

# INSPECTION REPORT

**LEVEN CHURCH OF ENGLAND VOLUNTARY  
CONTROLLED PRIMARY SCHOOL**

South Street, Leven

LEA area: East Riding of Yorkshire

Unique reference number: 117981

Headteacher: Mr Murray Wiles

Reporting inspector: Paul Evans  
20737

Dates of inspection: 4<sup>th</sup> – 8<sup>th</sup> December 2000

Inspection number: 224922

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	South Street Leven Beverley East Yorkshire
Postcode:	HU17 5NX
Telephone number:	(01964) 542474
Fax number:	(01964) 544305
Appropriate authority:	East Riding of Yorkshire
Name of chair of governors:	Mrs Judy Dickinson
Date of previous inspection:	October 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Evans 20737	Registered inspector	Mathematics Information technology Music Physical education Religious education Special educational needs Equal opportunities English as an additional language	The school's results and pupils' achievements  How well are pupils' taught?
Derek Ashton 9002	Lay inspector		Pupils' attitudes, values and personal development  How well does the school work in partnership with parents?
Agnes Patterson 25802	Team inspector	Areas of learning for children in the Foundation Stage  English Art History	How well is the school led and managed?
Neville Pinkney 20380	Team inspector	Science Design and technology Geography	How good are the curricular and other opportunities offered to pupils?  How well does the school care for its pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Leven Church of England Primary School provides education for local children living locally, although a significant minority of parents now choose to bring their children to Leven from outside the area. There are 198 full time pupils, 103 boys and 95 girls aged from 4 to 11 years of age. The village consists of mainly private housing with a few rented and council properties. Employment levels within Leven are good.

One per cent of pupils in the school have a statement of Special Educational Needs, which is broadly in line with the national average. The percentage of pupils on the school's Special Educational Needs Register is six point five, which is well below the national average. Two per cent of pupils are known to be entitled to a free school meal, which is also below the national average. Leven has no pupils from an ethnic background and no pupils on roll for whom English is an additional language. The level of attainment of children on entry to the school is above average. However, there are fluctuations between year groups and, occasionally, the overall level of pupils' ability on entry to the school is average.

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

The school has made good improvement since the last inspection. Standards are broadly in line with the national average at the end of Key Stage 1. Standards are above average in mathematics and average in English and science at the end of Key Stage 2. The quality of teaching in the school is very good, overall, although there are some variations between key stages. The very good headteacher gives very clear educational direction to the school and the overall level of leadership and management of the headteacher and key staff are good. The overall effectiveness of the school is good.

Considering its context, the quality of education that it provides for all its pupils, the standards that it achieves and the money that it spends, Leven primary school provides good value for money.

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

- Achieves good standards, in National tests, in reading and mathematics at the end of Key Stage 1, mathematics at the end of Key Stage 2 and religious education and music at the end of both key stages.
- Provides very good teaching, overall.
- The leadership and management of the headteacher and the governors are very good.
- Provides very good personal development for all its pupils.
- Develops very good attitudes to work in all its pupils.
- It makes excellent provision for children under five years of age.

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

- The use of assessment information to guide future planning.
- The involvement of subject co-ordinators in the management of the curriculum.
- Some pupils do not have full access to the curriculum.
- Standards in information and communications technology (ICT).
- The standards of pupils' presentation skills, including handwriting.
- The quality of the school's accommodation

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

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

The school was last inspected in January 1998 and was judged, at that time, to have serious weaknesses. Weaknesses were identified in the management of the headteacher and the governing body. Teachers were recommended to raise standards across the National Curriculum, assess pupils' attainment accurately and use this to plan work which would enable pupils to make progress. The school also needed to identify subjects of the National Curriculum in which teachers had weaknesses and seek appropriate professional development.

Since the last inspection, the governors have appointed a new headteacher. He has now been in post for two years. Standards have been raised and the assessment of pupils' work is now good. However, while there has been some improvement in the use of assessment information to guide future planning, this is in the early stages of development.

The programme for staff development is fully in place and progress has been made in the overall subject knowledge of teachers. This has been interrupted by staff illness and by changes in staffing. Overall, the school has made good improvement since the last inspection.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	B	C	E
Mathematics	B	B	B	C
Science	B	C	C	E

**Key**

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

By the age of eleven, pupils' standards in National tests, in English and science are in line with the national average and are above average in mathematics. The 2000 national test results show that standards have been maintained in mathematics and science, but have fallen slightly in English since 1999. During the last four years the national trend has been one of steadily rising standards. The school's results in English, mathematics and science, over the same period, are broadly in line with the national trend. However, when compared to the results of similar schools, while the 2000 results in mathematics are average, standards in English and science are well below average.

## PUPILS' ATTITUDES AND VALUES

Aspect	
Attitudes to the school	Very good. All pupils are keen to come to school and show real interest and commitment to their school life.
Behaviour, in and out of classrooms	Good. Pupils behave well in and out of classrooms, showing respect for each other and their teachers. There have been no exclusions.
Personal development and relationships	Very good. Relationships between pupils and between pupils and their teachers are very good.
Attendance	Very good. Attendance is above the national average.

All pupils have very good attitudes towards school and their work. They are keen to attend, which the above average attendance level demonstrates. Pupils are respectful to staff and all other adults they encounter during their school day. Behaviour in classrooms is always good and is sometimes very good.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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Lessons seen overall	Excellent	Good	Very good
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*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 of literacy skills is very good, overall, and the teaching of numeracy skills is good. The school has made these two areas of the curriculum priorities for development.

In the lessons observed during the inspection, the quality of teaching was excellent in 25 per cent and very good in 20 per cent. In 39 per cent of lessons the quality of teaching was good and in the remaining 16 per cent it was satisfactory. There was no unsatisfactory teaching.

Excellent teaching was often typified by a level of total involvement which led pupils to be so engrossed in their activities that they achieved very high levels of learning combined with complete enjoyment. This level of teaching and learning was observed, on occasions, in all key stages, but was most evident in the Foundation Stage and in Key Stage 2.

When teaching was satisfactory, whilst teachers' planning showed clear learning objectives and progressive tasks, pupils' levels of learning were sometimes limited by a lack of continuity and pace, for example in physical education. In a small percentage of literacy and numeracy lessons, the end of lesson review was very short or omitted completely which limited pupils' opportunity to learn from each other. Provision for pupils with Special Educational Needs is good. More able pupils could be challenged more.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The statutory curriculum is in place and meets the requirements of the National Curriculum, although there is a need to develop the use of Information and Communication Technology (ICT) in other subjects.
Provision for pupils with special educational needs	Good. The headteacher provides good guidance as the special educational needs co-ordinator. Targets are well set to provide good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for pupils' spiritual, social and cultural development is very good. The provision for moral development is good.
How well the school cares for its pupils	Good. Procedures for eliminating oppressive behaviour are very good. The support and guidance given to pupils is good. Procedures for assessing their progress are good, but the use of assessment information to guide future planning is unsatisfactory.

The partnership between the school and parents is good. The curriculum is broad and balanced, but ICT is not fully used in other subjects and there is also a lack of depth in mathematics in investigations in Key Stage 1 and in data handling in Key Stage 2. For a small number of pupils, there is a lack of equality of access to the curriculum in both key stages when they are withdrawn from class for reading support or to attend swimming lessons. Procedures for monitoring and eliminating oppressive behaviour and for promoting attendance are both very good. Procedures for assessing pupils' academic progress are very good, but are inconsistently applied in some areas of the curriculum.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The very good headteacher gives the school very clear educational direction. There is a positive and effective partnership developing with the newly appointed deputy headteacher. The management role of subject co-ordinators needs further development.
How well the governors fulfil their responsibilities	Very good. Governors have a very good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Satisfactory. The school development plan provides a sound basis for action. There is a good system of monitoring the quality of teaching. Target setting is beginning to be developed.
The strategic use of resources	Good. The use of specific funding is well monitored and all funding is spent appropriately.

The match of teachers and support staff to the demands of the curriculum and the overall adequacy of learning resources are good. However, the mixture of different computer operating systems means that the resources for teaching information and communication technology are unsatisfactory. The adequacy of the school's accommodation is unsatisfactory. The ceiling of the school's hall is too low, which prevents the satisfactory use of large-scale equipment and the development of ball skills in physical education. The headteacher and governors have been advised of other weaknesses relating to the house which is attached to the school.

Educational priorities are well supported by financial planning and the school follows the principles of "best value" well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The fact that their children like school.</li> <li>• The behaviour in the school.</li> <li>• They are comfortable to approach the school with any questions or problems.</li> <li>• That the school expects their children to work hard.</li> <li>• That the school encourages their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they are given about their children's progress.</li> <li>• The way that the school works in partnership with parents.</li> <li>• The amount of work pupils are given to do at home.</li> <li>• The leadership and management of the school.</li> <li>• The range of extra curricular activities.</li> </ul>

Inspection evidence supports the positive views of parents about their children's attitudes to school and their developing maturity and responsibility. Behaviour in the school is good and the school has developed an "open door" policy for dealing with complaints and suggestions, which is well regarded by the great majority of parents. The information provided by the school is comprehensive, easy to read and accessible to parents. Annual written reports on pupils' progress cover all the subjects of the curriculum. They are clear and concise, but could be improved by the consistent use of National Curriculum levels of attainment, target setting for future improvement and suggestions as to how parents can help their child to improve. Homework is set regularly and homework books are used to record the work to be undertaken. However, the range of work set is limited and could be improved. Inspection evidence supports the concerns of some parents in these matters. The leadership and management of the school are now good, overall. There has been good improvement in the past two years. The range of extra-curricular activities offered is also good. In these matters, inspection evidence does not support the views of some parents.

Overall, there is a good level of partnership between the school and parents.

## **PART B: COMMENTARY**

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

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

1. The standards achieved by children under five years of age were judged to be a serious weakness at the time of the last inspection. The school has made very good progress in this area. The curriculum for these children is now very good. It is very soundly planned around the six areas of learning and ensures that each sequence of learning builds upon what has been taught previously. This, together with the excellent quality of teaching, enables children to make very good progress and to achieve above the standards required for their age in all the areas of their learning.
2. When the school was inspected in January 1998 standards at the end of Key Stage 1 in writing, speaking and listening and reading were judged to be in line with national expectations. Standards in mathematics were above average in pupils' understanding of number, but similar to national expectations in shape, space and measure. At the end of Key Stage 2, standards in all aspects of English were similar to national expectations. Attainment in mathematics was above expectations in number and similar in shape and measure. However, standards in data handling and pupils' ability to use and apply their mathematical knowledge were judged to be below the national average. At the end of both key stages, attainment in science was in line with national expectations.
3. In other subjects, standards at the time of the last inspection were judged to be in line with national expectations in religious education, geography, history, music and physical education at the end of both key stages. The school has made good improvement in religious education and music and standards in both subjects are now good at the end of both key stages. Standards in geography and history have been maintained at average levels. Standards in art were below expectations in both key stages in the last inspection report and in design and technology standards were below expectations in Key Stage 1 and in line with expectations in Key Stage 2. Again the school has raised standards since the last inspection and in both subjects standards are now average at the end of both key stages. In Information and Communication Technology (ICT) standards at the time of the last inspection were in line with expectations at the end of Key Stage 1 and below expectations at the end of Key Stage 2. Standards are now below average at the end of both key stages. However, the school has improved its provision of computers, has planned training for staff and is poised to improve in this area.
4. In the 2000 national tests at the end of Key Stage 1, the percentage of pupils reaching level 2 and above, the expected level for seven year olds, was above the national average in reading and mathematics and in line with the national average in writing. The trends over the four years 1997 to 2000 have been maintained in reading at levels above the national average. Standards in writing fell steadily between 1997 and 1999. The school identified this as an area for development and the school's results improved in the national tests in 2000 to be broadly in line with the national average. In mathematics, standards fell in 1998 to be broadly in line with the national average. They remained at this level in the 1999 tests, but after the school targeted numeracy skills, there was a recovery in 2000 national tests to standards which are above the national average.
5. In the Key Stage 2 national tests in 2000, the percentage of pupils reaching level 4 and above, the expected level for eleven year olds, was in line with the national average in English and science and above average in mathematics. The school's standards in mathematics and science have risen since 1997 in line with the national trend for the subjects over the same four years. Standards in English have fluctuated since 1997. However, the 2000 test results show that standards in English are now in line with the national average.
6. When comparing the school's results at the end of Key Stage 1 to those of schools in a similar context they are average in reading and mathematics, but well below average in writing. Key Stage 2 results compared to similar schools are well below average in English and science and average in mathematics.

7. The school is successful in fostering the achievements of lower attaining pupils. Pupils with special educational needs are identified at an early stage. They have detailed individual education plans which clearly focus on areas for improvement and targets to be achieved. This is an improvement since the last inspection. Teachers and teacher assistants provide pupils with good support which enables them to make good progress relative to their individual needs.

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

8. Pupils' attitudes to their work, play and extra-curricular activities are very good. They listen carefully and concentrate well. They are eager to learn and be taught. This is a reflection of the very good teaching and relationships throughout the school. There is a positive and confident approach to tasks set, which results in good standards of work. Pupils are observant and discuss and reflect on their findings well when, for example, they conduct experiments in design technology. They work well together in different groupings and individually.
9. Standards of behaviour and discipline are good. There have been no exclusions and no bullying was observed. Aggressive behaviour is rare and when it does occur it is effectively dealt with. Pupils are polite, courteous and friendly to each other and to adults. They show patience and tolerance in many situations. Older pupils show kindness to younger pupils during breaks and lunchtimes and exert a positive influence. Pupils respect the teachers and other adults in the school. They care for school property, including helping in the design and maintenance of garden features. They are happy to share equipment and to help each other.
10. Personal development is very good. Pupils take advantage of the many opportunities provided to exercise responsibility. When given the opportunity to take on the role of monitors, for example, they show enthusiasm and willingness to carry out the duties involved: these include library duties and lunch time tidying up. They respond well to the system of rewards and certificates for achievement in academic, sporting and social areas. The extensive range of provision for taking additional responsibilities prepares pupils well for mature citizenship. Relationships are very good among pupils and teachers and this helps to create an environment that supports effective learning.
11. The school's approach to special educational needs is inclusive and these pupils are seen as an integral part of the school community. Pupils with special educational needs have a positive approach to all subjects and usually work with real commitment. Pupils are capable of working both independently and collaboratively.
12. Attendance is very good and there is no unauthorised absence. Pupils come willingly to school and parents ensure that their children arrive punctually. Lessons begin promptly.

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

13. The overall quality of teaching is very good throughout the school and is an important reason for the progress that pupils' make. There has been a significant improvement in the quality of teaching since the last inspection when 22 per cent of lessons seen were unsatisfactory. Forty-four lessons were observed during the inspection and excellent teaching was seen in all parts of the school. In the lessons observed 27 per cent of teaching was excellent, 20 per cent was very good, a further 37 per cent was good and 16 per cent was satisfactory. There was no unsatisfactory teaching. The impact of the improved quality of teaching is shown by the good progress pupils make in their learning.
14. The school has been successful in improving the quality of teaching and learning since the last inspection through a range of strategies. The monitoring of the quality of teaching has been prioritised as an area for development and a regular, rigorous programme of lessons observation has been undertaken, with oral and written feedback being given to teachers. Records are kept of the observations and the issues arising. Common issues arising from this programme of monitoring are discussed with the whole staff. Teachers have also undertaken observations of each other's lessons in order to promote greater use of best practices.
15. The headteacher has provided very good levels of support for those staff whose teaching was judged to be in need of improvement at the time of the last inspection. This, together with the

redeployment of some teachers in line with the findings of an audit of teachers' strengths, has contributed significantly to raising the quality of teaching.

16. The local education authority has also provided support through the link advisor and the literacy and numeracy consultants. A significant feature in the high quality of the teaching seen in the school is the commitment of staff to improving standards. This is also the view of the great majority of parents who feel that the teaching is good, that the school now has high expectations and caters for the individual needs of their children.
17. The quality of teaching for the children in the Foundation Stage is now excellent, overall. This represents very good improvement since the last inspection when the quality of teaching of children under five years of age was judged to be a serious weakness.
18. The teacher knows her children and plans very accurately for their different needs, ensuring that their learning builds upon previous knowledge. She has high expectations for the levels of work and behaviour of all children and they respond appropriately. The teacher has excellent subject knowledge, uses questioning very well to assess children's knowledge and understanding. She makes careful assessments of children's attainment on entry to the school and regularly assesses their work, so that tasks are set in the correct sequence and build upon previous learning. She sets writing targets for all children and these are regularly updated to record their progress. The nursery nurse who works alongside the class teacher and who is also an excellent practitioner, contributes very well to the quality of teaching.
19. Teachers in both key stages are consistent in making sure that pupils know exactly what they have to do in order to be successful. The learning objective for the lesson is written out for them to see and acts as a focus for the whole lesson. In most lessons, particularly in literacy and numeracy, skilful use of the plenary session helped pupils to think about what they had learnt. This effectively promoted good levels of learning. However, in some lessons, in both key stages, the end of lesson review was either omitted or was too short. This reduced the quality of pupils' learning, as they were not given the opportunity to learn from the findings and discoveries of others. Teachers take note of pupils' responses in order to judge how well they have understood the lessons, but this information is not consistently used to plan carefully for the next stage of their learning.
20. Teachers' subject knowledge and understanding is good in most subjects. A notable exception to this is in ICT. Teachers' subject knowledge of ICT varies between members of staff and the overall teaching of the subject is unsatisfactory. However, the school has already planned whole staff development in this area for the Spring term 2001. Individual teachers have certain weaknesses in their subject knowledge in subjects such as music and physical education, but through the audit of teachers' strengths these areas are highlighted for individual teachers' personal development. The overall good level of subject expertise allows teachers to explain new concepts clearly and answer pupils' questions effectively. In some lessons in ICT, teachers demonstrated good subject expertise, which enabled them to deal with any questions or problems that arose. For example, in a very good lesson in Year 6 the teacher showed very good subject knowledge when instructing the class in the use of an infra-red transmitter to download information to a programmable robot. At present, this level of expertise in ICT is the exception rather than the rule.
21. Teachers' planning is generally good. Clear links with previous lessons are identified and learning objectives are shared with the class. As a result, in the best lessons, pupils are given very good quality learning experiences which help them build on their skills and knowledge and make good progress. For example, in a Year 2 literacy lesson, the lesson plan was very detailed, with careful time allocations given to each section. This ensured that very good pace was maintained throughout the lesson. In most lessons, teachers take great care that group activities, especially in numeracy and literacy, are matched to pupils' ability. A very good example of this was seen in an excellent Year 6 mathematics lesson in which pupils were using their problem solving skills to work out the number of squares on a chess board. Pupils of the same abilities were grouped together; the level of expectation for each group was carefully matched to what pupils already knew and understood; and the class teacher's support for each group maintained very good levels of learning for all pupils. Pupils of all abilities made very good intellectual progress in getting to the root of the problem and finding solutions. The lesson was extremely effective, because all the

pupils had to work hard at the correct level of difficulty. They understood what they had to do and wanted to be successful.

22. In some of the work seen in last years pupils' books, work was not always sufficiently well matched to the different levels of ability in the class. Examples of this were seen in some of the work in science and in mathematics in past work in Year 2 and Year 6.
23. Teachers' expectations of what pupils can achieve are good. Expectations of pupils' behaviour are high. All staff set good examples as role models, in the courteous and patient way in which they deal with pupils and help them to understand the reasons for rules. This was seen in Year 2, at registration time, when the teacher asked pupils to explain why it was important to pay close attention and why it was important that the register is properly marked. This led to pupils discussing the rules for evacuation and the use of the registers to check that everybody was safe.
24. Teachers are aware of special educational needs issues. They use the good targets set in pupils' individual education plans and statements of special educational needs to set realistic goals for learning. They are aware of the help available from outside agencies, for example, the educational psychologist and the local education authority SEN support staff. Classroom assistants are used effectively in the classrooms to support pupils. Individual education plans are detailed, inform lesson planning and are reviewed regularly.
25. Teachers make good use of a wide range of teaching methods to ensure that pupils make good progress in their learning. They use a mixture of teaching approaches that include whole class, group and individual teaching. Some very good questioning techniques were noted, for example, in a Year 3 mathematics lesson, when the teacher used carefully structured questions to elicit the correct responses from pupils, as they took part in a highly paced introduction to an investigation of the synchronisation of three differently timed lights on an ambulance.
26. Teachers make good use of plenary sessions on most occasions. Opportunities are usually provided for pupils to use this time to share their work with the class, by presenting and explaining what they have done. A good example of this was seen in a good Year 5 science lesson when pupils, who had been studying light and the varying lengths of shadows, shared their results with the class. This led to pupils learning from each other. The time was also well used to identify difficulties and the need to repeat some measurements. In some lessons, the time allowed for this review is limited or no review takes place. When this happens, pupils do not have the opportunity to learn from the findings and discoveries of others and this limits the quality of their learning.
27. All teachers manage pupils very well. They expect pupils to pay attention to direct instructions. Clear rules of behaviour are established in all classes and pupils are expected to treat each other with consideration and respect. Teachers are firm and fair in their dealings with pupils and develop very good relationships with them. They listen carefully to what pupils have to say and respond to their comments in a positive and receptive manner. This encourages the development of pupils' self-confidence. For example, in a Year 6 music lesson, the pupils were confident in making suggestions or offering opinions, because of the class teacher's skill in praising and supporting all their efforts. Teachers are patient with pupils, even on those rare occasions when they become noisy through some lack of attention and they quietly insist on compliance with classroom conventions.
28. Teachers' use of support staff and the resources of the school are also good. There is a good level of co-operation between teachers to ensure that resources are well used. This was seen in lessons in ICT in Years 2, 5 and 6 when computers had to be moved from other classrooms in order to make the maximum number of machines available for the lessons.
29. Some pupils are withdrawn from lessons in order to receive extra support or to attend swimming lessons. When this happens, the extra tuition does not always match the work being undertaken in the main class lesson and this restricts the equal access of some pupils to the whole of the school's curriculum.
30. Sound assessment takes place during lessons where teachers make positive and constructive comments to pupils to help them increase their learning. The quality of marking is satisfactory,

overall, but is inconsistent. Some teachers mark all work and use written comments to guide pupils' understanding of how to improve their work. Others rarely use written comments and, on a few occasions, work is not marked at all. The information gathered from assessment and marking is not well used to guide future planning or to carefully match future tasks to what pupils already know, understand and can do.

31. The use of homework is satisfactory, overall, but the range which is covered could be improved. Pupils are expected to read, learn spellings and multiplication tables and to practise handwriting at home. These tasks are set and recorded in homework books. However, the range of tasks is limited. Pupils are prepared to undertake extra work at home and sometimes do so spontaneously, as was seen in a Year 5 geography lesson on natural disasters when pupils had made very good working models of volcanoes which were demonstrated to the class before the next lesson. In an excellent lesson in religious education in Year 6, pupils had undertaken research into the festival of Christmas and one group had made very good representations of the gifts to the Baby Jesus.

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

32. The school provides a broad and balanced curriculum covering all aspects of the National Curriculum and religious education. Since the last inspection the reported weaknesses in the English and science curricula have been addressed satisfactorily. The school has placed due emphasis on written work and sets individual pupils targets for improvement. Pupils develop sound investigative and experimental skills in science through a range of activities provided in both key stages. However, in mathematics in Key Stage 1, there is not enough emphasis on investigation and there is a lack of depth in work on the handling of data in Key Stage 2. Deficiencies in art and design technology have been rectified and statutory requirements in these subjects are now fully met. The physical limitations of the hall severely limit the use of large physical education equipment and the development of gymnastics.
33. The school has no overall curriculum policy statement and most subjects do not have schemes of work to provide a framework to guide the curriculum and teachers' planning to ensure the systematic development of pupils' knowledge, skills and understanding. All subjects have medium term plans which are generally of good quality, but are inconsistent in their strategies for the development of literacy skills through the identification of key words and of skills in ICT. Many subject co-ordinators are currently reviewing their curriculum planning to meet the requirements of Curriculum 2000 and to incorporate proposals suggested by the Qualifications and Curriculum Authority. Teachers' weekly planning, particularly in English and mathematics, is thorough and includes clear learning objectives for each lesson, teaching activities and a range of activities to meet the needs of all pupils.
34. The school's provision for pupils' personal, social and health education is satisfactory. The programme is currently under review and is being developed into a circle time activity. Staff training has been undertaken and a scheme of work is being produced and implemented. The initial response from pupils is very positive and the quality of teaching in the single lesson observed was very good. The school has a clear policy for sex education and drugs awareness and these aspects are delivered at appropriate times in Key Stage 1 and Key Stage 2.
35. The school's provision for ensuring equality of access and opportunity for all its pupils is unsatisfactory, overall. Timetabling arrangements for the visiting support teacher result in some of these pupils receiving support which is not well matched to the lesson being taught in the classroom. Arrangements for swimming also entail some pupils missing occasional lessons in core subjects and having to catch up the work missed in their own time. This means that some pupils with special educational needs do not have equal access to all areas of the curriculum. Sound planning and effective use of resources enable pupils to work successfully towards their identified targets.
36. The school provides a good range of extra-curricular activities and clubs organised for pupils. Sporting activities centre mainly on football and netball and the school participates in inter-school competitions. Members of Hornsea Rugby Club provide basic coaching for pupils in the spring and summer terms. Pupils in Years 5 and 6 are able to take guitar lessons and many pupils avail

themselves of this opportunity. Pupils also learn to play recorders and participate in the school's choral activities. Clubs for mathematics and science are available in the summer term and there is a flourishing chess club. The school provides a range of educational visits to support the curriculum and organises a week's residential visit to Scarborough for pupils in Years 5 and 6 biannually. All these activities make significant contributions to the quality of education received by pupils. The church and other local groups are involved in the school and are often invited to contribute towards curricular topics on their local area and environment. These have the effect of making the pupils' learning experiences more relevant and help them to understand more about their local area and environment.

37. The school has good links with the high school to which the great majority of pupils transfer at the age of eleven years and some cross-phase curricular links are being developed. During the summer term, Year 6 pupils engage in a mathematics exercise based on algebra, with half the sessions taking place in Leven School and the other half in Hornsea High School. Physical education staff from Hornsea High School visit the school to hold gymnastics and outdoor games sessions in the summer term. The head of Year 7 at Hornsea meets the Year 6 pupils in the school prior to their familiarisation visit. Headteachers from the local cluster of feeder schools meet regularly and there are valuable meetings between the special needs co-ordinators of all the schools to exchange information to ensure continuity of provision on transfer. Pupils provide a tea party for local pensioners at which old photographs provide the stimulus for memories and lively discussion. Pupils actively collect for a variety of charities such as UNICEF and The Samaritans.
38. The school's provision for pupils' spiritual development is very good. There are strong links with the local church. The vicar visits the school every fortnight to lead assembly and the school holds services in the church at the start and end of each school year, as well as on special occasions such as harvest, Christmas and Easter. Year 1 pupils visit the church to act out a baptism ceremony and pupils in Year 2 learn about the structure of the church, features such as the font, pulpit and altar and about the vestments worn by the clergy. School assemblies make a very significant contribution to pupils' spiritual development through their clear messages, the very good use of music and singing and the opportunities for reflection. Pupils' participation in assemblies is thoughtful and respectful. Music is also used to good effect to create atmosphere in art and physical education lessons. Pupils voluntarily contribute prayers in lessons at the end of each school day.
39. The provision for pupils' moral development is good. Pupils know how to behave and invariably respond well to teachers' instructions and management arrangements in the classroom. They know why the school rules are as they are and show respect for them. The school's system of rewards positively encourages good behaviour which is acknowledged in weekly assemblies. Parents comment favourably on the standards of behaviour in the school and acknowledge the contribution this makes to pupils' learning.
40. The school makes very good provision for pupils' social development. Social skills such as sharing and participating in class are promoted very early in the school and provide a firm basis for social development. In many lessons, group or paired activities are planned and pupils work very well in such situations. They share the work effectively, without fuss and exchange ideas freely. The numerous school visits organised as part of the teaching programme offer very good opportunities for social development. Visitors to the school are treated with courtesy and friendliness. Older pupils participate in a week's residential visit to Scarborough where they experience a variety of activities that promote personal development and social skills. Relationships in the school between pupils and between teachers and pupils are very good.
41. The development of pupils' cultural awareness is very good. Pupils learn about the social and religious traditions of other faiths such as Judaism through their work in religious education lessons. Within their own Christian faith they experience different traditions through listening to "The Messiah" and gospel music. Pupils learn about African music and rhythms in music lessons. Their work in geography studying life in Indian and Kenyan villages develops awareness of the cultures and traditions of other lands. Pupils in Years 3 and 4 presented an informative and entertaining evening for parents about Kenya including performing on African musical instruments and interpreting authentic African music in dance. Pupils in history lessons learn of the rich Viking

culture of the local area as well as something of ancient Egypt, its beliefs, traditions and achievements.

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

42. Procedures for assessing pupils' attainment are good, overall. The school has a very good and comprehensive assessment policy. The PIPS system is used to provide a baseline assessment for pupils shortly after their entry to the school and regular assessments, including the use of standardised tests and annual optional National Curriculum tests, are administered in the core subjects of English, mathematics and science. Pupils' attainment is recorded, using National Curriculum levels and full records of all assessments are maintained and follow each pupil through the school.
43. The school's results in the national tests at the end of Key Stage 1 and Key Stage 2 are analysed to compare with the school's assessments. Early in Year 6, pupils who are not fully achieving their potential in the core subjects are identified and additional support given to them in booster classes. Targets are now being set for pupils in writing. These are shared with pupils and parents and are regularly reviewed. However, target setting is not yet fully used in the monitoring of pupils' progress in mathematics and science.
44. In other subjects, assessment procedures are more informal, based on the development of specific skills within the subject area and there is a lack of consistency in the assignment of National Curriculum levels to pupils' attainment. Generally an appropriate amount of homework is set and is designed to supplement and further develop work in the classroom. Teachers' marking of pupils' work is regular and generally supportive, but there is no consistency in the correction of spellings or in giving guidance on how their work could be improved.
45. The school has effective systems in place to identify, assess, support and monitor pupils with special educational needs, whether they be physical, behavioural or learning. Timely and appropriate help is given to all pupils. The school responds well to the requirements as outlined in pupils' statements of special educational needs and implements the code of practice fully.
46. The school takes good care of its pupils. Teachers respond to their emotional and intellectual needs in a positive and supportive way. Provision for the welfare and care of the pupils is good. Appropriate procedures are in place to cover aspects such as security and child protection. Staff are aware of child protection procedures. The special educational needs policy is a good clear document, pupils are identified early in their school career and appropriate measures taken to support them. A policy covers the learning of more able pupils and includes verbal target-setting, but this remains an area for further development.

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

47. The response to the questionnaire distributed before the inspection indicated that, overall, parents were pleased with the school and they have positive views about their children's progress and the quality of teaching. Parents are happy with the behaviour of the pupils, the high expectations set by the school and the way the school is now led and managed. A significant number believe that the school should work more closely with them and supply more information about their children's progress. Inspection findings support the parents' positive views of the school. Homework provision is satisfactory and arrangements are in place for open days and consultation evenings, where information concerning their child's progress is provided. Parents are, in the main, satisfied with the standards achieved.
48. Relationships between the school and parents are good. Parents and carers are welcomed and encouraged to visit and help in school. Several parents help in classrooms with reading and practical tasks and many support the school through fund-raising events and organising social functions. These links have a positive effect on pupils' learning experiences. The information provided by the school is comprehensive, easy to read and accessible to parents. There are regular newsletters and school events are advertised on the main gate. The prospectus is clear and concise and contains all relevant statutory information. Governors' annual reports and curriculum information are readily available at the school. Homework books and reading record



books are used effectively to enable parents and teachers to monitor pupils' progress. However, the range of homework is limited and could be further improved.

49. Parents of pupils with special educational needs are informed regularly of their children's targets. The parents of these pupils are appropriately involved in their children's learning and are kept well informed of their children's progress. Reviews of progress, with parental participation take place termly or more frequently if necessary. All statutory procedures which relate to the special educational needs code of practice and the National Curriculum are in place.
50. There is a good range of educational visits which further support the pupils' learning as well as contributing to their personal development. Progress reports which cover all the subjects of the curriculum are clear and concise, but could be improved with consistent linking of attainment to National Curriculum levels, target-setting and suggestions as to how parents can help their children to improve.
51. There is an active Parent, Teachers and Friends association which raises substantial amounts of money to support the work of the school.

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

52. The quality of the leadership and management of the school is good, overall. The headteacher of the school provides very good leadership. This has been particularly important after a period of uncertainty and disruption. The recently appointed deputy headteacher ably supports him and there is a growing level of teamwork between them. Together with the strong governing body, they are committed to moving the school forward and to raising standards further. There is clear evidence of developing teamwork within the school, of raised morale and of shared commitment to succeed. Most parents are pleased with the way the schools' aims are reflected in their pupils' achievements. Some parents showed concern, in completed questionnaires, about the leadership and management of the school. This was discussed with a number of parents during the week of the inspection. All referred to the improvements which have been made during the past two years and all felt that the standard of leadership and management is now good. This school has a good capacity for further improvement.
53. The headteacher leads by example and this shows successfully in the areas on which he has concentrated since his appointment, namely, improving the quality of teaching by regular monitoring of classes and raising standards, particularly in literacy and numeracy. Parents are pleased with these high expectations.
54. The provision for pupils with special educational needs is managed well. The headteacher is the special educational needs co-ordinator. The liaison and relationships between the co-ordinator, class teachers and teacher assistants are good. Identification, support and monitoring procedures are organised in an effective manner. Support for all pupils is provided within the class and through withdrawal to designated areas. For a small number of these pupils the work that they undertake when they are withdrawn from class does not match the work being undertaken by their classmates in lessons. Resources for special educational needs are good.
55. The school's positive ethos underpins all aspects of its work. Relationships are very good, and pupils and staff work very well together to create a supportive and caring community and an effective learning environment. The school has high expectations for pupils' personal behaviour and development and successfully achieves this.
56. The governing body is very supportive and loyal. Governors meet regularly, as a full group and in separate committees. They clearly understand and take their roles and responsibilities seriously. They are fully involved in the decision-making process and are well informed about the life and work of the school. The head teacher, governing body, management team and staff have undertaken an effective and very honest analysis of the school's strengths and weaknesses to feed into the school development plan. As a result, this plan accurately identifies the major areas needing improvement and provides a sound basis for action. Not only do governors appraise the work of the headteacher but they also visit the school regularly and monitor teaching, having their own specific subject focus. This collegiate approach works very well in underpinning the shared sense of responsibility

and very good relationships in the school. The governors for special educational needs and for ICT are well informed and visit the school on a regular basis, offering good support.

57. Subject co-ordinators have a meaningful management function. They regularly monitor the work of the school by observing classes, providing helpful support and constructive analysis on their colleagues' teaching skills. As a result, they know what is happening in every classroom and are aware of the strengths and very good – often excellent - practice within the school. These skills and experiences are used to raise teachers' knowledge and confidence and thus to further raise standards. However, they are aware of the need to monitor more rigorously the quality of writing, spelling, marking and presentation across the school and to ensure that all teachers' use the information gathered from assessment to closely match future tasks to pupils' developing levels of ability.
58. The school has a good blend of experienced and more recently qualified staff. They work well as a team, relate positively to each other and offer each other mutual support. Each member of the staff holds an appropriate job description and individual subject expertise is well matched to their areas of responsibility. Most teachers have at least one area of subject responsibility and carry out these responsibilities with enthusiasm. Teachers' professional development has focused on the implementation and development of the literacy and numeracy hours, matching the priorities of the school development plan. A system of performance management, recently adopted, is enabling teachers to have clear perceptions of their own strengths. Staff have also attended courses, both inside and outside the school, to further develop their own subject expertise and this is having a positive impact on pupils' progress. There are effective induction procedures in place to support staff who are new to the school. Support staff are suitably qualified, well deployed and work effectively alongside teachers and pupils in classrooms. Parents and other adults also provide positive support in classes and so make a positive contribution to pupils' learning.
59. The school building is a pleasant environment in which to work. It has bright, airy classrooms, enhanced by colourful displays. However, the hall ceiling is very low and so does not allow for the use of any high apparatus or ball activities during physical education lessons and this has a negative impact on pupils' attainment and progress. The outside environment is attractive and spacious. There is a large hard area for outdoor activities and a very pleasant grassed area with several large seats where pupils can socialise and reflect. The school has recently created a pond area to attract wild life and further enhance pupils' personal, social and cultural development. The only access to the grounds of the house attached to the school is through the school playground and the gates to the garden of the house are permanently open onto the playground. This is unsatisfactory.
60. The school has a good supply of books and resources for most subjects. These are all in good condition. The library provision is satisfactory. The school has plans to reorganise and improve this provision, so that it is more accessible to pupils.
61. The management of finance is very good. All governors are fully involved in the planning and monitoring of budgets, using the detailed information provided by the finance committee and are fully involved in the overall management of the school. Educational priorities are well supported and the school follows the principles of "best value" well. For example, the finance committee, together with the head teacher, checks the value for money that contracts provide and does not always select providers purely on the criterion of cost alone. All funds are appropriately allocated to ensure that the school maintains its good provision. Pupils, therefore, benefit from the care and attention paid to how effectively the funds are spent. The school office is run very efficiently and proper use is made of new technology to increase efficiency further. There has been an audit of the strengths and weaknesses in teaching. This has led to staff training and the re-deployment of some teachers. The quality of teaching has been successfully raised. The school focus is clearly on the raising of standards and target setting is beginning to be developed in order to achieve this.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards even further, the headteacher, governors and staff should:

- (1) Develop strategies for the rigorous and consistent use of assessment information to advise future planning and to carefully match tasks to what pupils already know, understand and can do.

*(Paragraphs: 30, 57, 115, 121, 133)*

- (2) Further develop the role of subject co-ordinators by:

- a) Involving them in the development of a whole school curriculum plan, which effectively combines the individual curriculum policies already in place *(paragraph)*.
- b) Involving them in the development of fully integrated cross-curricular links between subjects within that curriculum plan.
- c) Further delegating management responsibilities to ensure that they play their full part in the leadership and management of the school.

*(Paragraph: 33)*

- (3) Develop and implement strategies which will ensure full equality of access to the school's curriculum provision for all pupils, by ensuring that whenever pupils are withdrawn from their classrooms that they are undertaking activities which reflect the work being undertaken by the remainder of their class.

*(Paragraphs: 29, 35)*

- (4) Introduce a regular and rigorous programme of work which will raise the level of presentation skills, including the early development of a good style of handwriting, to enable all pupils to take a real pride in their finished work.

*(Paragraphs: 57, 77, 82, 94, 120, 157)*

- (5) Undertake discussions with the appropriate authority to rectify the weaknesses in the school's accommodation.

*(Paragraphs: 32, 59)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
25	20	39	16	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	198
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	13

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	12
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	11	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	10
	Girls	10	8	11
	Total	21	18	21
Percentage of pupils at NC level 2 or above	School	91 (89)	78 (74)	91 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	10	10	11
	Total	21	20	22
Percentage of pupils at NC level 2 or above	School	91 (89)	87 (93)	96 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	12	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	8	8	10
	Total	22	23	26
Percentage of pupils at NC level 4 or above	School	79 (82)	82 (85)	93 (82)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	9	9	8
	Total	24	25	24
Percentage of pupils at NC level 4 or above	School	86 (64)	89 (79)	86 (88)
	National	70 (68)	72 (69)	80 (75)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	175
Any other minority ethnic group	0

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

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	28
Average class size	28

**Education support staff: YR– Y6**

Total number of education support staff	3
Total aggregate hours worked per week	74.5

**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.*

**Financial information**

Financial year	1999/2000
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	£
Total income	327916
Total expenditure	337599
Expenditure per pupil	1768
Balance brought forward from previous year	28497
Balance carried forward to next year	18814

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	195
Number of questionnaires returned	94

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	36	6	1	1
My child is making good progress in school.	28	60	9	2	2
Behaviour in the school is good.	40	55	1	1	2
My child gets the right amount of work to do at home.	20	60	17	2	0
The teaching is good.	33	52	10	4	1
I am kept well informed about how my child is getting on.	21	39	28	12	0
I would feel comfortable about approaching the school with questions or a problem.	54	32	12	2	0
The school expects my child to work hard and achieve his or her best.	37	55	6	1	0
The school works closely with parents.	31	33	26	8	2
The school is well led and managed.	44	36	14	3	3
The school is helping my child become mature and responsible.	37	54	4	0	4
The school provides an interesting range of activities outside lessons.	29	48	12	2	10

### Other issues raised by parents

Inspection evidence supports the positive views of parents about their children's attitudes to school and their developing maturity and responsibility. Behaviour in the school is good and the school has developed an "open door" policy for dealing with complaints and suggestions, which is well regarded by the great majority of parents. The information provided by the school is comprehensive, easy to read and accessible to parents. Annual written reports on pupils' progress cover all the subjects of the curriculum. They are clear and concise, but could be improved by the consistent use of National Curriculum levels of attainment, target setting for future improvement and suggestions as to how parents can help their child to improve. Homework is set regularly and homework books are used to record the work to be undertaken. However, the range of work set is limited and could be improved. Inspection evidence supports the concerns of some parents in these matters. The leadership and management of the school are good, overall, and the range of extra-curricular activities offered is also good. In these matters, inspection evidence does not support the views of some parents.

Overall, there is a good level of partnership between the school and parents.

## **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**

62. Children enter the reception class at the beginning of the term in which they are five years of age. Three children will be five this term. Two thirds of the class will not be five until the summer term. Most attend a playgroup before coming to school and their attainment on entry to the reception is above average. This is confirmed by the assessments made on entry to school.
63. The curriculum for children in the Foundation Stage is very good, being broad and balanced and relevant to their needs. It is very soundly planned around the six areas of learning and ensures that each sequence of learning builds upon what has been taught previously. This, together with the excellent quality of teaching, enables children to achieve above the standards expected for their age in all the areas of their learning. The provision for children with special educational needs (SEN) is very good and they make very good progress towards the targets set for them, in all areas of learning. All children show very positive attitudes to school and relate very well to each other and to adults. They enjoy their work, are very well behaved and polite to all. Children make very good progress in their learning, particularly in personal and social development, so that, by the age of five, they have reached the Early Learning Goals and are well prepared to enter the next stage of their schooling.
64. The quality of teaching for the under fives is excellent in all six areas of learning. The teacher knows her children very well and very accurately plans for their different needs matching their tasks to the appropriate “stepping stones” within the Early Learning Goals and ensuring that their learning builds upon previous knowledge. She has high expectations for work and behaviour and the children respond appropriately. For example, children are quiet and very well behaved when the register is taken, when the teacher is explaining a task and they concentrate very well whilst they work. The teacher has excellent subject knowledge, uses questioning very well to assess children’s knowledge and understanding. She makes careful assessments of children’s attainment on entry to school and regularly assesses their work, so that tasks are set in the correct sequence that builds upon previous learning. She sets writing targets for all children and these are regularly updated to record their progress. The nursery nurse who works alongside the class teacher and who is also an excellent practitioner supports the curriculum provision very well. Together, they have a very clear understanding of their roles and provide rich and varied learning experiences. These experiences challenge all children, of all abilities, including those with special educational needs. The classroom is very well organised and provides a colourful and welcoming environment in which children can work. Parents are made welcome in the classroom, work alongside children and provide a valuable contribution to pupils’ learning.

#### **Personal and social development**

65. Provision for personal and social development is excellent and children make very good progress. Their personal and social skills exceed the level expected by the time that they are five years of age. Children quickly establish effective relationships with each other and with adults and soon learn to become independent. They behave very well in a whole class group and listen very carefully to their teacher and to each other. For example, they concentrate for lengthy periods and when they sit in a circle, during an activity called “Circle Time”, they know that they have to take turns to speak. They are sufficiently confident to share their thoughts and feelings. They learn about sharing resources. For example, whilst making Christmas baubles, they take turns to use the glue paste and eagerly discuss their work. They are able to make their own choices about “free activities” and know how to record these choices by making a tick against their names in the appropriate activity box.

#### **Communication, language and literacy**



66. There is excellent provision for communication, language and literacy and children make very good progress. They attain above the level expected for their age. The teacher teaches the basic skills extremely well and children listen attentively to her and to each other during discussions. They contribute confidently when sharing discussions, for example, when watching their teacher mix glue to make a decoration, one child remarked, "You have to get yourself all sticky with glue and spread it all over the shape." They make good progress in reading and they enjoy looking at books. They understand that words convey meaning and that they read a page from left to right. They are learning to recognise letters of the alphabet and a few are already making a good start at learning to read some key words and use the pictures in their books to give meaning to words. A few are very confident, very interested in their books and talk about the story as they refer to the picture. For example, one child announced whilst reading his book, "He doesn't really eat fish because he thinks he is a seal but he isn't really!" Children are encouraged to take books home each day and this supports the development of their literacy skills. This makes a very good contribution to developing positive attitudes towards books and reading. In their writing, most are developing good pencil control. They match pictures and words and complete words with missing letters. They learn to form letters by copying writing patterns. The curriculum is well planned for children to write for a variety of purposes and audiences. For example, they have made good attempts, with help, to write invitations to the teachers in school to attend their Christmas tea. They are learning to form letters and a few write short words and phrases quite legibly, such as "I can run," and "Happy Birthday."

### **Mathematics**

67. Provision is excellent and children make very good progress. By the age of five, they exceed the level expected. Children are introduced to numbers, shapes and colours and learn counting rhymes and songs. They can count forwards and backwards in one's within 10, recognise the written word and match it to the correct numeral. One child comments that "On the wall there is no zero!" and all know exactly where it should be. They can match the correct number of objects to the written number. For example, they hunt for dinosaurs in sand, match them along a number line and count in ones till they reach a total. They know that the last number they count is the total number. They recognise two-dimensional shapes such as circles, rectangles, triangles and squares and are able to assemble these to make pictures of houses or "shape people." Whilst watching their teacher make a ball with some paper, some children exclaimed, "It's a sphere!" They understand about making patterns and a few colour squares to form a correct sequence with two colours to make a grandma's rug.

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

68. Provision is excellent and, through a variety of experiences and practical activities provided, children make very good progress. By the age of five, their knowledge and understanding of the world is very good and exceed the level expected for their age. Children are able to use glue and sticky tape to make models, use the computer mouse and keyboard with confidence and some can click and drag shapes to make pictures on the screen. They know where light comes from and, in one experiment observed, successfully made a choice from a range of materials to make curtains for teddy's window that would keep out the light. They were able, with help, to make a simple recording of their work on a chart to illustrate that they understood what they had done. They know the names of many colours and talk freely about their tasks. Whilst sharing a discussion with their teacher about light, one child remarked, "I watched the weather forecast and it's going to rain!" They understand about the sequence of events and can arrange pictures in correct order of events, such as getting ready for school. By studying photographs of themselves from babyhood, they recognise how they change as they grow. They go on a variety of visits to places such as the local village and visit the shops. They have visited Flamborough and met the Year 5 pupils there who shared their beach activities with them. Visitors to the reception class include the local policeman, a parent who bathed her baby and the school nurse. All of these experiences further enhance children's knowledge and understanding of the world.

### **Creative development**

69. Provision for creative development is excellent and children are introduced to a wide range of creative experiences. They make very good progress and attain a level above what is expected for

their age. They use their imagination through art, music and stories. Their paintings illustrate their understanding of how to mix colours to make new ones. They look at the paintings of artists such as Van Gogh to produce their own sunflowers in his style. They have decorated their party hats with a variety of sticky shapes and a few children have been able to cut round their own shapes quite accurately. Daily role-play provides excellent opportunities to extend their imagination as they play out the part of, for example, Father Christmas. Their play provides opportunities for boys and girls and successfully promotes gender roles. Children enjoy singing songs about, for example, colours in areas of life such as the sky or tables in the classroom. They can sing in tune and maintain rhythm, with their teacher's support. They are learning to identify different musical instruments by their sound and to learn their names.

### **Physical development**

70. Provision for physical development is excellent and children make very good progress. They gain confidence and control in physical movement. At playtimes, the children respond well to the routines and use the playground sensibly, being aware of the space around them and the needs of others. This helps them to work together in an effective and safe manner. In one gymnastics lesson observed, children chose to walk, run or jog, carrying streamers at head height, while others focused on what was happening and clearly explained what they had observed. They listened to Ravel's "Bolero" and sensitively and confidently interpreted the mood of the music as they moved around the hall. In role-play, children enter into their parts enthusiastically, taking on different roles with confidence.

### **ENGLISH**

71. By the end of Year 2, pupils' attainment in English is above the level expected for their age in reading and in line with expectations in writing. By the end of Year 6, pupils' attainment is in line with the level expected for their age. These standards show satisfactory improvement since the last inspection.
72. In the national tests for seven-year-olds in 2000, pupils' attainment in reading was above the national average and matched that of similar schools. In writing, attainment matched the national average, but was well below average when compared with similar schools. Attainment in speaking and listening was above the national average and high in comparison to similar schools. All pupils, including those with special educational needs, make good progress. Over the last four years, standards in writing have declined from being well above the national average in 1997. The school addressed these falling standards in 1999 and there was an improvement in the school's results in national tests in 2000. In the national tests for eleven year olds in 2000, pupils' attainment in English matched the national average, but was well below average when compared to similar schools. Although there was a dip in attainment in 1998, there is now a steady trend of improvement which is above the national average. The introduction of the National Literacy Strategy has continued to raise standards. The quality of teaching has improved and booster classes have provided positive support for pupils to attain higher standards. As a result, all pupils, including those with special educational needs, make good progress.
73. By the end of Key Stage 1, pupils' attainment in their speaking and listening skills is above the level expected for their age. This is an improvement since the previous inspection. All teachers have very good questioning skills which encourage pupils to think. Pupils develop a good range of vocabulary. For example, when listening to and discussing a poem about rain, one pupil remarked, "I saw some rhyming words, like rattle and prattle". Another pupil, whilst listening intently and responding to the teacher's request for windy words, offered, "Dust goes into children's eyes" and "Corn bends," while sensitively illustrating the swaying of the corn with body and hand movements. Pupils listen carefully to their teacher, so that, when their task is explained to them, they know what to do and this has a positive impact on their learning.
74. By the end of Key Stage 2, pupils' attainment in speaking and listening is above the level expected for their age. This is also an improvement since the previous inspection. Here, too, all teachers use very good questioning skills to encourage and so develop pupils' thinking. At the beginning of the key stage, pupils learn to write imaginative poems, after listening to some examples and sharing their own ideas. As pupils progress through the school, teachers provide rich opportunities

for pupils to explain the purpose of their work and their responses illustrate how well they listen and respond with the appropriate vocabulary. Pupils continue to progress well so that by the end of the key stage, they are very confident speakers, have a wide range of vocabulary and explain their opinions and ideas succinctly.

75. By the end of Key Stage 1, pupils' attainment in reading is above the level expected for their age and a few attain an even higher level. This shows a marked improvement since the last inspection. Pupils are interested in reading and regular homework routines are established to support this. Good communications exist between home and school through the use of reading diaries. Pupils have good strategies to recognise words, either by using picture clues or combining letter sounds and blends. By the end of the key stage, they are able to talk confidently about their reading. For example, one pupil explained, "I like the part where Ramesh saved the lion and took it back to Africa." They recognise alphabetical order and are able to find a book of their choice in the school library. More able pupils are very confident and expressive readers and can discuss the characters in their books by making reference to certain pages. They know the purpose of content and index pages. Pupils become very articulate. By the end of Key Stage 2, pupils' attainment in reading is above the level expected for their age and some attain an even higher level. In the previous inspection, pupils' attainment matched the level expected for their age. This inspection confirms that this is a marked improvement. Most pupils read fiction and non-fiction books and express their preferences for different kinds of stories and books. They understand how to find out information for themselves and how to locate books in a library by using the Dewey decimal system. They complete their own reading records in their homework diary. By the end of Key Stage 2, pupils fully understand the role of an author, illustrator and publisher.
76. By the end of Year 2, pupils' attainment in writing is in line with what is expected for their age. This is a good improvement on the previous inspection when writing was below expectations. The school has addressed this weakness well, by providing pupils with time and greater opportunities to use their basic skills of writing in other areas of the curriculum, such as history and geography. In Year 1, pupils, as a class, learn to write a poem about the wind, so that they can use the structure to write their own poems in their extended writing lesson. They have made an address book of names in alphabetical order. They practise handwriting, although this is not fully and consistently developed by the end of Key Stage 1. They learn to use full stops and capital letters appropriately and more able pupils also include exclamation and speech marks.
77. By the end of Key Stage 2, pupils' attainment in writing is above the level expected for their age. This is an improvement on the previous inspection report. The school is now concentrating on the improvement of pupils' spelling and handwriting skills. Pupils regularly practise to improve their handwriting skills, but this is not yet being consistently incorporated into their written work to further raise standards. There is no systematic teaching of the skills of presentation which would further raise standards by raising pupils' level of pride in their work. Pupils have a wide range of vocabulary which they use confidently in their writing, but their spelling is often inaccurate and is not always corrected. As a result, although their attainment in writing is above what is expected for their age, it could be even better. Pupils learn to write for a variety of audiences and purposes. For example, they have written book reviews, a biography and poems. They learn how to present their work in paragraphs or in numbered sections, such as writing instructions on how to make a chocolate cake. They know that, in this case, they need to choose, as one pupil explained well, "Bossy, instructing, commanding verbs!" Very appropriate use of vocabulary is illustrated in one pupil's poem, "Gerbil's Crazy Maze," which includes, "You have to press hard to get round the corners." In a "Diary of a Viking Child," is written, "I awoke from the cock's crowing as the baby cried." These skills are well developed throughout the key stage as pupils consider different ways of starting a story, using the first or third person and including metaphors in their writing. By the end of Key Stage 2, pupils learn to write in a variety of ways suited to various audiences and purposes. They recognise different journalistic styles. They successfully self-assess their drafted work by carefully editing and re-writing in an improved form. Further opportunities for the development of writing skills are evident in history, geography and religious education.
78. The quality of teaching is very good, overall, with some excellent teaching observed in both key stages. Teachers have very good subject knowledge, high expectations of behaviour and pace of working. They plan their lessons well for all abilities and they use very good questioning skills to ensure that they know that pupils understand what they do. This is a good improvement since the

last inspection and will have the effect of raising standards. This is having a strong impact on pupils levels of learning. For example, in Year 6, the teacher used very good questioning skills to assess pupils' previous knowledge about opinions and bias and then provided more challenge by asking them to find subtle statements in the task. Teachers use resources well. For example, the Year 4 teacher used a wide variety of artefacts in a drama lesson.

79. Teachers regularly assess pupils' progress in English. They maintain records conscientiously and these are to a common format. The school's formal assessments in each year group at the end of each year are analysed well and used to group pupils in their classes. Pupils regularly take reading books home and parents are encouraged to support their children's reading.
80. Pupils have very good attitudes. They enjoy their lessons and are eager to learn. They are very attentive, are very well behaved and have very good relationships with each other and their teachers. As they grow older, they learn to work independently and are willing to share and discuss their work with each other and with adults. They make good use of their literacy skills to support work in other subjects, such as history, geography and religious education.
81. A small number of pupils with special educational needs are withdrawn from classrooms to be given specialist additional support. On some occasions this support is not well matched to the lessons taking place in the classrooms. Some older pupils attend swimming classes and regularly miss literacy lessons. These pupils do not have equality of access to the school's literacy provision.
82. English is managed very well by the subject co-ordinators. Attainable targets are set by the school for the number of pupils who are expected to reach national standards at the end of each key stage. Co-ordinators regularly visit classes and offer constructive support to their colleagues. They ensure that pupils have access to a wide range of reading material, including poetry, which was identified as an area for development in the previous inspection. The governor responsible for literacy has received appropriate training and visits the school regularly. The school is aware that it needs to focus more closely on consistency in teachers' marking of pupils' work, so that they improve their spelling skills and the presentation of their work to further raise standards.

## **MATHEMATICS**

83. Standards are good at the end of both key stages. This is good progress since the last inspection. From good standards at the end of the Foundation Stage this represents satisfactory progress in both key stages.
84. The results of the end of Key Stage 1 national tests in 2000 showed that the number of pupils achieving level 2, the expected level for seven year olds and above, was above the national average. The percentage of pupils reaching the higher level 3 was also above the national average. When compared to schools of a similar context results in Key Stage 1 are average. In the end of Key Stage 2 national tests in 2000 the percentage of pupils attaining level 4, the expected level for eleven year olds, was above the national average. The percentage of pupils achieving the higher level 5 was also above the national average. Compared to similar schools, attainment at the end of Key Stage 2 is average.
85. The trends over time show that in Key Stage 1 standards in mathematics fell significantly between 1997 and 1998. Standards were sustained at 1998 levels in 1999 and, because of the school's focus on the teaching of numeracy, improved in 2000. The overall trend in Key Stage 1 over the four years 1997 to 2000 is one of a steady fall in standards to a level which is broadly in line with the national average.
86. In Key Stage 2, standards in mathematics have improved steadily between 1997 and 2000 broadly in line with the rise in standards nationally and at a level which has been maintained above the national average.
87. By the end of Key Stage 1, average pupils can round tens and units to the nearest ten, develop and complete number sequences and subtract ten from numbers up to one hundred. Most pupils can multiply by two. Pupils also measure common objects, using standard and non-standard

measures, add pounds and pence to £2 and identify triangles and circles. However, evidence from a scrutiny of pupils' past work shows that tasks are not always suitably adapted for more able and less able pupils. While there was a little evidence that pupils have some experiences in using and investigating mathematics, these experiences are too few to fully develop standards in this area of the subject.

88. By the time pupils leave the school, average pupils can solve written problems, using all four rules of number. They can multiply and divide by 10, 100 and 1000 and divide hundreds tens and units by tens and units. Pupils also identify shapes by their properties, draw plans to scale and recognise right angles. They also have the opportunity to investigate probability, for example in 'A day at the races'. There is a good range of investigational work which raises pupils' levels of knowledge and understanding of mathematics. There are sufficient opportunities given to develop an understanding of data collection and its handling and interpretation. However, the range of graphical work is not broad enough, rarely moving outside the use of block graphs. There is very little use of ICT in mathematics. Some work is suitably adapted for less able pupils and those with SEN. More able pupils do have extension work set, in some lessons, which promotes good progress. However, this is not yet consistently developed across the school
89. The National Numeracy Strategy has been well implemented. There has been good progress in the teaching of mental strategies of calculation. In numeracy lessons, pupils enjoy mental calculation in a good range of number and mathematical processes. When pupils are asked, in lessons, to explain their strategies, they do so clearly. This enables pupils to learn from each other. The range of different methods which pupils use also shows that teachers are not limiting the range of strategies used.
90. Teachers' good quality planning, which is linked to the framework of the National Numeracy Strategy, is thorough and modified to match the abilities of less able and more able pupils. They use good classroom management skills to ensure pupils' close attention and good behaviour. In the best lessons, teachers involve pupils in their studies to such a high level that pupils become totally involved in their quest to solve problems.
91. The quality of teaching in mathematics lessons in Key Stage 1 is good. Teachers have good strategies to involve all pupils during the initial mental introduction to the lesson. They ensure that all pupils take full part in question and answers both in the introduction and plenary. High expectations are evident for pupils' behaviour and co-operation when working in groups.
92. In Key Stage 2, the quality of teaching ranged from excellent to satisfactory and was very good overall. Where the quality of teaching is excellent the problems that are set are at a high level and the outcomes are not pre-determined by too much teacher explanation. For example, in one excellent lesson in Year 6, the class teacher gave some clues to help pupils who were investigating the number of squares on a chess board. Each group of pupils adopted a different strategy to solving the problem and the level of progress throughout the class was very good. In another excellent lesson in Year 3 the whole class became engrossed in the quest to solve the problem of when three lights on an ambulance, which were all flashing at different intervals of time, would be lit together. The high level mathematics involved became incidental.
93. All teachers have very good understanding of the development of pupils' mental strategies in calculation. This is a strength in the teaching of mathematics.
94. Pupils in both key stages thoroughly enjoy their work in mathematics, particularly when they are challenged to use and explain their mental strategies. Almost all pay close attention to their teachers, join readily in all discussions and are confident when offering opinions. Most pupils complete a good quantity of work during lessons. However, both in work undertaken during lessons and from looking at pupils' past work, evidence shows that presentation skills are not well developed. The progressive development of formal skills of presentation, including handwriting will enable pupils to take a pride in their work. This will further raise standards.
95. The very good capability of the subject co-ordinator is a good model of teaching practice and there is a good commitment to improving the standards attained by pupils. He is aware of the relative weaknesses in using and investigating mathematics in Key Stage 1 and in data handling in Key

Stage 2 and has clear plans to raise standards in these areas. The regular, systematic monitoring of mathematics' teaching is also contributing to rising standards. Resources for the teaching of mathematics are very good and are very well used in lessons, this has a positive impact on pupils' levels of learning.

## SCIENCE

96. Attainment by pupils at the end of Key Stage 1 is above average. Pupils achieve well in Key Stage 1. Attainment by pupils at the end of Key Stage 2 is average and broadly reflects the standards achieved in the 2000 tests.
97. Since the last inspection, levels of attainment have improved steadily at both key stages, broadly following the national trend. Although the proportion of pupils reaching higher levels improved in the 2000 national tests at the end of Key Stage 2, it remains below the national average. There is evidence that higher attainers are not reaching their full potential in the tests in relation to their level of attainment on entry to the school and their prior achievement in Key Stage 1.
98. In the end of Key Stage 1 assessments by teachers in 2000, the percentage of pupils reaching the expected level was above the average for all schools and broadly average in comparison with similar schools. The percentage of pupils reaching higher than the expected level was well above average for all schools and also in comparison with similar schools. The results were much the same as in 1999, but a greater proportion of pupils reached the higher levels. Pupils achieve well in all areas of the curriculum, but higher attainers do less well in the area of Life and Living Processes than expected. In the national tests at the end of Key Stage 2 in 2000, the percentage of pupils reaching the expected level was in line with the national average, but well below average in comparison with similar schools. The percentage of pupils reaching higher than the expected level was below the national average and well below average in comparison with similar schools.
99. Pupils in Year 2 are able to recognise a wide range of natural and man-made materials. They appreciate how a material's properties are related to its use such as different textiles, metals, wood and plastics and how many household articles use more than one material in their construction. They have an understanding of how some electrical appliances require main's power to work, whereas others operate from batteries. They know that light travels in straight lines and how shadows are formed. Pupils undertake simple investigations and begin to understand how tests have to be made fair. For example, they compare the qualities of the pastes produced by mixing different types of flour with a fixed amount of water. They record their results and begin to draw simple conclusions from their work. Pupils' written work is very variable in quality and there is no clear guidance given on how to set out their work. The use of exercise books with unlined pages does not help pupils at this level in presenting their work neatly.
100. In Year 6, there is evidence that higher attainers are being extended to reach higher levels in the tests, but there is no consistent strategy for providing them with extended work. Pupils have particularly good knowledge of electrical circuits and are accurate in representing them in diagrammatic form, using conventional symbols. They have good knowledge of the functions of the human skeleton, can name many of the bones in the body and understand how muscles operate. They know how to measure forces and compare the forces produced by operating the muscles in their left and right hands. Pupils understand how sound travels and that excessive sound can be damaging. Skills in designing and carrying out investigations develop well through the key stage. Pupils have good understanding of how variables must be controlled to create a fair test and of the need to take more than one reading to ensure accuracy. Pupils' written work and the recording of results from practical exercises is not consistently well presented and the spelling of key words is not generally very secure. Pupils with special educational needs are supported well and make good progress through the key stage. They benefit from working in mixed ability situations for group activities such as practical work.
101. The overall quality of teaching is good and, occasionally, it is excellent. Teachers have good subject knowledge and identify clear learning objectives for lessons which they share with the pupils. Lessons are well planned to meet the needs of all pupils and with a variety of activities to generate and sustain interest and learning. For example, pupils in Year 3 used their knowledge of electricity and magnetism to construct an electromagnet and incorporate it into a model of their

construction to act as a simple crane to lift paper clips. Teachers use questions well to assess pupils' understanding and to develop thinking. For example, Year 6 pupils participated enthusiastically in a challenging brain-storming session on designing fair tests, identifying clearly where tests were not fair and suggesting suitable amendments. Teachers provide good opportunities for speaking and listening and the level of pupils' participation in lessons contributes significantly to their learning. Teachers manage pupils well, practical work is well organised and supervised and relationships between teachers and pupils are very good. Teachers generally use the plenary session at the end of a lesson well to summarise progress and reinforce learning, but, occasionally, the time allowed for this is insufficient and the review is rushed.

102. Pupils' response to science lessons is very good. They are keen to learn and particularly enjoy practical work. They are attentive listeners and respond well to questions and opportunities to express ideas. They talk about their work with understanding and generally use appropriate scientific vocabulary in their speaking. They respond very well to classroom arrangements for practical work, work very well in group or paired activities and remain on task with good concentration.
103. The subject co-ordinator has only recently taken over the responsibility and has already identified key areas for development. The curriculum is currently under review to meet the needs of Curriculum 2000. The quality of medium term planning is good, but there is no overall scheme to demonstrate subject coverage or progression through the key stages. This is particularly an issue with the development of investigative skills and the use of ICT in the curriculum. Some use is made of computers. For example, Year 6 pupils use sound sensors and a data-logging programme to compare the sound insulating properties of different materials. However, the use of computers to search for and present information is under-developed. Procedures for assessing pupils' attainment and monitoring their progress are good, but insufficient use is made of the information gained to review curriculum planning or to set clear targets for pupils. Resources for teaching are adequate, of good quality and well stored to be accessible to all teachers.

## **ART AND DESIGN**

104. Standards in art are satisfactory at the end of both key stages. This is a good improvement since the last inspection when standards were judged to be below expectations in both key stages.
105. No art lessons were observed during the inspection week, but sufficient evidence was available from the scrutiny of pupils' work, discussions with teachers and pupils and displays around the school to allow judgements to be made.
106. By the end of Year 2, pupils' attainment in art matches the level expected for their age. They work from memory, imagination and first hand observation. In Year 1, pupils create pleasing pictures of "Ourselves on an Autumn Day." They use broad brush-strokes and mix colour successfully to create the mood of autumn. By the end of Year 2, pupils mix colours well, know how to create the effect they want and are beginning to develop a range of techniques in painting. For example, they mix colour in the style of Picasso and have produced fine pictures of a seascape. They confidently use a variety of media, such as tissue, pastels and collage and are learning to use colour to incorporate shading into their paintings.
107. By the end of Year 6, pupils' attainment matches the level expected for their age. From Year 3 onwards, they make good use of pencils and pastels to represent tones and textures and create a range of interesting and creative effects, such as their close observational drawings of a plant. In Year 4, pupils have used their observational skills well to experiment in the style and colour of Monet and produced their own interpretations which show a good understanding of the original, taking their ages into account. In Year 5, after reading "Full Fathom Five," by William Shakespeare, pupils have used pastels and chalk imaginatively to create seascapes, sensitively depicting the visions that have been created in their minds. By the end of Year 6, pupils further develop their skills and, using the style of L S Lowry, are developing a sound understanding of perspective in their drawings of a street lined with houses. They experiment with colour and materials to create different moods. For example, there is a good display of the use of different media, using seeds, paint and collage, to produce pictures which they have called, "Mixed Seas."

108. No judgement can be made about the quality of teaching, but, from the evidence collected and from teachers' planning, they have sound subject knowledge and high expectations of their pupils' ability to achieve well. They offer a wide range of resources to promote pupils' interest and to encourage them to explore different technique and thus improve their learning.
109. Pupils throughout the school have opportunities to explore and observe the immediate environment. They have opportunities to visit Beverley Art Gallery to look at, for example, a local artist's work. Visitors are welcome in school, such as a local sculptor, who has helped pupils in each class to produce a life-size sculpture of a sportsman, thus developing their skills in working in three dimensions.
110. The subject is well supported by the experienced co-ordinator. She gives positive support to staff as she visits classes, so that teachers' subject knowledge is improving. Resources are good, are used well and there are sufficient reference books in the school library on famous artists. The subject makes a satisfactory contribution to the range and quality of display in the school and effectively promotes pupils' spiritual, personal, social and cultural development.
111. The curriculum is broad and balanced and meets statutory requirements. This was an issue in the previous inspection which has been addressed and is now resolved.

## **DESIGN AND TECHNOLOGY**

112. Standards are satisfactory at the end of both key stages. This shows good improvement in Key Stage 1 since the last inspection when standards were judged to be below expectations. Improvement in standards in Key Stage 2 since the last inspection is satisfactory.
113. Due to timetable constraints it was possible to observe only a small number of lessons during the inspection. Evidence from these lessons, together with scrutiny of samples of pupils' work and displays indicate that attainment by pupils is broadly in line with standards expected for their age at the end of each key stage. Since the last inspection, standards have been improved in Key Stage 1 and have been maintained in Key Stage 2. A good scheme of work is now in place which demonstrates full coverage of National Curriculum requirements and sound progression of skills in all strands of the curriculum.
114. By the end of Key Stage 1, pupils have sound skills in handling simple materials such as paper, card and fabrics. They acquire sound knowledge of how to design and sequence their work and they learn how things are put together. They use scissors carefully to cut paper and card and can use adhesives well to join pieces together. For example, they enjoyed looking at how to construct movable features in cards and then designed their own Christmas card with a moving feature. By the end of Key Stage 2 pupils' design skills are quite well developed and they are more demanding of themselves in the accuracy and quality of their work. They have good skills in food technology, such as designing and making sandwiches and pizzas. Pupils use tools such as saws carefully and accurately in cutting wood. They design, using scale drawings and various perspective sketches, acquire sound skills in stitching, gluing and joining materials and in decorating their finished products. Pupils use construction kits efficiently to learn about axles, gears, pulleys and the use of small electric motors in models and are critical in evaluating their products and developing clear ideas on how they could be improved.
115. In the few lessons observed, the quality of teaching was good. Teachers have satisfactory subject knowledge and use time and resources well. Activities are well planned and all resources are well organised. Clear instructions are given for the work, including any safety issues, and pupils are well supervised by the teacher and each other, when carrying out operations such as sawing. Teachers discuss pupils' work as they proceed and provide opportunities for pupils to review and modify their work. Links with other subjects are well used to reinforce and develop knowledge. For example, pupils in Year 1 used their knowledge of simple electrical circuits when designing and making a torch from a variety of materials. Pupils in Year 6 were challenged to use their knowledge of electricity to design a switching mechanism so that the electric motor in a model buggy vehicle could operate in forward and reverse modes. Assessment is by observation and a record of projects undertaken. While there is an expectation for pupils' improvement, there is little use of assessment information to guide the progressive building of skills.



116. Pupils' response to lessons is good. They enjoy the challenges set and the opportunity to be individualistic in their designing. They concentrate well on the task in hand and assist each other when necessary, for example, steadying work benches when sawing. They are keen to achieve good results and check their work against plans and drawings for accuracy. Pupils respect the freedom of movement in such lessons and behaviour is good. They show respect for the tools and model kits provided and clear away efficiently at the end of sessions. There is equal enthusiasm for all the activities by boys and girls.
117. The subject is well led. Although the co-ordinator is not a specialist she is enthusiastic, has received appropriate training and gives good leadership and support to colleagues. Much has been done to raise the profile of the subject and standards of achievement since the last inspection. The quality of teaching and the balance and breadth of the curriculum have improved considerably. The school has an adequate range of good quality equipment, but there is a lack of adequate numbers of model kits. Parents give very good support to the subject in providing a range of materials for use in activities, and in training and supervising pupils in the use of the sewing machine.

## **GEOGRAPHY**

118. Only a small number of lessons were observed during the inspection. On the basis of these observations, together with scrutiny of teachers' planning, pupils' work and displays around the school, attainment is broadly in line with expected standards for their age at the end of both key stages. Since the last inspection, standards have been at least maintained.
119. By the end of Key Stage 1, pupils have acquired an awareness of the local geography, can plot their routes to and from school in relation to key landmarks. They can use co-ordinates to locate quite accurately features on a simple outline map and appreciate how symbols are used to represent buildings and features such as woods and rivers. By the end of Key Stage 2, pupils have acquired sound knowledge and understanding of many aspect of geography. They have particularly good knowledge of the water cycle in nature, how rivers are formed and how they have shaped the landscape. They are aware of the processes causing serious erosion of the nearby coastline and of the social and economic implications of constructing coastal defence systems. They learn about the climates, peoples, crops and life in other countries such as India and Kenya and compare them with their own experiences of life in this country. Pupils gain much from these studies in developing cultural awareness. Pupils in Years 3 and 4 presented an educational and cultural evening to parents on the work they had done on Kenya. As well as presenting information about the country and village life they performed on African instruments and interpreted African music in dance routines. Close links with other subjects are well used to extend and reinforce learning. For example, the work on rivers by pupils in Year 3 is linked to the history of the Viking invasions of the local inland areas, using the river systems, and models of Viking houses are made in design and technology. All pupils, including those with special educational needs make good progress through both key stages.
120. The quality of teaching is consistently good. Teachers plan lessons well and use resources effectively to stimulate interest and learning. Videos are used to provide visual evidence from other countries. For example, Year 4 pupils learnt much about the use of rivers for transportation of materials, etc. through watching a video of the River Rhone in France. They also gained a flavour of French life through seeing a typical French market scene in the video. Good resources for the studies of Indian and Kenyan village life are used to very good effect and the use of music stimulates and enhances learning. Visits are also well used to develop learning about coastal erosion. Pupils use computers and reference books to search for information for individual projects on natural disasters such as forest fires, earthquakes and volcanoes. They formulate questions about the River Tay and the Tay Bridge disaster to email to a contact in Dundee. Some pupils produce written work of good quality, but presentation skills are not rigorously taught. Teachers' marking of their work is regular, accurate and supportive.
121. The headteacher currently acts as subject co-ordinator in the long-term absence of a member of staff and gives sound leadership and guidance. Since the last inspection, the quality of teaching in Key Stage 1 has improved as a result of effective support from the co-ordinator. The curriculum is well planned, although there is no overall scheme of work. The curriculum is topic focused and

assessment information is not used to carefully match pupils' future work to what they already know, understand and can do. Medium term planning is thorough and comprehensive with very good cross-curricular links with other subjects clearly identified. Resources are adequate and much out-dated equipment, such as atlases and globes, has been replaced since the last inspection.

## **HISTORY**

122. History is taught in alternate terms with geography. Only two history lessons were observed during the inspection. However, evidence obtained from a scrutiny of pupils' work, displays and discussions with pupils and teachers allows the judgement to be made that standards are satisfactory at the end of both key stages. The evidence collected shows that pupils make satisfactory progress in both key stages. This represents satisfactory improvement since the last inspection.
123. Pupils in Year 1 know how to sequence objects in chronological order. For example, they were observed discussing the age of three different types of lighting and were able to arrange them from long, long ago to the present time. They can explain and record their results clearly and know that a candle was used before an oil lamp. Year 3 pupils show an increasing understanding of the passage of time and can distinguish between aspects of past lives and their own. For example, they were observed, through role-play, entering a time capsule, to enact the burial of a Viking warrior and subsequently move forward in time to take part in an "archaeological dig" in York. They were able to estimate the passage of time very well, by comparing how long ago a great-great grandparent lived with the time that the Vikings invaded Britain. Year 4 pupils extend their knowledge of the Vikings by writing letters to, for example, a friend, dated AD793, explaining the dilemma they faced and describing very clearly the damage the Vikings caused as they entered their monastery. They know why possessions were placed in a Viking grave with the body and are able to form a useful questionnaire, using information gathered from research of this period of history.
124. No judgement can be made about the quality of teaching, overall. However, the teaching observed in a Key Stage 1 class was good. There were clear plans and the teacher provided many opportunities for pupils to respond to skilfully posed questions. She demonstrated secure subject knowledge which she shared well with her pupils. Tasks were clearly explained, so that pupils' knew what was expected of them and the variety of well prepared resources were used well. The lesson moved along at a good pace. This had a positive impact on pupils' learning, including those with special education needs. In a Key Stage 2 class, the teacher showed excellent subject knowledge, high expectations and engaged all pupils' interest at the very beginning of the lesson. As a result, all pupils, including those with special educational needs, make very good progress. In both lessons, teachers had established very good relationships with their pupils and used praise effectively so that pupils wanted to learn.
125. In the absence of the co-ordinator, the headteacher takes care of resources which include sufficient artefacts to support the subject. Pupils willingly bring resources to school to augment these. The co-ordinator has monitored teaching, but the role has not yet been fully developed to ensure that individual pupils' work is more carefully assessed and recorded to provide a clearer picture of how they progress.
126. History is well supported by pupils' literacy skills. Visits to places of interest such as farms, coastal visits and the nearby town of Beverley and a day devoted to studying the Vikings all make a valuable contribution to pupils' personal, social and cultural education.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

127. At the time of the last inspection standards in ICT were described as being satisfactory at the end of Key Stage 1, but unsatisfactory at the end of Key Stage 2. The school was not meeting the requirements of the National Curriculum in Key Stage 2 nor was pupil attainment. It was also stated that the statutory requirements for the subject were not being met. Since then the school has made some progress in its provision for the subject. This is reflected in the improved level of resourcing and some good quality teaching which is now taking place. All areas of the National

Curriculum are now in place. However, standards at the end of both key stages are unsatisfactory and the use of ICT in the wider curriculum is limited.

128. At the ages of seven and eleven all pupils, including those with SEN, reach standards which are below those expected. Pupils have limited keyboard skills, having to search the keyboard for individual letters and using one finger to type. In a good lesson in Year 2, pupils were learning to access a word processing programme, type a short piece of prose and save their work to disk. None of the pupils in the class understood that the mouse could be used to position the cursor, consequently time was wasted while all procedures were carried out using the arrow and delete keys. Progress in the lesson was good in pupils' understanding of the use of icons, which they did "click on", using the mouse, to load individual programmes and to save their work to disk. However, the present level of pupils' skills is below average and much work is needed before they reach the required standard.
129. In lessons observed in Key Stage 2, the level of pupils' understanding and skill is better than in Key Stage 1 but still below average. Pupils in Year 5 demonstrated that they know how to use the mouse, the shift key and the keyboard to enter data into a spreadsheet. They know that the spreadsheet will calculate the output from the formula that they enter and they use the mouse to highlight individual cells. This information was given to them at the beginning of the lesson. However, they are hesitant about undertaking all operations. In a very good lesson in Year 6, pupils used a computer programme to download information, via an infra-red transmitter, to a programmable robot. All these pupils know that computers can control external operations and they use a good range of ICT specific vocabulary for example, "input and output ports, transmitter, sensors", etc. Pupils made very good progress in this lesson in their knowledge and understanding of the links between different applications of technology. For example, one pupil asked the teacher "Does the infra-red transmitter do the same thing as a TV remote control?" All made very good progress in their understanding of onscreen instructions and the use of information and status data.
130. These lessons demonstrate the school's efforts and intentions to improve the standards achieved in ICT. However, the level of knowledge and understanding demonstrated by these teachers is not consistent among all staff and the school recognises the need for staff training which is planned for the Spring term 2001. Overall, the quality of teaching in ICT is unsatisfactory at present.
131. A scrutiny of pupils' past work shows that ICT is rarely used in the wider curriculum at present, a fact which is confirmed not only by the present, newly appointed subject co-ordinator, but also by the literacy and numeracy co-ordinators. Displays in classrooms show that there is some limited use of ICT in history, geography and literacy, but these are the exception rather than the rule.
132. Overall resources for teaching ICT are unsatisfactory. The school does have a satisfactory number of computers, some of which are linked to the internet, and some other very sophisticated equipment, for example a flat bed scanner and some high level control equipment. However, the computers are of different types, use different operating systems and do not use the same software. This means that only the most modern computers, which use the same operating system, can be used for teaching whole class lessons. In order to undertake these lessons, computers have to be borrowed from other classrooms and even then they are insufficient in number. For example, a lesson in Key Stage 2 on the use of a spreadsheet was limited in its effectiveness by the fact that only five computers were available. After a good instructional session led by the class teacher, only ten pupils were able to undertake the main task. Their limited keyboard skills meant that the pace of progress was slowed and they did not complete the task by the end of the lesson. It will take at least three lessons before the whole class has completed this task.
133. The assessment of pupils' progress in ICT is not well developed and, consequently, assessment information is not used to guide the planning of future tasks to carefully match them to what pupils already know, understand and can do.
134. Pupils thoroughly enjoy their ICT work and are keen to progress. They are enthusiastic in their approach to the subject and work well both with their teachers and each other. They are well behaved, despite the excitement generated by the activities they are given. They listen carefully to

instructions and try hard to please their teachers. Pupils are quick to answer questions and take part in lessons.

135. The school has worked hard to remedy the problems identified by the last report and has been partially successful in its efforts. Negotiations are underway, with another local school to combine resources to purchase more computers. The new co-ordinator is well aware of the developments which are required to raise standards and planning is in place to meet these needs.

## **MUSIC**

136. At the time of the last inspection, it was reported that standards at the end of both key stages were in line with expectations.
137. There has been very good progress since the last inspection. Standards in music are now good throughout the school. Progress for all pupils, including those who have special educational needs, is good throughout the school.
138. Pupils learn to clap to different rhythms and to sing a wide variety of songs in tune, paying careful attention to pitch and tempo. They learn about tuned and untuned percussion instruments and their correct musical names. They listen to and sort different sounds into categories and many older pupils identify instruments from taped music, distinguishing correctly between different stringed and brass instruments.
139. As they move through the school, they listen to the music of many different composers, such as Beethoven, Mozart and Ravel. Music makes a good contribution to pupils' cultural development through listening to music from other cultures, for example Indian, African, Caribbean and Irish music. From the earliest age, pupils learn to sing action songs carefully matching the pace of their actions to the beat of the music. Very good teaching, in the Foundation Stage leads to children understanding that shouting is not the same as singing with volume. This skill is built upon successfully throughout the school and children sing accurately and sweetly at all ages. As they progress through the school, the range of the songs they sing widens and they improve their skills in holding a melody and a rhythm.
140. Pupils learn to identify musical instruments by their sound and their correct names. The use of non-standard notation for recording pupils' compositions is developed in Key Stage 1. These skills are consistently built upon throughout the school and, by the time that they reach the end of Key Stage 2, pupils can identify open and closed notes and successfully choose instruments which demonstrate their choices.
141. Only a small number of lessons were observed during the inspection, but music pervades the whole of the school and teachers who are confident in the teaching of music are well used to ensure that the teaching of music throughout the school is good overall. The co-ordinator has observed the teaching of music and good levels of support are offered to those who are less confident. Teachers' planning is regularly monitored to ensure coverage.
142. Composing and playing are equally well developed. In one joint lesson with Years 3 and 4 pupils, four pupils played drum accompaniments to certain parts of the lesson and a small group of pupils were observed writing the words to a song. In another very good lesson in Year 6, pupils were writing and playing their own very complex rhythms based on an African theme. They demonstrated many of the skills which they had developed as they moved through the school and were able to write their compositions down, using a complex non-standard form of notation which included the identification of different types of sounds and included the use of rests.
143. Pupils have very good attitudes to their music lessons. They are extremely well behaved, attentive and listen to each other and to their teachers. They thoroughly enjoy their lessons and this has a very positive impact on their learning. They use their musical knowledge and understanding well in other subjects. In an excellent religious education lesson in Year 6, taught by the subject co-ordinator, pupils were observed writing and rehearsing "Rap" music and writing accompaniments to their own verses in preparation for their group presentations of the festival of Christmas.

144. The music curriculum is well supported by the very good range of extra-curricular activities. These include recorder groups in both key stages, a Key Stage 2 choir, peripatetic violin tuition and folk and classical guitar clubs for Years 5 and 6. Visitors including a violinist, an African drummer and a woodwind band also have a positive impact on pupils' quality of learning. There is a very positive impact on pupils' spiritual development and understanding of beauty in the world, through music. Pupils demonstrate their musical prowess through performances in the school and their celebration of major festivals in the local church.
145. The curriculum is very broad and well balanced and the scheme of work, which is to be reviewed in the Summer term of 2001 provides sufficient guidance for teachers to ensure that pupils make good progress throughout the school. Teachers assess the quality of pupils' work, but the information gathered is not well used to carefully match future work to individual pupils' levels of attainment. The very good music specialist has developed, with staff, a rich and varied curriculum, with a strong emphasis on pupils' spiritual, social and cultural development. It supports other subjects, such as history, art and geography. Staff have received good levels of support and guidance in the teaching of music. Resources for the teaching of music are very good.

## **PHYSICAL EDUCATION**

146. Standards in physical education in both key stages are satisfactory and pupils' progress and learning have been satisfactorily maintained since the last inspection.
147. Three lessons were observed and the quality of teaching in all of them was satisfactory. While teachers' planning is very clear, they were restricted by the problems caused by the small size of the hall for older pupils and by the very low ceiling.
148. In Key Stage 1, pupils move in different ways safely and at different speeds. They can throw and catch beanbags and small balls, both standing and moving. They can describe their movements and explain that 'he is jumping' or 'she is running'.
149. In Key Stage 2, pupils develop their skills in dance, based on their experiences in Key Stage 1 and build appropriately on their gymnastic and sports skills. The requirements for the teaching of swimming are met in Years 3 and 4, and, by the time that they leave the school, all pupils are able to swim confidently. However, pupils in Years 5 and 6 who have not reached a satisfactory standard are allowed to continue taking swimming lessons until they have. This means that they miss approximately 20 per cent of their literacy or numeracy lessons. These pupils do not have equality of access to the whole of the school's curriculum. Pupils begin to develop skills in traditional team games, the focus of which is the maximum enjoyment of all who take part. This emphasis is carried over into the good range of extra-curricular activities, which are well used to foster total inclusion. These include rugby, soccer, netball, athletics and kwik cricket. Parents run a Sunday soccer club for six to ten-year-olds
150. Pupils undertake a good range of outdoor and adventurous activities during their annual residential visit to Scarborough and planning is in place to use the good school field for orienteering. Pupils take great pleasure in all their physical activities. Their attitudes to all these opportunities are good.
151. The school has unsatisfactory facilities for physical education and sport. The grounds are a good asset. Small equipment for physical education is sound in quantity and quality for the delivery of the curriculum. However, the hall has a very low ceiling which makes the use of large scale equipment difficult and there is no high level equipment such as fixed climbing frames. The hall is also too small for older pupils to undertake strenuous activities. The good subject co-ordinator gives good support to all staff and is fully aware of the difficulties presented by the unsatisfactory aspects of the school hall. The school follows the Humberside scheme of work for physical education.

## **RELIGIOUS EDUCATION**

152. The previous Ofsted inspection judged that the standard of Religious Education was satisfactory at the end of both key stages. Since then these standards have been raised and are now good at the end of both key stages.
153. Only two lessons were seen during the week of the inspection. Judgements are made through looking at pupils' past work and talking to pupils and teachers.
154. The school has adopted the East Riding of Yorkshire Locally Agreed Syllabus for Religious Education and, in both key stages, the school meets all its requirements.
155. In Key Stage 1, pupils study celebrations such as family weddings. They know who the rector is and what his role is within the church. Pupils are beginning to understand that there is a greater 'Power' and learn to thank God in the early development of prayer. Teachers use stories that pupils already know to convey other principles. For example, in Year 2, 'The Little Red Hen' was used in the 'harvest cycle' to demonstrate planting, growing and harvesting. Standards are good, overall. However, there are some variations in the quality and quantity of work between pupils of equal ability.
156. Year 6 pupils study skills and qualities needed in 'My journey through life'. They also study and write opinions of the festivals of other major religions, for example a Jewish Boy's Bar Mitzvah. A diversity of Christmas music is played to pupils from Slade's 'So here it is, merry Christmas' to Handel's "Messiah" and pupils are encouraged to compare them and to express their opinions. Standards being achieved by all pupils are good. Judaism, Hinduism and Islam are studied in appropriate detail and pupils learn about Christianity through the celebration of major festivals such as Christmas, Easter and harvest. They not only read and hear Bible stories and study the lives of famous Christians but have a good knowledge of the various books of the Bible.
157. A judgement about the overall quality of teaching is not possible because of the small number of lessons observed. However, the books containing pupils' past work from Year 6 showed a variety of marking. Some work was ticked whereas other work was given written praise and comments. The level of presentation is also varied. Some spelling mistakes were not corrected and some work not completed. The same work is set to all levels of ability and some work is predetermined by the class teacher. For example, all pupils had the same written work on 'What it means to be grown up'.
158. The local rector is a frequent visitor to the school and regularly takes school assemblies. He is an asset to the school and his contribution has a positive impact on all pupils' levels of learning.
159. The school has joined the cross-phase project of the local diocese in order to improve the consistency of provision as pupils move from primary to secondary school. The work being undertaken by the very good subject co-ordinator with Year 6 pupils, is of the highest standard. In one excellent lesson seen in Year 6, the subject co-ordinator's teaching was of the highest quality. Pupils were working independently, in groups, undertaking preparations for their group presentations of the Christmas festival. These involved high level cross-curricular work in music, literacy drama and design technology. They were composing their own "Rap" music and composing accompaniments for their own Christmas verses. Each group was rehearsing its own dramatic presentation which was later to be performed before a school audience. This was outstanding teaching of religious education and built very successfully on pupils' earlier experiences.
160. Resources for the teaching of religious education are good and they are well used.