

INSPECTION REPORT

**NEW HOLLAND CHURCH OF ENGLAND/
METHODIST PRIMARY SCHOOL**

New Holland

LEA area: North Lincolnshire

Unique reference number: 118023

Headteacher: Mr R G Smith

Reporting inspector: Mrs Barbara Crane
21227

Dates of inspection: 31 October – 3 November 2000

Inspection number: 225099

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs J Potton
Date of previous inspection:	July 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Barbara Crane	Registered inspector	English, science, art and design, history and geography, religious education, equal opportunities, areas of learning for children in the Foundation Stage.	The school's results and achievements. How well pupils are taught. How well the school is led and managed.
Maureen Roscoe	Lay inspector		Attendance. Partnership with parents. Care of pupils.
Pauline Goodsell	Team inspector	Mathematics, information technology, design and technology, music, physical education, special educational needs	Pupils' attitudes, values and personal development. Curriculum.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than most, with 88 pupils on roll. There are twice the number of boys than girls. Thirty-seven per cent of the pupils are on the school's register of special educational need, with 31% at Stage 3 or above. Twenty-two per cent of the pupils are entitled to free school meals. Due to families moving in and out of the school's area, between a quarter to a third of the school's population changes each year. Only half of the pupils who left the school last year had started at the school in the Reception class. Very few of the pupils come from ethnic groups other than white and all of the pupils have English as their first language. When they enter the school, the pupils' attainment is well below that expected for their age. During the inspection, a supply teacher taught the Reception/Year 1 class, due to the illness of the permanent teacher.

HOW GOOD THE SCHOOL IS

This is an effective school. Standards in reading and mathematics are average and the pupils make good progress in these areas. Standards in writing and science are below average. The teaching is satisfactory with strengths in the teaching of reading and mathematics. The leadership and management of the school is good and all of the staff are committed to raising standards. The school provides satisfactory value for money.

What the school does well

- As a result of the good teaching of reading, the pupils achieve well.
- The pupils achieve well in mathematics because the work is challenging and the teaching is good.
- The good support for the pupils with special educational needs ensures that these pupils make good progress.
- The pupils' confidence and self-esteem is very well promoted in a caring environment.
- The relationships between all pupils are very good; they work and play well together.
- The teachers write excellent reports on pupils' attainment and progress and so the parents have a clear idea of the standards achieved and what needs to improve.
- The school has involved the community very effectively in developing its environment to support the pupils' learning.

What could be improved

- Standards in writing could be better.
- The pupils have too little opportunity to devise experiments in science.
- The teachers could use their assessments more effectively to plan work for the more able pupils.
- Time in lessons could be better used so that teachers talk less and the pupils do more.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was last inspected in 1998 when there were serious weaknesses. Standards are higher in English, mathematics, science and information technology. The teaching has improved and the teachers are clear about what will be learned in each lesson. They are supported by schemes of work and better guidance when they plan work. On most occasions, the teachers' marking helps the pupils to improve. The headteacher has more opportunity to monitor the

school's performance and responsibilities are more evenly distributed. The subject managers' role in checking standards and improving teaching and learning has been extended and this has a positive impact on the standards achieved.

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	E	D	E	D
Mathematics	E	E	D	C
Science	D	C	D	C

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

A small number of pupils take the tests each year. These results relate to the pupils who left the school last year, when 13 pupils took the tests. These results show that the pupils' performance in English was well below average when compared to all schools and below average when compared to similar schools. In mathematics and science, the pupils' performance was below average compared to all schools and average when compared with similar schools. The school's rate of improvement has kept pace with the national trend over recent years. A greater proportion of the pupils have achieved the expected level for their age year-on-year. The school met its targets for last year and is on track to meet the suitable targets it has set for the present year.

On the basis of the work seen during the inspection, standards in reading and mathematics are average and the pupils achieve well in these areas. The pupils read for pleasure and gather information from reference books competently. Standards in writing are below average and the pupils could do better. They do not always use what they have learned in writing in their English lessons sufficiently in other subjects. The pupils' knowledge and understanding of most aspects of science is broadly average, but standards in investigative work are below average. Most pupils use computers confidently, but the range of their work has, until recently, been restricted by the school's resources. These have been upgraded but the pupils' ability to use control, monitoring and multi-media is limited and remains below average. In history, geography, physical education, design and technology and art and design standards are broadly average by the time the pupils leave the school. Too little music was seen to make a judgement on standards. In religious education, the pupils meet the expectations of the locally agreed syllabus.

The pupils with special educational needs make good progress and often achieve well. The more able pupils make satisfactory progress but there are occasions when the work is not sufficiently challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy the work and are keen to improve.
Behaviour, in and out of classrooms	Good. The pupils behave sensibly both in the classrooms and on the playground.
Personal development and relationships	Very good. The pupils grow in self-confidence and willingly take on responsibility. They show respect for each other's feelings. Pupils of all ages get on well with each other.
Attendance	Well below average.

The pupils work and play together happily. There is a strong sense of community and the pupils feel valued as individuals who have something to contribute to the life of the school. The poor attendance figures are partly explained by families leaving the area and not notifying the school, but the school does not do all it could to monitor absence and record the reasons for it.

TEACHING AND LEARNING

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

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 teaching is satisfactory or better in 96 per cent of the lessons. In 34 per cent of the lessons, spread across the school, the teaching is good or better. Very good teaching is seen in 4 per cent of lessons. In 4 per cent of the lessons teaching is unsatisfactory. The teaching of reading is good and ensures that the pupils learn the basic skills quickly and thoroughly. The teaching of handwriting is good and the pupils are encouraged to take pride in presentation. The teachers do not, however, assess the pupils' progress in writing as thoroughly as they do in reading and so they do not always plan sufficiently challenging work. When the pupils write in other subjects, they often copy and this does not allow them to practise the skills they have learned in English lessons. Teaching in mathematics is good. The needs of all abilities are well catered for in the teachers' planning and the pupils learn at a rapid rate.

The children in the Reception class grow in independence through the well-established routines and clear expectations of work. All of the teachers manage the pupils well and so behaviour in lessons is good. The teachers use a good vocabulary and this extends the pupils' language effectively. The pupils are keen to contribute to discussions because they know that their views are valued. The teachers make it plain to the pupils what they will learn in each lesson and the final part of lessons is often used successfully to assess what has been learned. There are occasions when the teacher talks for too long in the introductory part of the lesson and so the pupils have too little time to complete work. The teachers do not always take into account the needs of the more able pupils, who too often complete the same work as the rest of the class. The pupils with special educational needs are well supported by both the teachers and classroom assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The lessons are interesting and relevant. The school makes very good use of the resources and expertise in the community to enrich the curriculum. There are weaknesses in the range of experiences in information technology and writing in lessons other than English. The investigative aspect of science work is underdeveloped.
Provision for pupils with special educational needs	Good. The pupils receive effective support from the teachers and classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The pupils have good opportunities to reflect on important issues and express their feelings. The school provides clear guidance on behaviour. The pupils have good opportunities to develop socially. Their understanding of their own culture is very well promoted and they gain a good understanding of other cultures.
How well the school cares for its pupils	A good level of care is provided. The school gives good guidance to pupils and tracks their personal development well. The assessment of their work is good in reading and mathematics but weaker in writing.

The school puts the pupils first. The staff work hard to provide a lively and secure environment. The school has achieved outstanding results through involving the local community to develop the school's environment to support the pupils' learning. A very good range of visits and visitors enrich the curriculum and supports the pupils' learning. The school's partnership with parents is good and it seeks their views on important issues. The reports that teachers write give excellent information to the parents on how their children are doing and what needs to improve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives a clear lead for the school's drive to raise standards. He is well supported by the staff, who play an active role in checking standards and supporting improvements in teaching and learning.
How well the governors fulfil their responsibilities	The governors provide good support for the school. They are well informed and know the school's strengths and weaknesses. Some information that is required is not given in the governors' annual report to parents.
The school's evaluation of its performance	The school looks closely at what it provides and how it can improve. This has resulted in improvements in teaching and the standards achieved.

The strategic use of resources	The school uses its funding appropriately to support its work. The principles of best value are applied effectively.
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The school has worked hard to bring about improvements through the analysis of its performance. The staff work well together as a team and share their expertise willingly. The school's level of staffing, resources and accommodation are satisfactory. The development of the school's grounds has been very well managed and the facilities for play and learning have been significantly improved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard. • Their children are helped to become more mature and responsible. • The standard of behaviour is good. • They find the school approachable. 	<ul style="list-style-type: none"> • The provision for homework. • The range of extra-curricular activities. • Some children don't like school.

The inspection findings support the parents' positive views. The range of extra-curricular activities is average for the size of the school. The homework provided is appropriate. The overwhelming majority of pupils do enjoy school and take full advantage of what is on offer. A few children do not feel as well supported at lunchtime as at other times of the day. Inspection evidence suggests that children are not always dealt with as sensitively during lunchtime. The school is aware of this weakness and has arrangements for further training for the mid-day supervisors in hand.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results achieved by the 11 year olds who took the tests in 2000 indicate that their performance was below the average for all schools in mathematics and science but the same as schools in similar circumstances. In English, the pupils' performance was well below the national average for all schools and slightly below that in similar schools. The interpretation of these results require some caution, however, because of the small number of pupils taking the tests.

2. Between a quarter and a third of the school's population changes each year and only half of the eleven year old pupils who took the tests last year started the school in the Reception class. This makes it difficult to assess the progress the year group as a whole has made since the age of seven. The inspection team is satisfied, however, that those pupils who have been in the school throughout Key Stage 2 have made the expected progress. The trend in the school's results has kept pace with the national trend over recent years. More pupils are reaching the expected level (level 4) year-on-year. The pupils with special educational needs make good progress because they are well supported. More able pupils do well in mathematics and reading, but could achieve better standards in science and writing.

3. Most of the pupils enter the school with a poor standard of language. While they make good progress, because of the very good opportunities they have to express their views and justify their opinions, most do not reach an average standard in speaking or listening by the time they leave the school. They extend their vocabulary and increase the complexity of their sentences, but many pupils struggle to find the precise words or phrases to express what they mean.

4. The evidence of the inspection indicates that at the ages of seven and eleven, the pupils' work reaches a broadly average standard in reading and mathematics. The pupils achieve well in these areas because the teachers plan work that is well matched to the different abilities of the pupils.

5. The pupils are taught the basic skills thoroughly and so they approach reading confidently. The younger pupils use the sounds of letters, the pictures and the context of the sentence to work out unknown words. The older pupils read for pleasure and often recommend books to friends. They gather information from books competently, for example, in their work on history. A major factor in the pupils' good achievement in reading is the teachers' accurate assessment of what the pupils' need to work on to improve.

6. Standards in writing are below average at the end of both key stages. The pupils' handwriting is neat and most develop a good style by the time they leave the school and spelling is generally accurate for common words. In most years, the teachers' assessment of the pupils' writing is much weaker than in reading. The assessment of what needs to be worked on to improve style, punctuation and structure is lacking and as a consequence, the pupils' progress is often slower. Some excellent assessment has recently been developed in the Year 2 class and this has been well used to establish targets for individual pupils. In other classes, the pupils of all abilities are often presented with similar work and so the more able are not extended and the less able are not sufficiently supported. When the pupils write in other subjects, they often copy and this does not allow them to practise the skills they have learned in English lessons.

7. The pupils are quick with numbers and have a good recall of their tables. They are able to explain how they have reached an answer and to suggest alternative ways of working out. The pupils in Year 2 have a good understanding of place value. The oldest pupils work with percentages, fractions and decimals and apply their mathematical knowledge well to support their work in design and technology and science.

8. The pupils have a good knowledge of some aspects of science but the standards of experimental and investigative science are below average. The pupils in Year 2 have a good knowledge of the properties of materials and the differences between living and non-living things. Their experience of prediction and testing out their ideas is more limited. The oldest pupils have a firm understanding of the major organs of the human body and their functions. Their knowledge of forces is satisfactory and they understand how sound travels. They have too few opportunities, however, to devise and carry out investigations. Most pupils are not sure of what constitutes a fair test, because most of the tests they carry out have been planned by the teachers and the pupils do not question the validity of the results.

9. Most pupils use computers confidently, but the range of their work has, until recently, been restricted by the school's resources. These have been upgraded but the pupils' ability to use control, monitoring and multi-media is limited and remains below average. Their skills in word processing and handling data are average.

10. In religious education, the pupils meet the expectations of the locally agreed syllabus at the end of both key stages. They make good progress in their understanding of the similarities and differences in religious belief and practice.

11. In history, geography, physical education, design and technology and art and design standards are broadly average by the time the pupils leave the school. Too little music was seen to make a judgement on standards.

Pupils' attitudes, values and personal development

12. This is a strength of the school. The pupils have positive attitudes to school. At the beginning and end of the day they are secure and confident with the school routines. The pupils enjoy coming to school and demonstrate a keen interest in learning; they co-operate and collaborate well in lessons. They listen carefully and reply well to teachers' questions, they find the lessons interesting and respond positively to the praise and encouragement of the teachers.

13. Behaviour in the school is good both within and out of lessons. There is a range of policies supporting good behaviour that are fully implemented; in addition the pupils have opportunities to consider the need for rules and to agree the rules for their own classrooms. The pupils recognise the need for discipline and the importance of good behaviour in enabling effective learning to take place. The parents have positive views about the high standards of behaviour, and about the clear effect this has on the pupils' learning. The fixed term exclusions of pupils during the past year are fully documented and appropriate procedures have been followed. The school works very hard to support those pupils with behavioural problems and involves the parents in management programmes. The high level of fixed term exclusions in the past year was unusual for the school and related to a small number of pupils.

14. The pupils' personal development is very good. They undertake a range of responsibilities that involve them in the organisation of the school's routines. For example, the pupils act as librarians, they organise the music for assemblies, take the school diary round to all the

teachers and help to put out and tidy away equipment. The pupils relate well to each other and the older pupils provide an example of mature and confident behaviour, for example when accompanying younger pupils to their classroom. The older pupils display a caring and responsible manner. A good example of this was seen when an older pupil comforted a younger pupil who had fallen over on his way into school and helped him to gather his belongings. The pupils use information technology applications with self-assurance and they show an awareness of environmental concerns such as the recycling of rubbish, the care of their own local environment and issues connected with the problems of poverty in other countries. The pupils are friendly, helpful and polite to one another, to adults in the school and to visitors. When discussing their work with an inspector, they sensibly organised chairs for everyone in the library and quickly provided extra seating for latecomers. They speak confidently and pleasantly and in discussions with inspectors displayed maturity and self-confidence. The pupils understand the impact of their actions on others and this helps them to develop the very good relationships that are evident. In one to one situations, small groups and in whole class situations the pupils with special educational needs are encouraged to take part in school activities.

15. Attendance is well below the national average. This is partly explained by pupils leaving the school without giving the appropriate notification. The school does not, however, sufficiently monitor poor attendance or code all absences correctly. This makes unauthorised absence harder to pinpoint. The pupils are punctual and eager to start lessons. Registration is promptly and pleasantly carried out and the teachers create a positive atmosphere in which to start the day.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching has improved significantly since the previous inspection. The teaching is satisfactory or better in 96 per cent of the lessons. In 34 per cent of the lessons the teaching is good or better. Very good teaching is seen in 4 per cent of lessons. In 4 per cent of the lessons teaching is unsatisfactory. This improvement has been brought about by well-planned in-service training and careful monitoring.

17. The children in the Reception class grow in independence through the well-established routines and clear expectations of work. The adults provide sensitive and well-planned support for the children's personal, social and emotional development. These children have had several teachers since the start of the school year and yet have settled well due to the secure atmosphere created. There are a few missed opportunities to extend the children's understanding through well directed questions to individuals, rather than to the group.

18. The teaching of reading is good throughout the school and so the pupils learn the basic skills quickly and thoroughly. The teaching of handwriting is very good in Year 2 and the pupils are encouraged to take pride in presentation. The pupils here learn good habits in handwriting which they sustain in later years. The Year 2 teacher makes detailed assessments of the pupils' writing and this is very well used to target improvements for individuals. In other classes, the teachers do not, however, assess the pupils' progress in writing as thoroughly as they do in reading and so they do not always plan sufficiently challenging work for the more able or provide support for those who are struggling. When the pupils write in other subjects, they often copy and this does not allow them to practise the skills they have learned in English lessons. The teachers use a good vocabulary and this extends the pupils' language effectively. The pupils are keen to contribute to discussions because they know that their views are valued. The teachers provide a good model when they read aloud to the class and so the pupils often use good expression when they read.

19. Teaching in mathematics is good. The teachers have a firm grasp of the subject and provide good opportunities for the pupils to use what they know in other subjects. The needs of all abilities are usually well catered for in the teachers' planning because the teachers' assessment of what the pupils can do and need to improve on is thorough. Consequently, the pupils learn at a rapid rate. The pupils' facility with numbers is greatly enhanced by the good pace of the mental mathematics sessions.

20. Teaching in science is satisfactory overall, but the work is sometimes pitched at the same level for the whole class, regardless of their ability. This leads to the more able pupils marking time, as they complete work that is too easy for them. Too little use is made of the information from assessments of what the pupils can do to provide a better starting point for pupils of differing abilities. The teachers' subject knowledge is good, but they provide too few opportunities for the pupils to devise their own experiments or explore their ideas.

21. The teachers have a satisfactory knowledge of their subjects and use resources well to stimulate the pupils' interest. This is a notable feature in religious education lessons, where a sense of respect and awe is created when the pupils handle artifacts from other religions. All of the teachers manage the pupils well and so the behaviour in lessons is good. The teachers make it plain to the pupils what they will learn in each lesson and the final part of each lesson is often used successfully to assess what has been learned. There are occasions when the teacher talks for too long in the introductory part of the lesson and so the pupils have too little time to complete work. The teachers do not always take into account the needs of the more able pupils, who too often complete the same work as the rest of the class.

22. The teachers in all classes plan good opportunities for the pupils to use information technology to support their learning.

23. The pupils with special educational needs are well supported by both the teachers and classroom assistants. The individual education plans of pupils with special educational needs are written by the special educational needs co-ordinator in consultation with the class teachers and the teacher from the local education authority special educational needs service. The plans identify an appropriate number of targets for the pupils. The pupils make good progress because the work is closely matched to their needs. The special educational needs teacher and learning support assistants are very clear about how the pupils should work towards targets using carefully structured work.

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

24. The school's curriculum is broad and balanced, and includes very good provision for the pupils' personal, social and health education. The quality and range of learning opportunities is good and all statutory requirements are met. All the pupils have equal opportunities to take part in the good range of curricular opportunities that the school provides. The school makes very good arrangements for the provision of opportunities for personal development. Sex and drug education is incorporated within science lessons.

25. The school is giving a high priority to developing the pupils' reading and numeracy skills; it is making good use of the opportunities provided by the national Literacy and Numeracy initiatives. This is having a good impact on the progress of the pupils particularly in reading and in numeracy. The planning for the teaching of writing is less well developed: too much work is copied and there are too few opportunities for the pupils to decide for themselves how to record work, consequently the pupils make slower progress in writing.

26. There are good extra-curricular activities offered to the pupils including a wide range of residential and day educational visits, as when the pupils go to see how a local power station works, and attend a modern day version of Macbeth. These have a very positive impact on the pupils' learning. The curriculum opportunities for the pupils are further enriched and enlivened by a very good range of visitors to the school. These include local clergy, artists, sculptors, and friends of the school, governors, actors and musicians. They provide learning experiences that contribute to the very good personal development of pupils as individuals and members of the community.

27. A key issue from the previous report was to provide schemes of work and guidance to teachers on what should be taught. This has been successfully addressed. The school has carried out a comprehensive review of curriculum documentation. As part of the implementation of the literacy strategy, the review and monitoring of the teaching and learning in English has been completed. In mathematics, the numeracy strategy is well established and plans are in hand to monitor the teaching and learning. In the foundation subjects the Qualifications and Curriculum Authority (QCA) and commercial schemes of work are being used to plan the work. The detailed planning is done by the teacher for each year group, within the overall agreed framework. The plans are monitored on a regular basis by the headteacher. The activities are varied and make available individual, group, whole class and practical activities. There are some good opportunities planned for the pupils to use and apply mathematics, but opportunities for the pupils to experiment and investigate in science lessons are more limited. A particular strength of the curriculum is the way in which the teachers used the 'Land Project', to involve the pupils in planning developments to the school's grounds and make learning more relevant. This enabled links to be made between subjects, and pupils of all ages were able to use their prior learning in science, mathematics, design and technology and art in the project.

28. The register of pupils with special educational needs is well organised and up to date and regular checks on the progress of the pupils are carried out. The pupils are taught in a mixture of situations, being withdrawn in small groups or individually or supported within the classes. Their individual education plans are being reviewed regularly and targets set. The staff and the local authority special educational needs teacher work closely together to ensure that pupils' individual needs are met and that they have full access to the curriculum. The good work done by the learning support assistants has a significant impact on the progress of pupils. The school has carefully planned programmes in place to support pupils with emotional and behavioural problems. An effective strategy is the use of Target Diaries in which the pupils, teachers and parents record the progress made by the pupils in achieving better behaviour and work habits.

29. The school has established good relationships with the local pre-school playgroup. The children make a good start to school because of the home visits and meetings for the parents to give them information about the school. Arrangements for the pupils to transfer to secondary school assist in a smooth transfer to the next phase of education.

30. The community makes a very good contribution to the curriculum opportunities for the pupils. An outstanding example is the work that the school, supported by the community, has recently completed to create the 'Land Project'. A derelict piece of land adjoining the school grounds has been transformed into an outstanding environmental and play area. There are several large scale works of art, including sculptures and steel fences depicting all facets of school life. A semi-circular arena for performances has been built and there is a large pond with a platform for the pupils to use for pond dipping. Areas have been set aside for calm, quiet reflective time, a bed of scented plants has been created and a mathematical brick structure has been built. The work is continuing; the adjoining public area is being developed as

a grove of trees with a woodland path running through for all of the villagers to use and enjoy. The pupils have been involved in all stages of the project, for example designing and building the different structures and helping with the planting. It has provided excellent opportunities for the pupils to experience the practical application of their work in many subjects of many areas of the curriculum and for their personal development as members of the community.

31. The school makes good provision for the pupils' spiritual, moral, social and cultural development. The school's approach to the provision of these opportunities is firmly rooted in a Christian ethos. In assemblies and lessons the pupils are given the opportunity to experience the joy of music by listening to pieces in different styles. There is time for quiet reflection and the pupils participate in prayers. The pupils have many occasions to experience excitement and wonder in the natural world when, for example, they observe the dragonflies hovering over the pond and see the environmental areas developing. These experiences give pupils the chance to develop their own ideas of special moments. Throughout the school in personal and social education, literature, music and art the pupils have opportunities to explore feelings and emotions and relate these to their own lives.

32. The pupils are taught about right and wrong and are made aware of what is acceptable and unacceptable behaviour. There is a clear behaviour policy and the well-known rules encourage consideration of others. As a result, relationships are very good. All the pupils are expected to consider the needs of each other and to work well together. The adults who work in the school have high expectations of behaviour, courtesy and honesty from the pupils and an atmosphere of trust and respect is evident. There are plenty of opportunities for the pupils to take part in tasks to help with the smooth running of the school and the pupils give very good support to a variety of charities, both locally and in the wider community. The pupils are enthusiastically preparing gifts for Christmas to send to children in poorer countries. Last year, over three hundred boxes were dispatched from the school. All of these activities make a very positive contribution to the personal development of the pupils.

33. The pupils' cultural awareness is well developed through a range of activities including visitors to the school from their own local community and from further away, as for example when a Japanese teacher visited the school. Lessons in literature, art, geography and history, as well as celebrations of major religious festivals help to raise the pupils' cultural awareness. This is particularly the case with their own culture and good opportunities are taken to enrich the pupils' learning and experience of cultures other than their own. The school makes good use of the immediate area as a resource for the pupils' learning in geography and history. Musical performances and workshops are provided on a regular basis by the peripatetic music service of the local education authority.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school continues to care well for all its pupils and as a result they are confident and content in their surroundings. The staff work hard to develop the pupils' self-esteem and promote good relationships; as a result the pupils enjoy their learning and feel part of a lively community.

35. Parents are pleased with most aspects of the school's care. However, fourteen percent of those that returned the questionnaire report that their children do not like school. Some described their children being spoken to inappropriately at dinner times and being upset as a result. The school is aware of this problem. Inspectors endorse plans to increase training opportunities for the staff who supervise children at mid-day.

36. The provision for pupils' health and safety is supported by satisfactory procedures for first aid. However, the treatments that are applied are not always recorded. Hygiene and the facilities for first aid are of a good standard, and reflect the good care given to pupils. Some risk assessments have been completed for security purposes, and also on derelict land recently reclaimed for the school's use. Further assessments should now be considered so that the school is in a stronger position to ensure safety for all.

37. The procedures for the identification and assessment of pupils with special educational needs are good. The school uses a range of methods including the use of baseline assessments when the children enter school, together with teachers' assessments. The information is being used to identify those with special educational needs and to set targets in the individual education plans. The school has carefully planned programmes in place to support pupils with emotional and behavioural problems. There is good liaison between the school and a range of external services. The provision for pupils with special educational needs as outlined in statements is fully implemented.

38. Levels of attendance are poor and well below those found nationally. The school has tried to improve attendance. Examples are weekly rewards and a Breakfast Club which has recently started. This club is proving popular amongst pupils who sample the healthy menu. Registration time is a very pleasant experience for pupils. Pupils are very warmly welcomed into school each morning and provided with interesting activities preparing them well for forthcoming lessons. However, absence levels remain high and the steps the school takes to rectify this problem are not always effective. The procedures followed when absence occurs could be to be better. The school does not follow-up each absence as it occurs, and some teachers are not recording unauthorised absence accurately. Too little has been done to raise parental awareness of the impact of non-attendance on pupils' learning.

39. Monitoring and promoting good behaviour is a constant priority and parents feel that this results in good standards of behaviour. Most teachers use a variety of rewards and sanctions which almost all pupils respond to well. At midday a system of recording behavioural incidents works well. Parents report that isolated instances of bullying can occur and these are always dealt with well. Written records show that instances of inappropriate behaviour are dealt with carefully and effectively. Good behaviour is promoted through the provision of seating and play equipment which encourages co-operation and inspires play-acting in the summer house. Inspectors noted that play times were particularly happy due to the complete absence of aggressive behaviour amongst pupils.

40. The pupils' personal development is monitored very well. The size of the school ensures pupils are known well from their earliest days. Those pupils with a special educational need are very well supported, and as a result they achieve good standards in their work. Parents are delighted with the star chart system that rewards effort and achievement and the reading diaries that enable them to follow their children's progress in reading. They also receive excellent annual progress reports highlighting targets for improvements in their child's learning.

41. Child protection procedures are well established and the staff know who to approach in school if they have concerns. However, recent training for the teacher responsible for the system has not been undertaken. In addition, the prospectus lacks the relevant necessary information suggested by the Area Child Protection Committee.

42. The school has worked hard since the previous inspection to put in place procedures for assessing the pupils' progress. This has paid dividends in mathematics and reading, where the work is better matched to the pupils' needs. Assessment in writing is weaker, although there is some excellent practice in Year 2 and the school plans to extend this to other classes. In science, thorough assessments are made but the information is not yet fully used to inform the

teachers' planning to meet the needs of all abilities. The school has started to track the progress of individual pupils and year groups by analysing the results of tests and assessments, but there are still occasions when this tracking does not ensure that more able pupils are making a more rapid rate of progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school has a good range of links with parents who hold the school in high regard. Much effort is made to build a successful partnership with parents and, as a result, many parents feel encouraged to approach the school with their suggestions or concerns, and report that these are acted upon. Many parents are satisfied with what the school provides for their children. Some parents feel information about homework and what is taught in school is inadequate.

44. The information provided for parents is good. The annual reports that teachers write on pupils' progress are excellent. They give a detailed view of strengths, and also indicate areas where improvement is needed. Regular, informative newsletters keep the parents informed about events. Some parents would appreciate more information about what is taught to each class. The brochure for parents is of good quality and meets requirements. The governors' annual report is lively and well written, but does not explain the progress made by the school on the key issues identified in its previous inspection, or the school's targets for Key Stage 2. Great effort is put into consultation with parents. For example, open meetings are held each term where discussion on school issues is welcomed. This is a bold step, reflecting the school's commitment to maintaining an effective partnership with its parents, but few parents attend these meetings.

45. Some parents are concerned about the difference in the way in which their children are dealt with at lunchtime. Inspection evidence supports the view of a less sensitive approach to providing guidance and support and this leads to some children being less happy at lunchtime. The school is aware of this issue and plans to provide additional training for mid-day supervisors.

46. The school provides good information for parents about the progress of pupils with special educational needs. The parents are invited to work together with the school to extend the learning opportunities for their children and this has a significant impact on the progress of these pupils.

47. Parents feel encouraged to support their children's work at home and many do so, particularly with reading. They find the reading diaries useful as a contact between home and school. Many parents respect and admire the staff for doing a good job. The Parents' and Teachers' Association is an active group in the school, working effectively to raise substantial sums of money and to organise social events in an area that lacks such opportunities. Parents appreciate the newly established Breakfast Club and the manner in which they are consulted on important school issues, such as the timing of the school day.

48. The good links with parents mentioned in the previous report have been well maintained, but it remains the case that the school's efforts to involve parents in school life are not always rewarded. Increasing the amount of statutory information for parents and providing more detail about the work of each class would improve communications between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher provides a strong direction for the school. His good leadership, backed by the support of the deputy headteacher and governors has enabled the school to overcome the serious weaknesses found in the previous inspection. There has been a strong and effective focus on raising standards in the core subjects and improving teaching. The school has made good use of the extensive advice and support from the local education authority to bring about improvements. A good programme of professional development has raised the teachers' expertise and their awareness of the strengths and weaknesses in their teaching. The staff work well together and willingly offer help and advice to each other. The newly qualified teacher has been given good support. The headteacher and deputy head monitor teaching and learning and provide valuable feedback to teachers.

50. The school has a good plan for its development with specific targets and suitable planning to achieve these within a reasonable timescale. Each of the experienced teachers carries several responsibilities and they are clear about the priorities for development and the part they play in supporting school improvement. The subject managers play an appropriate role in checking teachers' planning and the standards of the pupils' work. The results of the end of key stage tests and those in other years are analysed to pinpoint strengths and weaknesses in the pupils' performance. The information gained has been used very effectively to raise standards in mathematics and reading by adapting the curriculum and teaching to address areas of weakness. The English co-ordinator also has responsibility for science and, through her detailed analysis of each subject, has identified those areas of weakness highlighted by the inspection.

51. The governing body provides good support for the school's work and sets targets for the headteacher and deputy headteacher. Many of the governors are new but all show a strong commitment to the school and take pride in its achievements. They are hard working, well informed and have a good understanding of the school's strengths and weaknesses. The school's progress towards the targets it has set is well monitored. The governors who take responsibility for literacy, numeracy and special educational needs visit the school to check on provision and report their findings to governors' meetings. The chair of governors has a firm grasp of the school's development planning and how the financial planning is tailored to cope with a turbulent population and fund the school's priorities. The governors seek the best value in their expenditure.

52. The school's staffing is adequate. The headteacher teaches a class for half of the week and so has limited time to perform his other duties. The school's resources and accommodation are adequate. There is a small computer suite and a well used library. The development of the pupils' play areas and the extensive grounds has been a very successful initiative that has involved the parents, villagers and local businesses. Through this venture the school has met its aim of raising the pupils' self-esteem and the school's profile in the village.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve standards in writing by:
 - ensuring that teachers assess what the pupils can do and what they need to do to improve;
 - using the information from these assessments to plan work to meet the needs of all abilities;
 - provide better opportunities for the pupils to plan their work and write independently in lessons other than English.(paragraphs 2, 6, 18, 25, 42, 64, 103)
- Improve standards in science by:
 - ensuring that a greater emphasis is given to investigative and experimental work;
 - providing more opportunities for the pupils to plan their own investigations and test their ideas;
 - make better use of the teachers' assessments to plan more challenging work for more able pupils.(paragraphs 2, 8, 20, 27, 42, 73, 76)
- Improve the rate of progress made by the more able pupils by:
 - ensuring that the teachers' planning takes into account the need to challenge these pupils.(paragraphs 2, 21, 42, 103)
- Improve the quality of teaching by:
 - ensuring that the time teachers spend talking is reduced and the time that pupils have to work is extended.(paragraphs 21, 71, 76)

In addition to the issues above, the school should consider the following when drawing up its action plan:

ensuring that further training for mid-day supervisors is implemented; (paragraphs 35, 45).

that all statutory information is provided for parents; (paragraph 44).

that the monitoring and recording of attendance is improved; (paragraphs 15, 38).

Ensure that full use is made of computers to raise standards further; (paragraphs 9, 89).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

23

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

14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4%	30%	62%	4%	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)

88

Number of full-time pupils eligible for free school meals

18

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

28

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

14

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

13

Attendance

Authorised absence

	%
School data	7.4
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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	8	9	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above *	Total	16	14	16
Percentage of pupils at NC level 2 or above	School	94 (62)	82 (46)	100 (85)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above *	Total	15	16	17
Percentage of pupils at NC level 2 or above	School	88 (77)	94 (77)	100 (77)
	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	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above *	Total	9	8	12
Percentage of pupils at NC level 4 or above	School	69 (67)	62 (56)	92 (78)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above *	Total	9	9	10
Percentage of pupils at NC level 4 or above	School	69 (67)	69 (67)	76 (78)
	National	70 (68)	72 (69)	79 (75)

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

* The numbers of boys and girls attaining level 2 and above at Key Stage 1 and level 4 and above at Key Stage 2 are not given as there were fewer than ten boys and girls in each year group.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	77
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)	4.5
Number of pupils per qualified teacher	19.6 : 1
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	117

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	0	0
Black – other	5	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	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	248978
Total expenditure	234519
Expenditure per pupil	2346
Balance brought forward from previous year	18035
Balance carried forward to next year	32494

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	88
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	34	11	3	0
My child is making good progress in school.	44	50	4	2	0
Behaviour in the school is good.	41	52	4	4	0
My child gets the right amount of work to do at home.	29	47	16	0	8
The teaching is good.	47	45	4	0	4
I am kept well informed about how my child is getting on.	40	49	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	56	36	2	6	0
The school expects my child to work hard and achieve his or her best.	61	37	2	0	0
The school works closely with parents.	39	52	4	2	2
The school is well led and managed.	39	52	2	3	4
The school is helping my child become mature and responsible.	40	45	6	0	9
The school provides an interesting range of activities outside lessons.	13	39	13	17	18

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

53. Children enter the Reception class in the September of the year in which they are five. The children's attainment on entry to the school is well below average. Their language is very limited. The children achieve well in all of the areas of learning, but few are likely to meet the national expectations by the time they start Year 1, in any of the areas of learning, apart from their physical development.

Personal, social and emotional development

54. The children had several teachers since the start of term and the fact that they have settled well it is testimony to the secure atmosphere created by the staff. The good routines and clear, consistent expectations of work and behaviour ensure that the children know what is required and they respond very well. The teaching is satisfactory and the staff successfully promote the children's understanding of themselves and others and the need to get on together. The children work next to each other happily but it is rare to see them working together and more opportunities could be planned to allow them to do this. Warm and supportive relationships are evident and this gives the children a sense of security and confidence. They readily approach adults for help.

Communication, language and literature

55. The children listen to stories and look at the pictures to guess what might happen next. Their language is very limited and few offer spontaneous suggestions based on their deductions. The adults give plenty of prompts and provide the vocabulary to enable them to reply to questions. Few of the children answer questions with more than a few words. The children learn the sounds of letters and how to write them. They understand that stories have a beginning, middle and end. Some pupils recognise the rhyming pattern of groups of words. Some children can write their name correctly. The teaching is satisfactory. The staff are clear about what will be learned in each session. They read stories in a lively manner that grips the children's interest and so they pay close attention. There are occasions when the staff miss opportunities to extend the learning of individual children by well directed questions. They too often let the more confident and vocal children give their ideas.

Mathematical development

56. Most of the children can count up to ten and know the names of colours. Some recognise a few symbols for numbers. They can sort objects by colour or size, but find it difficult to sort objects by more than one property. Their mathematical language is very limited. Most pupils recognise a circle, triangle and square but struggle to describe these. Few of the children use terms to describe relative size or position confidently. A few children can work out what is one more or less than a given number quickly, but most struggle with this. Teaching is satisfactory and an appropriate range of practical activities is planned to promote the children's awareness of number. Counting rhymes are used effectively to develop an understanding of numbers. The children's understanding of shape is extended through work in art and design and technology.

Knowledge and understanding of the world

57. The teaching in this area of learning is satisfactory. The children extend their understanding of the world through a good range of activities that build on their own experience. The children know that the weather changes with the seasons and observe changes in their environment. From their work on autumn, they know that some animals sleep through the colder months, but few use the term 'hibernate'. They know that plants grow from seeds and that they need water. They understand how they have changed since they were babies. They make models of houses from junk material and choose the materials carefully to represent the features of the houses. They use construction kits and play with 'small world' equipment to recreate scenes.

Creative development

58. The teaching is satisfactory. A strength of the teaching is the choice given to the children over materials. They mix colours when they paint but their brush strokes are often not well controlled to create an image. The children take on roles of customer and shopkeeper in the 'estate agents' but their conversation is very limited. Very few of the children can sustain a conversation in role play. They enjoy singing and join in enthusiastically with well-known repetitive songs with an appropriate sense of rhythm.

Physical development

59. The children have a small outdoor play area but the weather during the inspection week curtailed the use of this facility. The children use tools in drawing, modelling and writing with satisfactory control. The children show a good level of manipulative skill in fastening and joining materials. They show an appropriate level of poise, balance and control in their movements in physical education and can run and stop on command and change the direction of their travel. There is an appropriate range of activities to extend the children's physical development and the teaching is satisfactory.

ENGLISH

60. In English, the oldest pupils' performance in 2000 was well below the national average for all schools and slightly below that in similar schools. The interpretation of these results requires some caution, however, because a small number of pupils take the tests.

61. On the basis of the work seen during the inspection, standards in reading are average and the pupils achieve well. Standards in writing are below average and the pupils could do better. They do not always use what they have learned in writing in their English lessons sufficiently in other subjects.

62. The younger pupils use a limited vocabulary and most find it difficult to express their ideas or opinions in any detail. Most pupils listen well to the teacher but some ask questions or repeat answers that have just been given by their classmates. Both listening and speaking improve year-on-year, but the pupils' attainment in speaking remains below that expected for their age by the time they leave the school. The few higher attaining pupils can support their views in discussion and talk in detail about their work, but the majority of pupils use short sentences or phrases and require prompting to express themselves more fully. The teachers provide good opportunities for discussion and extend the pupils' vocabulary through their own use of language.

63. The teaching of reading is good. The teachers have a very good understanding of phonics and how to teach these. As a result, the pupils in Year 1 have a good grasp of the sounds of letters and use these to work out words. The teachers choose suitable and interesting texts and so the pupils are well motivated. They use questioning effectively to revise previous work. The pupils in Key Stage 1 understand the difference between stories and books that give information. They use the contents page and index appropriately and guess what a chapter might be about from the heading. The teachers read aloud in a lively and expressive manner and this sets a good example for the pupils and is reflected in their own reading. By the time they leave the school, the pupils are competent readers and read for pleasure and to support their learning in other subjects. They use the reference books in the library for work in history, geography and science. Lessons are planned to reflect the Literacy Strategy and are appropriately organised and resourced. The group reading sessions effectively extend the pupils' understanding and skills and the teachers assess the pupils' performance. The pupils enjoy these occasions and talk about aspects of the plot or characters, referring to the text to support their views. The learning objectives are clearly explained to the pupils and so the pupils know what they are doing. The plenary session is often well used to assess learning.

64. The teaching of handwriting is good and so the pupils achieve a neat, legible style. In other aspects of the teaching of writing, there are some weaknesses. Too often, the teachers plan the same work for all pupils. Consequently, the more able pupils are not challenged by the work and those who are struggling do not have sufficient guidance to get them started. There are particular strengths in the teaching of writing in Year 2. Here, the teacher's assessment of writing is very well used to inform the pupils' next work. The teacher identifies precisely what the pupils need to do to improve when she assesses their writing and sets targets for individuals. This promotes a very good rate of learning. In other classes, the assessment of writing is weaker. The work is less well matched to the needs of individuals or groups. By the time they leave the school, most pupils can write in a variety of forms, such as letters, stories, diaries and factual accounts, but they often use a simple sentence construction. They are more adept at writing when they are given information which they have to present in their own words. Their creative writing in stories and poems often lacks an exciting and varied vocabulary. In all classes, the pupils have too few opportunities to use the skills they have learned in writing for other subjects. Too often, they copy what the teacher has written, or are told how to set out their work. This does not help them to practise the skills they have learned in English lessons.

65. The pupils with special educational needs are well supported by the specialist teacher and make good progress. Classroom assistants provide good support for the pupils' learning.

66. A good range of visits and visitors to school supports the pupils' learning. A group of Year 6 pupils recalled visits to see a modern version of Macbeth in Grimsby and a performance of The Hobbit in Hull. The pupils gave reasons why they preferred the adaptation of the Hobbit and some had read the book as a result of seeing the performance.

67. The good co-ordination of the subject and the monitoring of teachers' planning and lessons have supported the improvement in standards. The careful analysis of the pupils' performance has enabled the school to focus effectively on areas of weakness and address these through appropriately targeted teaching. The co-ordinator has a good overview of provision and standards throughout the school and has a comprehensive action plan for improvement. The weaknesses in writing have already been identified.

MATHEMATICS

68. By the end of both Key Stages, the pupils' attainment in mathematics is average. Standards in mathematics have risen and the school is taking measures to further improve them, for example, there are now good procedures for the assessment and tracking of pupils' progress throughout the school. The school has analysed the results from standardised tests and has identified areas that need further emphasis, together with individual targets for each pupil. Inspection findings show that the pupils in both key stages are making good progress and that pupils achieve well, particularly in numeracy.

69. Throughout the school the pupils enjoy their mathematics lessons and confidently offer answers to questions. They work well independently and in small groups. They use skills of estimation and solve problems using a variety of numerical operations. The pupils are able to explain how they have reached an answer and sometimes to suggest alternative ways of working out. The teachers take good opportunities to use the mathematics curriculum in other subjects. For example, in science, measures and measurements are used as when recording pulse rates following different forms of exercise, and information technology programs are used to support data handling work.

70. The pupils in Key Stage 1 have a good understanding of place value; they can count in 2s, 5s and 10s. The pupils can identify odd and even numbers and most are able to make correct coin combinations up to the value of £1.00. By the end of the key stage the pupils know their number bonds to 20 and are able to round numbers to the nearest 10 and 100. They recognise a range of two-dimensional shapes and can tell the time using $\frac{1}{2}$ past the hour. In Years 3 and 4, the pupils learn to collect and group data using Venn and Carroll diagrams and to construct and interpret block-graphs and bar charts. In Years 5 and 6, the pupils can use the mathematics they know to work out the costs of the class residential visit to Northumberland. The pupils can measure angles accurately and know the names of different sorts of triangles such as isosceles and scalene and they can measure the perimeter of regular and irregular shapes. By the time they leave the school, the majority of the pupils have a good knowledge of multiplication tables and they are able to use their knowledge to multiply and divide larger numbers to solve problems. The pupils can recognise and extend number sequences, for example square and prime numbers. They can continue their knowledge of pattern in number when using negative numbers. The pupils can work with equivalent fractions, decimals and percentages to solve problems. They can work out the mean and median of groups of numbers, find, and justify probabilities in simple situations such as throwing dice.

71. The quality of teaching in mathematics is good. The school is placing an appropriate emphasis on the implementation of the numeracy strategy. Where the best teaching is seen, the teachers ensure that the pupils know what they are to learn and they have high expectations of the pupils' ability to use intellectual effort, to concentrate and explain their answers. The teachers have a good knowledge of mathematics, they use appropriate vocabulary and probing questions to extend the pupils' understanding of the topics. Most lessons have a good pace and the pupils make good progress in learning new numeracy skills and in gaining mathematical understanding. However, there are a few instances when the teachers do not ensure a crisp start or maintain a good pace of learning throughout the lesson because they talk for too long and the time allowed for pupils to work independently is insufficient for the completion of tasks by all of the pupils.

72. The co-ordinator, who is the headteacher has a well-informed approach to the development of mathematics in the school, and to finding ways to raise standards overall. He has planned opportunities to monitor teaching and learning and evaluates the pupils' performance to inform future priorities for the school development plan. Mathematics is being given a higher profile in the school. It is given appropriate attention in lessons and in all the classes there are interesting and interactive displays in place to support the teaching and learning. In the Year 2 class, for example, very good use of the mathematics display was

observed when the pupils worked on place value and to identify odd and even numbers up to a hundred.

SCIENCE

73. The results of the 2000 tests for 11 year olds show standards that are below average when compared with all schools, but standards are average when compared to similar schools. Although a commendable percentage of the pupils reached the expected level for their age in 2000, fewer reached the higher level than was seen nationally. On the basis of the work seen during the inspection, the pupils' knowledge and understanding of most aspects of science is broadly average, but standards in investigative work are below average at both key stages. This is because the pupils have too little opportunity to devise their own experiments and explore their ideas.

74. By the end of Year 2, the pupils know that a push and a pull are forces and that materials have different properties. They understand that all living things need food to grow and that we need a balanced diet and exercise to keep us healthy. They understand that medicines are drugs that are used to treat illness. The pupils are less experienced in offering suggestions as to why things happen or finding ways of testing their ideas.

75. In Key Stage 2 the pupils extend their knowledge and understanding of the different properties of materials and learn about solids, liquids and gases. They use their knowledge of materials and circuits to investigate and classify which materials are good conductors. The pupils are able to locate and name the major organs and bones in the body and they know that living things breathe, move, grow, respond and reproduce. The pupils know the importance of habitats. They understand that plants and animals have interdependency and how food chains show the feeding relationships. The pupils have a good understanding of forces and measure accurately in newtons. By the end of the key stage, however, the pupils have a limited understanding of how to devise a fair test and communicate their findings clearly in a variety of ways. The experimental and investigational work is limited in range and usually planned by the teacher. This prevents the pupils from testing their own ideas or gaining a better understanding of why a fair test is necessary. The way in which the pupils record their findings is usually given by the teacher and so the pupils are not using the skills they have in writing or deciding which is the most appropriate format for presenting their work.

76. The teaching is satisfactory overall, with some strengths and weaknesses. The teachers have a good knowledge of the subject. They use resources well and make good use of the pupils' own experience as in a lesson with Year 5/6 pupils on how different conditions affect the growth of plants, when the teacher used one pupil's considerable expertise in the propagation of plants to extend the learning of all pupils. The teachers place a good emphasis on careful observation. However, too much of the work is directed by teachers, and the same work is usually covered by all of the pupils in the class and this limits the opportunities for higher attaining pupils to further extend their learning. The pupils' investigative skills are limited by too few opportunities to devise their own investigations. There are a few occasions when the pupils have too little time to complete work because the teacher has talked for too long. Information technology is well used to support the pupils' learning in science.

77. The subject-co-ordinator has analysed the pupils' performance and identified the weakness in investigative work through her analysis of teachers' planning and samples of the pupils' work. She has introduced good procedures for assessment in science, but the information is not yet used effectively to plan work for the more able pupils.

ART

78. The pupils achieve average standards in art and design. Only one lesson was seen during the inspection and in this the teaching was satisfactory. The school has an appropriate scheme of work and the pupils work in a good range of media. The teachers' planning is clear about what will be learned in each lesson. In the lesson with Year 5/6 pupils, for example, the teacher's brief introduction and useful recap on the previous lesson focused the pupils' attention effectively on how they needed to use what they had learned about representing movement in approaching the new work. This enabled the pupils to settle quickly to the work.

79. The teachers are supported by appropriate advice and guidance from the subject co-ordinator. Visits and visitors enrich the curriculum and support the pupils' learning. For example, a local artist has worked with the pupils to create the large scale sculptures of the Black Dog of local folklore, the totem pole that guards the entrance to the arena and the steel sculpture of a frog that is mounted in the school's pond.

80. The pupils' ability to observe closely, express their ideas and evaluate their work steadily improves in each year. The Year 1 pupils, for example, create portraits that show increasing attention to proportion and the form of facial features. In Year 2, the pupils' observational drawings of a ship's anchor and tree silhouettes show a greater control of line to create form. Year 5 and 6 pupils can give reasons why they prefer the particular way in which artists represent movement in paintings. They use the knowledge gained in their own work. By the time they leave the school, the pupils are able to look critically at their work to see how it could be improved.

DESIGN AND TECHNOLOGY

81. By the end of both key stages, the attainment of pupils is in line with national expectations and the pupils make sound progress. Work in design and technology is often linked to topics being studied in other curriculum areas and this has a positive impact on the understanding of pupils as to the usefulness of the techniques they are taught.

82. Very good opportunities for this were seen in the work in designing many of the artistic features of the 'Land Project'. For example the pupils established the design parameters for the 'Black Dog seat', ensuring that it was safe for all the pupils to use; they then took a full part in the construction with concrete blocks and mortar and in its final shaping.

83. The Key Stage 1 pupils mark, cut and join a range of materials to make different hinges to make dogs with moving ears and doors for garages using recyclable materials. The Year 3 and 4 pupils investigate pneumatic power and they design and construct puppet faces with moveable features. By the end of Key Stage 2 the pupils can design and make slippers using a wide variety of materials and fixing techniques to achieve good results. They investigate musical instruments before designing and making their own. Throughout the school the pupils test and evaluate their products in design technology. The pupils talk enthusiastically about their work and record the work done to explain the tools and materials needed for the various projects. They show pride in their finished products and can evaluate the standard and use of the finished articles.

84. The quality of teaching is satisfactory overall. The teachers' planning identifies learning objectives that are carefully explained to the pupils. The school is using the Qualifications and Curriculum Authority (QCA) scheme of work to plan the design and technology curriculum; this is providing good features of progression and continuity and will cover the requirements of Curriculum 2000. There is an adequate range of tools, materials and equipment to support teaching and learning in the subject.

GEOGRAPHY AND HISTORY

85. No lessons were seen during the inspection. However, it is clear from the scrutiny of work, teachers' planning and discussions with pupils, that the pupils make satisfactory progress and attain the standards expected for their age in both subjects. The teachers encourage the pupils to think about the issues raised in their studies of local, national and world geography and history and ensure that alongside the knowledge, the pupils develop an appropriate range of skills.

86. By the end of Key Stage 1, the pupils have a sound knowledge of their own community from walks around the village. The teachers raise the pupils' awareness of the area by focusing on local streets, housing and services and by encouraging them to consider ways of improving the local environment. The pupils know that their school is over a hundred years old. They understand that the children who went to their school long ago had different toys and that none of these would have had batteries. They know that the village had a ferry, but that this has been replaced by a bridge.

87. At the end of Key Stage 2, the pupils use atlases with confidence to find cities, countries and a range of geographical features. The pupils understand the importance of the Humber Bridge and the effect of the ferry's closure on their village. They have a clear appreciation of the effects of pollution on rivers and how a river changes along its course. In their work on Victorian times, they understand how sources of light and warmth were different to present day. They know that schooling became compulsory in 1890. Their sense of chronology is weaker and they cannot give the century in which the Henry VIII reigned, although they can explain why he split from the Catholic church.

88. The school makes good use of its immediate locality to extend both geographical and historical knowledge. A good range of visits support the curriculum.

INFORMATION TECHNOLOGY

89. At the time of the last inspection, a key issue for action was to raise attainment in information technology. By the end of both key stages standards remain below national expectations, however the installation of the school's Internet connection and the information technology room has recently been completed and everything is now in place to enable the requirements of the national curriculum to be met. The key issue is being well addressed and standards overall have improved since the last inspection. The pupils are making satisfactory progress in some areas, for example in word processing and in learning to import pictures into text, however weaknesses remain in control and monitoring.

90. Throughout the school, the pupils are introduced to a wide range of computer programs that support their work across the curriculum. They concentrate well, persevere with enthusiasm and enjoy the sessions. By the end of Year 2, the pupils can load programs from the welcome screen and they are able to change the font and size of print when drafting a poster about safety with medicines. They learn to use capitals and how to move to the next line and they are able to use word processing skills to write stories. The pupils can control the mouse successfully, and access the save and print facilities. They are able to use computer programs for mathematical practise in finding odd and even numbers. In Key Stage 2, the pupils use a paint program to design wrapping paper with a repeating pattern. They manipulate the cursor confidently and can change the motifs and colours, and work carefully to improve their designs. They can delete and correct work and learn to use the keyboard with increasing

confidence as they move through the key stage. By the end of the key stage, the pupils understand the need to enter the correct data in sequence to achieve their objectives. They can use the computer to present information in different ways including showing survey data as a bar chart, block graph or pie chart, and some are able to use a spreadsheet to collate data. All the pupils are able to create posters combining drawings, icons, and imported pictures.

91. The standard of teaching seen was satisfactory. The work builds upon what the pupils already know and can do and provides progressive development of skills and knowledge. The teachers give good demonstrations of what the pupils are to work on and they ask appropriate questions to extend the pupils' understanding. They have clear expectations that the pupils will be able to achieve the learning objectives that are set.

92. The subject is well managed by the co-ordinator and both teachers and pupils are very well supported. The school has a clear plan for the development of information and communication technology and as part of this, it has decided to retain some computers within the classrooms as well as creating a discrete computer suite. This is helping to ensure that the work in information technology is integrated into other areas of the curriculum.

MUSIC

93. No lessons were observed during the inspection and so no judgements are made on standards or teaching. From the scrutiny of teachers' planning it is evident that the pupils are provided with an appropriate range of experiences. The school does not have a specialist music teacher but the teachers make good use of a commercial scheme of work. A peripatetic teacher gives weekly lessons in playing the violin and the pupils are able to borrow instruments from the school.

94. In assemblies, the pupils have good opportunities to listen to a range of music from different musical traditions and regular performances and workshops are provided by the local education authority peripatetic service. The pupils learn about the types of instruments and how they vary in different parts of the world, for example they learn to identify percussion instruments from a range of cultures. They are given opportunities to listen to and appraise the moods of pieces of music. The pupils are taught about the rhythm and beat of music and how it is written down. The pupils know a good range of songs and hymns which they enjoy singing and all ages participate well. However the singing is not of a high quality, little attention is paid to expression or the length of notes.

95. The subject is managed satisfactorily. The school has an appropriate scheme of work. The school intends to provide recorder lessons in the near future. There is a satisfactory range of resources including musical instruments. These are also being used in other areas of the curriculum such as design and technology when the pupils investigate how different sounds are produced prior to making their own instruments. The musical curriculum makes a sound contribution to the pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

96. The pupils make sound progress in physical education throughout the school. In the lessons observed, the standards achieved overall were in line with those expected for pupils' ages in gymnastics and games. The pupils attend swimming lessons during Years 3 and 4 and the majority of pupils at age eleven can swim to the expected standard for their age in line with the requirements set out in the National Curriculum. The school has responded to parental

concerns about the amount of time spent on physical education and has increased the number of lessons to two each week.

97. In Key Stage 1, the pupils explore the basic skills of movement and sequencing. They show good control and co-ordination when learning different jumps. In Years 3 and 4, the pupils practise combinations of rolls and work well with partners. They work co-operatively on the mats and are given opportunities to observe each other's movements, although they are not given sufficient time to contribute to the evaluation.

98. In the Year 5 and 6 games lesson, all the pupils exhibit a good degree of skill in dribbling the ball in hockey. They demonstrate control and fluency. In gymnastics and games, the pupils understand the importance of warming up and cooling down.

99. The quality of teaching is satisfactory. The teachers use a commercial scheme of work to plan the lessons and this provides continuity and progression in learning skills in gymnastics and games. In the lessons where the teaching is most effective, the teachers have sound subject knowledge, appropriate expectations of the pupils, and plan carefully. For example, when the planning takes account of the limitations on space in the school's small hall the pupils successfully achieve the learning objectives. However, when the planning is less detailed, this does not happen and the pace of the pupils' learning is slower as they wait for their turn.

100. The school provides a satisfactory range of out of school activities in sport. The school is included in the local small schools' schemes for football and netball. The pupils take part in competitive activities with other schools and makes appropriate provision for outdoors and adventure activities. A very good resource is the school's recently completed adventure playground area, which is part of the 'Land Project'. There are good opportunities for pupils to enjoy a good range of physical activities at break times. Many pupils were observed skipping with enjoyment and skill, and they are able to organise themselves into games of basketball, touch rugby and football. The pupils have opportunities to learn and perform dances from a range of traditions. Physical education makes a good contribution to the pupils' spiritual, moral, social and cultural development and to their personal development.

RELIGIOUS EDUCATION

101. Pupils achieve standards in line with those expected in the Locally Agreed Syllabus. The Key Stage 1 pupils know a good range of stories from the Bible. They understand that the stories Jesus told had an important message. The pupils consider what attributes make them special and what they can do to improve themselves. The pupils in Key Stage 2 learn about Judaism and Islam as well as deepening their understanding of Christianity. They understand the links between Christianity and Judaism.

102. By the end of Key Stage 2 the pupils are familiar with a range of religious ideas and themes. They are familiar with the life of Jesus and other major religious leaders and through skilfully led discussion they are able to present some of their own developing religious ideas and beliefs. A strength in the teaching is the way in which the pupils are encouraged to think about how they feel about images and express their feelings. Year 2 pupils, for example, were considering 'special places' in one lesson and were spellbound by a picture of the Taj Mahal. One pupil said it made him feel 'quiet and lonely'. In a lesson with Year 5/6 pupils, a group were examining a prayer mat and discussed why some images are not allowed to be depicted in the Muslim faith.

103. The teaching is satisfactory. Teachers display a good subject knowledge and this aids them considerably in answering pupils' questions. The teachers value the pupils' contributions to discussions and so the pupils give their views and opinions confidently. This was evident in

the lesson with Year5/6 class, when the pupils gave their ideas about what religious artifacts might be used for. The pupils could usefully extend their skills in writing in the subject, rather than copy the teachers' writing. The follow up work that pupils are required to do following discussions sometimes lacks challenge for the more able pupils.

104. The subject is well managed by an enthusiastic co-ordinator. She has ensured that there is a good range of high quality resources to support learning about different faiths. Visits to local churches enhance the curriculum.