

INSPECTION REPORT

BROUGHTON INFANT SCHOOL

Broughton, Brigg

LEA area: Lincoln

Unique reference number: 117729]

Headteacher: Mrs B M Orr

Reporting inspector: Mr M Shimell
4917

Dates of inspection: 16 – 19 October 2000

Inspection number: 225199

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant |
| School category: | Community |
| Age range of pupils: | 4 to 7 years |
| Gender of pupils: | Mixed |
| School address: | Brigg Road Broughton Road Brigg North Lincolnshire |
| Postcode: | DN20 0JW |
| Telephone number: | 01652 652551 |
| Fax number: | 01652 657147 |
| Appropriate authority: | The governing body at the above address |
| Name of chair of governors: | Mr A Heseltine |
| Date of previous inspection: | 9 December 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|----------------------|----------------------|---|---|
| M Shimell 4917 | Registered inspector | Science Information and communication technology Design and technology | What sort of school is it? The school's results and achievement. How well are pupils taught? How well is the school led and managed? |
| K Halden 12277 | Lay inspector | | Pupil's attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| B Milton 10214 | Team inspector | Equal opportunities Provision for pupils with special educational needs Mathematics Art and design Physical education Religious education | How good are the curricular and other opportunities offered to pupils? |
| W Pemberton 23570 | Team inspector | Areas of learning for children in the foundation stage Provision for pupils with English as an additional language English Geography History Music | |

The inspection contractor was:

Staffordshire and Midlands Consortium

Mr I H Jones
Kingston Centre
Fairway
Stafford
ST16 3TW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

| | Page |
|---|----------------|
| PART A: SUMMARY OF THE REPORT | 7 - 11 |
| 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? | 12 - 14 |
| The school's results and achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 14 - 17 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 17 - 19 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 19 - 20 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS | 20 - 21 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 21 - 22 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 22 - 23 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 24 - 26 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 27 - 44 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Broughton Infants School has 184 pupils (93 boys, 91 girls) on roll. Attainment on entry is in line with what is expected nationally for pupils of this age. Thirty three pupils have special educational needs and currently seven have statements to support learning and behaviour.

The school was established as an infant school in 1979 when it took over an original secondary school built in 1929. As a result of comprehensive refurbishment and a recent new classroom the school provides a stimulating, attractive and secure learning environment. It serves an area of mostly private housing, which in terms of economic advantage is in line with national averages. The number of pupils eligible for free school meals is below average. A very small number of English speaking pupils are from ethnic minority backgrounds.

The main aims of the school are: *to provide a secure environment which is stimulating, challenging and attractive; to develop positive, enquiring and caring attitudes towards learning from each other and their environment; and, to maintain high expectations of behaviour and encourage children to value honesty, responsibility and independence”.*

HOW GOOD THE SCHOOL IS

Broughton Infants was recognised as a Beacon school in 1998 following its first inspection. It has maintained its very good and good features. The school is very well led and managed by the headteacher. The headteacher and staff work as a team to create a very caring and supportive learning environment. Pupils develop very good personal and social skills and have high levels of interest in their learning. They enjoy coming to school. Parents value the school highly and give very good support. Strategies for inclusion and equal opportunities are very good, and the school gives excellent support to children with special educational needs. Good teaching develops standards of attainment in English, mathematics and science that are well above the nationally expected levels. Governors are very effective. The school has a very good understanding of its strengths and the school development plan is very effective in identifying what needs to be improved and how it will be done. The school gives good value for money.

What the school does well

- Pupils achieve well in English, mathematics, science, physical education and design and technology by the time they leave school.
- The overall quality of teaching is good particularly in classes with Year 2 pupils. This ensures good progress and above average standards.
- Pupils’ attitudes to school, their behaviour, their personal development and their relationships with one another are very good. They are happy and confident. This creates an ethos that supports good learning.
- Pupils’ spiritual, moral and social development is very good.
- The leadership and management of the school is good, with very good features. Governors are very effective in shaping the educational direction of the school.
- The school evaluates its strengths and areas for improvement well. Planning for school development is good.
- The school’s support for pupils with special educational needs is excellent.
- Teachers work effectively to improve standards in mathematics and literacy.
- Resources to support the teaching of literacy, a focus for its work as a Beacon school, are very good.

- The partnership between school and parents is very good.

What could be improved

- The curriculum for the under fives by implementing the new foundation curriculum.
- The amount of challenge in the curriculum by improving pupils' thinking and problem solving skills across the school.
- The quality of teaching by increasing the number of good and very good lessons in Reception and Year 1.
- The use of information and communication technology across the curriculum.
- The teaching of mental and oral aspects of numeracy.

N.B. The school development plan clearly identifies the first four areas as priorities for school improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996. It was a very good school with many strengths. There were no key issues. The leadership has successfully addressed the minor issues in the report. The school has maintained its strengths and further improved aspects of its work. There are more very good lessons. More resources have improved pupils' first hand experiences. High standards in reading, writing and mathematics have been maintained. The school is on course to meet its targets for above average attainment. The accommodation has been improved by the building of a new classroom for the under fives and by well planned refurbishment of the 'old' school to provide a safe secure and stimulating environment for children and improved teaching areas for staff.

The school has made very effective use of its Beacon status (1998) to develop as a leading school for the teaching of literacy and to promote effective Early Years Partnerships. The school works well with the Local Education Authority (LEA) in these areas.

Governors work very effectively to plan for continued improvement to the school. Good use is made of its budget to improve staffing levels to support changes to the size of classes and to provide excellent support to pupils with special educational needs. The additional classroom assistants appointed to support literacy, numeracy and improve the use of the very good information and communication technology (ICT) resources have improved pupils' learning.

The school's capacity to sustain current levels of high performance and to continue to improve is very good.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| Reading | A | B | B | B |
| Writing | A | A | A | A |

Key

well above average A

above average B

average C

below average D

| | | | | | | |
|-------------|---|---|---|---|--------------------|---|
| Mathematics | A | A | C | C | well below average | E |
|-------------|---|---|---|---|--------------------|---|

Pupil's attainment in national tests in 1999 is above average in reading, well above average in writing and average in mathematics. Inspection evidence indicates that the school's challenging targets have been met.

By the end of Key Stage 1 standards in reading are above average and writing is well above average. Standards in mathematics have improved and are now well above the national average. Current high standards reflect the significant amount of good and very good teaching particularly in Year 2 classes, the very effective team work by teachers and classroom support assistants and the positive school ethos. This ensures that all pupils, particularly those with special educational needs, make good progress. The school's good teaching of literacy reflects its strengths as a Beacon school. Standards in science, physical education and aspects of design and technology are above average by the end of the key stage. Standards in religious education and in other subjects are in line with those expected for seven-year-olds. Attainment in information and communication technology is good in taught groups but below average use is made of ICT to support learning across the curriculum.

At the age of five pupils attain levels which are in line with the levels expected nationally in communication, language and literacy, mathematical development, knowledge and understanding of the world and in their physical and creative development. Children's personal, social and emotional development is above average.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils respond very well to the positive school ethos. They enjoy coming to school and have very good attitudes to learning. |
| Behaviour, in and out of classrooms | Pupils behaviour is very good. They respond very well to the school's good code of behaviour. |
| Personal development and relationships | Pupils' relationships with each other, and with adults are very good. Their personal development is also very good. |
| Attendance | Good. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years |
|----------------------|--------------------|----------------|
| Lessons seen overall | satisfactory | 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 teaching of under fives is at least satisfactory in all lessons and one-fifth of lessons are good. Staff work very positively to promote good attitudes and behaviour. Relationships between staff and children are very good. More lessons would be good if children were given more opportunity to explore, investigate, make their own choices and initiate their own learning.

In Key Stage 1, 98% of teaching is satisfactory or better, of which 21% is very good or better. Teaching is very well planned and classroom assistants give very good support. Teaching in Year 1 is mainly satisfactory. One-fifth of lessons are good, one lesson was unsatisfactory and one lesson

very good. Teaching of the under fives and in Year 1, though satisfactory, has too few aspects that are good. The quality of teaching is better in Year 2 classes, where 52% is good and 38% is very good. This ensures that pupils make very good progress and attain high standards at the end of the year.

The teaching of literacy is very good. Numeracy is taught well but the teaching of mental and oral mathematics should be improved.

The school ethos supports good learning and the needs of all pupils are well met. However, pupils need more opportunities to solve problems and improve their thinking skills.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The overall curriculum is broad and balanced and meets statutory requirements in all subjects. The curriculum is enriched by well planned visits and lunch time clubs. |
| Provision for pupils with special educational needs | Provision is excellent. Pupils are fully integrated into the life of the school and make excellent progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school is very good at developing pupils' spiritual, moral and social understanding. This is reflected in their very good behaviour. They have very positive attitudes to one another and to their learning. Cultural provision, though good, is less well developed. |
| How well the school cares for its pupils | The school cares for its pupils very well, this is reflected in the very positive school ethos. Pupils would benefit from more opportunities to display creative and imaginative thinking. |

The partnership between parents and school is very good, this contributes very positively to pupils' education. Parents are very well informed about the progress that their children make. Parental involvement in the work of the school and their children's learning at home is good.

The 'Friends of Broughton Infants School' makes a good contribution to the social life and the funding of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Leadership and management is good with very good features. The headteacher is very effective in promoting the aims of the school. The contribution of senior teachers and co-ordinators has been improved by increased levels of responsibility and their involvement in Beacon school initiatives. |
| How well the governors fulfil their responsibilities | The work of governors is a strength of the school. Governors work very effectively with teachers so that they are well informed about the work of the school. They are very effective in supporting and shaping the strategic planning for school improvement. |
| The school's evaluation of its performance | The monitoring and evaluation of the work of the school is good. The headteacher is fully aware of the school's strengths and weaknesses and takes effective action to secure improvement. |

| | |
|--------------------------------|--|
| The strategic use of resources | Very good use is made of resources to improve the quality of teaching, to raise standards and to ensure secure funding for long term developments. |
|--------------------------------|--|

Staffing levels are good. The deployment of a non-class based leading literacy teacher to support literacy and music has improved standards. The good levels of classroom assistants and special educational needs staff give very effective support to teachers and pupils. The school's accommodation is used very effectively. The good quality of classroom resources and displays of work helps to develop pupils' very positive attitudes to learning. Financial management is good. The principles of best value are applied to very good effect.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Children like school and make good progress. • Behaviour is good and children are helped to become mature and responsible. • The school is approachable and deals with problems well. • Children are expected to work hard and achieve their best. • The school is well led and managed. | <ul style="list-style-type: none"> • There were no significant concerns. |

The inspection team supports the parents' very positive views of the school. The few instances of concern raised at the parents' meeting were not widely supported and the questionnaire did not identify any areas for improvement. Parents did confirm that when concerns are raised, such as reading, they are taken seriously.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The inspection took place in the seventh week of the new school year. The judgement of standards took into account: attainment in lessons, the scrutiny of pupils' current work and examples of work from last July and discussion with pupils. The team analysed teacher assessments of baseline scores and end of Year 2 test data in 1999 and 2000.
2. Sixty seven children entered the foundation stage this September. Baseline tests show that attainment on entry is in line with what might be expected nationally for children of their age except for their personal and social skills which are above average.
3. They are making sound progress and most children will attain the expected early learning goals for communication, language and literacy, mathematics and knowledge and understanding of the world by the time they start Year 1. Children will exceed the goals for personal, social and emotional development. Attainment in physical and creative developments are in line with the levels expected nationally, however children have too few opportunities for physical experiences with large apparatus and outdoor play and creative role-play which limits their progress. Children with special educational needs are supported very effectively and make very good progress in their learning in relation to their attainment and targets in their individual education plans (IEPs).
4. Pupils enter Key Stage 1 with broadly average attainment and with a very positive attitude to school and good personal and social skills. The number of pupils with special educational needs in 1999 was well below the national average but this year has increased to 16.3% which is close to the national average.
5. In 1999, the attainment of pupils at the age of seven was above both the national average and in comparison with similar schools in reading. It was well above in writing and broadly in line in mathematics. Attainment of both boys and girls was consistently above national averages. These results maintained the trends of high standards over the last three years in reading and writing. In 1999, attainment in mathematics dipped from well above average to average. The school made good use of this information to target improvements. Attainment in mathematics in 2000 improved significantly and it is now well above both national averages and that of similar schools.
6. Attainment in science is above average with a good balance of strength in both the knowledge and understanding of science and pupils' ability to experiment and investigate.
7. Targets for 2001 are set to improve standards in writing and to maintain high standards in mathematics. The target for Level 3 reading will only promote standards in line with the national average rather than above average attainment achieved in other areas. Sound use is made of comparative performance data to identify which subjects need most improvement. This led to very good improvement in mathematics attainment in 2000.

8. Inspection evidence, although gathered at an early stage in the school year, indicates that pupils make sound progress in Year 1. Attainment at the start of Year 2 is at or just above average. Progress in Year 2 is very good because of the high proportion of good and very good teaching.
9. By the end of Year 2:
 - Attainment in English is above average in reading, writing and in speaking and listening. Pupils' progress is similar in single age and mixed age class because teachers work very well together when planning the learning objectives. Pupils generally make appropriate use of their literacy skills across the curriculum but they need more opportunities to write independently.
 - Attainment in mathematics is above the national average. Pupils use their mathematical knowledge well across the curriculum but numeracy activities need to be planned systematically to make full use of pupils' improving attainment.
 - Attainment in science is above the national average. Pupils make appropriate use of their improving literacy and numeracy skills to communicate the results of their work.
 - Standards in literacy and numeracy are satisfactory across the curriculum.
10. Attainment in ICT is above average when pupils are taught in small groups but too little use is made of this to support pupils' learning across the curriculum. Attainment in the use of ICT to support learning in other subjects is below average. The school's development plan identifies a well planned strategy for improvement.
11. Attainment in religious education is in line with the expectations of the locally agreed syllabus by the end of the key stage. Pupils have a sound grasp of elements of Christianity and aspects of the Jewish faith. Religious education is enhanced by the school's links with the local church and clergy.
12. Standards of attainment are in line with national expectations in art, geography, history, religious education and is above expected levels in physical education and design and technology by the end of the key stage.
13. Pupils with special educational needs make excellent progress because of the very good level of resources provided through the school budget. Planning between teachers and support staff is very good. This ensures that the objectives of the lesson are reinforced by effective individual and group support.
14. Children with behaviour difficulties are very well supported, this maximises their learning and minimises disruption to others. Pupils' attitudes to school, their behaviour and the quality of the relationships are very good. This creates a very positive learning ethos which makes a significant contribution to standards of attainment.

Pupils' attitudes, values and personal development

15. Pupils have very good attitudes to both the school and their education. Nowhere is their eagerness to learn more evident than their love of being in school. They are wholeheartedly involved in lessons as well as in the various other activities in the school programme from day-to-day. They settle quickly into work and show an eagerness to answer questions and contribute their own ideas and feelings. In mathematics, they readily take on challenges and openly volunteer to share their ideas on how to work out answers to problems. Pupils work well in groups, sharing ideas and supporting each other.
16. Pupils behave very well. In classrooms and around school, pupils respond very well to the good code of behaviour adopted by the school. This is in part, due to the involvement of the pupils themselves in agreeing what is and is not acceptable behaviour, consequently, they know what is expected and also what will happen if they misbehave. They see this as fair. Pupils' differences are respected and valued by other pupils and adult support staff. No bullying or aggressive behaviour was seen during the inspection. Pupils respond well to the "well done" awards both in classrooms and in whole-school assemblies. Occasionally restless and disruptive behaviour by a minority of pupils in some classes does unsettle both class teachers and other pupils. This is always dealt with effectively and sensitively and does not affect learning. There have been no exclusions from the school.
17. In the foundation years children's personal, social and emotional development is above average. Relationships within school both between pupils and their teachers are very good. These strong relationships encourage a sense of trust and responsibility among pupils. Their personal development is very good and is a strength of the school. Pupils are encouraged to take responsibility and show initiative. They respond very well. They act as class monitors, open doors to allow other pupils through when classes are moving from one room to another; Year 2 pupils welcome parents and visitors on special occasions like Harvest Assembly and at lunchtime the pupils sit in family groups with two of their number being responsible for serving and waiting on their table.
18. Attendance at the school is good. Registers are marked promptly and punctuality is very good allowing for classes to begin and end on time. There are no cases of unauthorised absence, and where absence is authorised it is normally for illness and holidays during terms. In all cases, parents co-operate by offering explanations and by seeking the agreement of staff for absence. Attendance for the previous school year was 95.5% and this compares favourably with the average for similar schools nationally.

HOW WELL ARE PUPILS TAUGHT?

19. In order to maintain class sizes of less than 30 in September the school is appropriately organised into five single age and two mixed age classes. Pupils are allocated to the mixed age classes (Reception/Year 1, and Year 1/Year 2) by date of birth.
20. The teaching of under fives is satisfactory in all lessons and one fifth of lessons are good. Teaching teams plan the learning objectives in detail. This ensures that children in the two Reception classes and the mixed age (Reception/Year 1) class are taught the same curriculum, that lessons are well resourced, and that children progress equally. Staff work very positively to promote good attitudes and behaviour. Relationships between staff and children are very good. However in too many satisfactory lessons the learning objectives

did not give sufficient emphasis to developing the wide range of learning skills required by the new foundation curriculum. More lessons would be good if children were given more opportunity to explore, investigate, make their own choices and initiate their own learning.

21. In Key Stage 1, 98% of teaching is satisfactory or better of which 21% is very good or better. Teaching in Year 1 is mainly satisfactory. 23% of teaching is good, one lesson was unsatisfactory and one very good. In general the teaching of the under fives and Year 1 pupils, though satisfactory, has too few aspects that are good.
22. The quality of teaching is better in Year 2 classes, where 52% is good and 38% is very good. This ensures that pupils make very good progress and attain high standards at the end of the year. The school ethos supports good learning. Pupils have very positive attitudes to work, however they have too few opportunities to solve problems and improve their thinking skills.
23. From September 2000, pupils in Year 2 work in one of three sets for literacy and numeracy. This teaching strategy was well researched by the headteacher and fully discussed by staff and governors before it was implemented. Teachers are fully aware of the potential strengths and weaknesses of setting. They monitor their own teaching as pupils progress to ensure that all children are given learning opportunities appropriate to their needs.
24. The teaching of English is very good. The systematic monitoring of the teaching of literacy has improved the quality of teaching. Teachers have good knowledge of the English curriculum and the National Literacy Strategy. Shared planning ensures that lessons are very well planned. Resources are well chosen to support the learning needs of pupils with different abilities and regular assessment of pupils' progress is used to improve planning and pupils' learning. The teaching of phonics is very effective because teachers have a good range of teaching strategies and a good understanding of the phonic skills needed by pupils.
25. The co-ordinator, a leading literacy teacher, plays a key role in improving the quality of teaching through very good support for planning and by working with other teachers to provide a role model using her very good English teaching skills. In order to continue to raise standards she is analysing pupils' individual attainment and developing more focused individual target setting.
26. The teaching of mathematics is good overall, with some very good features, although one lesson was unsatisfactory. Common strengths are the good quality of planning, the clear learning objectives, good teacher knowledge and the very good use of support staff. There are areas for improvement. The teaching of oral and mental mathematics does not involve pupils sufficiently fully in the quick recall aimed at sharpening and developing their skills. Pupils are not always given time to explain their thinking or given encouragement to expand their answers.
27. The teaching of science is good in Year 1 and Year 2 classes and satisfactory in the mixed Reception/Year 1 class. The national science scheme is used appropriately in all classes. The detailed planning of learning objectives ensures that science knowledge is taught well. In this term's work there is scope to improve planning, by ensuring that higher attainment

objectives are planned and pupils are given more opportunity to suggest their own ideas, to solve problems and to answer more “Why?,” “What if,” questions when investigating. This will also improve the learning of more able pupils. In one Year 2 class pupils are taught to co-operate and share the good ideas of others through well structured ‘brain storming’ techniques. This improves their learning and makes a positive contribution to high standards.

28. The teaching of literacy across the curriculum is good. Teachers are good at consolidating pupils’ learning for example, in using key words and vocabulary particularly in mathematics, science and design and technology. Pupils use their developing language skills well when listening and speaking. They would benefit from more opportunities to answer questions that extends their thinking.
29. The teaching of numeracy across the curriculum is good. Pupils make appropriate use of their developing numeracy skills in science, for example, to draw block graphs to record the result of their investigations into eye colour and preferred taste of potato crisp.
30. Teaching is well planned by curriculum co-ordinators and teaching teams. This ensures pupils make satisfactory progress in the foundation year and in Year 1. Pupils make better progress in Year 2 because of the improved quality of teaching.
31. The teaching of pupils with special educational needs is very good. Classroom support staffing levels are very good. Classroom support staff are very thoroughly briefed, they care about how their pupils learn and what they are learning. They give very good support to individuals and groups. The learning of pupils with special educational needs is excellent because they are highly motivated and challenged to succeed by the quality of the support they receive.
32. There are common features in the good and very good teaching across the school:
 - The effective use of co-ordinators’ expertise and the good shared weekly planning ensures that teaching and learning objectives, resources and the key ideas for managing effective learning, are common across year groups.
 - Well planned teaching ensures that pupils to make appropriate progress in both single and mixed age classes and in the sets for numeracy and literacy in Year 2.
 - Teachers generally have good subject knowledge and ask a good range of questions that extend pupils’ thinking.
 - Very good levels of well informed classroom assistants (CSAs) give very effective support to the learning of groups and pupils with special educational needs.
 - Very good CSA support for children with behavioural problems.
 - Good and very good levels of resources to support learning from first hand experiences. In very good lessons these are used effectively to promote pupils’ thinking skills.
 - The classroom environment promotes effective teaching and learning. Teachers have high expectations and establish a calm and purposeful working environment where pupils can sustain concentration.
 - Good relationships and the good management of classroom activities keep pupils working hard and enjoying their learning.

33. Teaching that is satisfactory would be improved by:
- ensuring that having clear objectives does not lead to over-directed teaching;
 - increasing the range of questioning techniques that extend pupils' understanding of the learning objectives;
 - planning objectives to increase pupils' problem solving, and thinking skills;
 - giving pupils more opportunity to demonstrate their creative skills and to initiate their own learning.
34. Pupils' good attitude to work and their enthusiasm for learning reflects the high proportion of good and very good teaching, particularly in Year 2. In all areas of the school, the quality of the learning environment is enhanced by the good displays of pupils' work and displays designed to stimulate pupils' interest in the work they are doing or are going to do.

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

35. The school provides a curriculum that is broad and balanced and meets statutory requirements. The emphasis in the curriculum is on the development of literacy and numeracy skills. The school provides a range of activities suitable for the needs of all the pupils including those with special educational needs.
36. The curriculum is well planned and contributes to the development of pupils' learning. Subject co-ordinators have a good overview of the development of their subject across the key stage and are fully involved in supporting the teachers with their planning. This year the school is changing its curriculum to meet the needs of the new statutory curriculum. This is still under development. However, the evidence is that the school is aware of the requirements of the new curriculum and the need to improve the level of challenge for pupils. It is working hard to implement these changes as swiftly as possible.
37. The curriculum for the under fives is satisfactory. Initial planning covers the expected areas of learning, more detailed planning uses National Curriculum subject headings. This results in a early years curriculum that is somewhat fragmented with less emphasis on the process of learning and on over emphasis on end product. Children have too few opportunities to explore, investigate, to make their own choices and be creative and to initiate their own learning. The need to develop a new foundation curriculum is identified in the school development plan.
38. The literacy and numeracy strategies have been implemented successfully. The introduction of the numeracy lesson last year had a big impact on standards. Attainment at the end of Year 2 is now well above the national average. Teachers use the national planning frameworks and adapted them to suit the needs of the pupils. The teaching of literacy is a strength of the school.
39. The curriculum of the school is enriched by a range of extra-curricular activities and visits. The school provides five lunch time clubs for its Year 2 pupils. During the inspection pupils

were observed taking part in clubs for recorder playing, folk dancing, computer development, poetry, and percussion playing. Good use is made of the local environment to enrich the curriculum. Pupils use the surroundings in their history, geography, science and religious education activities. Visits are made to the seaside to look at a contrasting environment in geography. Visitors to school include the local vicar who supports the school well, and members of the local football club who provide football skill sessions during the summer term.

40. All pupils have equal access to the school curriculum and learning ethos which actively respects individual, religious and cultural differences. The school works hard to ensure that no pupils miss out on any aspect of the curriculum. Pupils with statements of special educational needs are fully involved in the life of the school. The requirements of their statements are fully met. Teachers and support staff work closely together to ensure that pupils receive their full curriculum entitlement.
41. The school makes appropriate provision for pupils' personal, social and health education. The school policies for sex education and drugs have been approved by the governors and are suitable for the age of the pupils. Aspects of health education are taught through the science curriculum.
42. There are good collaborative relations between the school and local playgroups from which many of its beginners come, and also with the junior school nearby, to which most of its Year 2 pupils are transferred. These relations ensure that satisfactory arrangements for entry and induction, at one end, and for moving older pupils up, at the other, exist for the benefit of parents and pupils. A "starting school" brochure is provided for parents of beginners. A home/school agreement is in place and a homework book is issued to every pupil as another line of communication between parents and school, showing in particular, the contribution parents can make at home to their children's education.
43. A programme for community contacts is normally enacted during the school year. Parents and members of the community share in such activities as Harvest Festival assemblies and the annual Christmas concert by the school. Gifts from the Harvest services are distributed to identified charities. There are good relations with Broughton Parish Church and the pupils take part in the Broughton Festival each year. Samples of pupils' work are displayed in the local surgery. Visits to outside places for educational enrichment are arranged by the school from time to time.
44. The provision for pupils' spiritual, moral, social development in the school is very good. Cultural development is good. Every area of school life is used in helping pupils towards their development in this way. The ethos and social environment of the school, the personal relationships among pupils and between pupils and teachers, the disciplinary codes operating in the school and the attitudes brought into the school from the pupils' homes are equally contributory factors.
45. There is a daily act of worship in the school and judging from observations during the inspection, all of these satisfy the conditions for the act of collective worship, helping to raise pupils' awareness of the spiritual dimension to human existence.

46. Pupils work systematically at their tasks and show a sense of responsibility when assigned specific roles that are meant to help them to share in the leadership of the school. They show respect for each other and for authority, thereby recognising that there is a special responsibility on the part of everyone to contribute to the social good. They know, for instance, that a lack of discipline and poor behaviour adversely affects the education of other pupils. In helping to formulate school rules they are specifically helping with the well-being of the social community.
47. Moral principles permeating the whole life of the school, as well as the standards set for good behaviour and discipline, provide the basis for pupils to learn to distinguish between right and wrong and the fundamental principles for living in a community. Pupils have good opportunities at home, in the community and in the school to learn of, and to appreciate, the diversity of other cultures as well as the values to be found in their own cultural traditions. Through their school library, television and videos used for school programmes they are given satisfactory introduction to the world beyond them. They are also able to participate in local community and cultural activities from time to time.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. Provision made for the development of pupils' personal and social development is very good and both stimulates and encourages high achievement. Procedures to ensure their health and safety, child protection and welfare are very good. A very capable team of support staff, who are used effectively by most class teachers, provide good support for these pupils with special educational needs. The care offered, especially to pupils with special educational needs, is clearly one of the school's strengths and is much improved since the last inspection.
49. The school environment is generally safe, clean and hygienic. Good relationships between staff and pupils contribute to the welfare of the pupils. The arrangements for providing alternative opportunities for recreation when wet weather prevented normal play-time were particularly impressive during the inspection. There is no formal teaching on sex education, the school's policy being to allow the pupils to learn from relationships and the natural process of growth.
50. Health and safety is catered for well. The governing body works hard to ensure high standards of health and safety. One member of staff is trained in first aid. All physical education and electrical equipment is inspected by contractual arrangements and fire drills are held each term. However, formal fire drills and the time taken to evacuate the buildings have now been recorded.
51. Procedures for child protection fully comply with statutory requirements. The headteacher, who is the designated officer for child protection, has received the necessary training. All staff are aware of the symptoms of child abuse and of the steps to be taken in cases causing concern.
52. Since the last inspection, the school has improved its systems for dealing with bullying which enhances the security and well-being of all pupils. Very good policies exist to promote good behaviour. Although the rate of attendance is good, it is the view of the inspectors that there

is still scope for further improvement through undertaking regular reviews, in consultation with parents, of the reasons for authorised absences.

53. All pupils in the school are given targets for their performance and achievement in curricular areas. The school operates an effective marking policy. Assessment of pupils' progress is effective and informs planning of curricular programmes. Teachers' lesson plans are satisfactorily formulated and the headteacher reviews these at regular intervals. However, the monitoring of pupils' progress is not detailed enough to identify the small steps targets for improvement. This is being developed in English. Similarly, quite often pupils' answers to questions seem to be adequate merely because they meet teachers' expectations while the real ability of pupils may not be allowed to show itself. In numeracy mental exercises, for instance, pupils are not normally invited to demonstrate their strategies for arriving at answers, whether these are right or wrong. Pupils are not always sufficiently challenged by class teachers to stimulate their thinking and to encourage creative skills and their imagination. Lessons can often be highly teacher-led and over-directed with the result that the real potential in some pupils is not fully developed or recognised. Academic progress is therefore sometimes inhibited.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The partnership between parents and the school is very good and contributes positively to pupils' education. It is a strength of the school. The quality of this partnership is clearly seen in the way parents demonstrate their confidence in, and high regard for, the school's efforts. This was confirmed by the parent questionnaires that showed a high percentage strongly supporting the school's efforts. In the few instances where concerns were raised, such as with reading, parents were very clear that when such concerns were raised with the school, they were taken seriously and corrective measures implemented.
55. Parents have open access to the school and opportunities for helping in classes. The policy of the school which provides opportunities for parents working in school with children other than their own, is understood and is working well. A parents' support group fund raises and plays an active role in providing money for school and classroom equipment.
56. Termly consultation parents' meetings with teachers is a feature of the partnership which is highly valued by parents and which most of them use to the advantage of good education in the school. Regular and informative printed information is sent out to parents. This is always of a good quality. An annual school report is provided for each pupil in the summer term. This provides parents with good information on the progress and achievements of their children and identifies areas for improvement. It is both comprehensive and readable. Parents get the opportunity to discuss it with their child's teacher. The annual report by the governing body and the school prospectus covers all the areas that are required statutorily.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. Leadership and management of the school is good, with very good features. The headteacher has maintained the strengths identified in the previous inspection and, through very good leadership and management, has improved the contribution of senior staff and

governors. She is very effective in promoting the main aims of the school, in particular: *the provision of a secure environment which is stimulating, and attractive and where all children can develop positive, enquiring and caring attitudes towards learning, each other and the environment.* The school is less effective in promoting sufficient challenge in pupils' learning.

58. The headteacher has improved the management and leadership roles of the deputy headteacher, senior teachers and co-ordinators by delegating more responsibility for policies and projects. They value their extra responsibility. There is a shared team commitment to, and capability for, continued improvement. Their work contributes fully to pupils' very good attitudes to learning and to their above average attainment. The induction of newly qualified teachers last year was very good. The school's Beacon status has given staff the opportunity to share and explain their approach to teaching and learning to teachers from other schools. This has developed their professional understanding.
59. The strategic planning for the improvement of the school is very good. All staff and governors are involved in the thorough review of the school development plan. They identify the strengths and weaknesses in the standards pupils attain in all aspects of the school's work and take very effective action to secure improvement. For example, the appointment of a classroom support assistant to focus on the more effective use of computers is already improving pupils' standards and increasing staff confidence.
60. The school's aims are well met. The school has a very positive ethos, pupils' attitudes to learning, and relationships between staff and pupils are very good. The school is aware that there is scope to further improve the level of challenge in pupils' learning by giving more opportunities to investigate, solve problems and use a wider range of thinking skills.
61. The work of governors is a strength of the school. They are well informed by the headteacher and they contribute fully to the analysis of strengths and weaknesses of the school. They are very effective in supporting and shaping the school's strategic planning for further improvements. Their work in committees, with teachers on curriculum issues, and in supporting school events is very effective because they are well informed about the challenges the school faces. Governors have a clear role in monitoring and evaluating how well the priorities are met. The two new committees Performance Management and Target Setting are intended to enhance their monitoring role.
62. Performance management is in place. Co-ordinators have monitored the teaching of literacy this year. This has improved the quality of literacy teaching across the school. The headteacher is fully aware of the effectiveness of her staff. She has monitored teaching, set targets and supported improvement. Monitoring of the teaching of numeracy was a focus last year. Monitoring in other curriculum areas is not yet in place. In order to improve satisfactory teaching, the monitoring by subject co-ordinators needs to be planned more effectively.
63. The monitoring and evaluation of the school's performance is good. Effective analysis of baseline assessment information, Key Stage 1 teacher assessment, and end of key stage test results is used to identify where improvement is needed. Sound use is made of comparative information to set targets and raise standards. Targets for 2001 are set to improve

standards in writing and to maintain high standards in mathematics. However, the target for Level 3 reading will only promote standards in line with national average rather than above average attainment achieved in other areas. The school recognises that it needs to identify and target for smaller steps in pupils' progress and is beginning to address this in reading and writing. Target setting is intended to be improved by the planned use of Department of Education and Employment guidance.

64. The school's day-to-day administration runs very smoothly and effective use is made of new technology. Financial and resource planning is very good. Spending is clearly linked to agreed school improvement priorities with well agreed criteria for monitoring and evaluating the progress made. The budget for special educational needs is well managed.
65. The school budget is increased by the funding for its work as a Beacon school. This, together with prudent budgeting and good application of best value principles to all areas of funding, has enabled the school to carry forward sufficient money to fund its long term planning.
66. Staffing levels are good. The school has an appropriate number of suitably qualified staff and very good additional leading literacy teacher support for the teaching of literacy and music. The number of classroom assistants and special educational needs support staff are above average. This good level of staffing makes a very positive contribution to the standards of attainment in the school and the very good progress of pupils with special educational needs.
67. The school's accommodation is used well to support pupils' learning. It is well maintained and the very professional wall displays greatly enhance the learning environment and supports pupils' very positive attitudes to their work.
68. Overall resources for teaching and learning are very good. This reflects the value placed by the school on learning from first hand experiences. Provision for ICT is very well resourced. When the foundation curriculum is fully in place for the under fives, resources for outdoor play and role-play will need to be improved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. The school is very aware of its strengths and weaknesses. The good school development plan clearly identifies the key areas for improvement together with good strategies for making the required progress.
70. The headteacher and staff, in conjunction with the governing body, should therefore fully implement the priorities in the school development plan paying particular attention to Priorities 3, 4, 5 and 7 as follows:

Priority 3. *All pupils in Year 1 and Year 2 to have full access to the ICT curriculum by:*

- improving teachers' skills and confidence to increase the use of ICT across the curriculum;
- ensuring that pupils are taught to make full use of ICT to improve their learning across the curriculum.

(see paragraphs 10, 162, 165, 167)

Priority 4. *Implementation of National Curriculum 2000 to:*

- improve the level of challenge for pupils by planning for the teaching of thinking skills, and problem solving.

(see paragraphs 22, 27, 33, 36, 53, 126, 130 and 134)

Priority 5. *Performance Management. Improving the quality of teaching by:*

- increasing the number of good and very good lessons in Reception and Year 1 classes;

(see paragraphs 20, 21, 76, 81, 86 and 134)

- improving the teaching of mental and oral aspects of the numeracy lesson.

(see paragraphs 26, 53 and 126)

Priority 7. *Implementation of foundation curriculum by:*

- improving the curriculum and learning resources for the under fives by planning for more opportunities for children to explore, investigate, make choices and initiate their own learning.

(see paragraphs 20, 21, 37, 74, 76, 89 and 90)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 43 |
| Number of discussions with staff, governors, other adults and pupils | 37 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 21 | 37 | 40 | 2 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y2 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | n/a | 184 |
| Number of full-time pupils eligible for free school meals | n/a | 12 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | n/a | 7 |
| Number of pupils on the school's special educational needs register | n/a | 30 |

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 | 6 |
| Pupils who left the school other than at the usual time of leaving | 11 |

Attendance

| Authorised absence | % | Unauthorised absence | % |
|---------------------------|-----|-----------------------------|-----|
| School data | 4.0 | School data | 0.0 |
| National comparative data | 5.4 | 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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 1999 | 23 | 28 | 51 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC level 2 and above | Boys | 18 | 20 | 20 |
| | Girls | 26 | 27 | 25 |
| | Total | 44 | 47 | 45 |
| Percentage of pupils at NC level 2 or above | School | 85 (93) | 90 (95) | 87 (100) |
| | National | 82 (80) | 83 (81) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 2 and above | Boys | 19 | 19 | 21 |
| | Girls | 27 | 25 | 26 |
| | Total | 46 | 44 | 47 |
| Percentage of pupils at NC level 2 or above | School | 88 (93) | 87 (93) | 90 (93) |
| | National | 82 (81) | 86 (86) | 87 (87) |

Percentages in brackets refer to the year before the latest reporting year (i.e. 1998).

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 | 1 |
| White | 116 |
| Any other minority ethnic group | 1 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

| | |
|--|------|
| Total number of qualified teachers (FTE) | 9.1 |
| Number of pupils per qualified teacher | 19.2 |
| Average class size | 25 |

Education support staff: YR – Y2

| | |
|---|-----|
| Total number of education support staff | 8.0 |
| Total aggregate hours worked per week | 170 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 171 |
| Number of questionnaires returned | 66 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 65.0 | 33.0 | 2.0 | 0.0 | 0.0 |
| My child is making good progress in school. | 55.0 | 44.0 | 0.0 | 0.0 | 2.0 |
| Behaviour in the school is good. | 65.0 | 33.0 | 0.0 | 0.0 | 2.0 |
| My child gets the right amount of work to do at home. | 44.0 | 52.0 | 3.0 | 2.0 | 0.0 |
| The teaching is good. | 83.0 | 14.0 | 0.0 | 0.0 | 3.0 |
| I am kept well informed about how my child is getting on. | 51.0 | 40.0 | 5.0 | 2.0 | 3.0 |
| I would feel comfortable about approaching the school with questions or a problem. | 68.0 | 29.0 | 2.0 | 0.0 | 2.0 |
| The school expects my child to work hard and achieve his or her best. | 78.0 | 20.0 | 0.0 | 0.0 | 2.0 |
| The school works closely with parents. | 55.0 | 42.0 | 2.0 | 0.0 | 2.0 |
| The school is well led and managed. | 84.0 | 26.0 | 0.0 | 0.0 | 0.0 |
| The school is helping my child become mature and responsible. | 59.0 | 34.0 | 2.0 | 2.0 | 3.0 |
| The school provides an interesting range of activities outside lessons. | 43.0 | 31.0 | 9.0 | 2.0 | 15.0 |

Financial information

| | |
|--|-----------|
| Financial year | 1999-2000 |
| | £ |
| Total income | 378230 |
| Total expenditure | 362428 |
| Expenditure per pupil | 2002 |
| Balance brought forward from previous year | 23909 |
| Balance carried forward to next year | 39711 |

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

71. Children enter the foundation stage in the September of the year in which they are five. At the time of the inspection there were 67 children in the foundation stage. The majority of the children are taught in two Reception classes, with eight children taught as part of a Year 1 class. The school is aware of the need to ensure that the foundation children in Year 1 receive an appropriate curriculum. Teachers take care to address their needs in all lessons, by the effective use of additional adult support and by differentiating aspects of their teaching and curriculum wherever possible. Overall, attainment on entry is in line with what might be expected nationally for children of this age.
72. All children make at least satisfactory progress during the foundation year. The school gives very effective support to those children who have specific behavioural and learning needs through the use of well-targeted support staff and detailed individual education plans. By the end of the year the attainment of the majority of children, including those with special educational needs, is slightly above average. At the time of inspection, early in the autumn term, a significant number of children show above average personal and social skills for this stage of schooling.
73. The school provides a stimulating and colourful environment, with well-labelled and interesting displays, which cover all aspects of learning. Classrooms and corridors are bright, attractive and welcoming and promote interest and motivation. All staff welcome children into school and liaise closely with parents at the start and end of the day. Children come into school confidently and happily.
74. The curriculum is satisfactory. It is planned under areas of learning which are then subdivided into subjects of the National Curriculum and religious education. This use of the National Curriculum subject headings for planning, however, results in an often over-directed and somewhat fragmented curriculum for early years with less focus on the processes of learning and an over emphasis on end product. Many activities identified in the school's planning for the foundation stage have clearly identified children's expected learning together with prescribed materials and tools. This allows too little opportunity for children to explore, investigate, experiment, initiate, make choices, or take part in making decisions. The school is aware of the need to develop its early years curriculum and has identified this area as part of the school development plan.
75. There are very effective teaching teams in the foundation stage, who work closely together to ensure that all children have appropriate access to the curriculum. There is a regular shared planning and management year group meeting, designed to support a consistent approach to the planning and delivery of the curriculum. Staff work very positively with the children, promoting and modelling the behaviour they expect, and their management of sometimes very challenging behaviour is of a very high standard. Relationships between staff, between parents and staff, and between children and staff are excellent and are a strength of the school.

76. Overall, teaching in the foundation stage is satisfactory. There are examples of good teaching in personal, social and emotional development and in physical development, but there are too many examples of over-directed and controlled activities which allow little opportunity for children to extend their learning beyond the prescribed objectives. The school recognises the need to develop the more investigative and exploratory approaches to teaching and learning outlined in the new guidance for the foundation stage and this development is detailed in the school's development plan.
77. Assessment on entry (baseline assessment) is carried out during the first few weeks of school. Children's progress is monitored through recently-established "Pupil Progress books" which show aspects of the child's literacy, numeracy and knowledge and understanding of the world development. Close attention is also paid to the developing social, personal and emotional development of the children. Support staff take careful note of children's behaviour and response during shared time in literacy and numeracy sessions. This information is well used to inform planning for individual children's progress.

Personal, social and emotional development

78. A significant number of children, even at this early stage of the academic year, show high standards of attainment in this area of learning. Children come into school with confidence and show good independent skills in storing and retrieving their work. They settle into a start of the day activity quickly and without fuss. Almost all children can store their homework bags, find their 'name' books, practise writing their names and then quickly tidy away their work ready for registration. All staff take care to promote high standards in personal independent skills, for example when dressing and undressing for physical education lessons. The "can do" target tree on display promotes personal responsibility for taking off and putting on coats independently. The majority of children can take turns, share resources, and take responsibility for class tasks by being 'helper of the day' for example. The children treat adults and others with respect and politeness. They show confidence in performing at whole school assemblies, in front of parents and other adults, and are keen to participate in group and class activities. In the playground, they show developing social skills when sharing play equipment and playing traditional games with adults and with each other.
79. Children learn to respect beliefs and develop an understanding of significant religious figures through formally planned religious education lessons. In the week of the inspection, the children were learning about the *Feeding of the Five Thousand* and linking this to the school's Harvest Festival theme. Children are able to talk about the importance of Jesus and recognise that he gave things to help other people. The children contribute well to the whole school Harvest Assembly, singing and giving gifts to share with others. They enjoy sharing such events with their parents.

Communication, language and literacy

80. Children are working within the Reception level objectives of the National Literacy Strategy and evidence from scrutiny of work, discussion and observation of lessons suggests that most children will attain in line with national expectations for children of this age by the end of the foundation year. The majority of children are able to make marks on paper and know

the difference between drawing and writing. They hold a pencil confidently and write and draw with attention and concentration. More able children can write their own names independently, can talk about stories they enjoy and show good book handling skills when sharing books. They speak confidently in group and class activities and are ready to share their ideas with an adult and other children. These children are in line to achieve the early learning goals before the end of the year. The majority of children are ready to respond to adults and keen to talk with them.

81. Children are starting to develop their phonic knowledge and can identify letters as they occur at the beginning of words. In the week of the inspection, children were learning the letter “h” and finding objects beginning with that letter, singing songs about words beginning with “h” and bringing in objects from home to share with the class. Classroom displays, class stories and songs promote language and literacy positively. However planned activities do not offer children the possibility of extending their learning as tasks are closely prescribed and directed so there are few opportunities for children to show what else they know and can achieve.

Mathematics

82. Children are working to the Reception level objectives of the National Numeracy Strategy and evidence from scrutiny of work, discussion and observation of lessons suggests that most children will attain in line with national expectations for children of this age by the end of the Foundation Stage.
83. In the week of inspection, the majority of children were working with numbers up to ten, recognising and ordering numbers on a number line. Some children were developing their understanding of matching and counting objects, by placing cars in parking spaces. All groups were supported by appropriate adult help. Children were also working on identifying shapes and some were sorting by colour and size. The ability to recognise and generate patterns was another area of focus during the week. More able children are on line to achieve Early Learning Goals before the end of the Foundation Stage.
84. Teachers encourage the application of mathematical language and knowledge during other lessons and at other times of the day where appropriate, for example, during registration children are encouraged to say whether there are more sandwiches than school lunches. Children count as a class as they check the number of children present. Children count as part of their work on favourite crisps. A ‘Numbers Everywhere’ display promotes counting and early number experiences.

Knowledge and understanding of the world

85. Children are learning about their personal and family history through a ‘Myself’ topic which encourages children to bring in photos of themselves as babies and to talk about differences between what they can do now and what they could do as babies. Teachers plan activities to promote this area of learning, and class displays stimulate children’s interest in the world around them. In one class for example, displays invite children to ‘Come and Listen’ to the instruments, ‘Come and Touch’ the materials. The use of senses is explored when children talk about their favourite flavour of crisps and produce a pictogram to demonstrate their

findings. Children are encouraged to investigate, discuss differences and preferred choices but thinking is limited by lack of ‘why’ questioning. Children are on line to meet the expectations of the Early Learning Goals by the end of the year.

86. However, in most planned activities in this area of learning, children are directed to produce an expected end product and there is little opportunity, except in water play, for children to extend their own learning or to learn effectively from one another. An example of this is a planned activity where children are directed to make a specific face puzzle, using defined materials, before cutting the face into six pieces with an additional task to try to make another “friend” face puzzle. This planning gives too few opportunities for children to experience the type of learning which is promoted in the guidance for the foundation stage. Children use a computer with confidence when supported by adults. Computer programmes are used particularly well to improve the behaviour and learning of children with special educational needs.
87. Opportunities to develop the children’s understanding of the outside environment, through exploration of the school grounds, for example, is limited and needs developing as part of the foundation curriculum.

Physical Development

88. Children enjoy drama and movement as they take on the roles of characters in a short story. They move with control and care and use expressive body language to convey feelings and actions. Children control speed and direction well and respond enthusiastically to the teacher’s instructions. Teachers develop the use of language “over, under, bounce, tip toe, let me see you looking angry” effectively and have high expectations of behaviour in lessons. Children however have little opportunity to develop their own ideas, and progress and attainment is limited by the over-direction of the teacher, who works within National Curriculum objectives rather than foundation stepping stones. Support staff are used very effectively to promote the involvement of children with special educational needs in physical education lessons.
89. Opportunities to develop fine motor control occur throughout the curriculum - children use scissors, cut and paste, fold and colour well, and skills in this area are well-developed, even at this early stage of the school year. Again, children with special educational needs are very well supported in developing these skills. Other opportunities for physical experiences with large apparatus and outdoor play, using wheeled toys, jumping and balancing for example, are limited and the school will need to consider ways of enhancing provision in this area of the foundation curriculum. Attainment in physical development is in line with expectations for this age group by the end of the year.

Creative Development

90. Children have a number of experiences to support their creative development, including painting, collage picture making, using musical instruments, singing nursery rhymes and harvest songs, water play and small world role play. However, many of these experiences are directed and controlled by the teacher and therefore opportunities for children to experiment and use their imagination are limited. Children have few opportunities to plan

their own work and developing their own ideas. Children work to produce a planned end product rather than create their own objects as a result of their experimentation and imagination. There is little development of role-play as a way of enabling children to extend their experiences and understanding and to apply basic literacy and numeracy skills. The school is aware that this area need to be developed in line with the new Foundation Stage guide-lines.

ENGLISH

91. In national tests for seven-year-olds in 1999, pupils' performance in reading was above the national average when compared to all schools and also above average when compared to schools of similar background. In writing, the pupils' performance was well above the national average when compared to all schools and also well above average when compared to similar schools. Results of the most recent tests in 2000 show that these levels of pupils' performance have been maintained.
92. Since 1996, the school's performance in reading and writing has been consistently above the national average, with some small variation in performance related to identified and specific cohorts of pupils. Evidence gathered during the inspection, although at an early stage in the school year, suggests that high levels of performance will be maintained and that standards in reading and writing are above average for the end of the key stage.
93. The majority of pupils enter Key Stage 1 with average or slightly above average standards in reading and writing. They make good progress over the key stage in all aspects of English: speaking and listening, reading and writing. The progress the pupils make is good because of the very effective and highly focused teaching of literacy across the key stage and in particular in Year 2. Pupils with special educational needs are very well-supported throughout the key stage, often with additional adult support, but also through appropriate differentiation and very positive inclusion strategies. These pupils make very good progress in all aspects of English in relation to their prior attainment and IEP targets.
94. The school has recently implemented setting across the Year 2 classes and this is being carefully monitored and evaluated. This initiative is well managed. Additional teaching support and very focused planning for the teaching of key literacy objectives is ensuring high quality and consistent teaching across the year group that is well-matched to individual pupils' needs. Pupils are making appropriate progress in all sets.

Speaking and Listening

95. Standards in speaking and listening are above average by the end of Key Stage 1. The vast majority of the pupils communicate clearly and effectively with adults and with each other. The school has implemented a programme for developing speaking and listening consistently across the key stage. There is a named co-ordinator for drama who is supporting the development of oral language skills. The school has introduced the use of puppets in each year group to promote pupils' confidence in speaking and listening. These are also used very effectively to support pupils with special educational needs. Pupils can join a poetry lunchtime club where choral speaking is taught. The school has won awards for choral

speaking and drama. Pupils participate in Christmas plays, class assemblies and performances for local community groups.

96. Opportunities for speaking in groups and to the whole class are planned into the literacy hour, into other curriculum subjects and into specially designated circle time groups where pupils are encouraged to participate in planned oral language activities. Circle time activities include the development of a shared story where all pupils are actively engaged in story making, elaborating and developing each other's ideas and contributions. Pupils, including those with special educational needs, are encouraged to take the 'author's chair' to share their ideas in literacy and geography. Pupils are encouraged to contribute to class discussion through signing as well as verbal communication. In literacy hours and numeracy lessons, pupils feedback their ideas and findings both in shared class work and in the plenary session.
97. Pupils speak with confidence and with a growing range of vocabulary. They can talk confidently about what they are learning. A pupil with special educational needs was able to contribute the colour of the monkey in a story making session, whilst other pupils were concentrating on narrative content; "Charlie is a little boy and the monkey is his friend ..." and structure; "The next day...". In a Year 2 literacy lesson focused on developing story endings, pupils listened very attentively to the contribution of others and commented sensibly on their ideas.

Reading

98. Standards of reading at the end of Key Stage 1 are above the national average. The teaching of phonics is very effective because teachers have a good understanding of the skills required by pupils. The majority of pupils have a good knowledge of letters and their sounds and use this knowledge effectively when reading unfamiliar words. Less able pupils can identify rhyming words and are beginning to relate their knowledge of sounds to spelling patterns. Almost all pupils join in shared and group reading activities enthusiastically, reading with expression and understanding.
99. Pupils are encouraged to use illustrations to support their reading. They are able to talk about their reading, and more able readers can use inference and evaluation in their responses to the texts. When reading *Six Dinner Sid* for example, pupils are able to talk about how Sid's actions related to his name in each new house. They are starting to relate their answers to the text and to explain why the author used certain words to create an effect e.g. "Bob is a "working" cat; Scaramouche is a "posh and swanky" cat". In the less able pupils' understand the author's use of repetition and pattern to create the story in *Don't Forget the Bacon* and the play on language as the names of the items in the shopping basket change.
100. Pupils show a good understanding of the main parts of the story and can identify beginning, middle and end sections and talk about characters and their actions. They can talk about the stories they like best and identify some favourite authors. The majority of pupils can talk about the difference between fiction and non-fiction and most can find the contents and index page of a non-fiction book and identify the information the book will give. Most pupils are beginning to use alphabetical order to find spellings and meanings of words.

101. The range of reading books is good and there is an excellent collection of 'big books' to use in shared text work and - as part of the Beacon Project - loaning such resources to other schools. There is a time-tabled library session for all classes to ensure access to a wide range of reading material. Books and wall displays promote reading and writing and support all curriculum areas. The library, classrooms and corridors present a lively, literate learning environment which supports and encourages reading.
102. There are good home-school links in reading and parents contribute regularly to on-going reading diaries, often commenting on the quality of their child's reading as well as noting pages read.
103. Pupils' make good progress in reading. Their progress is monitored through guided reading, through reading diaries and by end of year formal assessments.

Writing

104. Standards in writing are well above the national average at the end of Key Stage 1. The majority of pupils at this early stage of the academic year are developing their use of sentences, writing carefully and with attention to full stops and capital letters. More able pupils are developing their ability to write interesting sentences, with good links to develop a sense of narrative structure. They are starting to use a range of connectives, "...so, but, then, .." to make their writing more effective. They can use specific effects such as bold and large letters to communicate meaning, for example "BIG", in their writing and can write alternative endings to a story and discuss their preferred ending.
105. All pupils use a writing frame to support the structure of their writing, both in literacy lessons and in other subjects such as history and science. Displays promote the identification of the beginning, middle and ending of writing with prompts such as "First...Next...Finally".
106. Standards in handwriting are in line with national expectations, with the majority of pupils forming letters carefully and presenting their work neatly. Ascenders and descenders are generally well distinguished and spacing of words is good. At this stage in the year no pupils are using joined handwriting consistently.
107. Pupils can generally spell familiar and regular words accurately and teachers offer words to support writing on the white board. However, pupils are often delayed in their independent writing because of waiting for adult support with spelling unknown words. There is a school system for "Have a go" spelling but most teachers ask pupils to put their hands up and wait for help with spellings rather than encouraging more independent spelling strategies. The school needs to encourage a greater range of spelling strategies and a stronger link between sounds and possible spelling patterns so pupils are more confident in their independent writing.
108. There is a significant amount of copied writing in most curriculum areas and more opportunities for pupils to write independently in a range of writing contexts should be encouraged.

109. Pupils' make good progress in writing, particularly in Year 2. Their progress is monitored effectively during guided writing, in pupil progress books and as part of on-going assessment and marking.
110. Overall, teaching in English is very good. All lessons seen were at least satisfactory and most were good or very good. No unsatisfactory teaching was seen. Teachers have a very good knowledge of the English curriculum, and the National Literacy Strategy is implemented very effectively in all classes. Basic skills are taught well. All lessons are very well-planned and tightly structured with clearly defined learning objectives which are shared with all pupils. Whole class sessions at the beginning and end of lessons emphasise learning targets and provide well-defined outcomes. Assessment is an integral part of the literacy hour.
111. The pace of teaching and learning is very good and pupils are well-motivated. Teachers manage behaviour very well and pupils with special educational needs are particularly well supported.
112. Teachers' enthusiasm for and knowledge of texts encourages positive and enthusiastic responses from all pupils. Praise and supportive prompts encourage the participation of all pupils. Support staff contribute significantly to the effectiveness of teaching. They are very well deployed in all sections of the literacy hour, often making notes and assessments of individual pupils during shared work sessions as well as offering sensitive teaching during group activities.
113. The classroom environment promotes effective teaching and learning. Pupils' attitudes and behaviour are very good. Teachers have high expectations and establish a calm and purposeful working environment where pupils can sustain concentration. Resources are well-managed and movement between different parts of the lesson are smooth and efficient, with pupils following well-established routines.
114. The subject contributes significantly to pupils' spiritual, moral, social and cultural development. There are opportunities for pupils to work together to produce a shared outcome. Pupils listen attentively to each other and take turns and share tasks. The texts studied in the literacy hour promote reflection on people's actions and choices, encouraging discussion and debate on moral issues. The range of texts studied promote greater understanding and experience of other cultures and beliefs.
115. The school promotes literacy across all curriculum areas. There are opportunities to devise questions before visiting local woods, write instructions for growing cress, as part of the science curriculum for example. In geography and history, pupils record their findings and use discussion and a range of resources to find out key facts. In physical education and music, teachers develop vocabulary and encourage pupils to follow instructions and explain and comment on what they are doing as part of their learning. In religious education, pupils retell Bible stories and write about key aspects of different religions. However, much of the writing in these subjects is copied and the school needs to consider ways of promoting more independent writing in these areas including improved use of the school's excellent computer resources.

116. The curriculum co-ordinator and the headteacher provide very clear and effective leadership in English. There is a literacy governor who has a particular interest in the school's literacy development. Analysis of end of key stage national test (SATs) data and current attainment is linked to target setting for improvement. The co-ordinator is analysing pupils' individual attainment and developing more focused individual target setting in order to continue to raise standards. There has been systematic monitoring of the quality of teaching, which has led to further staff development. The co-ordinator is a leading literacy teacher and plays a key role in ensuring consistency and progress across the key stage. The school is aware of the need to review the effectiveness of the current setting arrangement in Year 2 and there is a high commitment to maintain and continue to raise standards in English.

MATHEMATICS

117. During the inspection, inspectors observed five numeracy lessons covering all classes in Key Stage 1. In addition, samples of work were examined from each class. Discussions took place with the mathematics co-ordinators and the numeracy governor. Inspectors spoke to pupils about their work, examined teachers' planning and analysed performance data.
118. Results in the 1999 National Curriculum tests at the end of Key Stage 1 were broadly in line with the national average and the averages for similar schools. This was a fall compared to previous years. Teacher assessments for 1999 reflect the test scores. There was no significant difference between the performance of boys and girls.
119. The trend in results from 1996 to 1999 show a gradually decline, however the unvalidated results from 2000 show that the school has made very good progress in reversing the trend. Standards in 2000 are well above the national average.
120. The evidence from pupils' schoolwork is that attainment at the end of Key Stage 1 is well above the national average. Satisfactory progress has been made since the last inspection. Pupils use their mathematical knowledge well across the curriculum. They use bar charts and pictographs when collecting data about each other (birthdays, eye colour) in science. They are able to produce these graphs using the computer. These activities are valuable but more opportunity needs to be provided to systematically plan numeracy activities across the curriculum.
121. All pupils make good progress. Pupils with special educational needs make excellent progress in relation to prior attainment. With the exception of those identified as having severe learning difficulty nearly all pupils on the special educational needs register obtain a Level 2 at the end of Key Stage 1. This is achieved by carefully targeting these pupils and providing very good support in mathematics lessons.
122. By the end of the key stage pupils have a good grasp of number. They count readily in twos, fives and tens. They have a good understanding of numbers to a hundred. When faced with problems relating to addition and subtraction they are able to use a variety of strategies, including counting on and back. They are able to complete an equation with one of the numbers missing. They solve simple problems in their head using real life situations such as money and measurement. They can recognise an odd or even number.

123. In other areas of the subject pupils can identify two and three-dimensional shapes and describe their properties using the correct vocabulary. They are able to estimate length and use simple measurements to confirm their estimates. They are able to discuss the mathematics they are doing. They can relate numbers to everyday life including the use of money and the telling of time.
124. Pupils respond well to mathematics teaching, particularly where teaching is good or very good. They show growing confidence, are well behaved and concentrate well. Pupils in Year 2 are set by ability. Although often working with a different teacher and in different friendship groups, they have formed good relationships. They meet the challenge offered by working with different adults with a high degree of maturity. When faced, in a Year 2 lesson, with different vocabulary for subtraction they make a good response and all pupils are prepared to offer their own ideas.
125. Teaching is good overall with some very good features, although one lesson observed was unsatisfactory. Lessons are well planned and numeracy lessons fulfil the requirements of the National Numeracy Strategy. Learning objectives are clear and always shared with the pupils at the beginning and end of the lesson. Teachers show good knowledge and understanding of mathematics. However, inconsistent use is made of the oral work and mental calculation part of the lesson. Pupils are not always encouraged to take part in quick recall aimed to sharpen and develop mental and oral skills.
126. In the very good lessons teachers have high expectations of what pupils can achieve. This is well linked with previous work and the pace of the lesson is such that pupils make good gains in their learning. In the unsatisfactory teaching the pace was too slow and questioning did not draw on previous knowledge and understanding. Most teachers use questioning well, but they do not always give pupils time to explain their thinking or ask questions that encourage them to expand on their answer. A good feature of all mathematics teaching is the use made of support staff. They know what is expected of them and they are used well to support different groups. Where pupils are set for mathematics the less able set has two support staff. This allows the teacher to carefully match work to the needs of individual pupils and to provide adult support to develop the work and ensure that pupils make good progress.
127. The subject is well led and managed by the joint co-ordinators. They, together with the senior management team and the governors, have analysed performance data and identified areas for further development. These include mental recall and more open-ended questioning. The increased emphasis on numeracy, since the introduction of the numeracy lesson in September 1999 has had a very positive effect, as shown in the results of the 2000 National Curriculum tests. Monitoring of the teaching of numeracy was a focus last year. However, in order to improve satisfactory teaching and to maintain the high standards of pupil attainment, monitoring by co-ordinators needs to be continued on a regular basis.

SCIENCE

128. Judgements in science are based on the observation of five lessons or part lessons, discussion with teachers and pupils, the scrutiny of pupils' current work, including displays,

and the analysis of teacher assessments. Examples of last year's work provided evidence of pupils' progress and coverage of the science curriculum.

129. Inspection findings are that pupils' attainment at the end of Year 2 is above both the national average and the attainment of similar schools at both Level 2 and Level 3. This confirms the school's own assessment that above average attainment in science has been maintained since the last inspection.
130. The current levels of above average attainment are the result of very detailed shared teacher planning with clear learning objectives for the science content. The provision of resources for first hand experiences are very good. The regular assessment of pupils' progress, particularly by using commercial tests of their science knowledge, is used effectively to monitor and improve teaching. In pupils' work this term there is scope to improve the level of challenge, particularly for the more able pupils, by ensuring that planning identifies objectives for higher levels of attainment. Pupils should also be given more opportunity to suggest their own ideas, to solve problems and to answer more; "Why?", "What if?" questions when investigating.
131. Year 1 pupils investigating 'Ourselves' make good use of their developing observation skills to identify and record similarities and differences. They are well supported by the classroom support assistant to use the computer to make block graphs of class eye colours.
132. In Year 2, pupils investigate two different local habitats. They work very effectively with very good first hand resources to plan and write a booklet to describe the animals and plants they found. Their science knowledge is good, they use literacy and numeracy skills well when discussing and recording their work.
133. All pupils, including those with special educational needs, make good progress across the key stage because the curriculum is well planned. Evidence from previous work indicates that pupils achieve a good coverage of both the knowledge and understanding of science and the skills of experimenting and investigating by the end of the year. Presentation is satisfactory, with most books showing evidence of good progress in recording and numeracy skills by the end of Year 2. However, much of the recorded written work is copied; this ensures coverage but limits the opportunities for individuals to offer their own interpretation of the results of their work. Marking in Year 2 will be improved when teachers include more comments about what pupils need to do to make better progress.
134. The teaching of science is good in Year 1 and Year 2 classes and satisfactory in the mixed Reception/Year 1 class. The detailed planning of learning objectives ensures that science knowledge is taught well. Teaching should be improved by careful planning of objectives to teach thinking and problem-solving skills and by giving pupils more opportunity to use their science knowledge to explain the world around them. This will also improve the attainment of more able pupils.
135. Pupils' attitudes to science are good. In Year 2 pupils are taught to co-operate and share the good ideas of others through well structured 'brain storming' techniques. This improves their learning and makes a positive contribution to high standards.

136. Science is well led by two teachers who share the responsibility of co-ordination. Progress, continuity and balance in the science curriculum is well planned. The Qualifications and Curriculum Authority (QCA) science scheme is used to ensure coverage of contents and to set appropriate standards. Pupils' attainment is assessed and monitored effectively but there is currently no opportunity to monitor the quality of teaching.
137. The school's resources, including 'big books' for science, are good. The school grounds and nearby habitats are used well to improve pupils' learning. The planned bog garden, to be developed with the nearby Bishop Burton College, will improve the already good range of different habitats for pupils to investigate.

ART

138. Standards achieved in art are in line with those expected from pupils at the end of Key Stage 1. Judgements are based upon the work seen in school and discussion with pupils. It was not possible during the inspection to observe any lessons.
139. Pupils show good awareness of shape and colour. Drawings of fruit in Year 1 show that pupils make careful observations and can draw with confidence. They understand how to represent different shapes and use crayoning well to illustrate colour. Drawing is used across the curriculum to support work in a range of curriculum subjects. When designing models for design and technology, their first ideas are illustrated by free drawing.
140. Pupils can work in three-dimensions. Work on display shows that they use salt dough to make shells and other objects to interpret their visit to the seaside. They can also work on art using a range of different materials. Pictures based on the seaside theme show good use of sand, shells and other materials such as wool, pipe cleaners and different types of paper.
141. Year 2 pupils can talk about pictures and are able to answer questions about the detail in them. They are able to describe their feelings. They understand how pictures are created and can recognise the difference between paint, crayon and a multi-media approach to art. They can talk about how to create different textures in three-dimensional art. For example, they recognise how a rough surface is achieved by use of a stick when working with salt dough.
142. The school is in the process of establishing the QCA advice on art. The subject is well led. The co-ordinator is aware that the development of the subject has been affected by the national emphasis on numeracy and literacy. Good use is made of displays around the school to make pupils aware of the importance of an attractive environment with some artistic flair.

DESIGN AND TECHNOLOGY

143. Pupils' standards in design and technology have improved since the last inspection. Teaching and learning were observed in four lessons. Additional evidence has been drawn

from work samples, displays, the review of teachers' planning and discussion with the co-ordinators.

144. By the end of Key Stage 1 standards are above expected levels. All pupils make good progress because they are taught to generate and evaluate design ideas and to learn the skills they need to make their designs from an appropriate range of materials.
145. Teaching is good in Year 2 and satisfactory in Year 1. For example, in Year 2 pupils' design skills are stimulated by a well organised display identifying the key features of puppets. Teaching is good. Pupils learn the key process skills of designing, making and evaluating. They use labelled pictures to describe their designs and identify the materials they need. Information and communication technology is used very effectively to word process what they value about their designs and what they could do to improve. Pupils have very positive attitudes to their work and enjoy the challenge of thinking up their own ideas.
146. Teaching is only just satisfactory when the teaching emphasis is mainly on making, with too little attention paid to designing. For example, pupils in Year 1 made a fruit salad, they are provided with a range of fruit and very good adult support to teach the safe use of tools. However, pupils are not asked to think about what makes a good ingredient for a fruit salad or why they might choose different fruits. They are not asked to make personal choices from a range of fruits or to suggest why some fruits would be inappropriate. The level of challenge would be improved if they were asked to suggest what fruits they would choose for to design a fruit salad for a particular context, e.g. a favourite person.
147. Pupils have very positive attitudes and make good progress in design and technology across the key stage. Evidence from teachers' planning and examples of previous work indicates that pupils cover the full programme of study over the year.
148. Joint co-ordination of design and technology is good. The co-ordinators give good support to their colleagues through well organised planning based on QCA schemes of work. The range and level of resource materials is good. There are currently no opportunities for the co-ordinators to monitor the quality of teaching.

GEOGRAPHY

149. Only one geography lesson was observed in a Year 2 class during the week of inspection. Additional evidence from the scrutiny of work, from teachers' planning, from displays and discussion with staff and pupils indicates that pupils achieve standards in line with national expectations in geography by the end of Key Stage 1.
150. Pupils in Year 2 are able to talk about maps and the uses of maps, linking their learning to personal experiences of journeys on holidays and to family visits. They can talk about distinctive features of their village and contrast these with the island environment being studied in their geography unit of work. They can use geographical vocabulary related to physical features - mountain, stream, sea, coastline - and are developing a growing awareness of the human impact on the environment through involvement in environmental projects and visits to the local re-cycling unit.

151. They can express ideas and feelings about where they live and explain preferences, their likes and dislikes, about living in contrasting localities. They know about seasonal changes in weather and can sort clothes for Broughton Bear as he travels at different times of the year and to different places. Good home-school links are developed as parents become involved in sharing the bear's travels.
152. Opportunities to develop social and literacy skills within the teaching of geography are used well. In the lesson observed pupils were asked to brainstorm their ideas and feelings, using a group scribe to record their thoughts, before sharing their group ideas with the whole class. This led to very effective development of geographical understanding and vocabulary, together with the promotion of good social, speaking, listening and writing skills.
153. Geography is well-led and well-resourced, with a lead co-ordinator who has oversight of planning, resource development and assessment. The co-ordinator is well-placed to lead such development. She attends geography co-ordinator meetings and is supported by the LEA adviser. The school is developing its own resources and links, for example with a school in Switzerland, as part of the Broughton Bear unit of work.
154. There are clearly identified plans for developing the subject although at present there are no opportunities for the co-ordinator to monitor the quality of teaching. Pupils' progress in geography is monitored through on-going assessment by the teacher and through special assessment tasks which are recorded in the recently introduced progress books.
155. All pupils make satisfactory progress in geography and pupils with special educational needs are well-supported and achieve appropriately.
156. Planning for geography is based on QCA units of work and the school now needs to amend and adapt these schemes to meet its own specific needs.

HISTORY

157. Although no teaching of history was observed during the week of inspection, evidence from scrutiny of work, from teachers' planning, from display and discussion with staff and pupils indicate that pupils achieve standards in line with national expectations in history by the end of Key Stage 1.
158. History is well-led and well-resourced, with a lead co-ordinator who has oversight of planning, resource development and assessment. The school is currently planning to develop its own museum and is piloting a new history resource developed by a local museum in Year 2. Opportunities for visits are built into the curriculum and there are good displays of historical artefacts - old teddies, suitcases, cars, books, and boats for example, in Year 1 to stimulate pupils' learning in history. The school makes good use of local resources to support the teaching of history. Museum and library loans together with visits to Gainsborough Hall and a local museum enhance and enrich the learning experiences of the pupils.
159. Although there are clearly identified plans for developing the subject, there are currently no opportunities for the co-ordinator to monitor the quality of teaching. Pupils' progress in

history is monitored through on-going assessment by the teacher and through special assessment tasks which are recorded in progress books. All pupils make satisfactory progress in history and pupils with special educational needs are well-supported and achieve appropriately.

160. Planning for history is based on QCA units of work and the school now needs to amend and adapt these schemes to meet its own specific needs.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

161. The teaching of ICT was observed as a focus of pupils' work in design and technology. Additional evidence has been drawn from observing pupils at work, displays in classrooms, samples of pupils' work in the ICT portfolio, teachers' planning and observing the lunchtime computer club.
162. Last year staff and governors reviewed the teaching and learning of ICT when determining school development planning priorities. They identified excellent ICT provision in the school but felt it was not being used to its full potential throughout the school. Governors appointed a classroom support assistant (CSA) to give focused ICT support to pupils to achieve well planned learning objectives. Inspection evidence indicates that this is already having a positive effect on standards.
163. Overall, attainment in ICT across the curriculum by the end of the key stage, is below average. However, there are examples of good and very good attainment by pupils when they are supported by the newly appointed CSA. For example, in design and technology, small groups of pupils use the computer room where they are taught to improve their word processing skills. They make good use of the mouse, keyboard and control bar to redraft their evaluation of the puppets they designed are made. In science they record their eye colour using a computer generated block graph. In work on display across the school there are examples of good use of ICT by pupils to create pictures, to word process individual targets for a 'target tree', to make speech bubbles for nursery characters and to graph eye colours. Pupils with special educational needs are very well supported and make very good progress across the school in relation to their prior attainment.
164. The portfolio of pupils' previous ICT work shows that all aspects of the programme of study are taught by the end of Year 2. Attainment in these aspects is above average. Pupils have experienced word processing, email, modelling using a good range of subject software, used CD-ROMs to find information, and have planned instructions for programmable toys. However, there are too few examples of pupils' use of ICT in other subjects.
165. Evidence from lesson observations across the curriculum also shows that teachers and pupils make insufficient use of ICT to support their learning when CSA support is not available. This slows pupils' progress.
166. Pupils have very positive attitudes. They enjoy the challenge and make good progress in the taught skills. The lunchtime computer club makes a very effective contribution to developing pupils' skills and positive attitudes to the use of ICT.

167. The ICT co-ordinators and ICT governors are very well informed about the improvements that need to be made and the strategies required. The funding for the National Grid for Learning (NGfL) has been used well and the School's Development Plan (Priority 3) clearly identifies the sequence of training to improve teachers' skills and confidence in the use of ICT. There are currently no opportunities for the co-ordinators to monitor the quality of teaching.
168. The school's ICT resources are excellent and the capacity for improvement is very good.

MUSIC

169. Three music lessons were observed during the inspection. Findings from these lessons together with evidence from singing and percussion playing in assemblies, teachers' planning, discussion with staff and observation of lunchtime clubs indicates that, by the end of Key Stage 1, pupils attain standards in music in line with national expectations. A small number of pupils attain standards in performing music which are above those expected nationally at this key stage. Pupils with special educational needs are well-supported in music and attain appropriately.
170. Pupils show control and care when playing both tuned and untuned percussion. They can match sounds to create moods and use instruments to illustrate a story, Peace at Last. They are familiar with a range of instruments and are learning instrument names and different ways of playing them. Pupils show increasing control over their performance as they progress through the key stage.
171. Pupils can modulate their voices in order to create specific effects and sing mostly in tune. Their sense of timing and rhythm is good, both when singing, clapping rhythms and playing instruments. They perform enthusiastically, with confidence and enjoyment. Pupils have learned a range of songs for the Harvest Festival assembly and sing with expression, from memory and mostly in tune. Pupils enjoy their music lessons and respond well in them. They show good levels of concentration and application and are keen to participate. They work well together, taking turns appropriately and listening well to each others' contributions.
172. Pupils who attend the lunch time recorder club are learning to read standard musical notation and understand the value of quavers and crochets. Pupils show enthusiasm and concentration in their playing and take recorders home for extra practice.
173. There is less evidence of the pupils' progress in composing and appreciating music and the school may need to consider the balance of its music curriculum to address this issue.
174. Music is well-led and well-resourced, with a lead co-ordinator who has oversight of planning, resource development and assessment. There is a good range of musical instruments representing music from a variety of cultures but currently there are no examples of multi-cultural music in the school's CD and tape collections. All music lessons are taught by the co-ordinator, who monitors pupils' progress through on-going weekly assessment. All pupils make satisfactory progress in music and pupils with special educational needs are well-supported and achieve appropriately.

175. Planning for music is based on QCA units of work and the school now needs to amend and adapt these schemes to meet its own specific needs.

PHYSICAL EDUCATION

176. At the time of the last inspection pupils reached a good standard in the subject. During the week of the inspection it was only possible to see one dance lesson and one lesson developing games skills. By the end of the key stage, standards in physical education are good.
177. In these areas standards were good in dance and satisfactory in games development. By the end of the key stage pupils use the space available, thoughtfully when moving around the hall. They use small apparatus appropriately. Pupils practise their throwing and catching skills sending and receiving a ball or beanbag from a partner. They use these skills in small group situations. They are able to move confidently to music. Pupils can use movement to express feelings as well as following a series of ideas in a story.
178. The overall quality of teaching and learning is good. Good long term planning ensures that pupils learn games, gymnastics and dance. Lessons are well planned with appropriate reference to warm up exercises and group work. In a Year 1 lesson, pupils clearly improved their skills of throwing and catching. In a Year 2 lesson, dance movements to musical stimuli were carefully developed. In one of the lessons observed the teachers moved the lesson along with a great deal of pace which encouraged the pupils not only to enjoy the lessons but receive maximum benefit from physical activity. The other lesson lacked pace and too much time was spent on explanations. This restricted the time for skill development.
179. All pupils receive good access to the physical education curriculum. In the Year 2 dance lesson a pupil with a statement of special educational needs took part with great enthusiasm showing an ability to follow instructions and perform movements despite restrictions in her ability to communicate effectively. The Year 1 class contained pupils from the foundation year. They were very well supported during the lesson by the teacher and a member of the support staff.
180. The co-ordinator is currently preparing the subject policy for review in the light of the Curriculum 2000. The subject is well supported by a range of other activities. There is a lunchtime club for country dancing. Players from a local football club support skill development during the summer term. Local secondary school pupils come to the school and demonstrate their own dances. They work effectively with small groups of pupils to improve their skill levels.

RELIGIOUS EDUCATION

181. Three religious education lessons were observed. Evidence is drawn from discussion with pupils, scrutiny of work, examination of the agreed syllabus and other documentation and a discussion with the subject co-ordinator.

182. By the end of Key Stage 1, pupils' attainment in religious education is in line with the expectations of the local agreed syllabus. Pupils have a sound grasp of elements of Christianity. They can talk about Jesus and recall Bible stories including the *Feeding of the Five Thousand* and the *Good Samaritan*. They recognise the significance of a place of worship and understand that ceremonies, such as baptism and weddings, are an important part of religious life.
183. Religious education has a secure place within the school curriculum and together with collective worship forms an important element of school life. Pupils have the opportunity to acquire knowledge and understanding of the Christian and Jewish faiths and learn something about their rituals and ceremonies, writings, places of worship and famous people. In addition the school provides the opportunity for pupils to reflect on moral issues. The Harvest Festival encourages them to understand that they can share food with the less fortunate. A display leading up to Remembrance Sunday introduces them to the idea of respect for those who have died in wars.
184. In the lessons observed teaching overall was good. Lessons are well planned and a range of techniques is used to keep pupils involved. In a lesson on friendship pupils had the opportunity to listen to the story of the *Good Samaritan*. They were provided with time to reflect on the story. They brainstormed ideas about what makes a good friend. They were able to undertake some writing and were then able to share their ideas with the rest of the class. Teachers use the local environment well to develop themes in religious education. A Year 1 class visited the local allotments to see food being grown and to talk to the gardeners. This was used well to develop a sense of awe and wonder about the beauty of world and the relevance of harvest time for all people.
185. Religious education is enhanced by the school's links with the local church and clergy. Pupils visit the church as part of their religious education. The vicar comes into school to answer questions at the end of a topic and supports the school by attendance at celebration assemblies such as the harvest festival.
186. The co-ordinator is working effectively to implement the ideas from the new agreed syllabus. A range of artefacts has been purchased to support the teaching of Judaism. Assessment sheets are being used to assess pupils' knowledge and understanding. There are weekly themes for assemblies. These cover religious festival such as Rosh Hashanah, and Hanukkah, harvest, Advent and Christmas. Other ideas supporting pupils' moral development include the needs of others, the people who care for others and those who make sure we are safe.