that teachers are secure in their knowledge of the subject. Cross-curricular skills are also well developed and planned, in the areas of literacy, geography, art and design and science. In particular, the use of ICT allows pupils access to many important sources and to very good website programs.

128. The subject is well managed, though with the co-ordinator has little opportunity to monitor and evaluate teaching in the subject. The impact of the subject is, however, well reviewed and planning changed in the light of this evaluation. Pupils' personal development is well extended, as pupils study the ways of life of other cultures, their beliefs and values and learn to understand how the past has affected the present. Visits to sites of historical interest help to enhance the curriculum. Resources in the form of historical artefacts are few, but are well used and extremely well supplemented by the use of ICT.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

129. Standards in ICT are above national expectations at the end of both key stages. This is an improvement on the standards judged in the last report. All pupils, including those with special educational needs, make good progress.

130. By the time pupils reach the age of seven, they use a simple word processor well to turn their ideas into stories. They demonstrate good ICT skills when they use software to illustrate the text of their stories with graphics. They make good use of these skills when they build a database of the clothes they wear or again, when they explore and record weather patterns from a number of seaside resorts. They present some of these findings in graph form so that they can explain what they have found out more clearly. Pupils save the data and then interrogate it, using simple queries. They find their way about the school's extensive web site using appropriate search methods. Year 2 pupils make good use of the school's digital camera to record images for investigations and reports of the work they undertake in school. They have a good awareness of the uses of ICT in the world around them. They are achieving good standards, for example, when they learn to send messages to other schools using the Internet. At present, Year 2 pupils are successfully working with models of the real world to find out more about their own. These lessons make a valuable contribution to literacy as the teacher encourages extended responses to her questions about their explorations on the screen. Pupils, including those in reception, play with spelling and number games and improve their literacy and numeracy.

131. By the age of eleven, pupils are achieving good standards in ICT and all are making good progress. A significant number of pupils are making very good progress, for example the Year 6 pupils who use sophisticated software to develop multimedia presentations using sound and animation. They are organising and improving information for an audience, which are high level skills for this age group. They are bringing in their information from various sources. The majority of pupils in this key stage are very confident with ICT. They are competent users of the school's Internet site and transfer these skills to other sites. They are part of a European project that requires them to exchange various types of information with children from Finland, Wales and Spain. They have recently taken part in an on-line conference with their Welsh partner school. The project is already contributing to their experience of ICT and further developments will continue to encourage the development of good literacy and research skills. Pupils use digital photography to make a journal of school life. One example of this is the record they have made of a visit to a local agricultural college to learn about farming. They take the pictures and add captions using sophisticated software.

They make good use of spreadsheets and produce graphs in a project in which they record their findings when they test water from a local power station. They are competent in using spreadsheets to check the figures retrieved from research into evacuees in World War Two. The work produced is of a high standard. In projects that tie up with the local high school, Year 6 pupils have written procedures for controlling model traffic lights and have collected information about the weather using remote sensors.

132. All teachers have undertaken training to give them the skills to teach ICT effectively in the classroom. Their subject knowledge is good, they are competent across a range of skills and work is challenging. Teachers' instructions are clear and they organise pupils well, leading to purposeful lessons where little time is wasted. Relationships are good and because of this lessons are rarely held up by inappropriate behaviour on the part of the pupils. Planning is excellent. The headteacher has expertly created a website and a range of other software which form the basis of the curriculum in the school. These are of very high quality and make an extremely valuable contribution to teaching and learning in the school. The content of the website used in lessons keeps closely to National Curriculum guidelines and is designed to give basic information while stimulating teachers and pupils to build on what is there. Teachers add detail from their own store of knowledge, so that pupils are altogether provided with an enriching experience. The pace of lessons is good and teachers are enthusiastic, which engages pupils' interest well.

133. Resources are very good. This has been achieved because the headteacher has successfully drawn funding from a variety of sources, including commercial sponsorship and EURO grants. The headteacher informally monitors the quality of the IT provision, continuously assesses the progress of pupils and uses the information to look at future plans. He is often on hand in the school's network room to support and assist teachers and pupils.

## **MUSIC**

134. During the inspection only one lesson was seen in Key Stage 1 and none in Key Stage 2. It is therefore not possible to make any judgements about teaching and learning in Key Stage 2. At the previous inspection standards were in line with national expectations. On the limited evidence available, the school has maintained this standard of attainment in singing, both by the age of eleven and by the age of seven.

135. Pupils are acquiring good listening skills through games such as 'pass the clap' where they demonstrate an understanding of loud and quiet sounds. Pupils have a good musical vocabulary and are able to describe sounds that their home-made instruments make such as twanging, knocking, crinkling. They enjoy their music making and respond enthusiastically.

136. Pupils sing with enthusiasm, particularly when they join together with one another in the hall for assembly. They learn to pitch their voices accurately and sing unaccompanied. They make commendable efforts at part-singing and are well supported by the teachers. Pupils listen carefully and attentively to music played on entry and exit in assembly.

137. The school has recently introduced a commercial scheme of work to support staff and to ensure that pupils have a suitable breadth of experience across the school. Teachers make effective use of this and the supporting taped material.

138. There are no music clubs, except for one just beginning in guitar playing, but some older pupils benefit from extra-curricular tuition such as the violin, cornet and clarinet. In the one instrumental lesson observed teaching was good and enabled the pupils to learn the correct techniques of breathing and sound control. The school takes part in community activities such as singing for the local old peoples' home. Visits are also made by music staff from the local education authority, such as brass and string groups.

139. The music co-ordinator is committed and enthusiastic and recognises the need to develop pupils' skills in composing and appraising. The new national guidelines and the scheme of work should provide the foundations for developing all pupils' musical abilities. The school is fortunate to have a well resourced and attractive room music room for everyday use.

## **PHYSICAL EDUCATION**

140. Standards attained by all pupils including those with special educational needs are at least average at the end of both key stages. Nearly all Year 5 pupils have successfully gained an award for swimming 25 metres after an eight week course at a local swimming pool.

141. By the age of seven, pupils have a sound awareness of space and are able to run safely around the hall, varying their pace and direction. They perform movements that they recall from previous weeks' work with satisfactory control. Their basic physical education skills are good. They talk about what they do in their lessons, describe their own and others' actions and to suggest, for example, which ways of throwing a ball are more and less effective. They throw and catch well for their age and concentrate on improving their performance. When they are asked to suggest alternative ways of passing a beanbag from one to another in their pairs, they are imaginative in their responses. They show a good awareness of safety while exercising in the hall.

142. By the age of eleven, pupils demonstrate a sound understanding of the importance of warm up activities to prepare them for physical activity. They satisfactorily develop their skills when they move at speed with a hockey stick and ball around obstacles. They show good humour and persist with what they are doing, despite such difficulties as strong winds blowing air balls off course. Younger pupils in this key stage make satisfactory progress as they work on their throwing and catching. They work together well in pairs and in groups and discuss that they are doing well when they organise themselves in team activities. Pupils suggest tactics and strive to improve the team's performance. They are increasingly aware of the importance of physical activity and are mindful of the reasons for warming up at the beginning of the sessions.

143. Teaching is never less than satisfactory in both key stages. In Key Stage 1 it is good. Teachers prepare for lessons well. Planning is detailed and effective and makes the best use of the available time. Teachers work with a common scheme that provides pupils with a progressive programme of activities that fulfil national curriculum programmes of study. Teachers prepare the pupils well for physical exercise by taking them through warm up routines. They do not always find adequate time for the cooling down and allow them to reflect on what they have been doing. They make sure of the safety of their pupils as they engage in physical activity and are quick to react to any sign of over-excitement. The pace of lessons is never less than satisfactory. In Key Stage 1 it is often good and pupils are active for most of the lesson, whereas pace is often slower at Key Stage 2. Pupils are well



motivated by their teachers and maintain their concentration over long periods of time. Instructions are clear, so that pupils are rarely unaware of what is expected of them.

144. Though standards are the same as were noted in the last report, the progress pupils make is more consistent across the range of activities offered. This is largely due to the introduction of the new scheme of work. The subject is well co-ordinated and the person in post has worked hard to introduce the new teaching.

## **RELIGIOUS EDUCATION**

145. Whilst it was only possible to observe a limited number of religious education lessons, these observations show that pupils, including those with special educational needs, make good progress in the subject. Pupils at the age of eleven and at the age of seven reach standards at least in line with the requirements and demands of the agreed syllabus used by the school. Standards in the subject have been maintained since the previous inspection.

146. Pupils in Years 1 and 2 display a satisfactory knowledge of the concept of the importance of the community, with a specific focus on the family community. In one lesson observed, very good exposition and sensitive open-ended questions by the teacher enabled the pupils to come to an understanding of the need for order and routine in the family if we are to be sure of the welfare of others. They also become accustomed to exploring their feelings and those of others.

147. The idea of community is explored in greater depth in Years 5 and 6, where pupils study specific religious communities, as seen in the lesson observed on the Amish community in the United States of America. Pupils are provided with the opportunity to consider and discuss how these isolated religious communities are viewed by outsiders, and the misconceptions that can be arrived at through lack of knowledge or even ignorance. The good progress made in this lesson was aided by the teacher's skilful use of an extract from the film 'Witness'. Another class in Years 5 and 6 considered rituals and ceremonies of the Jewish faith, with work linked to pupils' reading of 'The Diary of Anne Frank'. Pupils study the Jewish harvest festival of Sukkot and compare it with the Harvest Festival within the Christian faith. Good planning by the teacher enabled pupils to make good progress, both in their religious knowledge as well their history studies on the Second World War. The good progress made within the three lessons owed much to pupils' ability to approach their studies in a committed manner, and to listen to and respect the opinions of others. Teachers actively use religious education lessons to promote literacy skills, with pupils engaging in good speaking and listening activities and producing good quality written work.

148. There are good links between religious education and assemblies, with one often reinforcing the other. A good example of this occurred during the week of the inspection, with the upper school continuing their exploration of the idea of a community, with a number of pupils dressed in the costumes of particular communities, and talking about their involvement with such groups as the Girl Guides, The St. John's Ambulance Society, and a dance or tennis club.

149. Examination of teachers' plans and pupils' work indicate that over time pupils are provided with the opportunity to explore and extend their knowledge and understanding of Christianity and other world faiths, including Judaism, Islam and Hinduism. Pupils learn about the prophets, religious writings, festivals and stories of each of these faiths, and come to an understanding of the beliefs shared by these faiths and how they come to impact upon and influence our daily lives. There is, however, little opportunity provided to strengthen pupils' understanding of other faiths through visits to places of worship or other first-hand experiences. The quality of teaching across both key stages is good. Teachers are secure in their subject knowledge and can convey it to pupils in a meaningful manner. They create and promote a reflective atmosphere where good learning can take place.

150. With its focus on different religions, cultures and countries and the opportunity to regularly discuss and write about a range of spiritual and factual issues, the subject makes a valuable contribution to pupils' spiritual, moral and cultural development. The subject is carefully monitored against the requirements of the locally agreed syllabus and the co-ordinator evaluates the success of each topic covered. There is little opportunity for the monitoring of teaching.