

# INSPECTION REPORT

## **COWICK C of E (VC) PRIMARY SCHOOL**

East Cowick

LEA area: East Riding of Yorkshire

Unique reference number: 118025

Headteacher: Mrs K L Barnitt

Reporting inspector: Mrs Sheridan Earnshaw  
11938

Dates of inspection: 4 – 7 November 2002

Inspection number: 247845

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 4 to 11  
Gender of pupils: Mixed

School address: Snaith Road  
East Cowick  
Goole  
East Yorkshire

Postcode: DN14 9DG

Telephone number: 01405 860417

Fax number: 01405 860417

Appropriate authority: Governing Body

Name of chair of governors: Rev C Roberts

Date of previous inspection: 12 January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                   |                      | Subject responsibilities  | Aspect responsibilities  |
|--------------|-------------------|----------------------|---|--|
| 11938        | Sheridan Earnshaw | Registered inspector | Areas of learning for children in the Foundation Stage<br>English<br>Art and design<br>Music<br>Religious education<br>Special educational needs<br>English as an additional language | What sort of school is it?<br>How high are standards?<br>How well are pupils taught?<br>How well is the school led and managed?<br>What should the school do to improve further? |
| 19740        | Allan Smith       | Lay inspector        |   | Pupils' attitudes values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents?                 |
| 11807        | Keith Bardon      | Team inspector       | Mathematics<br>Science<br>Information and communication technology<br>Design and technology<br>Geography<br>History<br>Physical education<br>Educational inclusion                    | How good are curricular and other opportunities offered to pupils?   |

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Nord Anglia School Inspection Services

Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

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

### **INFORMATION ABOUT THE SCHOOL**

Cowick Church of England is a smaller than average primary school. It is situated in the village of East Cowick, approximately five miles west of Goole, in the East Riding of Yorkshire. The village of East Cowick is very small and 50 per cent of pupils come from outside the catchment area. The majority of pupils come from Snaith and the surrounding villages of Gowdall and Rawcliffe. Some pupils travel quite some distance to the school from the local towns of Goole and Howden and villages near to York. The school is housed in a Victorian building, which has a new extension, and one mobile classroom. At present there is no hall. There are three mixed-aged classes and a separate Year 6 class. There are 91 pupils on roll altogether. All are of white British origin. All children start Reception in September following their fourth birthday. Three pupils are eligible for free school meals, which is below the national average. Seven pupils have special educational needs, mainly for learning difficulties. This proportion is below the national average. There are no pupils with statements. There are no pupils who speak English as an additional language attending the school. Children's attainment on entry to the school is broadly average although this fluctuates year on year.

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

Cowick is a school which provides its pupils with a good standard of education. A positive Christian ethos permeates and the school fully meets its aims and objectives. Pupils, including those with special educational needs, achieve well. They enjoy coming to school, they work hard and concentrate in lessons. The teaching is good in all classes and consequently pupils make good progress. The school is very well led and efficiently managed and provides good value for money.

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

- Standards are above average in English, mathematics and science.
- Children are given a good start to their education in the Reception year.
- The teaching is good and pupils of all ages achieve well.
- Pupils have very positive attitudes to school and to their work and their behaviour is very good.
- Provision for pupils' spiritual, moral and social development is very good.
- The headteacher provides clear direction for the school.
- Pupils with special educational needs make good progress.

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

- Strategies for evaluating the money that is spent.
- Health and safety issues require addressing.
- There is a need for a school hall.

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

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

Since the school was last inspected in 1998 it has made good improvements. High standards have generally been maintained. Assessment procedures are very well established and information about individual pupils is used extensively for checking on progress and setting pupils targets for improvement. The school analyses optional and national tests in order to address teaching and learning. The governing body has put satisfactory systems in place in order to manage the school more effectively. Governors have become more involved in the running of the school and have delegated responsibility for different aspects of the curriculum, for example, literacy, numeracy and special educational needs. The governing body has a rolling programme for reviewing curriculum policies and has worked on producing policies, such as the Racial Equality policy. However, as yet the governing body is not fully evaluating how

money spent is having an impact on pupils' learning. The



school has had a classroom built since the last inspection, which provides much improved accommodation for the youngest pupils. Although not a key issue, there has been an improvement in the teaching of information and communication technology. All staff have received training which has given them confidence to teach the subject. There are computers in each classroom and pupils are starting to develop appropriate skills. Multicultural education now has a higher profile and pupils are learning about cultures other than their own.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 2000          | 2001 | 2002 | 2002            |
| English         | A             | C    | D    | E               |
| Mathematics     | A             | B    | D    | E               |
| Science         | C             | B    | E    | E               |

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

Pupils' performance by the end of Year 6 in 2002 was not as high as in previous years. This was largely due to the small size of the year group, only fifteen pupils took the test, and the high number of pupils with special educational needs. However, pupils attained the levels expected by the school but few attained the higher level 5 in all three subjects. This does not represent an overall fall in standards, as performance with such small numbers taking the test fluctuates year on year.

The current Year 6 pupils attain above average standards in English and well above average standards in mathematics and science and pupils achieve well overall. The school has placed a great deal of emphasis on pupils' writing and this has shown good improvement since the last inspection. Pupils use spelling planners in order to spell words correctly and they use a structured approach for planning their writing. Teachers have encouraged pupils to plan carefully before starting to write. Pupils show very good mathematical ability and can work with quite complex numbers and in science they have a good grasp of scientific knowledge and can set up their own tests. Targets set by the school are challenging and well matched to groups of pupils.

Standards in reading and writing were well above average by the end of Year 2 in the 2002 national tests and average in mathematics. These results showed good improvement in reading and writing from the previous two years. There are no science tests for Year 2 pupils but teachers' assessments show that they attained highly in 2002. Attainment in the current Year 2 class is above average in reading and writing, mathematics and science. They achieve well in all subjects.

Standards are above average by the end of Year 6 in art and design, design and technology, history, geography and music. In information and communication technology and religious education, standards are average. Standards in physical education are above average by the end of Year 2 but the lack of facilities and apparatus for gymnastics slows down progress, consequently, standards are only those expected by the end of Year 6.

Children make good progress in the mixed Reception / Year 1 class and although some of them have only recently had their fourth birthday, they are expected to meet the targets set for them by the end of the year with a high proportion attaining beyond the targets.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Very good. Pupils have positive attitudes to their learning, they work hard and achieve well. They concentrate in lessons and they enjoy the work planned for them. |
| Behaviour, in and out of classrooms    | Very good. Pupils behave well at all times during the school day. They are polite to each other and to other adults.  |
| Personal development and relationships | Very good. Pupils have very good relationships with one another and with adults. They enjoy any responsibilities given to them and perform them very well.          |
| Attendance                             | Satisfactory. Levels of attendance are similar to the national average.   |

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching    | Good      | Good        | Good        |

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

Teaching is never less than good throughout the school. Good teaching in the mixed Reception / Year 1 class ensures that children have a good start to their learning and they settle happily into school. Activities are provided which interest and stimulate the children and they are taught the basic skills well.

In the Infant and Junior classes teaching of literacy and numeracy is good. There is very good emphasis placed on developing pupils' reading, writing and mathematical skills. A strength of the teaching is the way in which teachers link subjects together, for example, pupils write good accounts in geography and tackle mathematical problems in history. Activities planned are well matched to pupils' different levels of attainment and work is always interesting and challenging. Teachers use good strategies for organising lessons and generally hold group discussions at the end of lessons to good effect in order to consolidate pupils' learning and to assess what pupils have learned. Just occasionally classroom support assistants are not used to the best advantage at the beginning and end of lessons to support lower attaining pupils.

Teachers have good relationships with their pupils so that they feel that their opinions are highly valued and this helps to build their confidence and self-esteem, and consequently their learning is good and they make good progress.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum             | Good. The curriculum is broad and well balanced. New strategies for Reception children and for literacy and numeracy have been implemented well by the school and emphasis placed on developing pupils' reading, writing and number skills. New guidance for other subjects has been used to good effect to enhance the curriculum. |
| Provision for pupils with special educational needs | Good. Pupils with special educational needs are quickly identified and are given appropriate support so that they make good progress.   |

|   |  |
|---|--|
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. The school makes very good provision for spiritual, moral and social development and good provision for that of cultural. The school's shared aims ensure that Christian principles and values are applied very well. Pupils are fully aware of the difference between right and wrong, They are given many opportunities to work with and think about others. Pupils know about their own culture and are starting to become aware of cultures other than their own. |
| How well the school cares for its pupils  | Satisfactory. The school has very good procedures in place for assessing pupils' attainment and keeps good track of their personal development. However, there are a number of health and safety issues that require addressing.   |

### HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher provides the school with clear direction. The staff and headteacher work closely as a team determining priorities for the school. All staff have subject responsibilities which they carry out to good effect.                                |
| How well the governors fulfil their responsibilities             | Satisfactory. The governors are beginning to have better knowledge of the school and are aware of the future developments but do not yet have enough strategies in place to evaluate the impact that finances spent are having on standards.                             |
| The school's evaluation of its performance                       | Good. The school has good systems in place to evaluate what pupils are learning. The school improvement plan identifies clearly the priorities. Test results are analysed carefully and the information used to determine the priorities in the school improvement plan. |
| The strategic use of resources                                   | Good. The budget and other grants are used efficiently to resource pupils' learning.   |

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved  |
|---|--|
| <ul style="list-style-type: none"> <li>The teaching is good and their children are expected to work hard.</li> <li>Their children enjoy coming to school.</li> <li>The school is well led and managed.</li> <li>Staff are approachable and parents feel that they can discuss any problems with them.</li> <li>The school is helping their children to develop good personal skills.</li> </ul> | <ul style="list-style-type: none"> <li>Some parents feel that their children do not get the right amount of homework.</li> <li>A significant minority of parents would like more activities provided after school.</li> <li>Some parents are not happy with the information they receive.</li> </ul> |

Inspectors share the positive views of parents. However, inspectors judge that the amount of homework provided is appropriate for the age of the children and beneficial to their learning. Although there are only a few after-school activities they are typical for a school of this size. However, the school is looking to extend the activities on offer. There is a good range of visitors to work with children and they are taken

on regular visits, for example, to the seaside and theatre. The information that parents receive about their children is good and informative.

## **PART B: COMMENTARY**

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

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

1. Cowick Church of England is a small primary school and year groups of pupils are smaller than average therefore standards fluctuate from year to year owing to the make up of each group. This current year, standards in English are above the national average and standards in mathematics and science are well above average by the end of Year 6. Standards have been maintained at a good level since the last inspection.
2. The attainment of children entering the school in Reception is similar to other four-year-olds nationally but varies from year to year. Children achieve well and the current year group are on course to attain the targets set for them by the end of their time in the Reception year with a high proportion attaining beyond the targets. Their good achievement is due to the emphasis teachers place on developing their reading, writing and mathematical skills and the focus on children's personal development. Although children achieve well in the physical activities planned for them, they do not have opportunities to develop gymnastic skills owing to the lack of a school hall and outdoor climbing equipment.
3. The performance of Year 6 pupils in National Curriculum tests in 2002 was below average in English and mathematics and well below average in science. When compared to schools similar to Cowick, performance was well below average in all three subjects. This showed a fall from the previous three years when performance had never been less than average and often above. Only fifteen pupils took the National Curriculum tests in Year 6 in 2002 and of that group there was a high proportion of pupils with special educational needs. Few pupils attained the higher level 5 in all three subjects. The teacher's assessment of the year group shows that pupils attained the levels that were expected and although there was a fall in results this does not represent a drop in teaching standards.
4. In 2002, the performance of Year 2 pupils was well above average in reading and writing and average in mathematics. In comparison with similar schools performance was above average in reading, well above average in writing and below average in mathematics. Results in reading and writing showed an improvement from the previous two years. Thirteen pupils took the national tests and compared with their attainment when they first entered the school it represents good achievement. There are no tests for science in Year 2 but the teacher's assessment shows that pupils attained very highly in all aspects of the subject.
5. The attainment of pupils in the current Year 6 class is above average in English and well above average in mathematics and science. There are no pupils with special educational needs in the group and a high proportion are on course to attain the higher level 5. At the last inspection writing was average with reading and mathematics above average. The school has put strategies, including the use of spelling planners and planning frames for writing, in place to improve writing across the school and these strategies are having a good effect. Pupils' writing is descriptive and they are able to write in different styles well, such as producing a newspaper article about the rebellion of Boudicca. There is no difference in attainment in the

different aspects of mathematics. Higher-attaining pupils are able to work with highly complex numbers whilst lower attainers work at a slightly slower pace. In science pupils are competent at structuring their own tests and they are very confident in their scientific knowledge. The school has set targets for Year 6 pupils which are based on the projected results of the pupils in the year group and these are both realistic and challenging.

6. Pupils' attainment in the current Year 2 class is above average in speaking, listening, reading, writing, mathematics and science. The same strategies put in place for older pupils in writing are having the same good effect for younger pupils and writing is good. Pupils can read fluently although they do not use a range of strategies for reading unfamiliar words. They are confident speakers and are willing to speak in front of the whole-class, the teacher and other adults. They have very good mathematical understanding of addition and subtraction and can explain methods used to work out problems. In science, they recognise how to carry out a fair test and they are developing good knowledge of the subject, for example, the effects of electricity.
7. In art and design, design and technology, history, geography and music, pupils attain above average standards by the time they leave the school in Year 6. Standards are above average in design and technology, for example, because pupils develop very good skills of designing and confidently investigate to find out how to make their models work. Teachers plan effective lessons, which give pupils opportunities to explore and which help them to develop suitable skills. Teachers give pupils time to carry out research and to extend their understanding in subjects such as history and geography.
8. In physical education standards are above average by the end of Year 2 but only average by the end of Year 6. This is because the school lacks the facilities of a hall at present and although pupils have opportunities for games in good weather outside and dance and gymnastics in the local village hall, there is no apparatus for extending pupils' gymnastic skills. There have been improvements in the curriculum for information and communication technology. At present pupils have basic computer skills and staff training has improved teachers' knowledge of the subject. However, pupils' skills as yet, often depend on whether or not pupils have a computer at home and many do not yet feel confident in tackling more difficult activities. Information and communication technology is not yet always planned as an integral part of lessons. Standards in the subject are average, as are standards in religious education.
9. Pupils with special educational needs receive good support from teachers and classroom assistants and they make good progress. The school is identifying quickly those pupils who are gifted or have particular talents and is ensuring that they receive an appropriate level of challenge. Some pupils, for example, join older groups of pupils for certain subjects such as mathematics or guided reading.

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

10. In the last inspection report the pupils' attitudes, values and personal development were considered to be good in all areas, apart from behaviour, which was considered to be very good. The school has worked hard to maintain, build upon and develop these positive aspects even further and they have been successfully improved and are now considered to be very good across the school, with the exception of attendance. Attendance is satisfactory.

11. Children settle very quickly into school routines and adopt a very good approach to learning. This stems from Reception class upwards and is maintained throughout the school. Pupils are happy in all stages through school both in classes and at other times. For example, at lunchtimes and breaks they are equally confident and secure in their actions with all staff, being very polite and trusting in their manner. Pupils are motivated well by warm praise given by the staff, which is part of the school's behaviour policy. Pupils are very eager to share their work with teachers, pupils and visitors to the classroom. For example, one pupil wanted to demonstrate her reading skills and was quite disappointed when time did not allow for any further examples of her abilities. Pupils with special educational needs have equally good attitudes to school, as they are very well integrated within the school community. Relationships between pupils and adults are very good and allow pupils to develop confidence in their own abilities and to progress well through the school.
12. Behaviour of pupils is very good. Pupils are very quick to settle to tasks and they act in a very responsible manner. For example, they enter classes eagerly at the start of the day, end of break-times and lunchtimes without any time wasted and calmly settle into the class activity with high interest and enthusiasm. Pupils show high levels of concern and regard each other very well. For example, one boy slipped on some muddy area in the yard and several pupils all attempted not only to calm his distress but also to clean his jumper. In discussions with pupils, all said that they felt very safe and none expressed any concerns about bullying or harassment of any kind. They felt quite confident to talk at any time to any member of staff if they felt threatened in any way. There have been no exclusions from the school in recent years. Pupils know the school's expectations for good behaviour and are happy to follow the school rules. The school's behaviour policy is consistently applied by all staff and this helps to maintain the very positive, caring and secure environment that the school works hard to maintain.
13. The personal development of pupils is very good in all classes. Pupils are very eager to accept responsibilities, acting as classroom assistants and generally helping staff around the school. For example at break and lunch times older pupils volunteer to monitor entrance doors to school and generally support the midday supervisors very well. As pupils get older there are greater responsibilities for them to accept. The school is tidy and free from litter and graffiti; this is in part due to the pupils' respect for and ownership of their school. Relationships are very good between all pupils and staff. For example, pupils have the same high respect for catering and supervisory staff as they do for each other, visitors and teachers. This is a very mature and beneficial approach, which actively supports their learning.
14. Attendance is generally in line with the national average and unauthorised absence below. Staff are aware of these figures and have strategies to improve attendance and deter lateness. They are seeking ways to further develop them by making both parents and pupils more aware of the impact these have on learning. For example, they are attempting, correctly, to inform parents of the potentially disruptive effect of removing pupils for holidays during term time. The overwhelming majority of pupils are very eager to come to school.

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

15. Teaching is good in the Reception year and occasionally very good. The teacher and nursery nurse ensure that children soon learn class routines when they begin in September. Children are made to feel comfortable and secure so that they enjoy

learning. There are opportunities for children to develop good skills of literacy and numeracy through an interesting range of activities, for example, identifying letters on a computer program. Staff have good knowledge of the curriculum for Reception children and the activities presented are well matched and suitably organised. For example, children were encouraged to use all their senses when trying Indian food, such as saffron rice and samosas. The lesson required a high level of organisation, skill and timing. The teacher and nursery nurse work very well together often dividing the mixed aged class so that one member of staff can work solely with the Reception children on activities which are more appropriate for the age group. In doing so children develop confidence and their learning is good.

16. Teaching is never less than good in both the Infant and Junior classes with almost a sixth of lessons very good. This is a similar picture to the one found at the last inspection. In all lessons teachers very carefully plan a series of activities which flow very smoothly from one to another. This planning stimulates pupils' interest so that they concentrate and achieve well and their learning is good. In the majority of lessons, planning reflects the varying attainment of pupils, particularly in the mixed aged classes. Close consideration is given to those pupils with special educational needs who often require a great deal of support. Suitable activities are provided and classroom assistants have clear roles with specific pupils, asking pertinent questions and encouraging them to complete their work so that they achieve well. Very occasionally, at the beginning and end of lessons, classroom assistants are less gainfully employed in supporting pupils and spend time watching or tidying up. The school has identified its higher-attaining pupils, some of whom move to different classes for some subjects. Teachers set challenging tasks for them, ensuring that the pace of working is good and that they make good progress.
17. Teachers generally have good knowledge of the subjects that they teach and in particular the national strategies for literacy and numeracy are taught well. Consequently pupils' acquisition of skills and understanding is good. One of the strengths of the teaching is the way in which teachers make good links between subjects. For example, when the Years 2 and 3 class visited the cenotaph at the church next door, as part of a history lesson about the Second World War, they made good links with mathematics when they produced a tally chart of the names on the memorial. The Years 4 and 5 class wrote interesting and extensive accounts of the rebellion led by Boudicca when they were studying the Romans. Musical instruments were used as a focus of a science lesson when Years 4 and 5 pupils investigated the sources of sound. These links interest and enthuse pupils so that consequently their learning is good.
18. Although teachers have received training in information and communication technology they are not yet using it as fully as possible. However, they are starting to gain confidence and often use it as a source for lessons. For example, Infant pupils were shown Indian instruments on the computer and were able to listen to the sounds they made. Year 6 pupils, who were studying 'rap' music listened to an extract found for them by their teacher on the computer. Teachers ensure that pupils have access to computers in lessons but at present the full range of skills have not yet been taught, and information and communication technology is not fully integrated into the curriculum.
19. Lessons are very well organised. The majority begin with a whole-class discussion where teaching points are made, this is then followed by group or independent activities. The class is then brought back together for a final discussion. Teachers



productively refer to the objectives shared at the beginning of the lesson and in the concluding part of the lesson, they discuss with pupils what they have learned enabling pupils to identify new knowledge and skills they have acquired. Teachers use this final session to identify what pupils have learned and the assessment is used well to make judgements about what to teach in future lessons. Using assessment to plan for future work was a key issue at the last inspection and it has been addressed very well. At the beginning of a new unit of work teachers often have productive discussions with pupils in order to establish their understanding. This information is then used to set challenging future tasks. For example, in a Year 6 science lesson the teacher found that pupils already had good conceptual understanding about sources of light and the way in which we see. This information enabled the teacher to plan work that would extend and challenge their understanding. Pupils' work is clearly marked and often gives pupils clear indication of what they have achieved and what they need to do in order to improve.

20. Resources are provided in lessons, which stimulate a high level of discussion and allow pupils to learn about the world around them. In an art lesson in the Years 2 and 3 class, for example, pupils looked at the work of Matisse when thinking about expression in painting. Teachers invite visitors into school to extend pupils' learning. Visitors talked about their experiences in the Second World War when pupils were studying the topic in history, giving them the opportunity to write and pose questions thus enabling pupils to think about what they needed to know. There are very good relationships between pupils and teachers so that pupils feel happy to come to school and lessons are taught in a comfortable atmosphere and pupils feel that their opinions are highly valued.
21. The quality of homework provided for pupils is good. All pupils are encouraged to take home reading books and even the youngest pupils have spellings to learn. Older pupils receive homework which provides an extension to their work in lessons. The range and quality of homework make a good contribution to pupils' learning.

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

22. The curriculum is good and provides comprehensive coverage of what the National Curriculum and the locally agreed syllabus for religious education require pupils to learn. In the period since the last inspection a number of important national initiatives have been introduced with a direct bearing on the curriculum. The school has utilised these guidelines and recommendations constructively to strengthen further the provision it makes for its pupils. Overall there has been good curricular development since the last inspection.
23. The curriculum provided for Foundation Stage children in the mixed Reception / Year 1 class is good. Lessons closely reflect the recently introduced national guidance for the age group. Staff provide a wide range of interesting and stimulating activities which encourage children to discover things for themselves and to learn through carefully conceived, first-hand experiences.
24. The national strategies for literacy and numeracy are securely established as the basis for the teaching of English and mathematics. Pupils are given regular opportunities to extend and develop their reading, writing and number skills in many different subjects and overall, the provision made for pupils' learning of literacy and numeracy is good.

25. National guidance has also been adopted for other subjects and is used effectively to help ensure a clear framework through which pupils can progressively build their knowledge, skills and understanding. This applies equally to pupils with special educational needs and those who show particularly high levels of attainment. The equality of access and opportunity provided for all pupils is very good. Pupils who need extra support with literacy and / or numeracy have a suitably modified curriculum that often involves them working on specially designed work in small groups.
26. Despite the pressures produced by the need to drive up standards of literacy and numeracy, the school has maintained a well-balanced curriculum. Appropriate amounts of time are spent on the different subjects so that pupils are able to gain valuable creative experience through the arts and to broaden their learning through subjects such as science, geography, history and information and communication technology. One of the strengths of the curriculum is the way in which, when opportunities arise, teachers link these subjects effectively together. For example, Year 6 pupils have started a project on machines in design and technology by investigating the science of electricity. This is extending their knowledge of electrical circuits while at the same time providing them with the information they need to make motors work.
27. At the time of the last inspection pupils were not using computers and other technology enough across the curriculum as a whole. Teachers have become more confident with the subject and better use is being made of information and communication technology to aid pupils' learning in a wide range of subjects. For example in an art lesson in the Years 4 and 5 class pupils used music they selected on the computer to establish a mood for their pattern making. Although there is still scope for further development, the use of information and communication technology across subjects as a whole has shown satisfactory improvement.
28. One obstacle to the curriculum remains from the time of the last inspection: the school's limited accommodation. Despite the best efforts of staff, the lack of a space for large scale physical activity reduces the opportunities that can be offered, particularly in certain aspects of physical education and in drama. The use of the village hall in the afternoons enables activities such as floor gymnastics to take place but the walk to and from the hall limits the lesson time and no provision can be made for large apparatus work in physical education. Improvements have been made to the accommodation for the youngest pupils which have considerably enhanced their curricular provision. Plans are in place for improvements to the rest of the school which are intended to have a positive effect on the curriculum the school can offer.
29. The school makes very good provision for pupils' personal, social and health education. The well structured programme is strongly supported by the school's very positive ethos. However, this area of the curriculum still needs a little work to ensure that it dovetails fully and completely into all aspects of pupils' learning. Sex education is taught in line with the governors' agreed policy and pupils are made fully aware of the dangers of drug abuse.
30. For a school of this size the provision made for extra-curricular activities is satisfactory overall. Pupils receive regular opportunities to visit places of educational interest and visitors to the school, who in the past have included the Mayor and local inhabitants recalling their wartime experiences, make a significant contribution to the richness of the curriculum. After-school activities are limited in range and number

and mainly restricted to sport. The school is aware that parents would like a broader range of opportunities and the pupils themselves have made sensible and useful suggestions about how they would like improvements to be made.

31. Links with the local community are strong, particularly with the adjoining church. The rector is a regular visitor to the school and pupils attend an assembly in the church each week. The school recognises the importance of pupils' understanding of the place of local industry within the community and has a policy to raise their awareness. Sponsorship from a local company helps to ensure that educational visits can be funded and that all pupils can participate. The school has good relationships with the high school to which most pupils transfer. Joint projects starting in Year 6 and continuing at the high school help to forge close links between the two schools and aid the smooth transition of pupils from primary to secondary education. Similarly good links with the local playgroup help children's entry to the Reception year.
32. The provision made for pupils' personal development is very good. This is better than at the time of the last inspection and there has been good improvement to this important aspect of the curriculum.
33. Very good provision is made for pupils' spiritual development. The school's mission statement is based firmly on broad Christian principles and on the concepts of partnership and team work. The curriculum aims to support the mission statement fully, from the opening statement which reads 'Each child should develop self-respect ...' through to the last, "Each child should be happy, cheerful and well balanced". All members of staff promote these aims fully and effectively. Pupils are encouraged to reflect on the outcomes of their work and to take pride in their own achievements. Teachers' sensitive questioning encourages pupils to consider why things occur as they do and how and by what they are influenced. Frequent use of praise raises pupils' self esteem and gives them the courage to broaden their horizons when thinking about the things that affect their lives. Collective worship and class discussion times are often thought provoking and provide pupils with opportunities to reflect on important issues. In lessons teachers frequently ask pupils to stop and think carefully about what has been said and what it means to them and to others.
34. The school makes very good provision for pupils' moral development. Although there are few school rules as such, codes of conduct are clearly established and pupils' awareness of right and wrong and the need to consider the rights of others are promoted very effectively. A consistently applied system of rewards and sanctions helps to reinforce the code and any loss of privileges is taken seriously by all pupils. In the Years 2 and 3 class, for example, significant contributions by pupils are rewarded by the placing of a marble into a pot. When the pot is full the whole-class receives a treat. This simple but effective system helps pupils to see clearly how their behaviour impacts on others in class. Teachers, through their constructive interactions with pupils, establish a clear code of behaviour that is accepted by all. This code of behaviour is reinforced through the personal, social and health education programme that forms an integral part of the curriculum and is extended well during assemblies. Teachers use class discussion time (often called Circle time) productively to provide pupils with the opportunity to air their views and to voice any concerns they may have.

35. The provision made for pupils' social development is very good. Pupils have a personal and social record which they keep throughout their time at the school. This gives them a clear insight into their own development and its influence on others. Merit assemblies are used well to celebrate pupils' success in a manner in which all can enjoy and feel part of. Pupils are encouraged to support charities and to get involved in community projects such as Humberside Police's Operation Lifestyle. Staff provide very good role models in the way they relate to each other and to pupils and the school's key social policies, such as the Racial Equality Policy, focus clearly on the impact the provision will have on pupils' learning. Through the school council pupils are encouraged to put forward their views and to raise issues that are of concern to the school as a whole. The suggestions they made for improving the extra-curricular provision show both insight and appreciation of the needs of others. Pupils are encouraged to take on more responsibilities as they grow older. Year 6 pupils act as prefects with a list of duties to perform, such as helping younger pupils at playtimes and lunchtimes.
36. Overall, the school makes good provision for pupils' cultural development. The broad curriculum and strong links with the church promote pupils' understanding of their own culture well. Pupils learn about the local area and its heritage in geography and history lessons. They are introduced to different forms of art and music and encouraged to explore the wealth of literature that is on offer to them. Educational visits and visitors to the school provide additional cultural experiences. Pupils have the opportunity to study faiths that are different from their own as part of religious education. In the last inspection weaknesses were found in the way the school prepares pupils for life in a multicultural society. Satisfactory development has taken place and there has been, for example, improvements in the range of books available to pupils, inclusion of music and art from other cultures and visits to places reflecting multicultural diversity, such as a museum in Bradford. Nevertheless, this remains the least effective aspect of the school's provision for personal development. The curriculum provided does not yet enable pupils to develop a depth of understanding of the richness of different cultures and an appreciation of the contribution they make to modern society.

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

37. In the last inspection no overall judgement was made but generally pastoral care was considered to be good. However, there were some issues raised in this area. Assessment records were insufficiently used for setting targets for individual pupils' improvements and this was a key issue. The school has reviewed its procedures and improved them since the last inspection. They are now good overall, and assessment procedures for monitoring pupils' attainment and progress are now very good.
38. Staff collect a wealth of information about individual children. They analyse the results of National Curriculum and other school tests and use this information to identify strengths and areas for improvement. Teachers check pupils' progress carefully and set targets for them. All pupils have reading records, which are shared with parents. Individual targets are provided for pupils for reading, writing and mathematics. Older pupils keep these in their workbooks so that they can identify what they need to do in order to improve. In subjects other than English and mathematics, information is kept about individual pupils at the end of units of work. All information collected is used to good effect in planning future work for individuals.

39. All staff are very strongly committed to the care and support of all pupils in order to assist the pupils' development. The school has developed a good family caring atmosphere of support and nurture for all of its pupils. All staff are understanding and sensitive to pupils' needs. The arrangements for the monitoring of pupils' personal development are good. The school's caring ethos, excellent relationships and the very high levels of trust that are apparent between pupils and staff contribute well to the monitoring and support of personal development.
40. The school ensures its systems assist in the sensitive induction of pupils into school. These encourage them to quickly settle into this welcoming atmosphere. There are good links with other schools and the local high school to which most pupils transfer. There are secure procedures in place for child protection and all staff are kept suitably well informed. The member of staff with responsibility for child protection fulfils the position with care and industry. She has received suitable training and ensures that all staff know to be vigilant and what to do if they have any concerns. There is a well trained first aid person in the school.
41. The school is generally effective in maintaining the health and safety of all of its pupils. The health and safety policy is regularly reviewed and there are checks and risk assessments carried out by the staff and governors, who take action and produce meaningful reports to be followed through. However, there is insufficient rigour in risk assessment across the school, both internally and externally, for the appropriate levels of care required of all personnel and visitors to the school premises. There are termly fire drills, details of which are logged to record time taken to evacuate the building and confirm all pupils are accounted for. There are a number of aspects of health and safety that have been identified as causing concern. These were reported to the school for action.
42. Attendance and punctuality are carefully recorded and monitored. The school has plans in place to record and monitor attendance using computer systems. Any absences are followed up immediately by making contact with parents. Pupils with special educational needs are carefully assessed and their work is monitored regularly.
43. The school manages well pupils' behaviour both within the school building as well as at other times such as lunchtimes and breaks. There is a weekly whole-school assembly at which the headteacher issues achievement awards to pupils. The school's anti-bullying procedures are effective in treating all pupils equally. Staff work hard at raising the self-esteem of all pupils.

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

44. At the last inspection the quality of links with parents was considered to be good and parents' commitment was a strong feature of the school. The school has continued to work hard at improving links with parents and has attempted to further involve them in their children's learning. Links with parents are now considered to be good. The overwhelming majority of parents, at the meeting with inspectors and in their questionnaire responses, were supportive of the school, its staff and almost all aspects of school life. The school ensures that parents are kept well informed about their children's progress, including parents of pupils with special educational needs. Parental involvement with their children's learning is good, parents support their children well, particularly with homework.

45. The level and value of information offered to parents are good. There are regular newsletters issued by the school, which contain details of the school's social and topical events. The school's annual pupil reports to parents set out future individual targets for pupils to aim for in the coming year, and there are spaces for parents to make their own comments on the report. The termly parent/teacher meetings, together with informative briefings about literacy and numeracy are all beneficial in developing stronger relationships with parents. There is a valuable 'open door' policy at the school which is highly regarded by parents. The Parent Teacher Association is very active and provides additional funds for the school, which are targeted at improvements for pupils' benefit. For example, their recent contribution towards the school's guided reading books has had a good effect on pupils' access to books. The school willingly invites parental involvement. Staff welcome those parents who support in classrooms or provide assistance around the school.
46. The information provided by parents at their meeting with inspectors and in their responses to the questionnaires demonstrates that parents are pleased with the improvements made by the school since the last inspection. They are happy with the school's current style of approach to the education and personal development of their children. The return rate of almost 89 per cent is a very secure level to analyse parents' opinions. Parents feel happy about almost all aspects of school. A small number expressed concern about the volume of work their children receive, the range of extra-curricular activities and the information supplied by the school. The inspection team agrees with all of the positive comments made by parents. However, they do not agree with parents' concerns. The homework offered by school is supportive of and beneficial to pupils' learning and the range and availability of information are good. Inspectors judge that the school offers a satisfactory range of extra-curricular activities, which matches the number found in most schools of this size.

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

47. The very good leadership provided by the headteacher has enabled the school to move forward productively since the last inspection and the same clear direction has been maintained. There is no deputy headteacher or senior management team in such a small school and the headteacher's style of management is to include all staff in policy and decision making. This arrangement works well and all staff work closely together to implement any decisions made.
48. The headteacher oversees the monitoring of teaching and learning and responsibilities are delegated to other members of staff. This ensures that the school is working constantly to make improvements and that standards are as high as possible. Procedures to improve the performance of teachers are well established and the school is now in its second cycle. The headteacher has a good overview of pupils' attainment and there is a great amount of data collected, although it has not yet been placed on the computer. The school is planning to enter its data onto the computer very shortly. Good analysis of National Curriculum test results and other tests are carried out and the school is able to identify patterns and trends despite the year groups being so small. For example, the school identified writing as being weaker than reading and has put strategies in place to develop writing skills across the school, which have been successful. Identifying targets and tracking pupils was a key issue at the last inspection and this has been successfully addressed by putting systems in place to identify what pupils need to do next.

49. The school has very clear aims which are reflected well in its daily life, particularly the Christian values that the school provides. Relationships throughout the school are very good and this results in the school having a welcoming atmosphere for its pupils. There are clear policies in place which are reviewed regularly on a rolling programme. Priorities for the school are clearly set out in the school improvement plan, although at present the plan contains only curriculum priorities. The staff carefully consider the needs of the school before identifying the priorities.
50. Subject management is good and subject leaders are fully aware of their responsibilities. They monitor their subjects by collecting planning and by moderating pupils' work and are able to identify areas requiring further attention. The support provided by classroom assistants and the nursery nurse is well organised and pupils are provided with the help that they need.
51. The governors have close links with the school and they have good awareness of its documentation, such as the school performance data and improvement plan. A key issue at the last inspection was that structures and systems were not in place for the governing body to play an effective role in strategic management. The school and governing body have gone some way in addressing this issue. There are now governors linked to subjects such as literacy and numeracy and staff have provided talks for governors on aspects of the school, such as special educational needs. Consequently the governors have identified that they need to be more informed about problems such as dyslexia. They review policies on a rolling programme and have been responsible recently for putting together a policy for Racial Equality. However, they are not yet fully involved in monitoring the work of the school and evaluating how well the school is performing against its priorities, or measuring fully what impact the money spent is having on pupils' performance.
52. The management of the school's finances is generally efficient and satisfactory overall. There are suitable financial controls and clear budget monitoring systems that enable the school to manage its work within its budget and ensure all financial aspects are performed appropriately. Financial documentation is up to date. The headteacher and the governors' financial sub-committee determine priorities that help with financial planning, but there is insufficient analysis at present of the gains made in spending. The collection of money and everyday financial matters are dealt with to good effect by the well informed school secretary. There are satisfactory systems in place to ensure the school obtains best value in all resources, services and areas of day-to-day functioning. Funds allocated to the school through specific grants are spent appropriately but spending is not always evaluated as well as it could be. The school managed a surplus at the end of the last financial year of just over 19 per cent. The school is using the surplus to good effect to maintain small class sizes and to keep the Year 6 pupils as a separate class. This is proving to be efficient use of funds because of the high standards pupils attain in Year 6.
53. There are sufficient, appropriately qualified teachers and support staff to meet the needs of the curriculum and the age range, and provision is good. Throughout the school support staff work very well to ensure that all the needs of the pupils are met. Daily routines run smoothly. Staff have job descriptions relating to their responsibilities in the school team and specific descriptions relating to their individual roles. The amount and range of in-service training undertaken by staff are good and contribute well to meeting the priorities recognised by the school, as well as those of individual teachers. Induction systems are in place and arrangements for new staff

support are good. Staff have curriculum responsibilities, and in consultation with school management and approval by governors, have produced effective whole-school policies, which support the curriculum. Subject leaders are responsible for monitoring the standards in their subject and the coverage each class receives.

54. Accommodation is unsatisfactory. The school does not have a hall; this causes several limitations and impacts adversely on the daily running of the school life. For example, dining arrangements currently require the use of a classroom. Owing to the shortage of available space, the school library is also being used as a classroom for Year 6 pupils and this affects the accessibility to the library by other year groups. There is also no designated outdoor area for Reception children to play on large equipment. The school grounds are extensive and provide a good resource for pupils' physical development, when the weather is good. There is no room for a dedicated suite for whole-class learning and participation in information and communication technology. The school has waited for some time for the proposed new building provisions required to support pupils fully in their education, for example, a new hall, additional classroom, secure outdoor area and improved car parking facilities. However, plans are in place to extend the car park and school building in the next year.
55. The school has a good range of resources to support most subjects except for physical education. The lack of a hall and no large equipment adversely affect teaching. Currently the school manages indoor physical education by taking pupils to the local village hall. Resources are in good condition, clearly identified and well organised.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The headteacher, staff and governors should now:

- 1) Put systems in place to:
  - measure the effect of spending;
  - evaluate the gains that pupils have made as a result.(Paragraphs 51, 52)
  
- 2) Review Health and Safety/risk assessment procedures to identify where improvements are needed, taking action to implement improvements to ensure a safe and secure environment for all.  
(Paragraph 41)
  
- 3) Improve the accommodation by providing a hall, so as to further improve the quality of education.  
(Paragraphs 8, 28, 54, 120, 124)

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 39 |
| Number of discussions with staff, governors, other adults and pupils | 28 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 5         | 34   | 0            | 0              | 0    | 0         |
| Percentage | 0         | 13        | 87   | 0            | 0              | 0    | 0         |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | N/A     | 91      |
| Number of full-time pupils known to be eligible for free school meals | N/A     | 3       |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | N/A     | 0       |
| Number of pupils on the school's special educational needs register | N/A     | 5       |

| 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 | 9            |
| Pupils who left the school other than at the usual time of leaving           | 4            |

### Attendance

#### Authorised absence

|             | %   |
|-------------|-----|
| School data | 5.8 |

#### Unauthorised absence

|             | %   |
|-------------|-----|
| School data | 0.0 |

|                           |     |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| 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 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2002 | 6    | 7     | 13    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | *N/A    | *N/A    | *N/A        |
|   | Girls    | *N/A    | *N/A    | *N/A        |
|   | Total    | 12      | 12      | 13          |
| Percentage of pupils at NC level 2 or above | School   | 92 (92) | 92 (92) | 100 (100)   |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | *N/A    | *N/A        | *N/A     |
|   | Girls    | *N/A    | *N/A        | *N/A     |
|   | Total    | 12      | 12          | 13       |
| Percentage of pupils at NC level 2 or above | School   | 92 (75) | 92 (92)     | 100 (92) |
|   | National | 85 (85) | 89 (89)     | 89 (89)  |

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

### Attainment at the end of Key Stage 2 (Year 6)

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2002 | 6    | 9     | 15    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | *N/A    | *N/A        | *N/A    |
|   | Girls    | *N/A    | *N/A        | *N/A    |
|   | Total    | 12      | 12          | 12      |
| Percentage of pupils at NC level 4 or above | School   | 80 (83) | 80 (72)     | 80 (92) |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | *N/A    | *N/A        | *N/A    |
|   | Girls    | *N/A    | *N/A        | *N/A    |
|   | Total    | 13      | 13          | 12      |
| Percentage of pupils at NC level 4 or above | School   | 87 (72) | 87 (72)     | 80 (89) |
|   | National | 73 (72) | 74 (74)     | 82 (82) |

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

\* The numbers of boys and girls have been omitted as there are less than eleven pupils.

### ***Ethnic background of pupils***

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

| <b>Categories used in the Annual School Census</b>  | <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|---|-----------------------------|--|---------------------------------------|
| White – British                                     | 78                          | 0  | 0                                     |
| White – Irish                                       | 0                           | 0  | 0                                     |
| White – any other White background                  | 0                           | 0  | 0                                     |
| Mixed – White and Black Caribbean                   | 0                           | 0  | 0                                     |
| Mixed – White and Black African                     | 0                           | 0  | 0                                     |
| Mixed – White and Asian                             | 0                           | 0  | 0                                     |
| Mixed – any other mixed background                  | 0                           | 0  | 0                                     |
| Asian or Asian British - Indian                     | 0                           | 0  | 0                                     |
| Asian or Asian British - Pakistani                  | 0                           | 0  | 0                                     |
| Asian or Asian British – Bangladeshi                | 0                           | 0  | 0                                     |
| Asian or Asian British – any other Asian background | 0                           | 0  | 0                                     |
| Black or Black British – Caribbean                  | 0                           | 0  | 0                                     |
| Black or Black British – African                    | 0                           | 0  | 0                                     |
| Black or Black British – any other Black background | 0                           | 0  | 0                                     |
| Chinese   | 0                           | 0  | 0                                     |
| Any other ethnic group                              | 0                           | 0  | 0                                     |
| No ethnic group recorded                            | 0                           | 0  | 0                                     |

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

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

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

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | 4.6 |
| Number of pupils per qualified teacher   | 19  |
| Average class size                       | 22  |

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

|   |    |
|---|----|
| Total number of education support staff | 4  |
| Total aggregate hours worked per week   | 82 |

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

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | N/A |
| Number of pupils per qualified teacher   | N/A |
| Total number of education support staff  | N/A |
| Total aggregate hours worked per week    | N/A |

### ***Financial information***

|  |         |
|--|---------|
| Financial year                             | 2001/02 |
|  | £       |
| Total income                               | 267,546 |
| Total expenditure                          | 331,292 |
| Expenditure per pupil                      | 3,524   |
| Balance brought forward from previous year | 39,899  |
| Balance carried forward to next year       | -23,846 |

|                                |     |
|--------------------------------|-----|
| Number of pupils per FTE adult | N/A |
|--------------------------------|-----|

*FTE means full-time equivalent.*

### **Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years   | 0 |
| Number of teachers appointed to the school during the last two years   | 0 |
| <hr/>  |   |
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 89 |
| Number of questionnaires returned | 79 |

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

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 63             | 30            | 4                | 3                 | 0          |
| My child is making good progress in school.  | 59             | 33            | 5                | 1                 | 1          |
| Behaviour in the school is good.   | 51             | 39            | 5                | 0                 | 5          |
| My child gets the right amount of work to do at home.                              | 42             | 42            | 13               | 0                 | 4          |
| The teaching is good.  | 65             | 30            | 3                | 0                 | 3          |
| I am kept well informed about how my child is getting on.                          | 41             | 43            | 11               | 1                 | 4          |
| I would feel comfortable about approaching the school with questions or a problem. | 67             | 28            | 5                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 62             | 33            | 4                | 0                 | 1          |
| The school works closely with parents.   | 42             | 46            | 6                | 3                 | 4          |
| The school is well led and managed.  | 47             | 43            | 3                | 0                 | 8          |
| The school is helping my child become mature and responsible.                      | 44             | 51            | 4                | 0                 | 1          |
| The school provides an interesting range of activities outside lessons.            | 24             | 24            | 34               | 6                 | 11         |

### **Other issues raised by parents**

None.



## **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**

57. Children make a good start to their education in the Reception class. Attainment fluctuates year on year but in most years attainment on entry is broadly average. At present there are nine children in Reception and they are on course to attain the targets set for the age group by the end of Reception, with a high proportion set to attain beyond the targets. The nine pupils are in a mixed aged class with Year 1 pupils. There are no children with special educational needs in the present Reception year. All children start school in September and they make good progress because of well-planned, good teaching. The school has maintained the same high standards as found at the last inspection.
58. The curriculum for children in the Reception year clearly follows the guidelines for the age group. The teacher structures activities well in order to provide specific tasks for the group. The quality of teaching is good and occasionally very good. The nursery nurse makes a good contribution to children's learning. The teacher and nursery nurse work well together taking turns to be responsible for presenting activities to the Reception group. There is a good atmosphere in the class, where relationships are very good and children are made to feel comfortable. There are good links with parents who appreciate the information they receive before their children start school and good links with the local playgroup where many children attend before starting school. At present, there is no separate play area outside for outdoor activities. Since the last inspection the accommodation for the Reception year has improved and there is now a classroom situated in the school building which is suitable for their needs.

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

59. Good emphasis is placed on children's personal, social and emotional development. By the end of the Reception year all children will have achieved the targets set for them and a high proportion will have gone beyond them. This represents good achievement. Children quickly learn school routines and settle into class. They very soon become confident and feel that the contributions they make in class, alongside their older peers, are highly valued. Staff ensure that Reception children are included in class discussions and children are very willing to put forward their ideas. They are happy to come to school and to take part in the activities provided for them. Most children work and play together well although some still prefer to work independently. When doing physical activities they are able to undress and dress themselves with a little help from adults.

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

60. Children achieve well in aspects of language and literacy and all children will have achieved the targets set for them with many attaining beyond them. Children enjoy books and like to listen to stories and poems read to them by their teacher. They are taught early on the difference between a fiction and non-fiction book. For instance, when hearing a poem about the weather they looked at the book and compared it carefully to the way in which a book of facts was set out and discussed the differences. They are encouraged to read at home and progress in their reading is carefully monitored on their reading records. Their choice of books is a good mixture

of fiction and non-fiction. Children are beginning to recognise letters and are able to identify matching pictures. Staff provide suitable activities on the computer which extend their understanding of the sounds that letters make. They are taught how to form letters correctly when writing. Staff teach children how to place missing words so that they can formulate a sentence, for example, 'I am a girl' putting in the missing word 'girl'. Most are beginning to place full stops at the end of sentences. Teachers encourage children to listen carefully at story time and when giving instructions. Children respond well and enthusiastically take part in discussions. They are provided with literacy homework, including reading and letter games, which contributes well to their language and literacy skills.

### **Mathematical development**

61. Children achieve well in their mathematical development and many children will attain beyond the targets set for them. Children receive a daily mathematics lesson in which they learn about the rules of number and about different shapes. A good range of games and structured activities enable children to learn how to recognise and manipulate numbers. They are taught how to identify numbers and they use this information when counting numbers to ten and when adding on additional numbers. Children's knowledge of shape is extended in other contexts, for example, when making patterns or making circles with their bodies in dance. When carrying out tasks with the teacher, children are frequently asked to explain their thinking, allowing staff to assess their understanding. Activities have a good level of challenge and children are enthusiastic and attentive when necessary. Children are given many practical tasks to ensure that they are conserving number. For example, when counting teddy bears, the teacher ensured children were able to count to ten before asking them to count backwards and forwards. Children can give reasons for their answers and are encouraged to do so by their teacher and nursery nurse. For example, pupils identify number 8 because they explain 'it comes before number 9'. Mathematical language is taught well so that children learn, for example, how to identify accurately large, medium and small teddy bears.

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

62. All children achieve well in this area of learning and they make good progress towards the targets set for them. They start to have a good perspective of the world we live in. Through effective teaching they cover some interesting topics such as learning about the festival of Divali. Children learned about the Hindu festival and looked at pictures in books. Staff enhanced the celebration by dressing in saris and assisted the children in making the traditional dishes of raita, made from yoghurt and cucumber. Children were given opportunities to use their senses when smelling and tasting Indian food, including popadums, saffron rice and onion bahjis. Areas such as the home corner and shop give children good opportunities for role-play. They enjoy dressing in different clothes and packing bags to go on a 'picnic'. Staff teach children how to use construction toys appropriately and children sustain tasks for long periods. Discussions about special people enable pupils to think about their own families and their brothers and sisters. Throughout the topic on 'Weather' staff encourage children to look at charts of the months of the year and learn about the different seasons. Computer activities are regularly provided and children are shown how to use a mouse and arrow keys correctly in order to move items around the screen. Throughout all the activities children show enthusiasm and interest and want to take part in all activities offered to them.

## **Physical development**

63. In most areas of physical development children achieve well. However, there is a lack of equipment due to the school not having a hall, and children do not at present have opportunities to use climbing apparatus outside. Children enjoy physical activities and they show great enthusiasm. In a dance lesson in the local village hall, children made good use of space and showed good awareness of their own bodies. They put in a great deal of effort to use different parts of their bodies to make circle shapes and can stretch and curl up when asked. The teacher and other adults join in the activities in order that children have good role models to follow. Children are given many opportunities to go outside to ride on bicycles and show confidence when doing so. They are taught how to develop good co-ordination, when using scissors or knives to cut up cucumbers when making raita and they handle pencils and scissors correctly.

## **Creative development**

64. There is good provision for children's creative development and they achieve well. Following the Divali celebration children went outside to make Rangoli patterns using chalk. Most children could manipulate the chalk well to make a variety of patterns. The nursery nurse taught children how to use clay to form diva lamps and the children went on to produce some good work. Children enjoy making pictures with glue or paint. They created some colourful firework patterns on black paper using wax crayons. Paintings of fruit are very life like and the colour used depicts the colours of kiwis and bananas. Children enthusiastically made shiny patterns using brightly coloured paper after being taught how to apply glue carefully. The teacher gives children opportunities to sing and to listen to music. Children are beginning to join in songs that older children in the class know well. They listened carefully to Indian music heard on the computer and were amused by the different sounds they made from the instruments that they have experienced.

## **ENGLISH**

65. By the end of Year 6, standards are above the national average. There was fall in the National Curriculum test results in 2002 but prior to that standards had been average or above. This was due to the small numbers of pupils who took the test attaining the expected level 4. Only two pupils attained the higher level 5. A significant proportion of the group had special educational needs. By the end of Year 2, standards are above average which shows an improvement over the last two years. The current group of Year 6 and Year 2 pupils are achieving well in all aspects of the subject, including those with special educational needs. High standards have been generally maintained in speaking, listening and reading since the last inspection and there has been an overall improvement in standards in writing. This represents good improvement since the last inspection. The school has placed a great deal of emphasis on improving the quality of writing in order that pupils have time to do extended writing. Developing creative writing is currently identified as a priority in the school improvement plan.
66. Pupils in all classes learn to listen attentively to the teacher, to other adults and to each other. Pupils in the Year 4 and Year 5 class, for example, listened carefully to their peers when they acted out and read lines from a play they had written. They develop good listening skills from when they start school and the youngest pupils listen carefully to instructions given by their teacher. Pupils are provided with many

opportunities to talk and to discuss their ideas, which gives them confidence to speak in front of others. When introducing a lesson about memories held by other people of themselves, the teacher gave pupils time to talk to each other. They did so sensibly and the discussion helped pupils to formulate new ideas. Pupils are encouraged to express their thoughts in class and they feel comfortable to do so, as their contribution is highly valued by teachers. Good focused questioning by teachers ensures that all pupils have the opportunity to put forward their ideas and speak in front of others. By the time pupils are in Year 6, higher-attaining pupils have an extensive vocabulary and are able to express themselves well. In a science lesson about sources of light, pupils could explain their ideas very well as to why the moon is a secondary and not a primary source of light. In lessons, teachers provide pupils with the appropriate technical vocabulary which links with the subject taught and which consequently extends their own range.

67. The majority of pupils enjoy reading and they choose a wide range of books. The sessions in classes at the beginning of the day, in which teachers focus on developing reading skills, are extremely useful in teaching pupils how to extract information from books and to formulate opinions about characters. Pupils are introduced to different types of text in Year 1, for example, when the teacher helped pupils to identify the difference between a fiction and non-fiction book about the weather. Pupils are taught how to find information in books using the contents page or index and younger pupils in Year 2 could explain what a glossary is used for. Pupils in the Years 2 and 3 class are good at recapping stories they have read and can predict what is going to happen. Pupils are taught to put expression into their reading. For example, the play lines read by pupils in the Years 4 and 5 class, were accompanied by expression such as anger, frustration and happiness. Although pupils learn to read fluently they do not have a range of strategies for reading unfamiliar words. They are able to sound out letters and letter combinations but many lower-attaining pupils are not able to use the context of the story to make sense of an unknown word. Pupils in Year 6 were able to annotate successfully an extract from 'Goodnight Mr Tom' in which the dialogue gave an insight into the characters. They were encouraged by the teacher to introduce their own words, which many higher-attaining pupils did, such as 'determined' or 'inattentive'. Lower-attaining pupils tended to use words supplied by the teacher and placed them correctly.
68. Pupils have access to a good selection of books in their classrooms. At present the library is used as a classroom, and consequently, some of the older pupils have limited opportunities to choose books themselves for research purposes, and few pupils develop good library skills such as understanding the coding on books.
69. By the end of Year 2, pupils are able to write stories which flow well and which are descriptive. They are taught how to use punctuation correctly and to incorporate capital letters in the correct place. Their handwriting is generally neat and they are encouraged to use their knowledge of letter sounds to spell words by themselves. Teachers often present planning sheets to ensure that pupils put their ideas down before they commence writing a story. The planning sheet enables pupils to identify characters and settings or beginnings and endings before they begin to write. This strategy has improved the quality of pupils' writing, as they refer to their plan throughout. Teachers provide a range of writing tasks and by the end of Year 6 pupils are able to write well in a variety of styles. They attempted to write in a journalistic style an article called 'Daisy the duck crosses the road'. The teacher encouraged them to think of headlines for a story and to write the events in a way

that would interest readers. They concentrated well on the task and all pupils grasped the idea and wrote a successful article of good quality. Teachers try to interest both boys and girls in reading and writing. For example, the play writing about aliens in Years 4 and 5 was popular with everyone. Teachers often allow pupils to use their computer skills to write up their work and the use of information and communication technology for the subject is generally good. Year 6 pupils all completed interesting autobiographies on the computer.

70. Literacy is used well across other subjects. Pupils in the Years 2 and 3 class wrote detailed accounts of the Second World War in history and provided questions to ask a speaker visiting the school. Year 6 pupils wrote informative text about river systems in geography, which provided fine detail. The work on aliens in the Years 4 and 5 class links well with work on the solar system in science as aliens are supposed to visit the planets. Spelling planners are used well throughout the school, which contain familiar words and in which pupils are encouraged to attempt their own spellings. As a result pupils' spelling is showing signs of improvement. Pupils regularly receive homework. Younger pupils are encouraged to read books, learn spellings and do simple word tasks whilst older pupils are provided with grammatical work. Homework makes a good contribution to developing pupils' literacy skills.
71. The quality of teaching is good across the school. The school has implemented the National Literacy Strategy well and lessons are clearly organised and planned. The work set for pupils is challenging for all levels of attainment and consequently pupils make good progress and achieve well. They enjoy the activities planned and try hard to produce good work. Classroom assistants are used to good effect to work closely with lower-attaining pupils, asking questions and putting forward ideas. Occasionally classroom assistants are not used as well as they could be at the beginning and end of lessons. Teachers use the end of lessons very well by referring to the objectives set and assessing which pupils have achieved. This assessment is then used to plan future work. Pupils are provided with targets for the subject and older pupils have these in their literacy books and younger pupils in book bags. The targets enable pupils to have a good understanding of what they need to do in order to improve.
72. The subject leader has a good overview of the subject, monitors work produced by pupils and has put together a useful portfolio of assessed work. The school has identified a reluctance of older boys to read and has now bought books which interest and encourage boys' reading. Parents are encouraged to learn about how their children's literacy skills develop and a literacy consultant has already visited the school to give a series of talks.

## **MATHEMATICS**

73. Standards are well above average and pupils achieve well. Pupils' attainment tends to fluctuate year on year because of variations in the make up of each year group and the small number of pupils in each class but, in general, standards have been maintained at a good level since the last inspection. National initiatives have been adopted well and overall there has been good improvement since the last inspection.
74. The results attained by Year 2 pupils in the National Curriculum tests in 2002 met the national average but were a little below those of similar schools. There was a small increase in performance overall because a higher proportion of pupils attained at an above average level. Since the last inspection results have steadily been rising and are continuing to do so. The attainment of pupils currently in Year 2 is above average in all aspects of the subject.

75. Most Year 2 pupils add and subtract accurately and can use their skills effectively when solving simple problems. After learning to count on in twos and tens in Year 1, many Year 2 pupils move confidently on to counting large numbers of objects by grouping them into sets. This is laying a firm foundation for future work on multiplication and adding to the good range of strategies pupils employ when making calculations. Higher-attaining pupils describe the methods they are using confidently and fully appreciate that they often have a choice in the way they arrive at an answer. The majority of pupils have started to build a bank of number facts which they use when making mental calculations, but lower-attaining pupils often have to fall back on more visual techniques, such as counting on fingers. Pupils' ability to use their mathematical skills in real situations is good, primarily because teachers often set tasks in everyday contexts. For example, in the lesson on counting in sets, the teacher showed a crowd scene and related it to the attendance at the previous evening's football match. Consequently, when working with things with which they are familiar, such as money, pupils are able to apply their knowledge and skills well. Teachers stress the importance of using the correct mathematical terms so that when pupils describe common two-dimensional shapes they do so with accuracy and clarity.
76. Eight out of ten of the Year 6 pupils who took the tests in 2002 attained the nationally expected level but only one pupil attained the higher level. Consequently the school's performance overall was below the national average and well below similar schools. However, it must be recognised that when only a small number of pupils take the tests, as is the case in this school, the performance of each individual has a marked influence on the overall outcome. The results last year do not indicate a drop in teaching standards but reflect a group of pupils who were generally lower attaining, with a significant proportion who had special educational needs.
77. This year's group of Year 6 pupils is very different. Although there are only twelve pupils of this age in the group, almost all are working at an above average level and they are likely to do very well in the tests next May. They add, subtract, multiply and divide large number with a high level of accuracy and give full and complete explanations of the methods they are using. The majority have acquired a wide range of strategies for making calculations which they draw on confidently when carrying out investigations into mathematical relationships. They have a secure grasp of how numbers relate to each other. For example, when asked to factorise 13, one pupil replied that it only has two factors, one and 13, because it is a prime number. Lower-attaining pupils tend to work at a slower pace than others in the group and do not have the instant recall of as wide a range of number facts. Higher attainers show good understanding of some of the more difficult mathematical concepts, such as square numbers, and can work with quite complex number systems, such as placing in correct order fractions such as  $\frac{1}{6}$ ,  $\frac{5}{9}$ ,  $\frac{11}{18}$  and  $\frac{5}{6}$ . There is little difference in pupils' attainment across the different areas of mathematics and pupils are equally at home with measurement and data handling as they are with number work. In a geometry lesson, pupils were measuring and constructing angles accurately, describing them correctly as right, acute, obtuse or reflex as they worked.
78. Throughout the school the teaching is good and pupils learn well. One of the strengths of pupils' learning is their curiosity about numbers and their enthusiasm for the subject. They enjoy finding out how number systems work and take considerable pride in being able to calculate effectively. Year 1 pupils readily tackle missing number problems and it is very refreshing to hear Year 6 pupils describe

mathematics as one of their favourite subjects. In many ways this positive response from pupils is a result of the enthusiastic and interesting way in which the subject is taught. Most lessons are firmly based around the national strategy for numeracy and presented in ways that stimulate pupils to think and to fully involve themselves in the activities provided. Teachers often use original methods to help pupils to learn and to retain information. For example, in the Years 4 and 5 class pupils are encouraged to draw things, such as right angles, in the air to reinforce and confirm their understanding.

79. A feature of all lessons is a high level of challenge and productive pace of working. This helps ensure that pupils are regularly encountering something new or different and this keeps them on their toes and thinking hard. Occasionally teachers' lesson targets are a little too ambitious and pupils do not have sufficient time to consolidate a new idea before being challenged by the next. Relationships between staff and pupils are very good. As a result, pupils confidently answer questions and put forward their ideas. Praise is given regularly, not only for correct answers but also for trying hard. This does much to promote pupils' self-esteem and enjoyment of learning. Good working practices between teachers and classroom assistants make for well organised and efficient lessons. At times classroom assistants have too little to do during whole-class discussions, but during most of the lesson they have a clear role to play and make a very positive contribution to pupils' learning.
80. Teachers have good subject knowledge and use this well to plan work that is appropriate for pupils. The match of work to what pupils of different levels of attainment need to learn next is good. This is particularly true for pupils with special educational needs and is a principle reason why these pupils make good progress. They receive well structured support from both teachers and classroom assistants which enables them to participate fully in lessons and to succeed with tasks they have been set. Pupils are frequently given mathematical homework, the quality of which provides a good contribution to their learning.
81. The school has identified a small number of Year 5 pupils who are particularly high attaining in mathematics. These pupils join the Year 6 class for the daily mathematics lessons. This ensures that the work they are doing is sufficiently challenging and they have the opportunity to interact with pupils who have a similar level of understanding to their own. This arrangement works well and these pupils too make good progress.
82. Teachers' use of information and communication technology in mathematics is satisfactory. For example, pupils employ the data handling facilities of the computer to reinforce their understanding and aid their work when analysing data and constructing graphs. In the Year 6 geometry lesson mentioned earlier, pupils had the opportunity to practise and extend their skills using an on on-screen protractor to measure angles. The precision that the computer demanded gave pupils a clear understanding of the necessity to work accurately. The use of mathematics in other subjects is good, as illustrated by the Year 2 and 3 history lesson described above.
83. Subject management is very good. The subject leader has a clear understanding of the subject's strengths and areas for improvement, and plans for its development accordingly. Training for teachers is provided regularly and the school makes good use of the assistance provided by the local authority, some of which has been used to raise parents' awareness of how mathematics is taught. Very good systems of assessment are in place and pupils' academic progress is monitored closely.

## SCIENCE

84. Standards are above the national average. This is a similar level of attainment to that found at the time of the last inspection. The school has kept pace with the national rise in standards and this represents good improvement.
85. Teachers' assessments for 2002 indicate that all Year 2 pupils attained the expected level and almost half attained at an above average level. The attainment of pupils currently in Year 2 shows a similar positive picture and standards in this age group are above average in all aspects of the subject. Most pupils recognise, for example, that electricity can be used to create different effects such as sound or pictures, heat, light or movement and can identify devices they are familiar with which do this. The majority of Year 2 pupils have a secure grasp of the basics of testing. They are beginning to make informed predictions and to understand the importance of fair testing. When given a pre-prepared sheet by the teacher, most are able to record their observations correctly. Higher-attaining pupils think carefully about what is happening and try hard to make sense of it. For example, after investigating sinking objects, one pupil wrote 'it is not how heavy something is that determines how quickly it sinks but its shape', which is a very advanced conclusion, for one so young. Lower-attaining pupils participate fully in all practical work but struggle to record fully and have difficulty remembering exactly what it is they are trying to find out. Although there is only a small number of Year 2 pupils, the spread of attainment is wide.
86. Although four-fifths of pupils attained the expected level and one-fifth reached a higher level, the performance of Year 6 pupils in the 2002 national tests was well below both the national average and the average attained by similar schools. This is the first time this has happened and up to this year results had climbed steeply. The 2002 year group was not typical of the school. It contained very few pupils capable of working at an above average level and results should not be taken as a sign that standards are falling. The current group of Year 6 pupils are much higher attaining and very likely to more than redress the balance when they sit the National Curriculum tests next May.
87. Year 6 pupils are currently attaining standards that are well above the national average. This is a reflection of their good achievement and high levels of enthusiasm for the subject. For instance, their enjoyment became very apparent when a gentle cheer went up after pupils were told the science lesson was to take place ahead of schedule. There are only 12 pupils in the Year 6 class but they interact well as a group, bouncing ideas off each other and readily putting forward their thoughts and interpretations for all to share and learn from. This, combined with effective teaching which stimulates pupils' learning, makes for lively lessons which stretch the thinking of both pupils and staff. Pupils of all ages are given regular opportunities to investigate and experiment. Consequently by Year 6 they have a solid understanding of how to structure a test, how to perform it in a fair manner and what to do with the information it provides. Having to make decisions for themselves has helped them to develop good reasoning skills, although this is where the lower-attaining pupils are a little behind the others. When faced with a set of results, for example, most pupils are able to identify any anomalies and make sound decisions about what to do about them. They have begun to use a full range of science skills and higher-attaining pupils in particular use what they already know and understand well when drawing conclusions. Their knowledge across the different areas of science is equally secure and they confidently explain more abstract concepts, such as how light bounces from an object and into the eye.



88. The quality of teaching is good. Teachers have good subject knowledge which they use well to plan lessons that build pupils' ideas and skills progressively and systematically. Through investigating mirrors and similar objects, the Reception / Year 1 class teacher is introducing pupils to foundation ideas about light. The effectiveness with which this is built upon as pupils move through the school was illustrated clearly in a Year 6 lesson in which pupils were returning to this area of study for the first time for quite a while. Their ideas flowed freely and at a level that was already well up to the expectations of the National Curriculum. From this the teacher deduced that the programme of work she had outlined would have to be stepped up to ensure that the pupils were challenged and the momentum of their learning maintained. This flexibility and planning to meet the specific needs of different individuals and groups of pupils are strengths of the teaching. They are also the main reasons, along with the effective support they receive, why pupils with special educational needs are able to maintain the same good rate of progress as other pupils.
89. One of the most positive aspects of the good curriculum is the manner in which the teachers link science to other subjects. For example, pupils in the Years 4 and 5 class are looking at sound through musical instruments. Not only is the science linking with music, but also with design and technology as at some stage in the project pupils will be required to design and make their own musical instruments which the teacher hopes they will be able to use at the Christmas concert. Pupils have a healthy curiosity about how and why the world around them behaves as it does and teachers use this well to encourage pupils to discover for themselves and to formulate their own ideas. Levels of concentration are good and pupils cooperate readily and effectively when working with others on joint tasks. Homework is used appropriately by teachers to broaden pupils' knowledge. In Year 6, for example pupils were given a comprehension sheet on the life and work of John Logie Baird, helping them to understand how this famous inventor made practical use of the ideas they are learning.
90. Pupils' skills of literacy and numeracy are put to good use in science. Pupils are expected to record their observations in detail, to explain themselves thoroughly and to use their mathematics skills effectively to make accurate measurements and to record them clearly. Satisfactory use is made of information and communication technology to assist pupils' learning in science. Pupils are taught to use data handling programmes to help them interpret and present numerical information and older pupils employ sensing equipment to monitor events such as the pattern of heat loss of a liquid.
91. Subject management is good. The subject leader has established efficient systems through which subject provision and pupils' attainments can be monitored. Good practices, such as the use of a common format to develop pupils' understanding of the investigation process, have been established. Assessment procedures provide an accurate picture of pupils' academic progress and enable correct decisions to be made about what they need to learn next. The school has recently invested in a range of new equipment to ensure that the curriculum can be taught effectively, and resources for learning are very good both in quantity and quality.

## **ART AND DESIGN**

92. By the end of Year 2, pupils' attainment is average. By the end of Year 6, pupils' attainment is above average and most pupils have acquired a good range of skills.

The school has maintained high standards since the last inspection and good improvement has been made. Pupils are provided with a wide range of activities and they are taught well. Pupils with special educational needs learn at the same rate as other pupils.

93. In Year 1, pupils start to develop sound observational skills. They can reproduce fruit in paintings that reflect the colours and seeds of kiwi and bananas. Pupils explore different media using fluorescent wax crayons when depicting fireworks on black paper. They begin to work and experiment with a range of materials, such as different types of paper when making collages. Teachers provide good stimuli through photographs and works of art. For example, pupils looked at firework pictures and photographs before making their own. In the Years 2 and 3 class, pupils start to try new ideas when making handprints with paint to form autumn leaves. Their brushwork becomes more carefully done. Teachers encourage pupils to have good visual awareness. Pupils were enthused by a painting by Matisse and an African sculpture when studying relationships in different art forms. They went on to make interesting observations about the feelings which could be interpreted from the face of the woman in the Matisse painting and they began to recognise that different pictures portray different feelings. The teacher extended their vocabulary well by suggesting words which they could explore such as 'curious' and 'upset'. Pupils enjoy lessons and produce work of good quality.
94. In the Years 4 and 5 class, pupils continue to make good progress. They start to make more refined observations. Their pencil drawings of buildings show a growing awareness of perspective. They produce some carefully crafted mosaic pictures of Roman artefacts and a soldier typical of that time. Pupils worked well when creating paintings that reflected the mood of different types of music, which were carefully chosen by the teacher on the computer. Pupils represented the music, initially by curved or angular pencil lines and then went on to paint between the lines, colours of their choice. The teacher reminded pupils how to use their paint brushes correctly with the result that paint was carefully applied and colours were separated. In Year 6, teachers ensure pupils' skills become more refined and that they have opportunities to work with new materials. Pupils produced some high quality batik work, using hot wax, of which they were very proud. Their drawing shows good awareness of line and tone when they reproduced the other half of a picture using pastels. They replicated the other half of a car, horse and diamond for example very accurately. Although teachers use information and communication technology in their teaching it is not fully integrated into the curriculum.
95. Teaching is good and pupils' work is highly valued by the school. Pupils take care of their work and enjoy learning new techniques. They fully appreciate the art shown to them by teachers, such as Tiffany glass and paintings by Renoir and Monet. Teachers have high expectations of pupils and consequently they achieve well. A good range of resources is provided so that pupils have the opportunity to work with different media and pupils build skills progressively as they move through school. Teachers assess pupils at the end of units of work and records are kept in individual notepads of their achievements.
96. The subject leader has produced a two-year rolling plan which is appropriate for mixed aged classes. The programme is in its first year and is working well. There is a useful portfolio of work which has been carefully assessed and which acts as a good reference for staff.

## DESIGN AND TECHNOLOGY

97. Standards are above average and pupils achieve well. Pupils' attainment is better than at the time of the last inspection and good improvement has been made to the subject.
98. When making 'Moving Monsters' most Year 2 pupils are able to draw three different alternatives that they could possibly make and then select one that they think will be the best. They are also able to identify parts of the monster that they would like to make move. Higher-attaining pupils draw with considerable clarity and originality and make decisions about the mechanisms which link very closely with their original designs. The models that result from these effective designs, made in cooperation with other Year 2 and Year 3 pupils are attractive and well made. With help from the teacher pupils are able to incorporate pneumatic mechanisms which make mouths open or eyes pop up. They are able to explain fully and clearly how these mechanisms work and how they collaborated to produce the models, of which they are justifiably proud.
99. Older pupils are just starting new projects: musical instruments in Years 4 and 5 and working fairground models in Year 6. It is too early to judge the quality of this work but it is clear from projects completed last year and from talking to pupils that the subject is very popular and pupils are highly motivated to produce models and artefacts that work effectively and are of good quality. Year 6 pupils recall with much enjoyment the food technology projects they have been involved in. Work from last year indicates clearly that pupils experience all elements of the designing and making process, and their evaluations of what they had made were honest and realistic. Faults were recognised and sensible suggestions made for improvements. Year 6 pupils started their fairgrounds project by watching a video recording of different types of rides at a well-known theme park and then investigated how motors could be made to produce similar actions. The careful thought that they put into their research and the ideas they started to formulate bodes well for the project as a whole. One group of pupils discovered that a drive belt made of string works much better than an elastic band and went on to reason that this was because the elastic put tension on the pulleys whereas the string did not.
100. The teaching is good. Pupils are set interesting challenges which encourage them to participate fully and to extend their knowledge and skills. Year 6 pupils recognise design as an important element in the process and one which involves a considerable amount of decision making. This points clearly to one of the strengths of the teaching: the requirement placed on pupils to plan carefully and to make their own decisions about what to do and how to do it. Pupils are encouraged to make full use of their literacy and numeracy skills when writing action plans, evaluating what they have made, measuring and working to scale and proportion. Information and communication technology does not yet form an integral part of lessons.
101. The subject leader provides effective leadership and maintains a clear overview of the provision that the school is making for pupils' learning. The quality and quantity of resources are very good and equipment is well organised so that it is accessible and therefore used regularly.

## GEOGRAPHY AND HISTORY

102. By the end of Year 6, pupils attain standards in both subjects that are above average. This is higher than at the time of the last inspection and represents good improvement. Overall, pupils, including those with special educational needs, achieve well and their knowledge, understanding and skills develop systematically as they move through the school.
103. Year 2 pupils have focused mainly on history since they came back in September and there was too little information about geography to make secure judgements about standards, teaching and learning in this subject. Pupils' learning in history is good and the attainment of Year 2 pupils is better than that often found at this age. This is the result of good teaching and an interesting curriculum, which stimulates high levels of interest. Along with their Year 3 class colleagues, Year 2 pupils have been looking at the effects that the Second World War had on people's lives. Visitors have been into school to talk about their experiences as a soldier and an evacuee and pupils are able to talk knowledgeably about the things they have learned from questions they formulated themselves. For such young children they empathise well and showed considerable respect when the teacher asked them to think quietly about why we have Remembrance Day and the significance of the poppy.
104. The good teaching continues in Years 4 to 6. Teachers place a strong emphasis on pupils finding out for themselves, and research forms an integral part of many lessons. Through this pupils learn how information of a historical and geographical nature is built up and how we have come to know so much about the past and about the world around us. Consequently they develop a depth of understanding that is often above that normally found in primary pupils. For example, pupils in the Years 4 and 5 class are able to write in detail about Boudicca's rebellion against the Romans, bringing the period to life with graphic accounts written with good literary content. Through their study of river systems Year 6 pupils have gained a clear understanding of how water shapes the landscape and they appreciate that this is an on-going process that is constantly changing the geography of an area. The teacher related much of this work to the local river Aire so that the work had realism and was set in a context to which pupils could relate.
105. Year 6 pupils are starting a study of the Aztecs and will later in the year look at the life and times of the Ancient Greeks. While examining Ancient Greece pupils will be asked to consider the foundations of democracy and to think about the differences it made to the people of the time and what it means to us today. This takes them further than simply learning facts and this is the strength of the good curriculum the school provides. It makes for history and geography lessons which interest pupils and in which they can get fully involved. Towards the end of a history lesson in the Years 4 and 5 class the teacher told pupils that since they were concentrating so hard it would be a shame to break off so she would be putting the scheduled story time on to another day. They hardly blinked and simply carried on working hard and discussing their ideas in a productive and sensible way.
106. Teaching is good overall. Teachers' subject knowledge is good and they teach with confidence. Pupils are encouraged to ask questions and when teachers do not know the answer they openly admit it and say they will find out. This realistic and honest approach sends a clear and positive message to pupils that no one knows everything and that a key skill in learning is knowing where to find the information. Teachers make good use of history and geography to extend pupils' literacy and numeracy.

Recording information, writing accounts and reading research form a regular part of lessons and through the use of time lines, coordinates and scale, pupils' number skills are developed. Satisfactory use is made of information and communication technology as a research tool and to aid recording but more subject specific programs would help teachers increase the usage.

107. A strength of the curriculum is the frequency with which pupils are taken on visits to places of educational interest, both locally to look at the history and geography of the villages surrounding the school, and further afield to broaden their perspectives. Subject management is good. Subject leaders have a clear picture of how well pupils are doing and what needs to be worked on next to continue development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. By the end of Year 2 and Year 6 pupils attain standards that are average, and throughout the school pupils' achievements are satisfactory. These are similar findings to those of the last inspection team although there has been development in the way in which information and communication technology is used in other subjects. This was a weakness when the school was last inspected but is better now and this constitutes satisfactory improvement. Pupils with special educational needs are given equal opportunities to use computers and other technology and maintain a satisfactory rate of progress.
109. Year 2 pupils know the names of the different parts of the computer system and can explain what they do. They describe how they 'do work' on the computer, such as matching rhyming words in literacy, using programs set up for them by the teacher or classroom assistant. They are able to use the mouse with the required skill to make the computer do what they want and know what a compact disc does and how to load it. Most pupils type at a reasonable speed when writing name labels but lower-attaining pupils have still to become familiar with the position of the keys and need to search each one out. They appreciate that the style and colour of what they are writing can be changed by selecting from a menu and have done this with help, but are unsure whether they could manage it on their own.
110. By Year 6, pupils are using the computer and other forms of technology with the expected confidence and understanding. In all classes pupils' skills are often related to whether or not they have access to a personal computer at home and this means that by Year 6 attainment varies considerably between individuals. Most pupils are familiar with the Internet, recognise it as a valuable source of information and are able to carry out a search when asked to do so by the teacher. They have good control of the mouse when moving images around the screen. For example, in a mathematics lesson pupils were able to control an on-screen protractor sufficiently well to measure angles to the nearest degree. They can scan images, such as a photograph, into the computer and construct text around it to produce well written self-portraits. The word processing skills these show are well up to expectations, with correctly constructed sentences and paragraphs, a range of punctuation and all spelling mistakes corrected. Lower-attaining pupils are less confident and need more support than their peers.
111. Across the school teaching is satisfactory. Teachers' subject knowledge is satisfactory. All staff have received recent training and this has raised their confidence to teach the subject. Consequently they are able to instruct pupils clearly

and set them tasks that are appropriate to their learning needs. Although, as mentioned previously, the use of information and communication technology across the curriculum is better. Computers are utilised much more than they were in lessons, although their use is still, to a significant extent, seen as additional to the main lesson activity rather than an integral part of it. Pupils tend to pick up on this approach and have not yet got into a way of working in which they view modern technology as a natural aid to their learning. Teachers try hard, however, to give pupils an appreciation of what computers can provide. For example, in an art lesson in the Years 4 and 5 class the teacher used computer generated music to set the mood for pupils' pattern making, giving them the opportunity to replay the music themselves to help them maintain the feeling for what they were doing.

112. Pupils enjoy working on the computer and readily do so when the opportunity arises. In a Years 4 and 5 history lesson pupils jumped at the chance of constructing frames for their writing and pictures about the Romans. One higher-attaining pupil wanted to take it a step further and with the help of the teacher imported a picture from another program to add to her writing. Pupils help each other willingly. The higher-attaining pupil readily gave advice to the others who were having a little difficulty getting started. Teachers make good use of the fact that pupils get on so well together. For example, Year 6 pupils recall how they learned to use the scanner through the teacher instructing one pupil and then each pupil training the next. Pupils view this level of responsibility and trust as something that should be expected, which speaks well for the provision the school makes for their personal development.
113. Although the resources for information and communication technology are satisfactory overall the unsatisfactory accommodation makes life difficult for teachers and pupils, particularly in the Year 2 and 3 classroom which is not networked to the school's other computers. The lack of a computer suite means that the teaching of information and communication technology is restricted to small group work, which is inefficient when the teacher wants to teach the whole-class a new skill or about a new piece of software. The curriculum is sound overall although there is too little use of art programs to help pupils to use the technology creatively or to help them to develop fine control skills.

## **MUSIC**

114. By the end of both Years 2 and 6, standards are above average and pupils' achievement is good. Standards in music are similar to those found at the last inspection. The school has introduced a new scheme of work and the subject is a priority in the school improvement plan at present.
115. Pupils of all ages sing in tune and enjoy performing. Occasionally their singing lacks vigour and confidence. They sing along to tape recordings in assembly and know the words of songs and hymns. Pupils made good attempts at singing accompanied by the organ in church and particularly enjoyed the African song suggested by the vicar at the church service. In the Year 2 and 3 class, pupils know the names of some instruments and can tap out a simple rhythm. They made good attempts at depicting animals with different instruments when encouraged by the teacher. One pupil played a triangle to represent a cow-bell and another tapped coconuts together to make the sound of a horse cantering. Their attempts were good, particularly after being reminded by the teacher about previously listening to 'Peter and the Wolf' which depicts a range of animals. They enjoyed listening to Indian instruments played on the computer and were taught the correct names 'sitar', 'tabla' and 'pungi'.

Pupils quite correctly suggested that the 'pungi' sounded like an instrument used for charming snakes. Year 6 pupils are taught the number of beats in notes such as crotchets, quavers and semi-quavers and use this information to good effect when composing and reading out words to the correct beat.

116. Opportunities for listening to music are sometimes missed, such as when pupils are going in and out of assembly. Pupils enjoy listening to different types of music and some can describe the classical and popular music they listen to both at home and in school. Year 6 pupils particularly liked the 'rap' music supplied by the teacher which they listened to on video recording and on the computer. They then successfully worked in groups or independently to write their own rap, based on a theme chosen by themselves which included food, popular music groups and horses. Once they had completed writing most were happy to perform in front of the class, directed by the teacher. Older pupils are becoming aware of music of well-known composers, such as Mozart.
117. Although some pupils have guitar lessons there are no music groups such as choir or recorder groups. Pupils do take part in performances at Christmas and in the summer at which they sing. However, there are some good links to other subjects. For example, in science pupils listened to the sounds that instruments made to support their investigations on the sources of sound and how we hear them. In an art lesson in the Years 4 and 5 class pupils heard different types of music on the computer and went on to create patterns using pencil and paint to recreate the mood of the music.
118. The quality of teaching is good. Lessons are planned carefully and a range of resources are provided for pupils to use which enhances their learning. Pupils enjoy lessons and they concentrate well, listening carefully to music played or to their fellow classmates playing instruments. Teachers have begun to use a new scheme of work, which is proving to be effective in developing pupils' skills progressively. Pupils with special educational needs are encouraged by teachers to participate in lessons and they achieve at the same satisfactory rate as their peers. Teachers make judgements about pupils' attainment at the end of the units of work.
119. The subject leader is fairly new to the post and is keen to start to implement the priorities in the school improvement plan. The subject is well resourced. There is a good range of instruments, and compact discs reflect different types of music, including that of other cultures.

## **PHYSICAL EDUCATION**

120. On the basis of the three lessons seen standards are above average in Year 2 and broadly average in Year 6. Overall, satisfactory improvement has been made but problems with the accommodation remain.
121. Year 1 pupils learn to use space effectively so that they are not bumping into others as they travel around the room. This early control is built upon as pupils grow older. Year 2 pupils are able to reflect the music closely in their actions and perform a range of movements, such as skipping and stretching, with control and consistency. Higher-attaining pupils perform more complex actions, such as turning around their own axis confidently and with good level of precision. In a lesson based on an

African folk tale Year 2 and Year 3 pupils were able to imitate animals well, moving in a stately manner like a giraffe, for example. A small number of lower-attaining pupils are unable to maintain the rhythm of their movements for any length of time, although they try hard to do so.

122. The Years 4 and 5 class has swimming lessons during the spring term and by the time the pupils transfer to the high school almost all pupils can swim a minimum of 25 metres. The performance of Year 6 pupils in the gymnastics lesson seen during the inspection week broadly met expectations for their age. The answers pupils gave to the teacher's questions indicated clearly that they knew what to do to perform well but few were able to put this into practice. The sequences of movements that most put together tended to lack ambition and actions such as jumps were performed with barely satisfactory skill and control. A minority of higher-attaining pupils performed much better. Their sequence of movements was much more complex, original and better executed. The teacher was somewhat disappointed and felt pupils had under-performed.
123. The teaching is generally good. Pupils are given clear instructions and helped to improve their performance with well-focused advice. Teachers often join in activities to set standards for pupils to aspire to and to help them understand what they are trying to achieve. More opportunities for pupils to make evaluations of their own performance and that of others would strengthen their learning in some lessons.
124. Pupils' attitudes are good, particularly since they have to walk some distance to the village hall for indoor lessons. The school does not have a hall of its own, although there are outline plans to remedy this. The school has the use of the village hall each afternoon but this involves a round trip of fifteen to twenty minutes, which is lost time for teaching and learning. It also involves pupils crossing two roads but staff take great care to ensure that this is done safely and pupils' very good behaviour helps considerably. A further disadvantage of the present arrangements is a lack of opportunities for pupils to use large apparatus, as the village hall cannot accommodate it. Consequently the gymnastics curriculum is narrower than in most schools. The lack of accommodation for the subject hampers pupils' overall achievement.
125. A small range of after-school sports activities are available to pupils which help to extend the curriculum. The subject leader maintains a clear overview of the subject and makes good use of outside providers such as Leeds United Football Club and Yorkshire and Goole Cricket Clubs to enhance provision for pupils.

## **RELIGIOUS EDUCATION**

126. Standards in religious education are those normally expected by the end of Year 2 and Year 6. Standards have been maintained since the last inspection and this represents satisfactory improvement. Pupils, including those with special educational needs, achieve at a satisfactory rate. The school has good links with the church and a positive Christian ethos pervades.
127. Pupils in Year 1 begin to understand about the importance of people in their own lives, such as their families. They learn about Christian festivals throughout the year, including the Nativity and Harvest, which they celebrate in the church next to the school. Teachers introduce them to festivals that are important to other faiths such as the Hindu festival of Divali. Pupils enjoyed learning about the festival and they



celebrated by eating Indian food prepared by their teacher. In the Years 2 and 3 class, pupils extend their knowledge of the Christian faith by finding out about ceremonies such as weddings and christenings. They learn that the Bible contains stories about Jesus. Through assemblies they are taught some of these stories including 'The Good Samaritan'. Pupils recognise that the story has a deeper relevance and they explain that the story means 'You have to be kind and help everyone'. They are taught about Jewish rituals which are different to ours, including the Passover.

128. Pupils in the Years 4 and 5 class start to understand why keeping promises is important and teachers relate this to pupils' own lives and to groups that they may know about, such as Scouts and Prefects in Year 6, who have to make and keep promises. Pupils respond well to the ideas put to them and when asked to make their own Commandments they drew posters which included statements such as 'Respect your parents' and 'Don't tell lies'. Pupils in Year 6 begin to deepen their understanding of different religions as they focus on Judaism and are taught about the Jewish book of the law, the Torah. They look at the similarities and differences in their own lives and those of other faiths, although they are sometimes confused about the differences. Pupils make sound gains in lessons when they learn about choices made, and they can recount the story of 'A Pilgrim's Progress' by John Bunyan and explain that the message it contains says that 'if you stay on the path of God you won't go wrong'.
129. Collective worship makes a good contribution to the pupils' understanding of the Christian faith and the Bible. Older pupils recognise that there are two books in the Bible which are the Old and New testaments and that the New Testament contains the work of Jesus. Teachers tell stories from the Bible so that pupils learn about the miracles Jesus performed. They ensure that assemblies have a strong spiritual element by lighting a candle at the beginning and often give time for pupils to reflect.
130. Only one lesson was seen during the inspection but it is evident from pupils' work and from discussion with pupils that learning is good in both the Infant and Junior classes. Pupils are given time to discuss and to share their ideas with each other and with the teacher. As yet pupils have not had opportunities to visit other places of worship besides the church and this limits their understanding of other religions. The school has satisfactory resources for the subject; there is a good range of books and posters, but there are few artefacts.
131. The subject leader has a sound overview of the subject and has identified clearly the priorities for development. Planning is reviewed regularly and the work of pupils is carefully monitored.