

INSPECTION REPORT

Beswick and Watton CE (VC) Primary School

Driffield

LEA area: East Riding of Yorkshire

Unique reference number: 117970

Headteacher: Mr D A Bennison

Reporting inspector: Mr Keith Saltfleet
22291

Dates of inspection: 9 - 11 October 2000

Inspection number: 225165

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
School address:	Watton Driffield East Riding of Yorkshire
Postcode:	YO25 9AR
Telephone/fax number:	01377 270339
Appropriate authority:	The governing body
Name of chair of governors:	Mr T Robson
Date of previous inspection:	5 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Keith Saltfleet 22291	Registered inspector	English Information and communication technology Art and design History Geography Foundation Stage Special educational needs Equal opportunities	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
David Heath 9777	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Sean Lea 21193	Team inspector	Mathematics Science Design and technology Music Physical education Religious education	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beswick and Watton CE (VC) Primary School is situated six miles south of the market town of Driffield and within commuting distance of Beverley and Hull. Its catchment area includes the villages of Beswick, Watton and Kilnwick and outlying farms. There are a significant number of the 51 pupils on roll who live outside this area. The school has a significant turnover in its population. In the last academic year this was almost 30 per cent. When compared with the national picture, the proportion of children relatively advantaged in socio-economic terms is broadly average; unemployment levels in the area are below the average for the country.

The school is set within a strong local community and parents take a keen interest in the progress of their children; virtually every family is represented at parents' evenings. A substantial number of parents are in work related to agriculture in the area and a minority are professionals. The number on roll in January 1999 shows that the school is much smaller than other primary schools, when compared with the average size nationally of 226 pupils.

The percentage of pupils eligible for free school meals (0 per cent) is below the national average. There are currently no children speaking English as an additional language. Attainment on entry is broadly in line with the level of attainment generally expected of children rising five, representing the full ability range. The percentage of pupils identified as having special educational needs (14 per cent) is below the national average. However, the percentage of pupils with Statements of Special Educational Needs (four per cent) is above the national average. Most pupils have had experience of pre-school education. The school admits children to the reception class at the start of the term in which they are five. There are currently six children in the school who are under five.

HOW GOOD THE SCHOOL IS

This is an effective school with many strengths. In both key stages and in all subjects most pupils attain standards expected of their age. For some pupils attainment is better and they achieve a higher level. Teaching throughout the school is good and sometimes very good. The school is well managed and enjoys the support of a well-informed governing body. The school gives good value for money.

What the school does well

- Most pupils achieve expected standards in English, mathematics and science by the time they leave school.
- Pupils achieve well in music and design and technology.
- Pupils' behaviour in lessons and around school is very good.
- Teaching and learning are consistently good.
- Provision for pupils' moral and social development is very good.
- The school cares well for its pupils providing good educational guidance and personal support.
- The school plays an important part in the life of the community.
- The school provides an environment in which pupils are encouraged to learn.

What could be improved

- Opportunities for pupils at both key stages to write at length.
- Some aspects of information and communication technology.
- Outdoor provision for children in the Foundation Stage.

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 satisfactory progress since the last inspection in its response to the key issues of the previous report. It has ensured that its good features have been maintained. The staff have responded positively to the challenges presented and have moved a long way towards meeting them.

Classroom planning now meets the needs of all pupils and is supported practically, by classroom support assistants. The school makes greater use of assessments, particularly in the core subjects, to inform future teaching and planning, effectively providing useful information to help raise pupils' attainment. Schemes of work are in place to ensure that the curriculum pupils are taught allows them to make progress as they move through the school. Significant changes have been made in the range of work taught in information and communication technology throughout the school. The school has more modern equipment and pupils are taught in the newly developed computer suite. The numeracy hour has had a positive effect on pupils' understanding of number. Provision for pupils to be taught music has improved. In fact, the school has better resources in general. There have been some good improvements to the school's accommodation and parents feel that the off-road car park is an excellent asset.

STANDARDS

The children in the Foundation Stage make satisfactory progress so that by the time they are five, most are achieving the Early Learning Goals. In both key stages, in English, mathematics and science the majority of pupils achieve the expected level for their age. There are some pupils, at both key stages, who achieve a level of attainment above that expected of their age. The majority of pupils, including those with special educational needs, make satisfactory progress. These judgements match those made at the time of the last inspection.

At both key stages, pupils achieve expected standards in information and communication technology. In religious education pupils achieve the expectations of the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and work hard in their lessons.
Behaviour, in and out of classrooms	Very good overall. Pupils have respect for each other and for adults.
Personal development and relationships	Pupils are encouraged to become independent learners. Relationships throughout the school are very good.
Attendance	Very good. Pupils arrive on time and lessons start promptly.

Pupils' attitudes to school are very positive. They are courteous and polite. A feature of all classrooms is the very good relationships between pupils themselves and their teachers.

TEACHING AND LEARNING

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

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

The quality of teaching is consistently good and is a significant strength of the school. Examples of this good teaching were seen in all lessons. A feature of teaching throughout the school is the good management of pupils to ensure that they are all given opportunities to meet their interests and abilities. Teachers and pupils are well supported by classroom support assistants. In 21 per cent of lessons seen, the teaching is very good, in 68 per cent good and in 11 per cent satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum is broad and balanced and provides well for pupils' learning opportunities. There are good strategies for teaching literacy and numeracy. A satisfactory range of activities is available to pupils outside lessons.
Provision for pupils with special educational needs	These pupils are given good support in the classroom and they make sound progress towards meeting the targets set in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, and it underpins all aspects of school life. Pupils' moral and social development are particularly good. Members of staff provide good role models. Pupils are encouraged to become rounded individuals.
How well the school cares for its pupils	The school provides good care for all its pupils in an effective learning environment.

Parents strongly support the school in all its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership for the school. He is supported well by an effective team of teachers. All staff and adults make a good contribution to pupils' learning.
How well the governors fulfil their responsibilities	The governors know about the work of the school and fulfil their responsibilities well.

The school's evaluation of its performance	The school development plan is a good document, which is effective in giving a firm basis on which to measure the school's effectiveness. Pupils' performances in tests are analysed and the results are used as a basis for setting new targets and how to achieve them.
The strategic use of resources	There are sufficient well-qualified staff with good classroom support. The school is generally well resourced although provision for outdoor activities for the under-fives is limited. Accommodation is satisfactory overall. The lack of a school hall limits the opportunities to teach some aspects of physical education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The progress they make. • The good behaviour. • Good standards of teaching throughout the school. • Good level of information. • All staff are friendly and approachable. • The school's expectations. • The way the school is managed. • Promotion of good values and attitudes. 	<ul style="list-style-type: none"> • Arrangements for homework.

These views are based on an analysis of the 34 parent's questionnaires returned and the comments made by the 14 parents who attended the meeting with the registered inspector. The inspection supports the positive views expressed by the parents. The school is reviewing its homework policy.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The number of pupils who took the statutory tests at the end of both key stages in 1999 was too few to make valid statistical comparisons with all and similar schools. However, they do substantially reflect the findings of the inspection, which show that in English, mathematics and science the majority of pupils at both key stages achieve the expected level for their age. There are some pupils, at both key stages, who achieve a level of attainment above that expected of their age. The majority of pupils, including those with special educational needs, make satisfactory progress. These judgements match those made at the time of the last inspection.
2. There is a need to exercise caution when comparing attainment against national benchmarks when small numbers of pupils are involved. Differences in ability between year groups can have a distorting effect. In this school there is also the additional factor of pupils leaving and starting the school during the academic year. The expectation that performance at the end of Key Stage 1 is an indicator of performance at Key Stage 2 is only valid as long as the year group stays the same for the four intervening years - which it does not.
3. Inspection evidence indicates that the majority of children in the reception class are likely to achieve the Early Learning Goals by the time they are five. They are given many opportunities to develop their independence and positive attitudes to learning. There is a clear emphasis on developing children's language and literacy skills. They are becoming comfortable with numbers and shapes, and are finding out about the world around them in and beyond their own environment.

English

4. At both key stages, pupils' oracy skills are good. At Key Stage 1, the youngest pupils listen carefully to what their classmates have to say and willingly talk about their interests. As they move through the key stage they further develop their ideas, speak clearly and use a growing vocabulary. At the end of the key stage they can talk and listen in different situations and understand the main points of a discussion. In Key Stage 2, pupils talk about the poems they have read and reasons why they like them. Most pupils are articulate and listen carefully to each other and their teachers. By the time they leave the school they can talk and listen confidently in a wide range of subjects.
5. Standards of reading throughout the school mirror pupils' overall attainment in English. As they move through Key Stage 1, most pupils develop a good phonic knowledge and a relatively extensive sight vocabulary. By the end of the key stage most pupils are well launched into reading. Those pupils reading at a higher level are well on the way to becoming confident readers. By the time they leave the school most pupils are independent readers who read with interest, fluency and pace. They are aware of different authors and have their favourites and understand the importance of plot and characters. Pupils who reach a higher level are accurate and well-motivated readers who fully understand what they read.

6. Pupils' attainment in writing is the weakest element in English at both key stages. By the end of Year 2, most pupils can write stories in the correct sequence with properly organised sentences. The meaning is clear and basic grammar and punctuation are generally used correctly. Although pupils' writing has sufficient detail to occupy the reader it lacks the vitality to really make it interesting. Correct spelling is generally limited to the most commonly used words. Handwriting, although mainly legible, sometimes lacks consistency in letter formation. At Key Stage 2, most pupils are developing a sound understanding of how English works and can write for different purposes with a particular audience in mind. By the end of the key stage, pupils structure their writing and plan their stories simply, with a setting, characters and plot. The use of connectives is often limited to 'and' and 'but'. There is some characterisation although this is usually limited to a short description and not extended. Writing lacks the imaginative use of style, using vocabulary and grammatical techniques designed to maintain the reader's interest. Spelling of commonly used words is generally accurate; most pupils are developing a legible joined style of handwriting although they are more secure in their everyday work to use a combination of joined and print styles.

Mathematics

7. At both key stages, pupils numeracy skills are developing well. At Key Stage 1, the youngest pupils use ordinal numbers to ten with understanding and can count in tens to 100. In their investigative work they record their findings and draw conclusions. They recognise and name two and three-dimensional shapes. By the end of the key stage, the majority of pupils are developing effective ways of working out answers in their heads with quick recall of addition and subtraction facts to 20. At Key Stage 2, these continue to develop well and they are beginning to use mathematics in real life situations. Their understanding of shape, space and measurement is sound. By the time pupils leave the school their multiplication skills are well developed. Pupils carry out relatively complex mental calculations accurately.

Science

8. Pupils in Key Stage 1 are developing useful exploration and investigative skills. Most understand the need for a fair test and are able to make accurate predictions. Their understanding of physical processes is sound. They identify and classify accurately the properties of common materials. By the end of Key Stage 1, pupils have a good understanding of living things and what is required to sustain life. In Key Stage 2, pupils' investigative skills continue to develop satisfactorily. They make good use of fair tests and predictions, and use scientific terms confidently. They can identify a wide range of materials and have a good understanding of how they change under certain conditions. In their work on forces, they understand friction and gravity, and the rotation of the earth and the moon. Most pupils can talk with understanding about the main organs of the body. All have a basic understanding of electricity and can construct a simple circuit.

Foundation subjects

9. In information and communication technology, pupils at both key stages make sound progress and attain standards appropriate to their age. By the time they leave school, pupils have a useful range of skills, many of which they confidently apply to other subjects, such as English and geography. However, there is a need for pupils in Key Stage 2 to have more opportunities in the use of control technology and monitoring so

that standards may rise further. Attainment in religious education is in line with the requirements of the agreed syllabus.

10. Throughout the school, pupils achieve good standards in music and design and technology. In art and physical education at both key stages, pupils achieve standards normally expected of pupils of these ages. There are similar standards in geography at Key Stage 1 and history at Key Stage 2. There was insufficient evidence to make secure judgements about pupils' achievement in history at Key Stage 1 and geography at Key Stage 2.

Pupils' attitudes, values and personal development

11. Pupils of all ages move around the school with confidence. The older pupils are good role models and they help the younger children. A large majority of parents confirm that their children enjoy coming to the school.
12. The way that pupils behave is a strength of the school and it makes an important contribution to their learning. Behaviour in the playground and the dining room is very good and in all lessons pupils respond well to the teachers' expectations. Pupils show interest and maintain good concentration during lessons. They respond well to the teachers' questioning as was seen in a Key Stage 1 geography lesson when the pupils were keen to show the countries they knew on the world map. There have been no exclusions at the school and there were no incidents of bullying or harassment seen during the days of the inspection.
13. During group work, very good relationships between pupils are evident and they help each other and discuss their work in a mature manner. This was especially clear in a Year 6 English lesson. The relationships between pupils and teachers are very strong resulting in a good standard of learning. Pupils are respectful to adults and are keen to give a good impression of their school. They respond well to any opportunities to take responsibility. A good example of this is the way that older pupils 'pair off' with the younger children. All pupils respond well to the school's aim to make them responsible for their own behaviour. The overall school attendance is very good; pupils' un-authorised absence is very low. Pupils arrive on time and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is consistently good and is a significant strength of the school. Examples of this good teaching were seen in all lessons. In 21 per cent of lessons seen, the teaching is very good, in 68 per cent good and in 11 per cent satisfactory. This consistency contributes well to the standards attained in both key stages and the overall progress made by pupils. A feature of the teaching throughout the school is the good management and the good use of knowledgeable classroom support assistants which have a major impact on pupils' learning. An improvement since the last inspection is that lessons are now planned to ensure that all pupils, including those with special educational needs, are given opportunities to meet their interests and abilities, with effective support when necessary. Pupils are managed well with a quiet but effective authority. Of equal impact are the high expectations of teachers, the very good relationships, and the good attitudes and behaviour of the pupils. This level of trust and respect underpins the values of the school and ensures that its aims are met and allows pupils and their teachers to work in an effective learning environment.

15. Lessons are planned well with learning objectives designed to stimulate, challenge and motivate pupils' learning with a range of well thought out strategies and activities. Most lessons move with pace so that pupils work hard and cover a range of activities. A good example was seen in science, which involved pupils listening, questioning, discussing, investigating, recording and drawing conclusions. In most lessons pupils are encouraged to discuss their work allowing them opportunities to extend their vocabulary and raise their confidence. Overall, the teaching of literacy and numeracy is good. Teachers have the skills to teach phonics effectively. A feature of the literacy and numeracy hours is the good questioning in the introductory and plenary sessions. Its impact is to involve all pupils in the lesson and make them think. A specialist teacher has responsibility for teaching music at both key stages. Through very good teaching this expertise challenges all pupils and allows them to make good progress. Teachers' knowledge in other subjects is sound at both key stages although the school has identified areas for further training in some aspects of information and communication technology. Resources are used well to support all areas of learning.
16. Assessment of what pupils can do is satisfactory. The school now makes greater use of assessments, particularly in the core subjects, than at the time of the previous inspection. Notes are taken at the end of each lesson of what pupils can and cannot do and this is used to inform future work and to help raise pupils' attainment. Teachers know their pupils well and there is also much informal assessment of attainment and progress taking place in classrooms. This feature was seen in both the literacy and numeracy hours where pupils talked about the previous lesson and at the end discussed what they had achieved. Pupils' work is regularly and constructively marked and this is useful in helping pupils to improve their work. Some parents would like to see arrangements for homework to be improved, particularly at Key Stage 2. In response the school is reviewing its homework policy.

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

17. The school has made a good start to the implementation of the revised National Curriculum, and the Early Learning Goals for children in the reception class. The curriculum is broad and balanced and provides a range of opportunities to meet the interests and aptitudes of all its pupils. Policies and long-term plans in all subjects support the curriculum.
18. Since the last inspection, schemes of work have been put in place to ensure that what pupils are taught allows them to make progress as they move through the school. Significant changes have been made in the range of work taught in information and communication technology to all pupils.
19. Opportunities for all pupils to have equality of access to the curriculum are good. Parents agree that their children are well prepared for the next stage of their education. The school provides well for the needs of pupils with special educational needs. Individual education plans are in place, linked to classroom practice and with realistic targets. The Code of Practice has been fully implemented and the school's policy is clear and informative. The school has made a conscious decision to ensure that all subjects retain their importance through a careful allocation of time. Literacy and numeracy are taught using the appropriate framework.
20. Other activities, for example, visits to Burton Agnes Hall and the Toy Gallery in Beverley, enrich the curriculum. The school plays an active part in the Waggoner's

Cluster of local schools. Pupils compete with their peers from other schools in sports such as football, netball and cricket. There is a popular annual residential visit, for example, to Kingswood or the North Yorkshire Moors. The resources of the village and surrounding countryside are used to provide relevant first hand experiences, especially in history and geography.

21. The school has a useful programme of social and personal education. Health education, including the awareness of drugs is covered in the school's science curriculum. Sex education is not formally taught but incorporated, to some extent, in science. Any issues are dealt with sensitively as and when they arise. There are good links with the private playgroup. These children visit the school to see dress rehearsals; plans for pupils from the school to visit them at Christmas to sing carols are in hand.
22. The school's provision for pupils' spiritual, moral, social and cultural development is good. Assemblies play an important part in the life of the school with an emphasis on Christian values and beliefs. They give pupils a sense of belonging to a whole-school community, celebrating and appreciating each other's contributions and achievements. Pupils are given good opportunities through collective worship to reflect upon their own and other people's beliefs.
23. Provision for the development of the social and moral aspects in the curriculum is particularly good. The majority of parents agree that the school promotes positive attitudes and values. The school's promotion of moral education is reinforced by all staff and adults in the school. The high expectations of the teachers and the ethos of the school, provide very good guidance, for example, in fostering values such as honesty, fairness and respect. Pupils are polite, well behaved and are a credit to the school and their families. They are given sufficient opportunities to discuss moral issues with the result that they can clearly distinguish between right and wrong.
24. Overall, relationships between pupils themselves and between pupils and adults around them are very good. There are many opportunities for them to take on responsibility and use their initiative. For example, taking part in Operation Lifestyle and constructing the new patio area for the youngest pupils.
25. Opportunities for pupils to develop their cultural awareness are taken through subjects such as art, music and geography. Pupils are taught to appreciate their own heritage and that of others, for example, through studies of their own locality and Internet links with a school in France. To widen their understanding pupils compare life in India with their own homes and listen to visiting speakers, for example, a Japanese visitor talking about the traditional tea ceremony. Other cultures and faiths are studied in religious education, for example, Hinduism and Judaism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

26. The school is successful in providing a safe, well-organised, caring school in which the pupils are confident to learn and want to do well. The new school car park has made it much safer at arrival and departure times. Since the last inspection the health and safety policy has been suitably tailored to the school's needs. Standards of cleaning are good and the building is kept in a sound state of repair. The school nurse visits regularly to check on pupils' health and to help with the personal education of the older pupils. There are good procedures in place to ensure that the school and its equipment are safe and secure. The school has a child protection

policy that follows local authority guidelines with the headteacher as the person designated with responsibility. All staff have received basic training.

27. The school attendance records are well kept. The school and most parents work together well to ensure that unauthorised absences are minimal. Parents value the education provided by the school and they do their best to make sure that their children do not miss school unnecessarily.
28. The school has very good procedures for promoting high standards of behaviour based on clearly defined rules, which form part of the home-school agreement. Pupils are encouraged to be responsible for their own behaviour, to be polite and helpful to other pupils and adults. Any reports of bullying or harassment are discussed by all staff and those involved are carefully monitored so that the problem does not re-occur.
29. Procedures for assessing and monitoring pupils' attainment and progress are good. The school makes effective use of the results of national tests and other assessment data in order to target areas for improvement and to benchmark pupils' progress. Arrangements for monitoring and supporting pupils' personal development are informal but very effective. The small size of the school gives teachers the advantage to get to know all pupils very well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30. The school has established very good links with parents and the local community. This was confirmed by the strong support for the school at the pre-inspection meeting and through their parents' questionnaires. They agree that they are well informed about their child's progress. Several parents would prefer the parents' evening to be held earlier in the year, in the spring term. They are encouraged to help their children through the work they do at home. All parents have signed the new home-school agreement. The home-school reading link makes a useful contribution to keeping them informed. The school invites parents to assist with transport to school sports fixtures and on educational visits. A number of parents recently worked with some of the older pupils in making a new patio to be used by the youngest children.
31. The school information for parents includes regular newsletters, the school prospectus and the annual governors' report. The annual written pupil reports are well presented and include general targets for improvement. There is a suitable induction programme for new parents and children and the new pupils make a good start to their school life. The school is successful in providing a service to the local community. It is used as a meeting place for the parish council and for the popular whist drives for the senior citizens. Parents and Friends of the School work hard to organise a range of social and fund-raising events, which make an important contribution to the school's resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

32. The leadership and management of the school are good. The headteacher provides strong leadership and gives clear educational direction for the school. He is well supported by an effective team of teachers and classroom support assistants. Since the last inspection there have been many improvements designed to raise standards and move the school forward.

33. The school has explicit aims and values, which are clearly reflected in its work. The school is resolved to continuous improvement and this willingness to promote high standards is a shared vision not just within the school but in the wider village community. Indeed, there is a purposeful and business-like relationship between the governors, staff and the parents of the school, which ensures that the pupils are taught in a climate of teamwork, enjoyment and challenge.
34. In such a small school, sharing of responsibilities is very important, although with only two full-time teachers and two classes its potential impact must be kept in perspective. All teachers have delegated to them the co-ordination of at least one subject area and they make a useful contribution to the school's management. This currently extends to an advisory role, overview of planning and ordering of resources and at present this is sufficient to the school's needs. There is a similar picture in monitoring of teaching and learning, although slightly more complicated. The headteacher is a member of the local education authority monitoring and evaluation initiative, designed to support the monitoring of the quality of teaching in school. This initiative is in abeyance due to the redeployment of the course leader. The headteacher recognises the need to further develop both these roles when the time is right. For example, to give all teachers opportunities to visit classrooms and monitor the quality of teaching and learning in their subjects.
35. The governing body fulfils its statutory responsibilities well, including the requirement to provide for pupils with special educational needs. There are a number of subcommittees and a programme of meetings, which ensure that important decisions about the future of the school are made carefully. The governing body is kept well informed about the strengths, developmental needs and day-to-day workings of the school, by the headteacher. They are now in a position to build on this good work to help further shape the direction of the school through a deeper understanding of its strengths and weaknesses. In order to do this they need to become more 'hands on' through planned visits to the school and to classrooms.
36. There are no specific procedures in place for the induction of teachers new to the school. There is recognition of the need to put these procedures on a more formal basis. Staff development is firmly linked to the school improvement and development plan and is designed to enhance the school's quality of teaching and to contribute to teachers' professional development. Currently the school does not have the resources to be a provider of initial teacher training.
37. The school is developing effective procedures for evaluating its performance by monitoring pupils' attainment and progress as they move through the school. Baseline assessments, standardised tests and statutory and non-statutory assessment tasks and tests give useful information and provide links on which to base programmes of action. The governing body has set targets to measure improvement in the performance by pupils. Whilst this is possible, it is susceptible to the fluctuations in small numbers in year groups and, in this school, the high turnover of pupils.
38. Educational priorities are well supported by careful financial planning. The school development plan is central to the school's work and is a useful working document. Key objectives and priorities are identified, linked to costings, to ensure that the best strategic use is made of its resources. The finance committee meet regularly to review spending. The main recommendations of the latest auditor's report are in place. Day-to-day financial administration is efficient. The good use of new technologies enables easy access to current budget information.

39. The school uses additional funds through specific grants well and for their designated purposes. A good example is the use of money allocated through the National Grid for Learning, supported by valuable parental contributions, to markedly improve the school's provision for information and communication technology. The principles of best value are important in this small school and are effectively applied, for example, through its tendering procedures.
40. The school has an adequate number of suitably qualified teachers who provide a satisfactory balance of expertise and experience. They relate well and offer support to each other. Classroom support assistants make a valuable contribution to pupils' learning. The caretaker and midday staff work hard and contribute well to the smooth running of the school.
41. In some respects the accommodation of the school is generous in terms of size, for example, classrooms. Externally the school benefits from hard surfaced play areas and a grassed field. However there are some restrictions. The headteacher's classroom is used for a variety of purposes, for example assemblies and has to be rearranged by staff and pupils for lessons immediately afterwards. The school finds it difficult to teach all aspects of physical education during the winter months. There is no hall, so gymnastics can only be taught outside, during the warmer months.
42. There have been some good improvements to the accommodation since the last inspection. Information and communication technology is taught in the new computer suite, the school house is now used for administration and storage and parents feel that the off-road car park is very useful in terms of safety.
43. The school has good resources in most subjects. Many are new and have been bought to support the newly organised curriculum, for example, a wide range of big books and guided reading material to support the literacy hour. Provision for information and communication technology is good with six multimedia computers and access to the Internet. The library, although small, has a good range of fiction and non-fiction material. Good use is made of educational visits as additional resources. However, the outdoor provision for children's physical activities in the Foundation Stage is unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. The governing body of the school, in conjunction with the headteacher and staff, should take the following action to further raise standards in the school:
 - (1) In English, to further improve the quality of pupils' writing:
 - a) at Key Stage 1, providing more opportunities for extending pupils' writing so that they write with confidence, fluency and accuracy by planning, reviewing and developing their ideas both on paper and on screen;
 - b) at Key Stage 2, by planning and noting ideas; on paper and on screen, drafting work by developing these ideas into structured written text; revising and improving where necessary; proofreading to check for spelling mistakes and correct punctuation; presenting a neat, correct and clear final copy; discussing what they have written, with others.

- (2) Continuing the improvements made in information and communication technology by providing more opportunities for using control technology and monitoring at Key Stage 2.
- (3) Improving the outdoor provision for children's physical activities in the Foundation Stage.

Other minor issues the governing body may wish to consider

45. For the governing body to build on their good work through planning a series of visits to school in order to gain a deeper understanding of the school's strengths and weaknesses.
46. To provide the school with an effective policy for the induction of teachers new to the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	68	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	51
Number of full-time pupils eligible for free school meals	n/a	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	6

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	11
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	2.8
National comparative data	5.4

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.

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	45
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	22.2
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	52

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	113,811
Total expenditure	107,624
Expenditure per pupil	2,446
Balance brought forward from previous year	8,004
Balance carried forward to next year	6,187

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	51
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	3	0	0
My child is making good progress in school.	50	38	6	0	6
Behaviour in the school is good.	76	24	0	0	0
My child gets the right amount of work to do at home.	53	24	15	3	6
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	53	41	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	6	3	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	71	26	3	0	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	85	15	0	0	0
The school provides an interesting range of activities outside lessons.	32	47	15	3	3

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

47. Children enter the reception class at the beginning of the term in which they become five. Parents are happy that their children settle easily into school. Inspection evidence indicates that most of the children make satisfactory progress and are on course to achieve the Early Learning Goals by the end of the Foundation Stage. The teachers have quite rightly chosen to involve children under five in National Curriculum activities when judged to be appropriate. The school aims to establish good relationships between the children, their families and the staff.

Personal, social and emotional development

48. Many children have good skills in this area and have positive relationships with each other and with their teacher and the classroom assistant. They are given many opportunities to develop self-confidence, independence and positive attitudes to learning. Daily routines and rules form the basis for developing the children's understanding of the organisation of the school and the wider community. They are confident as they move around the classroom. They all share equipment and wait their turn patiently, for example, when using the computer. By the time children leave the reception class they easily achieve the Early Learning Goals in their personal, social and emotional development.

Communication, language and literacy

49. The children make sound progress in this area of learning. They talk confidently about their drawings and listen carefully to the teacher in the early part of the literacy lesson. They are taught to speak clearly when, for example, they respond to the teacher's questions. The early reading skills are taught well and children make satisfactory progress as they follow the text of a big book with their classmates. Information and communication technology is used effectively to help children recognise letters and to reinforce their sounds. Most children are building up a sound phonic base on which to develop their reading skills. They love books, listening to stories and poems, for example, 'How Billy Duck learned to swim'. The children have good opportunities to write. At this early stage in a new school year, all can copy write their names and a significant number of the letters of the alphabet.

Mathematical development

50. The children are becoming comfortable with numbers and shapes. They can match numbers and objects and name simple shapes and sort and classify objects by colour, shape and size. For example, they can tell the difference between faces and corners, and solid and flat shapes. Many activities are practical giving children good opportunities to develop their mathematical concepts. A good example is the use of the play area as a Hat Shop where children sort, count and measure different hats to find the shortest, tallest and the widest. Stories and rhymes are used effectively to extend children's mathematical language. The majority of children are able to count and order numbers up to ten and confidently sort and match numbers to six.

Knowledge and understanding of the world

51. The children are finding out about the world around them in and beyond their own environment. For example, in geography they collect information about the weather and see how this affects the clothes they wear. Children quickly establish skills in their use of technology, for example, by using the computer to match letter sounds and shapes on the screen. They learn about important events in the Bible, such as the Creation and the life of Jesus, through listening to stories both in the classroom and during assembly. They learn about the simple properties of materials by sorting clothes in the dressing-up box according to feel and touch and increasingly understand which will keep them warm, cool or dry.

Physical development

52. Children learn to move confidently, control their bodies and handle equipment. For example, there are opportunities for constructing, cutting and printing in their art and design and technology activities. In their physical education, children use space well with control and co-ordination and confidently take part in catching and throwing activities. There is an outside space for use by children in the reception class, but the times that they are able to use it are limited. The absence of a school hall means that opportunities for children to enjoy large-scale physical activities are confined to days when the weather is favourable. There is only a limited range of outdoor equipment to allow children to develop their physical skills and strength and to fully meet the objectives of the Early Learning Goals in this area.

Creative development

53. Children have good opportunities to experiment with colour, texture and shapes in their art and design work. Most children recognise and name the primary colours, and some can name correctly a few of the secondary colours. Their umbrella paintings of their classmates show that they can choose colours and paint and draw confidently. The children are encouraged to listen carefully to music and enthusiastically use a range of untuned instruments and join in confidently with action rhymes and songs. There are good opportunities for them to participate in imaginative play; they have lively conversations and take on a variety of roles.
54. The quality of teaching is consistently good. It is based on an awareness of the need for young children to develop thinking skills, to formulate ideas and opinions through first hand experience. There is a secure and caring atmosphere where the contributions of all the children are valued. The good use of praise and acknowledgement of the children's good behaviour play an important part in the growth of children's self-esteem. The teacher's calm manner brings out the best in the children and when they make mistakes they are encouraged to persevere. She is well supported by an experienced classroom support assistant. They make an effective team with a good understanding and awareness of the needs of young children. They use this well to provide a meaningful and relevant curriculum that develops children's understanding and awareness of the world around them. Classroom routines are planned clearly and groups are managed effectively. An emphasis is placed on encouraging pupils to work independently and make choices. There is a seamless transition from the Early Learning Goals to work at Key Stage 1 of the National Curriculum.

ENGLISH

55. Overall in English, at both key stages, most pupils attain the level expected for their age. To be more specific, most pupils at Key Stage 1 attain the expected Level 2 and make satisfactory progress. As they move through Key Stage 2, pupils build on their earlier solid foundations and by the time they leave the school, most pupils have attained Level 4. To complete this positive picture there are some pupils, at both key stages, who achieve a level of attainment above that expected of their age. This reflects the priority the school has placed on implementing the literacy hour effectively. Pupils with special educational needs make satisfactory progress. The school has targeted pupils to receive extra tuition in some aspects of literacy.

Speaking and listening

56. At both key stages, pupils' oracy skills are good. At Key Stage 1, the youngest pupils listen carefully to what their classmates have to say such as when talking about the weather. They willingly talk about things they have brought to school, their interests and to confidently read their stories and poems aloud. They are confident to talk in front of a larger audience, for example, in assembly when asking and answering questions about homing pigeons. As they move through the key stage they further develop their ideas, speak clearly and use a growing vocabulary. At the end of the key stage they can talk and listen in different situations and show an understanding of the main points of a discussion.
57. In Key Stage 2, pupils contribute to class discussions and assemblies. For example, in the literacy hour, talking about poems they have read and reasons why they like them. Most pupils are articulate and listen carefully to each other and their teachers. They ask questions, think about their ideas and are confident to express their own opinions. In discussions they listen carefully and can ask questions about other people's ideas. By the time they leave the school they can talk and listen confidently in a wide range of subjects.

Reading

58. Standards of reading throughout the school mirror pupils' overall attainment in English. From talking to pupils and listening to them read, their enjoyment and interest are evident both in reading at school and at home. As they move through Key Stage 1, most pupils develop a good phonic knowledge and a relatively extensive sight vocabulary. Most pupils are confident in recognising the high frequency word lists appropriate to their age. By the end of the key stage, they can read these easily in and out of context and are well launched into reading. Those pupils reading at a higher level are well on the way to becoming fluent and confident readers.
59. By the time they leave the school most pupils are independent readers who read with interest, fluency and pace. They are beginning to understand that what they are reading is not always straightforward and they have to read between the lines. In their reading they are aware of different authors and have their favourites and understand the importance of plot and characters. For example, a Year 6 pupil explained how she likes the imaginative and funny style in which Roald Dahl paints his characters, choosing 'a witch with blue spit'.
60. Pupils who reach a higher level are accurate, fluent and well-motivated readers who fully understand what they read. They appreciate the meanings of words and phrases, which are beyond the literal. They understand that when the author writes

about 'waves of green grass' they are being likened 'to the sea blown by the wind'. They read some demanding texts, short novels, for example, 'Little House on the Prairie', poetry and non-fiction. The school places an important emphasis on pupils' developing good research skills. Older pupils at Key Stage 2 understand how to use the contents and index to find information, that a glossary can be helpful and use skimming and scanning techniques in their research. On loan book collections are useful in helping pupils research topics in history and geography.

Writing

61. Pupils' attainment in writing is the weakest element in English. In the school's improvement plan the raising of standards at both key stages has a high priority. Although a useful start has been made, with more time allocated to this aspect at Key Stage 2, it is still in the early stages of development.
62. By the end of Year 2, most pupils can write stories in the correct sequence with properly organised sentences. The meaning is clear and basic grammar and punctuation are generally used correctly. Most pupils can write in story form showing a clear development. Although pupils' writing has sufficient detail to engage the reader it lacks the vitality to really make it interesting. Correct spelling is generally limited to the most commonly used words. Handwriting, although mainly legible, sometimes lacks consistency in letter formation.
63. At Key Stage 2, most pupils are developing a sound understanding of how English works. They recognise the need to write for different purposes with a particular audience in mind, for example, a newspaper report asking, "Can ten year old children make their own decisions?" By the end of the key stage, pupils structure their writing and plan their stories simply, with a setting, characters and plot. However, as they move through the key stage, this lacks the refinement that is needed for them to fully understand the writing process and to further their vocabulary and its use. For example, in the writing of the oldest and higher attaining pupils, the use of connectives is often limited to 'and' and 'but'. There is some characterisation although this is usually limited to a short description and not extended. In the same vein, stories need more imaginative use of style, using vocabulary and grammatical techniques designed to maintain the reader's interest. Spelling of commonly used words is generally accurate; most pupils are developing a legible joined style of handwriting. However, they are more secure in their everyday work to use a combination of joined and print styles.
64. At Key Stage 1, pupils need time to plan and review their writing. Developing their ideas will greatly improve its quality and enable pupils to write confidently, with fluency and accuracy. This approach should be built on progressively as pupils move through Key Stage 2, making cross-curricular links wherever possible. Their ideas should be developed into structured written text, altering and improving it where necessary. Writing should be checked for mistakes in spelling and punctuation and the content further revised to ensure accuracy. Their writing should be presented as a neat, correct and clear final copy. The final element, for pupils to discuss what they have written with others, will encourage them to be critical of their own work. Complementary to this approach is the need for all pupils to continue to be taught spelling and handwriting through a structured approach thereby enabling them to take full advantage of the increased opportunities.

65. A start has been made, particularly at Key Stage 2. The progress made so far should be reviewed to focus more precisely on pupils' needs at both key stages and to adopt a systematic approach to teaching writing skills.
66. The quality of teaching at both key stages is consistently good. A feature of this good teaching is the interaction with pupils; teachers know them well as individuals. Lessons are well introduced ensuring that pupils know what they have to do and, wherever possible, links are made with other subjects. Work in both key stages is modified to make sure that pupils are all given work suitable not only to their year group but also their ability. Classroom support assistants make a valuable contribution. This plays a particularly significant part in teachers' management at Key Stage 2, with a large class of mixed age and ability. Information and communication technology plays an important part in developing pupils' literacy skills, for example, in word processing and to give the younger pupils good phonic support when practising their letter sounds.

MATHEMATICS

67. Standards of attainment in mathematics are at least in line with the expected levels at the end of both key stages. However, a small number of pupils at both key stages reach a higher level. All pupils including those with special educational needs make satisfactory progress. At both key stages, standards of numeracy are good.
68. In Key Stage 1, the youngest pupils use ordinal numbers to ten with understanding and count in tens to 100. They use specific mathematical language well to describe squares, circles, triangles and rectangles. In their investigative work they record their favourite foods and draw conclusions. In their work on shapes they can tell the difference between faces and corners, and recognise and name two and three-dimensional objects such as squares, and cubes. Younger pupils use non-standard units in their measurements; older pupils are beginning to recognise the need for more standardised measurements. By the end of the key stage, the majority of pupils are developing effective ways of working out answers. They have quick recall of addition and subtraction facts to 20, handle money with confidence and understand concepts of simple fractions such as a quarter and a half.
69. At Key Stage 2, pupils' mental strategies continue to develop well. For example, younger pupils can calculate money problems quickly and confidently and are beginning to use mathematics in real life situations, for example, managing a stall at the summer fair. Their understanding of shape, space and measurement is sound. They can, for example, investigate the mathematical relationship between objects and can accurately measure the perimeter of a variety of regular and irregular shapes. Most can discuss and evaluate what they have achieved. They are developing a working knowledge of multiplication tables and by the time they leave the school these are well developed. Pupils carry out relatively complex mental calculations accurately. In their investigative work they compare and contrast and draw conclusions from their findings. Higher attainers quickly identify which information to use to solve a problem. They calculate the mean, mode and median when analysing averages. In computation, pupils multiply and divide numbers by ten and a 100. They confidently check the credibility of their answers, for example, when measuring time, length, and capacity.
70. Pupils clearly enjoy mathematics. They behave well and are interested in the work set for them, work collaboratively, and willingly share equipment. The response to their teachers is good; they take a keen interest in their work, learn to take on responsibility and begin to work independently as they move up through the school.

71. The quality of teaching in mathematics is good. Teachers have sound subject knowledge, and this is particularly effective in the numeracy hour. Good links with information and communication technology support pupils' work in the numeracy hour, for example, practising multiplication tables. These links have a positive impact on pupils' attainment. There are opportunities for pupils in Key Stage 2 to use mathematics in real life situations, for example, producing their own school magazine, understanding the economics involved in its production and sales.

SCIENCE

72. Pupils' attainment at both key stages is in line with the levels expected nationally. For a small number of pupils, attainment is better and they reach a higher level. All pupils, including those with special educational needs, make satisfactory progress.
73. The youngest pupils in Key Stage 1 are developing exploration and investigation skills through first hand experience in the wild life area. For example, they can recognise the main parts of flowers and plants and know that new plants need water and light to grow. Older pupils understand that the body needs food to live and can construct a sensible diet. Their understanding of friction is sound, for example, they test objects throughout the school to see which has the best grip and use toy karts to measure which surfaces have the least friction. Most pupils are able to make accurate predictions of what would happen and suggest reasons for their choice. They identify the properties of common materials. All pupils carry out a fair test and record their findings in pictures, tables and charts. By the end of Key Stage 1, they have a good understanding of living things and what is required to sustain life. Pupils have a good knowledge of the five senses, for example, they know that sound travels through the air and becomes fainter the further it travels from the ear. They construct a simple circuit and name objects that conduct electricity. Most pupils accurately name and describe the main organs of the body.
74. The youngest pupils in Key Stage 2 can identify a wide range of materials and have a good understanding of how they change under certain conditions. For example, pupils can make good predictions of what happens to wax, chocolate, eggs and water when heated and use scientific terms, for example, evaporation and condensation to describe changes. They are beginning to understand that some changes are irreversible. In their work on forces pupils design an experiment to demonstrate the force of gravity and use data effectively to plot graphs and interpret and draw conclusions. They develop a good scientific vocabulary and can describe aerodynamics and drag. They understand that the earth's rotation and that the moon is its satellite. Most pupils discuss the composition of bones on a skeleton, talk about the main organs of the body, describe the circulation of blood, and have some understanding of the respiratory system. They have a satisfactory knowledge of the digestive system and can devise a healthy diet. All have a basic understanding of electricity and are able to construct a simple circuit and use this knowledge to construct working models in design and technology. By the end of Key Stage 2, pupils are using and applying science practically in real life situations, for example, planting bulbs and shrubs around the school grounds.
75. The quality of teaching at both key stages is good. A good example was seen in the work on micro-organisms and sources of light. The lesson was carefully planned for two groups of pupils with precise learning objectives designed to stimulate and challenge. A range of strategies was used, for example, involving pupils listening, questioning, discussing, investigating, recording and drawing conclusions. By the

end of the lesson, pupils understood that the sun is the main source of light and that shadows form when a source of light is blocked. Pupils enjoy science and show curiosity and interest. Overall they get on well together, both when working as a whole class or in smaller groups with a good degree of independence.

ART AND DESIGN

76. During the inspection it was only possible to observe a lesson in Key Stage 2. However, further evidence was gathered by talking to pupils in both key stages and their teachers, and by looking at examples of their completed work. From this it is possible to conclude that pupils at both key stages attain standards appropriate to their age and make satisfactory progress.
77. In Key Stage 1, pupils investigate materials and apply these effectively, for example, in their collages of birds. They mix colours well to give a good visual effect and confidently use brushes in their paintings. Pupils are taught to appreciate the work of famous artists such as Georges Seurat and Paul Klee. They use these ideas imaginatively, for example, painting with their fingers when exploring Pointillism. In their three-dimensional work, pupils are taught a variety of techniques using different types of paper and textiles.
78. At Key Stage 2, pupils continue to make satisfactory progress and further develop their skills in painting and drawing. A good example was seen in their Egyptian sunset paintings. Pupils used colours and brushes well to contrast the orange, yellows and reds of the setting sun with the black silhouettes of buildings. Pupils build effectively on their close observational skills, for example, in their paintings of spring flowers. They continue to study the work and techniques of other artists such as David Hockney and JMW Turner. In their three-dimensional work pupils use clay to make coil pots and models of sacred jackals.
79. In the lesson seen the quality of teaching was good. Lessons are planned well with the intention of making art fun, creative and exciting. It is often planned to complement other subject areas, for example, in geography when contrasting rural and urban localities. Pupils clearly enjoy the work prepared by their teachers and work hard. At both key stages pupils confidently use information and communication technology as another medium. Sketchbooks are used to develop their ideas and as a record of their work. Art makes a useful contribution to pupils' cultural development.

DESIGN AND TECHNOLOGY

80. Only one lesson was seen in design and technology. However, from the evidence obtained through discussions with teachers and pupils, a scrutiny of planning and samples of work it is possible to draw positive conclusions about standards in the subject. Standards of attainment in design and technology are good. Progress for most pupils, including those with special educational needs, is good throughout the school.
81. The youngest pupils in Key Stage 1 develop skills in a range of activities including making models from a range of recycled materials, using construction kits and baking. For example, they construct a sound maker, in this case a 'plucker twanger', and discuss and write up the results. Older pupils make puppets to use in the class puppet theatre and skeletons with moveable joints. All pupils are able to use a variety of materials well, for example felt, wood, clay, salt-dough, card and disposable cartons. They can estimate, measure, mark out and cut simple shapes in a range of materials accurately. By the end of Key Stage 1, most pupils use a range of techniques to successfully join materials and make judgements about the end product of their work.

82. In Key Stage 2, the youngest pupils construct simple switches to operate a torch and a lamp. They construct wind-assisted buggies related to work in science. Older pupils design and make siege engines and shadufs in connection with their work on the Romans and the Egyptians, respectively. By the end of Key Stage 2, pupils can confidently investigate, evaluate and discuss individual ideas leading to a design and have a good understanding of the processes involved. A good example was seen when pupils used electrical circuitry to drive a spindle in order to turn a wheel based on the principle of the 'London Eye'.
83. Pupils have good attitudes towards design and technology. They talk about their designs and models with enjoyment and enthusiasm. They listen well to suggestions and work collaboratively on complex tasks. The quality of finished products shows that pupils take a pride in their work. Based on the one lesson seen, the quality of teaching is good. Resources are sufficient with a good selection of tools for measuring, marking, cutting and joining.

GEOGRAPHY

84. Opportunities to see geography taught during the inspection were limited to a single lesson at Key Stage 1. From a scrutiny of teachers' plans and pupils' work, it is possible to draw conclusions that attainment and progress of pupils at this key stage are appropriate to their age. Geography was not a focus in this part of the term at Key Stage 2 and therefore insufficient evidence was seen for an informed judgement of attainment, or teaching and learning to be made.
85. Teaching and learning at Key Stage 1 is satisfactory. Pupils' first hand experiences are used effectively as an important resource to develop their early geographical enquiry skills. They study the weather and collect the information in a database. Pupils use the school grounds and the immediate locality for environmental investigation. To widen their knowledge they study a contrasting location in the United Kingdom; the fictional Isle of Struay in Scotland based on the book by Mairi Hedderwick. Older pupils can locate places on the island, for example, Boggy Loch, using simple co-ordinates. Moving to a wider perspective they increase their knowledge and understanding of contrasting places by looking at photographs to compare the features of hot and cold climates. Comparisons with Beswick and an Indian village are useful opportunities to promote pupils' cultural development. They know the difference between a globe and map and know that the Earth is spherical, not flat. Some of the older pupils can locate the British Isles on a world map.
86. Teachers' planning at Key Stage 2 shows that pupils build on these foundations. They continue to make progress in their weather studies and use the recording station in the school grounds to collect accurate information. Pupils use aerial photographs to contrast the differences in land use between Beswick and the port of Hull. In their study of world geography they look closely at different environments such as the Andes Mountains in South America. Information and communication technology provides good support in helping pupils in their research by using CD-ROM encyclopaedias and the Internet.

HISTORY

87. Opportunities to see history taught during the inspection were limited to a single lesson at Key Stage 2. From a scrutiny of teachers' plans and pupils' work, it is possible to draw conclusions that attainment and progress of pupils at this key stage are appropriate to their age. History was not a focus in this part of the term at Key

Stage 1 and therefore insufficient evidence was seen for an informed judgement of attainment to be made.

88. Plans show that at Key Stage 1, pupils are taught to develop an understanding of chronology and use their own lives as a starting point, for example, looking at life when their grandparents were young. They study the lives of famous people and important events in British history, such as, Samuel Pepys and the Great Fire of London.
89. At Key Stage 2, pupils continue to build on these earlier foundations. They look closely at the culture of the peoples who invaded and settled in Britain. They increasingly understand about life in the past and confidently compare the similarities and differences between their own lives and those in Tudor times. Studies of ancient civilisations, for example, the Egyptians give pupils a wider view of world history. Studying the history of the local area gives pupils good opportunities to develop their historical enquiry skills, through first hand experiences such as a visit to St Mary's Church in Watton and the remains of the nearby Tithe Barn.
90. The quality of teaching is good and has its greatest impact in the planning of a range of activities to meet the needs of the wide age range and abilities of the pupils. Furthermore, a conscious effort is made to give them experiences designed to 'suspend belief' and make them fully involved in their learning. Visits out of school complement this approach, for example, to dress in Victorian costume in Miss Grimm's schoolroom at Hornsea Museum. History is successfully seen as an opportunity to involve other subjects. Making coiled pots and models of sacred jackals with clay gives a good link with the planned art curriculum. Opportunities are taken to support the work in the literacy hour. Older pupils wrote the headlines of an imaginary newspaper reporting the discovery of Tutankamun's tomb by Howard Carter. Another example was seen when word processing a reply from Lord Caernarvon to a telegram sent by Carter after his discovery. The reply was succinct and to the point "GOOD NEWS CARTER STOP COMING OVER STOP DO NOT GO IN STOP CAERNARVON".

INFORMATION AND COMMUNICATION TECHNOLOGY

91. Information and communication technology is a quickly developing area. There has been a considerable improvement in the school's provision since the last inspection and there is good potential to improve further. Significant changes have been made to the range of work taught in information and communication technology throughout the school. Grants from the National Grid for Learning and financial support from the Friends of the School have enabled school to buy new computers and software. The accommodation, particularly at Key Stage 2, has been improved, again with the hard work of parents, and these pupils are taught in the newly developed computer suite. Opportunities for pupils in Key Stage 1 to use this facility are in hand. The positive start made is reflected in the standards of attainment reached in such a short space of time. For the majority of pupils at both key stages, attainment is in line with national expectations and they make satisfactory and sometimes good progress.
92. At Key Stage 1, pupils use their developing word-processing skills to present their work sometimes illustrated by clip art. They collect information about their classmates using a simple database and print graphs of their findings. They use art packages confidently and use shading, colour mixing and colour fill when making their pictures. In control, pupils accurately program a floor robot to move forward, backward and turn through a right angle. The higher attainers write these instructions

as a simple procedure. Pupils discuss the different ways information and communication technology is used in every day life and confidently use a range of devices, for example, a tape recorder.

93. In Key Stage 2, there are more opportunities for pupils to develop their word-processing skills. Good examples were seen in connection with the literacy hour. In fact, information and communication technology is well planned to support this work and other subjects. Poems were written in the form of 'Rap' songs such as 'The Fish and Chip Rap' and the 'Kosovo Rap'. This had several spin offs. Firstly extending pupils' knowledge of the mechanics of writing poetry using rhythm and metre properly and secondly how to adjust their writing to suit the music for its performance. E-mails are regularly exchanged between their French counterparts in Pure. They confidently use CD-ROM encyclopaedias and the Internet for research and download images to include in their work, for example, in the Millenium calendar. Pupils use databases to enter and save information from their investigations of animals, their habitats, colour and size. The use of simulations and adventure programs is linked to work in other areas of the curriculum, for example, the Egyptians and Romans.
94. It is clear that pupils enjoy working with computers and many have access at home. This has a positive impact on standards. Of particular note is the ability of all pupils to work independently. The quality of teaching is good with equally effective support from classroom support assistants. A feature of this teaching is the emphasis given to developing pupils' skills, subsequently reinforced through cross-curricular work. These provide valuable opportunities to increase pupils' involvement in their work and help to promote a deeper understanding. It also ensures that the time allocation is used to best effect. Older pupils have the opportunity to attend a residential visit with a focus on using computers. This makes a positive impact by giving pupils concentrated periods of hands on experience. Although staff are generally confident in teaching information and communication technology the school has identified some aspects in which further training would be helpful. Classroom support assistants are wisely included.
95. The school recognises through its school improvement planning that there is still a challenge ahead to further improve standards. The potential is there in terms of teaching, pupils' enthusiasm and resources. For these aims to be met there is a need to improve the depth of coverage of some aspects of the Programmes of Study to challenge all pupils. Priorities are mainly in the application of control technology and monitoring, for example, using sensors, at Key Stage 2.

MUSIC

96. Judgements on music during the week of inspection are based on those lessons observed, a scrutiny of documentation and discussions with pupils and staff. Standards of attainment in music are good and all pupils, including those with special educational needs, make good progress.
97. By the end of Key Stage 1, pupils are able to listen to music and sing, by heart, a good range of songs, confidently and tunefully. They talk fluently about musical sounds and understand how these are made in different ways. They appreciate the difference between loud and soft tones and how these can express character and mood. Most pupils have a sound grasp of musical elements and are able to keep time and recognise rhythm. By the time they are ready to move into Key Stage 2, most pupils can compose simple percussion pieces using cymbals, chime bars, tambourines and castanets.

98. The youngest pupils in Key Stage 2 listen to a piece of music, for example, the Grand Canyon suite or pan pipe music from Peru and make notes relating to the characters and instruments. They extend their music vocabulary by discussing the similarities between instruments, for example, the clarinet and recorder. All pupils enjoy listening to popular classical music, such as Vivaldi's Four Seasons. By the end of the key stage, they are beginning to recognise pieces by famous composers, for example, Handel's Water Music and enjoy listening to a wide variety of popular music. Many pupils have a good knowledge of musical ideas and understand words, such as pitch and tempo. Most are beginning to understand note values and can read simple notation. Many pupils can hold and compose a rhythm, follow dynamics, perform together and practise and perfect pieces.
99. The quality of teaching is very good. The specialist teacher ensures that all pupils take part in music making. Pupils are actively encouraged to learn to play a musical instrument and to be self-critical of their performance. They are provided with good opportunities to sing and perform music for example, in the local churches at Christmas, the Hornsea music festival and at the Sledmere musical evening. Opportunities are also provided for pupils to sing and perform during morning assembly and before their parents prior to the meeting to discuss the annual governors' report. Throughout the school pupils have good attitudes to music. They are very enthusiastic and enjoy participating in musical activities both individually and in groups.

PHYSICAL EDUCATION

100. Only one lesson was seen in physical education during the week of inspection. However, together with evidence of teachers' planning and from discussions with teachers and pupils it is possible to draw positive conclusions about the subject. Standards of attainment throughout the school are in line with what might be expected of pupils of this age. All pupils, including those with special educational needs, make satisfactory progress. Pupils are taught games, gymnastics, athletic activities, outdoor activities and swimming. By the time they leave the school all pupils can swim at least 25 metres. Dance takes place in the form of country dancing and music and movement. The school does not have a hall and as a result, the full coverage of gymnastics is determined by the weather.
101. The youngest pupils in Key Stage 1, travel on the floor and on apparatus using a variety of methods, for example, jumping, turning, balancing and climbing. By the end of the key stage, all pupils can find a space and perform a series of controlled movements, for example, travelling with a partner or passing a ball. All pupils are aware of each other's movements and can look and move in relation to everyone else. They work successfully with a partner and observe and comment on their performance. By the end of Key Stage 2, pupils practise, improve and refine their performance. They develop good co-operative skills in athletics and appreciate a winner in a game.
102. Pupils have good attitudes to physical education and respond enthusiastically in lessons. All pupils dress properly, behave well, concentrate on their work and show confidence in performances. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration.

103. The quality of teaching is good. Teachers work hard to provide interesting opportunities for pupils, for example, games and competitive sport within the school cluster. There is an adequate range of small equipment. Extra-curricular activities, for example, football, netball, kwik cricket and rounders help to sustain and enhance provision.

RELIGIOUS EDUCATION

104. During the week of inspection, there was only one opportunity to see religious education taught. Judgements are therefore based on this lesson, a scrutiny of documentation and pupils' work and discussions with pupils and staff. These show that standards of attainment throughout both key stages, are in line with the locally agreed syllabus. All pupils, including those with special educational needs, make satisfactory progress.
105. In addition to gaining knowledge from within the school's main focus on Christianity, pupils in Key Stage 1 are beginning to understand some basic aspects of customs and beliefs of other major religions, for example, Judaism. They know and understand, for example, Christian and Jewish attitudes towards the Sabbath. By the end of Key Stage 1, pupils understand that Jesus was not just an historical figure but a special person. They know that He was a healer and storyteller and are familiar with some of His stories, for example, the Good Samaritan and the feeding of the 5000. They know that He performed miracles to enable the blind to see and the deaf to hear. They are familiar with the local churches of St Margaret's, St Mary's and All Saints and can talk with confidence about the things they have seen on their visits.
106. The youngest pupils in Key Stage 2 can talk about the Creation and compare Christian teaching with other faiths. They talk about Christian festivals of Christmas and Easter, and the Hindu Festival of Light, Diwali. By the end of the key stage, pupils have acquired a good knowledge of Christianity and a sound understanding of the basic principles of Judaism and Hinduism. Many are able to talk about special people who gave much of their own time and energy in helping others, for example, Mother Teresa and Florence Nightingale. They are familiar with terms such as font, lectern and pulpit and understand the symbolism of bread and wine at communion.
107. Pupils have good attitudes to the subject. They are quiet, well behaved and respectful when listening to stories and are usually eager to join in with discussions.
108. The quality of teaching in the lesson seen was good. The school follows the local authority's agreed syllabus, delivered as a discrete subject and also within topics. There is a good collection of books covering a range of moral issues and a variety of artefacts relating to the major faiths studied. Collective acts of worship during assembly make a useful contribution to the school's teaching of religious education.