

INSPECTION REPORT

**ST MARTIN'S C OF E VOLUNTARY AIDED
PRIMARY SCHOOL**

Fangfoss, York

LEA area: East Riding of Yorkshire

Unique reference number: 118034

Headteacher: Mr I G Mackenzie

Reporting inspector: Mr G W Cooper
23647

Dates of inspection: 10 – 12 June 2003

Inspection number: 247846

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Fangfoss
York

Postcode: YO41 5QG

Telephone number: 01759 368446

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Appropriate authority: The governing body

Name of chair of governors: Mr Selwyn Jones

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-----------------|----------------------|--|---|
| 23647 | Mr G W Cooper | Registered inspector | Science Information and communication technology Art and design Design and technology Physical education Educational inclusion Special educational needs | What sort of school is it? School's results and pupils' achievements How well are pupils taught? How well is the school led and managed What should the school do to improve further? |
| 9520 | Mr J Leigh | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils How well does the school work in partnership with parents? |
| 20877 | Mr D Pink | Team inspector | English Geography History English as an additional language | How good are the curricular and other opportunities offered to pupils? |
| 11419 | Mrs J Underwood | Team inspector | Mathematics Music Areas of learning for children in the Foundation Stage | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Martin's, Fangfoss is a small village school with 73 boys and girls aged four to eleven on roll. It has a rural setting in the East Riding of Yorkshire but within easy commuting distance of the city of York. All pupils come from a white European origin. English is the mother tongue of each pupil. An average number of pupils are identified as having learning difficulties but none have a statement of special educational needs. Most learning needs are moderate delay in the acquisition of basic skills. In common with many small schools attainment on entry varies a great deal from year to year but current attainment on entry to full time education is broadly average. The social and economic context is favourable with a lower than usual incidence of free school meals.

HOW GOOD THE SCHOOL IS

St Martin's is a good and rapidly improving school where standards are above average. In the most recent National Curriculum test results for 11-year-olds, results were well above average in English and mathematics and very high in science. Pupils achieve similarly high personal standards. Teaching is consistently good throughout the school with a high proportion of very good teaching. Leadership and management are very good. In expressing their satisfaction with the work of the school, parents are quick to point out how much it has improved in the past two years. Given its standards, provision and available finance, the school provides good value for money.

What the school does well

- Standards of attainment are above average when pupils are eleven.
- The leadership and management of the headteacher and the governing body are very good.
- Teaching is good in all parts of the school and frequently very good.
- The school's provision for the personal development of pupils is very good, resulting in excellent relationships and very good attitudes among pupils.
- The school strives for continuous improvement.

What could be improved

The following points should be read in the context of the considerable strengths of the school.

- The refinement of procedures for measuring progress and using the information to plan further progress.
- The development of pupils' skills as independent learners.
- The safety of pupils at the beginning and end of the school day in regard to traffic outside the school gate.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in February 1998. Very good improvement has been made since then. The school's post-inspection action plan has been very successfully implemented. There is a clear sense of educational direction and this has led to considerable improvements in standards across the curriculum, teaching and learning, curriculum provision and in the role of the governing body. As pointed out by parents, improvement is to be found in all aspects of the school's work and life.

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 | E | B | A | B |
| Mathematics | D | E | A | B |
| Science | E* | D | A* | A |

| Key | |
|--------------------|----|
| very high | A* |
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |
| very low | E* |

In common with many small schools, the results of the school's National Curriculum tests vary a great deal from year to year. However, St. Martin's results have shown rapid improvement over the past three years. There are years in the recent past when some results have been in the lowest five per cent nationally (E*). Most recently, results in 2002 were well above average in English and mathematics and very high in science (in the highest five per cent of results nationally). There is no consistent trend of difference in the performance of boys and girls, although girls performed exceptionally well in science in 2002. When compared to similar schools¹ results for 11-year-olds were above average in English and mathematics and well above average in science. The 2002 year group of seven-year-olds was tiny. No statistical reliability can be placed on these results and they are not required to be published. The school sets challenging targets for its 11-year-olds. Targets have been consistently met and were exceeded in 2002. The current group of pupils is well on course to meet its targets.

There are considerable strengths in the work seen and no significant weaknesses. Towards the end of Year 6, standards are well above average in English and above average in mathematics and science. Standards in art and design are well above average. Standards in all other subjects are average and in line with the standard expected of pupils nationally. Towards the end of Year 2 pupils achieve similar standards. Pupils achieve well in all year groups. Children in the Reception year get off to a good start, achieving or exceeding the goals set for their age². The quality of pupils' art, and the way it is displayed, is outstanding in its range and variety. Since the previous inspection, standards in design and technology, geography and information and communication technology (ICT) have improved a great deal. Pupils of different abilities make good progress and this includes the progress of potentially higher attaining pupils and those who find learning difficult. There is scope for the further challenge to pupils of outstanding gifts and talents. Some pupils make very good progress, achieving standards well above those usually expected of others of similar age.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------|---|
| Attitudes to the school | Very good. Pupils are very positive about their enjoyment of school life and work. Only occasionally a few find it difficult to settle quickly to |

¹ The usual measure of comparison with other school is the incidence of free school meals.

² The Early Learning Goals: the national guidance for children's learning in the Foundation Stage. The Foundation Stage provides education for children prior to their entry to National Curriculum programmes of study.

| | |
|--|--------|
| | tasks. |
|--|--------|

| | |
|--|--|
| Behaviour, in and out of classrooms | Very good. Pupils are sensible and responsible at work and at play. |
| Personal development and relationships | Very good. Pupils grow in maturity. They are happy to take responsibility and quick to show initiative. Relationships are excellent. |
| Attendance | Very good. The school's attendance statistics are well above average with no unauthorised absence. Good punctuality ensures lessons start on time. |

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.

The teaching of English and mathematics is good. Overall, the basic skills of literacy and numeracy are taught well. The school has implemented national strategies effectively and this ensures that pupils have a good grasp of the basic tools for learning. While teaching is generally good throughout the school, enabling all pupils to make progress, art and design is particularly well taught, resulting in very good learning in this area. Teachers plan effectively and there is generally progression in pupils' development of skills. Because all adults build good relationships with pupils, they are willing to learn, behave very well and concentrate. The school makes effective provision for those pupils who have learning difficulties and many pupils so identified make enough progress to achieve the standards expected for their age. Pupils with higher potential achieve standards above those expected for their age. There is room for the further challenge of pupils with exceptional gifts and talents. Teachers are very good at providing for the personal development of pupils in their learning. However, pupils are not given consistent opportunities to be independent in their learning, for example, in organising their own work or designing and conducting their own investigations.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good. The curriculum fully meets legal requirements and is sufficiently enriched and challenging to meet the needs of all pupils. |
| Provision for pupils with special educational needs | Good. The expectations of the revised Code of Practice for pupils who find learning difficult are fully met. The school has a growing reputation for its sensitive and effective work in this area. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Provision for 'feeding the inner child' is thorough and consistent resulting in very good personal development. Staff are very good role models, challenging and inspiring the qualities pupils acquire. |
| How well the school cares for its pupils | Good. The school provides very good personal and social care for its pupils. The measurement of progress and the use of data available are satisfactory. |
| Partnership with parents | Parents hold the school in very high regard. They are very active in their |

| | |
|--|---|
| | support for the work of the school. It works hard to maintain a good relationship with parents. |
|--|---|

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good. The leadership of the headteacher has established a very clear sense of purpose and direction. All staff contribute well towards the standards the school achieves. |
| How well the governors fulfil their responsibilities | Very good. Governors have a very clear understanding of the school's strengths and areas for development. They are determined to keep the school at the heart of the life of the community. |
| The school's evaluation of its performance | Very good. The school knows itself well and this is instrumental in establishing an agenda for continued improvement. The school applies the principles of best value well in promoting its areas for development. |
| The strategic use of resources | Good. All available human and material resources are used effectively to manage the curriculum and to ensure pupils make progress. |
| Staffing, accommodation and learning resources | Staffing levels are good for the size of the school. This includes the provision of and contribution made by learning support assistants. The accommodation is very good and has been considerably enhanced recently. Learning resources are good and used well. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What a minority of parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • The way the school has improved recently. • Their child is happy in school, behaves well and makes good progress. • Teaching and leadership and management are good. • The school has high expectations of their child. • There is a very effective working relationship between the home and the school. | <ul style="list-style-type: none"> • The amount and consistency of homework. • The information they receive about their child's progress. |

The inspection team agrees completely with the positive views of parents. A high proportion of parents returned the pre-inspection questionnaire and their responses were very positive. A good number of parents attended the meeting with the registered inspector and they were equally enthusiastic about the work of the school. Parents have a very good understanding of the strengths of the school. The giving of homework is satisfactory in the team's view, although there are ways in which it can be more consistently given and marked. The team believes that parents get good information about their child's progress, both formally through consultations, newsletters and reports and informally through access to school staff when necessary. Reports could do more to give parents a clearer understanding of how well their child is achieving.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards of work are well above average in English and above average in mathematics and science by the end of Year 6. Given that the pupils' attainment is average on entry to full time education their achievement is very good in English and good in mathematics and science. Standards have improved rapidly over the past two years, from being well below average to their present levels. This is particularly pronounced at the end of Year 6. Significant improvements have also been made in art and design and information and communication technology (ICT). The school has been successful in resolving the key issues for action from the previous inspection. Inspection judgements confirm the view of parents, that the school has made a good deal of improvement in the past two years.

Strengths in the standards achieved are:

- improvements in English, mathematics, science, art and design and ICT;
- the growing use of ICT as a tool for learning in the subjects of the curriculum;
- the use of literacy and numeracy skills in other areas of the curriculum.

Areas for development:

- encouraging pupils to use their investigative skills to solve practical problems in both science and mathematics;
 - providing sufficient challenge for pupils of higher ability.
2. From an average starting point, the children in the Reception class make good progress to attain above the expected standards in most areas of learning by the time they start the subjects of the National Curriculum in Year 1. The only areas where standards are different, being just in line with expectations, are writing and reading. The children, particularly the higher attainers, have limited opportunities for longer pieces of writing and using punctuation. Their achievements are set out in the table below:

| The curriculum for children in the Reception class – areas of learning | Progress towards the expected standards |
|---|--|
| Personal, social and emotional development | Above expected standard |
| Communication, language and literacy | In line with expected standard |
| Mathematical development | Above expected standard |
| Knowledge and understanding of the world | Above expected standard |
| Physical development | Above expected standard |
| Creative development | Above expected standard |

3. The results of the National Curriculum tests for Year 2 pupils in 2002 show standards in reading and writing to be in line with the average but those in mathematics to be above average when compared to schools nationally. Compared to schools with a

similar proportion of pupils eligible for free school meals, standards are average in

mathematics and well below average in reading and writing. The eligibility of pupils for free school meals is the usual measure of comparison among schools. However, this is not a helpful measure when the size of cohorts is small, thus rendering the statistics less reliable.

4. In the National Curriculum tests for Year 6 pupils in 2002 results were well above average in English and mathematics and very high in science, when compared with all schools nationally. The school's trend of improvement is broadly in line with the national trend. When compared to schools with a similar proportion of pupils eligible for free school meals the results were above average in English and mathematics and well above average in science. In recent years boys have done better in their tests in English and science than girls but girls have done better than boys in mathematics. This was not a noticeable feature of the work seen during inspection. However as cohorts are small the data from the results is not reliable. The school is developing a more efficient system for tracking pupils' progress, enabling realistic and appropriate challenging targets to be set. The current group of Year 6 is on course to achieve the targets set for them.
5. Standards in the subjects of the curriculum seen in lessons and in the scrutiny of work are displayed in the following table:

| Curriculum Areas | At end of Year 2 | At end of Year 6 |
|------------------------------|------------------------------|------------------------------|
| English | Above average | Well above average |
| Mathematics | Above average | Above average |
| Science | Above average | Above average |
| Art and design | Well above average | Well above average |
| Design and technology | Average | Average |
| Geography | Average | Average |
| History | Average | Average |
| ICT | Average | Average |
| Music | Average | Average |
| Physical Education | Insufficient evidence | Average |
| Religious Education | Not required to be inspected | Not required to be inspected |

6. Pupils put their skills in literacy and numeracy to good use in a range of subjects across the curriculum, including history, geography and science. A very good range of visits gives effective support to standards and provides pupils with first hand experiences in history, geography, music and art. Since the previous inspection very good improvement has been made in ICT. This has resulted in better teaching, full coverage of the curriculum and improved learning resources. Standards in art and design have improved considerably since the previous inspection with an increase in the range of experiences of different media, very good teacher knowledge and high quality of display. Achievement is good at all levels of ability, for those who find learning difficult and for those with potential for higher attainment. There is scope for the further achievement of those pupils with the highest potential for learning. Pupils with identified learning needs make good progress. Many of these pupils achieve sufficiently well to make the progress necessary to match the standard expected for their age.

Pupils' attitudes, values and personal development

7. This area of the life and work of the school is a strength. It was strong at the time of the previous inspection. Not only has that strength been maintained but also pupils' personal standards have improved.

Strengths:

- attitudes to school are very good;
- behaviour is very good;
- personal development is very good;
- relationships are excellent;
- attendance is very good.

Areas for development:

- none.

8. Pupils' attitudes to school are very good. This is an improvement since the previous inspection. Pupils are eager to come into school at the start of the day. They move around the school calmly and with purpose. Pupils are keen to help visitors and delight in showing them their work. Most pupils concentrate very well, show interest, reflect on what they do and involve themselves fully in the very good range of curricular and extra-curricular activities the school provides. Pupils are enthusiastic about benefiting as much as possible from their school life. Teachers ensure that lessons and other activities are interesting, good humoured and well paced, which leads to pupils enjoying their learning. This was seen in a good Year 3 and 4 citizenship lesson, which used the theme *Animals and Us*, where particularly good attitudes to learning were seen. Pupils took part enthusiastically in the activity. They discussed their own views, listened to the views of others, contributed sensibly to the class discussion and expressed themselves reflectively on issues that affect them. Again, in a whole school assembly pupils displayed outstandingly good attitudes to learning and understanding as they responded thoughtfully to questions about the Holy Spirit. Pupils are very happy at school. Smiling faces are a constant feature. It is a friendly place in which to work. They are most clear about the way they should behave and take a great deal of pride in their work. When given opportunity, pupils co-operate and work very well together. When asked, pupils are keen to answer questions and are not afraid to contribute and test ideas. Groups of pupils spoken with during the inspection were articulate, considered questions thoughtfully, sensibly and were well able to put their point of view.

9. Behaviour is very good in lessons, around the school, at play and at lunchtime. This is an improvement since the previous inspection. Many examples of very good behaviour are to be seen throughout the school. There were no permanent exclusions of pupils in the last school year. The school has a most effective behaviour policy. It is well supported by a few simple, clear ideas and principles. These are not necessarily written down but nevertheless are understood. Pupils have adopted these willingly in accordance with the ethos of the school. It has clear procedures for improving unsatisfactory behaviour, including bullying, which also involves parental support. Appropriate rewards are given to pupils who are well behaved. Pupils are very aware of the behaviour expected of them. All staff in the school have very high expectations of behaviour. Pupils are clear about reporting procedures and have confidence that appropriate action will be taken should bullying

occur. No oppressive behaviour, such as bullying or racism, was observed in the inspection. Indeed evidence is that it is rarely encountered. Pupils are courteous to each other and to adults. They are very polite and many examples of pupils saying *please, thank you* and *excuse me* were witnessed. All parents who contributed to the questionnaire and to the parents meeting said that pupils are well behaved. Inspection evidence supports this view wholeheartedly.

10. Personal development is very good. This is an improvement since the previous inspection. The school clearly works hard to develop the personal attributes of all its pupils. Pupils show initiative when given opportunity and are willing to take responsibility. They respond well to the range of jobs and responsibilities they are given and eagerly carry them out. An example of this is the daily tuck shop run by Year 5 and 6 pupils, which is much appreciated by all pupils. The older pupils notice what needs to be done and do it. In all lessons pupils are encouraged to answer questions and develop ideas. They are fully involved in the daily routines of the school and help each other, are kind and treat each other with mutual respect. Pupils make most significant gains in confidence as they get older and progress from the Foundation stage and throughout the school. Pupils in Year 5 and 6 displayed great confidence in giving a PowerPoint presentation on Arctic Explorers to the class, using interactive control and display equipment. It is clear that the school tries to live out the simple statement seen in the hall, that "*you can't do everything but everybody can do something*". The school does all it can to raise the self-esteem of its pupils.
11. Pupils form excellent, constructive relationships with each other and with their teachers and other adults. Pupils are capable of working well together, play well together and no instances of exclusion from activities were observed. All are provided with the opportunity to be fully included and integrated into the life of the school. Playtimes are characterised by children of all ages happily playing very well together in mixed groups. They respect differences and understand the feelings of others very well.
12. Pupils reflect on, and have a good understanding of the effect of their actions on others. Personal, social, health and citizenship education, circle time, whole class discussions and assemblies all provide opportunity for reflection, for example, on friendship, helping, kindness, feelings and recognising right and wrong. They discuss a range of topics such as the Slave Trade and are able to reflect, comment on, understand different positions and make choices.
13. Attendance is very good and is well above national averages. There are no unauthorised absences. Pupils arrive on time for lessons and no lateness was seen in the inspection. Registration is very efficient and recording is accurate. This results in a prompt start being made and pupils are very quickly into their work.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Teaching and learning are good throughout the school. This is a significant improvement since the previous inspection. As can be seen in the table below, a large proportion of teaching is very good. Unlike the previous inspection, there was no teaching judged to be unsatisfactory.

Strengths in the teaching seen:

- very good relationships between adults and pupils and children;
- the use made of subject knowledge;
- pupils' acquisition of skills, knowledge and understanding;
- very good planning and use of time, support staff and resources particularly, but not only, in the Reception class.

Areas for development:

- the consistent, planned use of homework;
- the quality of marking;
- the development of pupils' independent work skills.

15. Teaching is consistently good in all parts of the school. In the Reception class a very good working partnership between the teacher and the nursery nurse has helped children settle well and become good learners. In all other year groups and classes, teaching ranges from satisfactory to very good with the balance of lessons producing a good quality of teaching.
16. All staff are consistent in the very good relationships they make with pupils and children. There is warmth and friendliness that gives learners confidence. The atmosphere in the classroom is orderly but not oppressive. Pupils get appropriate praise for what they do well. They know where the boundaries exist between acceptable and unacceptable conduct. All staff are very clear about careful listening, a conscientious approach to tasks and sensitivity to the needs of others. This makes for a very good atmosphere for listening, doing and making progress. Because a suitable working environment is created, teachers need waste no time on strategies for managing pupils. This ensures that pupils get effective messages about good learning – how and what to learn. Teachers are skilled at conveying an understanding of what needs to be learned in English and mathematics, so that pupils learn good basic skills in literacy and numeracy. They put these skills to good use across a range of subjects. Good skills are also being acquired in ICT and pupils are beginning to make good use of ICT capability in presenting their work. In the work seen there are good examples, for example, of careful observation and measuring with the resulting data being presented in graph form from computers. Pupils make PowerPoint presentations of their curriculum visits and of their research.
17. Teachers have good subject knowledge and make good use of this to promote high standards. This has results in rapidly improving standards in English, mathematics and science, especially but not only towards the end of Year 6. Good and efficient use of subject knowledge has helped the school overcome shortcomings found at the previous inspection. For example, standards in design and technology, geography and ICT now meet statutory requirements and pupils achieve at the level expected for their age. Good use of subject knowledge is a strong contributory factor in this. Standards in art and design are well above expectation because very good use is made throughout Years 3 to 6 of specialist subject knowledge. This is well complemented by the subject knowledge of staff in other year groups. The school makes judicious use of subject expertise in other curriculum areas, for example, in physical education and music and this has a strong effect on maintaining and improving standards throughout the school.

18. Because relationships are strong and expectations of pupils are high and because teachers deliver well-informed and interesting lessons, pupils acquire skills, knowledge and understanding well. This helps pupils learn well and to make good progress. This is clear in the progress seen in National Curriculum tests, especially by the time pupils are 11. It is clear in the progress made by pupils with learning difficulties. Most pupils in the school reach the levels expected for their age. This includes pupils with learning difficulties. The quality of learning is such that these pupils frequently catch up with the skills expected of them for their age. Teachers make good provision for these pupils as they work towards the targets set for them. It includes pupils with the potential for higher attainment. Not only are pupils working at the level expected for their age. Many work at a level above that.
19. Throughout the school good use is made of the skills of learning support assistants. This is particularly the case in the Reception class where there is an especially strong relationship between the teacher and the nursery nurse. Planning across the school is good and particularly good in the Reception class. Good planning helps teachers deliver lessons confidently and briskly, ensuring that the most is made of the time available. This is another factor in the strong quality of learning among pupils. The school makes good provision of learning resources. These are used very well by staff to support the promotion of a good quality of learning.
20. While there is satisfactory use of homework, it is not a strong feature of the school, a point made by some parents at their pre-inspection meeting with the inspection team. It is not a strong feature of the past and present work of pupils analysed during the inspection. Although homework was given in some classes, it is an incidental rather than an integral and planned part of the curriculum. Parents feel that some homework is inconsistently marked and inspectors agree that this is the case. It is also the case that some of the day-to-day work in pupils' books is not marked supportively and helpfully. It is frequently acknowledged with a tick and possibly an encouraging remark, rather than discussing what has been done well and what could be improved. While many of the factors are present that encourage pupils to become effective learners, there are few opportunities for them to show their independence as learners, for example, opportunities for pupils to make more choices, to plan and organise their own work, such as mathematical and scientific investigations, to share their own assessments and evaluations of their work or to make more use of plenary sessions and homework. While pupils with the potential for higher attainment do make the progress to achieve levels above those expected for their age, few have the independent learning opportunities to enable them achieve even more highly.

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

21. The curriculum is good. It fully complies with the legal requirements of the National Curriculum. The school has significantly improved the planning of the curriculum since the previous inspection. The geography curriculum has also significantly improved. The provision for the pupils' spiritual, moral and social development is very good; that for cultural development is good. Cultural development could be improved by enabling pupils to gain a wider experience of Britain as a multicultural society.

Strengths in the curriculum:

- the enrichment of the curriculum through extra-curricular activities including visits;
- the very good links established with the local community to make the school part of the village life;
- the effectiveness of using literacy skills through other subjects of the curriculum;
- the school's provision for the personal development of pupils.

Areas for improvement:

- providing more appropriate challenges for higher attaining pupils;
 - provision for learning about the diverse and multi-cultural nature of society.
22. The curriculum is broad and well balanced. Planning is secure in most subjects, notably English, mathematics and geography and this gives direction to staff. Planning in art and design ensures that pupils work to a high standard. Good use is made of specialist teachers in art and design, music and physical education to promote high standards. In history, planning is not yet fully appropriate as planned changes are in the process of being made to a two-year rolling programme for mixed age classes.
23. Because literacy and numeracy are well planned for pupils acquire a good range of basic skills in reading and writing and number. The language skills are used well in history where pupils investigate the life of William Wilberforce by collecting information, studying original sources of evidence and producing written responses. The use of numerical and mathematical skills is less well defined, although in science pupils use measurements accurately.
24. Pupils have good access to the curriculum. The provision for pupils with special educational needs is good. Careful targets are set against pupils' identified learning needs. These pupils get good support, both through the tasks set for them and through additional support in the classroom. Year 6 mathematics, higher attaining pupils are sufficiently challenged. However, more could be done to challenge higher attaining pupils in Years 3 to 6. The school makes very good provision for the personal, social and health education of its pupils. A number of activities contribute to this provision in the school. Some of these lie with religious education, some with science, some with citizenship. Others are one off school events like the visit by the local drug awareness team, and Christian theatre groups.
25. The school has a very good range of extra-curricular activities to support the basic curriculum. French, art, homework and games clubs are offered weekly. The range of sporting activities is very good including football, netball, athletics, and cricket. The school enters teams in local sporting competitions. Visits to museums and other local places of interest support the curriculum. Pupils in Years 3 and 4 visit a nearby city to make geographical comparisons with their own locality. Year 5 and 6 pupils attend a residential weekend visit to an adventure centre. Very good links are maintained with the local community. The local Church plays a significant role in the school and the school takes a large part in village competitions and festivals. The grounds of the school, including its sport facilities, are becoming a resource for the whole community. Student musicians from a local university engage the pupils in musical activities; a horseracing organisation has assisted the school to develop the pupils' interest in mathematics.

26. Good links are maintained with partner institutions, those being other local primary schools, a pre-school and the main local secondary school. These arrangements support pupils in their move from one stage of education to another.
27. The school makes very good provision for pupils' spiritual, moral and social development. Good provision is made for cultural development. This confirms the views of parents expressed in their pre-inspection questionnaires and meeting. They believe the school's high expectations and promoting of strong values, helps pupils grow in maturity and sense of responsibility. In the previous inspection provision for spiritual development was judged to be unsatisfactory because so few opportunities were provided within the curriculum. This provision has greatly improved and is now judged to be very good. Provision for both moral and social development has been maintained. While provision for cultural development has been strengthened, provision for multicultural development, criticised in the previous report, is still not as strong.
28. Pupils' spiritual awareness is increased through assemblies, religious education, art and design and music. The local clergy regularly lead assembly and help to broaden pupils' understanding of the Christian faith. During class assemblies pupils discuss a range of issues and through this learn to respect the views of others. Teachers know their pupils very well, and through praise and encouragement help to raise all pupils' self-esteem, giving them confidence to perform in class or concerts and to answer questions. The valuing of pupils' contributions to school life also, very properly, raises their confidence and self-esteem. The Christian ethos of the school permeates all areas of learning.
29. Pupils have a strong sense of right and wrong. The recently implemented behaviour policy is used consistently across the school. When a problem arises pupils discuss what has happened and how their actions affect others. Rewards, in the form of stickers, are presented for a range of reasons: good work, effort or being helpful. An Endeavour assembly takes place every Friday when one or two pupils per class are awarded badges for doing something very special. Four badges mean a book token but it can take a long while to obtain! This has had a positive effect in promoting good behaviour and work ethic.
30. Although many pupils are not yet good at being independent there is a growing feeling for working together and this supports pupils' social development. Opportunities exist in many subjects of the curriculum as pupils work together in pairs or small groups in completing tasks: for example composing a simple rhythm pattern. Extra-curricular activities outside normal lessons further enhance this dimension of personal development.
31. The pupils are given every opportunity to raise money to help those less fortunate than themselves: for example the Blue Peter Appeal or Red Nose Day. Older pupils regularly look after the younger ones, particularly at break times, ensuring they have a turn on the play equipment. The hall is set for assembly and computers turned on by the older pupils. Day trips and taking part in residential visits all help to develop appropriate social skills.
32. The provision for raising pupils' awareness of their own culture is strong, through visits to local museums, art galleries and places of interest. Pupils experience another dimension through listening to music in lessons and assemblies and exploring the work of famous artists. Other cultures and faiths are studied through

history, geography, religious education, non-western art and music. For example, the pupils painted in the style of Aboriginal art and listened to music from Java. Famous people such as Nelson Mandela and Martin Luther King are discussed in literacy lessons and the implications of the slave trade in history. However, although the pupils learn about a wide range of different faiths, there is little overt in the curriculum that promotes a broad understanding of the nature of life in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school has very good procedures for child protection and for ensuring the welfare, health and safety of its pupils. This is an improvement since the previous inspection. Assessment strategies, and the use of assessment, are satisfactory.

Strengths:

- procedures for health, safety and welfare of pupils are very good;
- the promotion of good attendance is very good;
- procedures for promoting good behaviour and eliminating oppressive behaviour including bullying are very good;
- excellent support is given to pupils' personal development.

Areas for development

- continue representations to the appropriate authority to improve the safety of pupils affected by the danger posed by the busy road outside the school;
 - provide opportunity for the designated person to be fully and formally trained in child protection issues.
34. A most effective, site-specific, health and safety policy demonstrates great commitment to health and safety. It has appropriate arrangements for health and safety. It is supported by a very good range of procedures. An example is the care taken in physical education to ensure safe procedures are used and become a habit, when throwing athletics equipment, such as standing behind the thrower and not moving until they are told that it is safe. Risk assessment is thorough; there are regular inspections of the school by management and governors, who have a health and safety working group. There is an effective asthma policy and medication policy. First aid procedures are good with trained staff and equipment available. Accident reporting is satisfactory and meets requirements. If there is an accident involving a pupil, there are effective procedures for gaining rapid access to treatment. For all matters under its control the school does all it reasonably can to ensure the health and safety of its pupils. However, and despite the very best efforts of the school in making all representations and suggestions to the appropriate authority, the risk posed by the traffic on the busy road outside the school is still as yet unresolved and remains unsatisfactory.
35. The school provides a most secure, caring and welcoming environment for all its pupils. It works consistently, and with determination, to secure the best interests of all its pupils, including those with a disability, to safeguard their welfare and promote their development. Staff know the pupils in their care very well, individually and show genuine interest in their welfare. This results in excellent relationships. This ensures that all can work and play in a safe, caring, secure environment. Very good supervision of pupils during playtime, lunchtime, before and after school and the

end-of-day collection arrangements make a most effective contribution to the health and safety of pupils. There is appropriate care for pupils with identified learning difficulties. There are appropriate procedures for identifying learning needs, arranging the support needed and checking on the progress of these pupils.

36. There is a designated person for child protection issues. Local procedures are followed in practice, pupils are monitored when necessary and there are appropriate and effective links with relevant agencies and those with parental responsibility. Child protection has a high profile and the school ensures that this issue is handled sensitively and effectively. An example of this is the great care and effectiveness, with which the school controls and protects children when they are accessing the Internet. The school is effective in working in partnership with all the appropriate agencies to secure pupils' welfare. Staff are well aware of what to do if they suspect, or have disclosed to them any concern that an individual child may need protection. It is most clear that the school works in the very best interests of all its pupils to safeguard their welfare and promote their development. However, although child protection is effective in practice, there are, as yet, insufficient opportunities for the designated person to be fully trained.
37. Very good procedures promote, monitor and improve attendance. Very good procedures are in place to communicate with parents on matters of attendance and reasons for absence. The school vigilantly pursues matters affecting the attendance of its pupils.
38. The school has very good procedures to monitor and promote good behaviour and eliminate oppressive behaviour including bullying. Teaching and non-teaching staff, including teaching assistants and midday supervisory assistants, are consistent in applying the school behaviour policy and rules in lessons, around the school and at playtime and lunchtime. There is very good supervision in lessons and at playtime and lunchtime. An example of helping and supporting good behaviour is the extensive and exceptional range of playtime equipment provided, which children can choose to play with at lunchtime. Pupils are most aware of expectations. There is an effective reward and sanction system in place, which is used consistently by all staff. Good behaviour and attitude to work is recognised and rewarded accordingly, for example in the Endeavour assemblies. Unsatisfactory behaviour is always challenged and appropriate sanctions applied.
39. There are outstanding procedures to monitor and support the personal development of pupils. They are most effective because they are based on the teachers' detailed knowledge of individual pupils and because they are formally recorded so that these attributes can be developed further. Information is used to develop the personal attributes of pupils such as confidence, initiative, taking responsibility, social skills, moral skills and the making of choices. Pupils' personal attributes are recognised. Personal, health and social education opportunities, circle time and other curriculum opportunities make a positive impact on personal development in areas such as healthy living, drugs education, sex education and good citizenship. They explore their feelings and reflect on issues that affect them. They understand the consequences of anti-social behaviour and are developing the skills to be most effective in relationships. These opportunities ensure that pupils become increasingly independent, self confident and knowledgeable about themselves and healthy and safe living. The older ones are beginning to understand what it means to be a good citizen. However, as pupils grow in confidence and independence, there are fewer opportunities to show this in their learning.

40. The school has satisfactory procedures for assessing the academic performance of its pupils. Regular testing provides some information of pupils' attainment and progress. Pupils are assessed on entry to the school and this information provides some guidance about the standards that can be expected across Year 1 and 2 in English and mathematics. Regular annual testing in Years 3, 4 and 5 is being introduced in English mathematics and science. Assessment is not used effectively to establish standards in geography, history, and design and technology.
41. The use of assessment is also satisfactory. The headteacher uses the data to monitor pupils across the school, but the teachers could make more of this data in their lesson planning. This data could be used more effectively to set expected standards for individuals and particular groups of pupils. Targets are set for pupils in English and mathematics but these could be more clearly focused for short-term improvement. Pupils with special educational needs have satisfactory targets on their individual education programmes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The views that parents have of the school are outstanding. This is a great improvement on the previous inspection. They are very pleased, delighted and impressed with the improvements the school has achieved in a relatively short time. The school has a most valued position within the community. All parents with whom discussions were held said that they thought of the school in the highest terms. It is clear that parents now want their children to attend this school.

Strengths:

- parents' views of the school are excellent;
- the effectiveness of the school's links with parents are very good;
- the impact of parents' involvement on the work of the school is good.

Areas for development:

- annual reports to parents on progress;
- information to parents on curriculum issues.

43. Parents and carers are very pleased and satisfied with the quality and effectiveness of what the school provides and achieves. With very few exceptions, parents have the view that their child likes school and is making good progress, the home is well informed about the progress their child is making, their child gets the right amount of homework, teaching is good and they would feel comfortable approaching the school with questions and problems, the school works closely with parents, the school is well led and managed, the school is helping their child to become mature and the school provides an interesting range of extra-curricular activities. All these views are supported by inspection evidence.
44. The quality, relevance, style, clarity and usability of general information provided by the school to parents and carers is good. This includes school information and regular school newsletters, which are most informative for parents. However, there is a weakness in the information on curriculum issues provided, for example topics planned to be covered. The school prospectus is informative and well-produced; it includes appropriate illustrations and photographs of pupils. It meets requirements. Parents with whom discussions were held during the inspection week agreed that they understood very well what was going on in the school.

45. The reporting of progress made by pupils with special educational needs is good. The school works well in partnership with the home in these cases. Parents of pupils with special educational needs are supportive, involved and attend the review meetings. The reporting on annual progress for other pupils is satisfactory. However, reports do not consistently provide sufficient information on attainment levels achieved for individual pupils nor is there provision for pupil and parental comment. The school does have several opportunities throughout the year for formal and informal meetings with parents, where they can discuss the progress their children are making.
46. The school is very successful in promoting and encouraging links with parents and carers. The school is most welcoming to parents and carers, an open door policy operates and parents are at ease and comfortable when approaching teachers. Staff make themselves readily available to discuss pupils with parents and carers. A significant number of parents and carers, for a school of this size, provide help and support in the life of the school. Parents and carers, who help in school, are engaged in a range of activities, such as embroidery, sewing, listening to readers, preparing materials, accompanying on visits and supporting sporting events. It is clear that if there is a need parents are most helpful and supportive to the school. They are highly valued by the school and make a significant contribution to children's learning at school. The school has a very committed and very successful Friends of St Martin's Association, who arrange a full range of events and raise significant funds. These are well targeted and used for the benefit of the school, for example in accessing external funding and in providing the Adventure Playground.
47. The contribution of parents and carers to children's learning is satisfactory because the vast majority provide effective support, for example in reading and encouraging their children to do their homework. The school has implemented home-school-child agreements, which are effective, but are planned for review and change.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership of the school is very good and the school is very well managed. This has enabled the school to respond very effectively to the criticisms of the previous inspection and to raise standards a great deal over the past two years.

Strengths in leadership and management are:

- perceptive, committed and dynamic leadership of headteacher and key staff, allied with the determination of the governing body to move the school forward;
- an effective and strong governing body;
- school self-evaluation that provides a clear agenda for securing improvements and the commitment of all in making sure priorities are met;
- efficient and effective financial management that provides for well used accommodation and learning resources and well deployed human resources.

Areas for development:

- the further extension of the role of subject managers;
- nurturing the independence of pupils as their standards rise;
- refining the way pupils' progress is recorded and the information used;
- resolving the health and safety issue of traffic outside the school gate.

49. The headteacher and key staff of the school have a very clear idea of what the current provision and standards of the school are and what needs to be done to get better. Over the past two years they have been brisk to respond to the issues for improvement identified at the time of the previous inspection. Not only have those issues been successfully resolved but also standards and provision in all areas of school life have improved. Part of the reason for the school's rapid improvement has been the determined support given to the headteacher by the governing body. Another factor that contributes to improvement is the school's commitment to performance management and its effective monitoring of teaching and achievement.
50. Governors are now very clear about their role and its importance in the school's strategic management and development. This was not the case at the previous inspection. There is a very perceptive statement of terms of reference that leaves no governor in any doubt about his or her role. The membership of the governing body has been widened and strengthened. Committees work very efficiently and their administration is rigorous and effective. Governors are involved in the important decisions and planning necessary but are also clear about ensuring the headteacher and team of adults working in the school have the necessary provision and tools to secure governors' high aspirations for the school.
51. The school is very good at self-evaluation. It knows itself well, acknowledges accurately its strengths and areas for development. It is this that has identified the school's most important priorities that have been so well addressed in the past two years. All staff and governors are part of the consultation process in preparing the school improvement plan, a plan that goes into the fine detail of setting targets for each individual pupil. The plan contains all that is necessary to maintain the current rate of improvement, linking priorities to the budget and identifying where responsibilities lie. Governors and staff of the school regularly and systematically monitor the plan, through its pre-determined success criteria. This has been a strong influence on the work of the school in recent years. In developing the team of adults working in the school, governors and the headteacher have appointed those teachers, support staff and administrative staff best placed to achieve the high expectations of the school.
52. The staffing, accommodation and learning resources of the school are good. This has been another important factor in securing improvements. Teachers and support staff are skilled and create effective partnerships. Teachers have good subject knowledge and this has helped resolve major difficulties found in the curriculum at the previous inspection. The school makes good use of subject specific knowledge, especially in art and design, music and physical education. Available finance has been used extremely well to provide resources that are appropriate to the curriculum and to the age and needs of pupils. Additionally, the school has been very effective at maintaining and enhancing the attractive accommodation both within and outside the building. This is the result of the efficient partnership between the headteacher and governors in managing finances very well and making the most of the money available.
53. The school is now in a very good position to build upon its strengths and make further improvements. The headteacher carries a heavy burden of responsibility. Great strides have been made in delegating responsibilities to other members of staff. However, at present, staff with management duties do not manage a budget, nor do most have an extensive role in overseeing teaching and leading in their subject areas or in scrutinising the outcomes of lessons to judge how further

improvements can be made. Good provision is made for the management of the needs of pupils with learning difficulties. The school has done well to promote higher standards for all pupils. However, there is still little scope for pupils, especially the more able, to make choices for themselves and show their independence in learning skills, for example, through homework. The school sets targets for all pupils and this has supported improvement in overall school standards. Procedures for measuring progress are now ripe for refinement, creating less of an administrative burden and clarifying how the information can be used sharply to raise expectations of pupils even further. The school has a concern about heavy and fast moving traffic outside the school gate. Inspectors agree that this is a health and safety issue, although it is one beyond the direct control of the school. While the school and its governing body have made strong representations to the appropriate authority, these have been unsuccessful so far.

54. Very good improvement has been made since the previous inspection, both in resolving the criticisms of that inspection and in improving other areas of the school's function. The school has more funds available to it than most schools, but funding is appropriate to a school of this size. Given the way effective and efficient management of finances is raising standards and the very good leadership and management that provides a very good climate for learning, the school provides good value for money and observes the principles of best value well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The headteacher, governing body and staff of the school should:

- 1) refine and develop strategies for measuring the progress pupils make and the way in which this information is used;
(paragraphs 40, 41, 53, 73, 79 and 96)
- 2) develop ways by which independent learning can be encouraged, for example, through:
 - better use of summary sessions at the end of lessons;
 - better and more consistent use of homework;
 - providing pupils with more opportunities to make choices;
 - sharing assessment information more extensively;
 - encouraging pupils to take more responsibility for planning and organising their work, for example, in mathematical and scientific investigations.
(paragraphs 8, 20, 21, 23, 24, 39, 53, 72, 73 and 77)
- 3) resolve the problem of traffic at the school gate.
(paragraphs 34 and 53)

Additionally, governors should consider the following less important issues when developing their action plan:

- the way the school reports on progress to parents;
(paragraph 45)
- the development of education for a diverse and multicultural society;
(paragraphs 21, 27 and 32)
- the continuous development and use of skills in history.
(paragraph 95)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 25 |
| Number of discussions with staff, governors, other adults and pupils | 20 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 8 | 12 | 5 | 0 | 0 | 0 |
| Percentage | 0 | 32 | 48 | 20 | 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 four 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 | 73 |
| Number of full-time pupils known to be eligible for free school meals | N/A | 4 |

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 | 15 |

| 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 | 5 |
| Pupils who left the school other than at the usual time of leaving | 7 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.2 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

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 | 1 | 2 | 3 ³ |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | - | - | - |
| | Girls | - | - | - |
| | Total | - | - | - |
| Percentage of pupils at NC level 2 or above | School | - | - | - |
| | National | - | - | - |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | - | - | - |
| | Girls | - | - | - |
| | Total | - | - | - |
| Percentage of pupils at NC level 2 or above | School | - | - | - |
| | National | - | - | - |

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 | 8 | 3 | 11 ⁴ |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | - | - | - |
| | Girls | - | - | - |
| | Total | 11 | 10 | 11 |
| Percentage of pupils at NC level 4 or above | School | 100 | 91 | 100 |
| | National | 75 | 73 | 86 |

| Teachers' Assessments | | English | Mathematics | Science |
|---|--------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | - | - | - |
| | Girls | - | - | - |
| | Total | 9 | 9 | 11 |
| Percentage of pupils | School | 82 | 82 | 100 |

³ Where the number of pupils in any year group is 10 or less, results are not published.

⁴ Where the number of boys and girls separately is 10 or less, results are not published.

| | | | | |
|------------------------|----------|----|----|----|
| at NC level 4 or above | National | 73 | 74 | 82 |
|------------------------|----------|----|----|----|

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

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| White – Irish |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Black African |
| Mixed – White and Asian |
| Mixed – any other mixed background |
| Asian or Asian British - Indian |
| Asian or Asian British - Pakistani |
| Asian or Asian British – Bangladeshi |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean |
| Black or Black British – African |
| Black or Black British – any other Black background |
| Chinese |
| Any other ethnic group |
| No ethnic group recorded |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|-----------------------------|--|---------------------------------------|
| 73 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 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) | 4.4 |
| Number of pupils per qualified teacher | 16.6 |
| Average class size | 18.3 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 68 |

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 | 2002-2003 |
| | £ |
| Total income | 213,751 |
| Total expenditure | 213,091 |
| Expenditure per pupil | 3,134 |
| Balance brought forward from previous year | 14,866 |
| Balance carried forward to next year | 15,526 |

| | |
|--------------------------------|-----|
| 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 | 3.4 |
| Number of teachers appointed to the school during the last two years | 3.5 |

| | |
|--|-----|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0.4 |
| 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 = 87.7

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 73 |
| Number of questionnaires returned | 67 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 73 | 25 | 1 | 0 | 0 |
| My child is making good progress in school. | 67 | 30 | 3 | 0 | 0 |
| Behaviour in the school is good. | 82 | 18 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 49 | 39 | 10 | 1 | 0 |
| The teaching is good. | 73 | 27 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 66 | 25 | 7 | 0 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 79 | 18 | 3 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 78 | 22 | 0 | 0 | 0 |
| The school works closely with parents. | 69 | 30 | 1 | 0 | 0 |
| The school is well led and managed. | 85 | 15 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 63 | 34 | 0 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 54 | 42 | 3 | 0 | 1 |

Other issues raised by parents

Parents expressed concerns about fast moving heavy traffic on the road at the main school entrance. They were quick to praise the school for recent all round improvements. These issues apart, there were no other matters of common concern to a proportion of parents.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. The quality of the school's provision for its youngest pupils has been improved since the previous inspection. A new purpose built teaching area and a specially surfaced secure outdoor play area have been added. At the previous inspection, attainment was judged to be sound in most areas of learning but attainment is now above expectations, except for writing and reading which are in line with expectations. This, too, is an improvement. Progress is good, as children continue to extend their learning, many achieving above the expected standards by the end of the Reception year. Progress previously was sound and is now good. Emphasis is placed on providing a secure environment where children are keen to attend and remain focused on the tasks set.

Strengths in the Reception class:

- the quality of teaching is consistently good and frequently better;
- children benefit from a range of well-planned activities;
- very good relationships help children feel secure and happy and give them confidence to respond to questions and learning opportunities;
- very good team work between adults and their knowledge, enthusiasm and interest have a strong impact on children's learning.

Areas for development:

- opportunities for extended and independent writing;
- the organisation and use of the new teaching area.

57. The provision for children in the Reception class is in a newly completed, purpose-built teaching area. As it had only been in use for a week before the inspection, there had been insufficient time to experiment with the layout and find the most appropriate way of using the space. However, adults working in the area have made every effort to ensure the room is attractive and exciting for the children. This is an area for further consideration. The children are admitted to the Reception class in September of the year when they have their fifth birthday. Currently the 13 children in the class attend full time. The majority of the children have benefited from pre-school experience at the adjoining playgroup.
58. When the children start school in the Reception class, teacher assessment judges their attainment to be in line with that expected for their age. As different year groups are very small, there is often great variation in attainment on entry, with some children attaining below the expected levels. However, by the end of the Reception year, the majority of pupils will have achieved or exceeded the expected standards in all areas of learning, except reading and writing, which are in line with expectations. Good progress is made overall in the areas of learning.
59. The quality of teaching in the Reception class is good and often very good. In the previous report teaching was judged to be good. Teaching in all areas of learning is consistently good or better, as the teacher's knowledge of what the children need to do to develop the relevant skills is good. The teacher has high expectations of what the children can achieve and uses her knowledge and understanding effectively

when working with small groups, as does the nursery nurse. Throughout the curriculum, activities are planned to build on previous experiences and to extend the child's understanding. Both adults work very well as a team and they sensitively support, reinforce and extend children's responses. Because relationships between adults and between adults and children are very good, children are confident to share their thoughts and feelings. The nursery nurse is very well briefed and understands what she has to do. This has a very positive effect on children's learning. All adults offer praise and encouragement to the children, helping to raise their self-esteem and confidence. During lessons, observations are made of children's progress. This information is used by the teacher to change lesson plans and to meet the needs of specific children. Informal observations of what the children know, understand and can do are shared weekly. However, these informal assessments are not recorded to ensure their accuracy. This is an area for development.

Personal, social and emotional development

60. Children make good progress in their personal, social and emotional development. They enjoy coming to school, have adjusted well to the routines of school life and respond to the rules. Children settle quickly at the beginning of each session. During class assemblies they take turns to discuss matters important to themselves, for example, what they can see out of their bedroom windows. In group work or class sessions they learn to speak by raising their hand and to listen to others. They are very eager to learn new skills. When activities are exciting and stimulating, they put effort and concentration into completing them. Emphasis is put on helping children understand the consequences of their actions. Children wait patiently for their turn in both lessons and during child-selected activities. They share resources very well and work together. Examples were observed of children sharing the small construction toys and working together to make an aquarium. Children are beginning to play in small groups, for example, four girls during playtime joined hands to sing *'The Farmer's in his Den'*. Learning opportunities help children develop a sensitivity and awareness of other people, through discussion about those who help them, their friends and family.

Communication, language and literacy

61. Children's speaking and listening skills are average when they start school but they make good progress because they are given many opportunities for developing their skills with each other and with adults. The quality of teaching is very good as the teachers ensures there is time allocated for children to talk together and share their thoughts. Children are keen to participate in discussion. Examples observed were a class assembly where children discussed the view from their bedroom window and a literacy session when they discussed the content of the big book relating to their visit to an aquarium. Children know their letter sounds and spell simple familiar words. There is a planned role-play area, a seaside café and the topic for the half term is the seaside. As the adults circulate, they talk to the children as they enjoy their chosen activities, helping them develop appropriate vocabulary. Children are encouraged to be good listeners and enjoy stories, rhymes and songs. By the end of the Reception year children are becoming confident, articulate speakers, many with a wide vocabulary.
62. Children are very enthusiastic when sharing books. They are aware that words communicate meaning and they handle books with care. They use the pictures to help answer questions about their books. One higher attaining child read with

confidence and accuracy whilst the lower attaining children recognised words and letter sounds, but found reading fluently more difficult. These children tend to sound out the individual letter sounds and then put them together to make words. They are not always successful in this. This is an area for further development so that all children can achieve the expected level. The children enjoy retelling favourite fairy stories and reciting nursery rhymes. Children have positive attitudes towards reading and parents are encouraged to listen to their child read at home and to share books. A home and school reading record is available for parents to make comments, reinforcing children's quality of learning.

63. The writing table in the classroom encourages children to explore written communication. They know writing is *special marks* and many produce recognisable letter shapes. The lower attainers are beginning to write a brief sentence by putting down the first letter of some of the words and then adding other letters at random. The higher attainers are writing one longer sentence but as yet cannot write and spell all the words. This is below what is expected because these children can be expected to be writing more at this stage, for example, a few sentences of independent writing that may or may not be spelt correctly. There is limited evidence of children writing independently or for different purposes and this is an area for development. However, overall the children are achieving just in line with expectations, rather than above expectations as in other areas of learning.

Mathematical development

64. The quality of teaching in this area is good. The learning for the children is carefully planned and children's number recognition is extended as far as 30. The children are confident counting to this number and most can sort numbers to 20 when given them on individual cards. They are beginning to understand and use appropriate vocabulary such as taller, shorter, heavier and lighter. They enjoy making repeating patterns from a variety of shapes and they are aware of some of their properties. Most children add one more to a number and know the number before and after the given number. The majority add two numbers together and they are beginning to understand the concept of subtraction. All the children enjoy number songs and rhymes that support their learning. The teacher carefully plans work to match the needs of all the children ensuring extension for the higher attainers. Those who find the subject a little difficult often receive additional support from the nursery nurse. The support is proving beneficial to these children as they gain in confidence and understanding.

Knowledge and understanding of the world

65. The quality of teaching in this area is very good. Children have many opportunities to develop their knowledge and understanding of the world around them. They learn about other people and the features of the natural and manmade world. The children have explored the school grounds looking at patterns in the environment and have developed this further by making their own patterns when planting seeds in the garden. They readily talk about a recent visit to an aquarium, the animals they saw and what they were like. The children were fascinated by all they had seen, especially the shark's teeth! A visit to the local church was undertaken and the vicar often comes to see the children. The traffic on the road outside the school was counted so they could tally and draw simple graphs. They have also experienced live

theatre when a company visited the school. Most children are confident using a computer and draw pictures using 'colour magic'. Photographic evidence shows the children programming a moveable toy. All these experiences help to enhance this area of learning.

Physical development

66. There was no opportunity to observe any lessons specifically planned for aspects of physical development such as dance, gymnastics or ball skills, so there is insufficient evidence to make a judgement. However, observing children during a play session, they used the climbing equipment, balancing on narrow planks, moving along between two chains, with confidence and agility. Opportunities are provided for them to use a range of equipment on a regular basis. They handle tools, construction and malleable materials such as play dough with increasing control. Children cut, stick, make models, use writing tools, construct with small bricks and in doing so, extend their co-ordination and control. There is a small secure area off the new classroom where children can use sand and water and participate in other activities out of doors. However, the space is too small for them to use the wheeled toys and so they use the main playground for this. When used, staff make good use of the space available and ensure that it is well supervised and safe for children.

Creative development

67. Although little teaching was observed in this area, the range of experiences the children have been given indicates very good planning and teaching. A variety of activities *is* provided to develop their skills in music, art and design, story and imaginative play. Children are involved in purposeful play that enables them to explore materials and media, take part in music and use their imagination effectively and communicate ideas. They have experimented with mixing paints and have painted some self-portraits. These are well done as they have eyes, a nose, hair and a mouth, all in the right place. Often children of this age are not so observant. Displayed on the walls are some very good pictures of cow parsley and examples of weaving using different materials. These are all very carefully observed and executed showing good control. Role-play is a regular feature of activities as children were observed using the wooden train in the playground for a trip to Scotland or France and using play dough to make a birthday cake for their friends. Presently the role-play area in the classroom is a seaside café. The theme of this area changes with the topic.

ENGLISH

68. At the end of Year 6 standards of attainment in English are well above those expected of pupils of a similar age. At the end of Year 2 pupils' standards of attainment are above those expected. Although pupils enter the school with about average standards they achieve well and make good progress throughout the school. Pupils with special educational needs also make good progress. Teaching is good throughout the school. There has been significant improvement since the previous inspection. Standards are very good because all pupils met the expected standard for the age, whilst a significant number achieve above expectations. By Year 2 pupils, attainment in reading is better than that in writing. More attention given to the development of writing in Years 1 and 2 would help to improve standards further.

Strengths

- the high standards of attainment by Year 6;
- the quality of the teaching;
- the relationships established between teachers and their pupils;
- effective use of cross-curricular links to use language skills.

Areas for improvement:

- to increase the challenges for higher attaining pupils;
- improving standards of writing in Years 1 and 2;
- better use of assessment information to support challenge and independence.

69. The standard of attainment in speaking and listening is in line with expectations at the end of Year 6. Whilst there are opportunities for pupils to discuss with, and question others, in Years 5 and 6 much of the speaking in the lower years is restricted to answering questions posed by teachers. In mixed age classes, the older or more articulate pupils sometimes override the younger and more reticent pupils. Sometimes teachers stop the more articulate pupils whilst others catch up, and so hinder their progress. Pupils are confident speakers by Year 6. They use Standard English appropriately and extend their vocabulary through an understanding of terms in other subjects of the curriculum notably geography, science and art and design.
70. The standard of attainment in reading is well above expectations by the end of Year 6. By Year 2, where attainment is above expectations, pupils are positive and confident readers. Reading is generally accurate and pupils have a good knowledge of phonics. Higher attaining pupils begin to understand character and begin to predict possible developments in stories. Pupils are confident in their use of alphabetic lists in dictionaries and indexes. However, by Year 6 whilst pupils continue to be confident readers, they have a limited knowledge of authors and express a limited range of preferences in their reading of fiction. Pupils are able to compare the differences in composition of written with visual material. Despite some limitations in the width of application of reading skills, pupils are confident in their use of non-fiction texts to gather information.
71. The standard of attainment in writing is well above average by the end of Year 6. In Year 1 and 2 writing is in line with expectations. Pupils write well-organised stories with an emerging sense of correct punctuation and grammar. Pupils change their writing to suit an audience as in the composition of a leaflet advertising a sea life centre. They compile a set of instructions for others to follow. Higher attaining pupils make increasingly greater use of descriptive words to make their work more interesting to the reader. By Year 6, sentence structure is becoming more complex using connecting words. The range of punctuation, including quotation marks and exclamation marks, is used confidently. Words are used imaginatively to create effect and pupils are confident writing in different forms – reports, letters, discursive and personal writing. Pupils write in a clear and legible hand from an early age and this contributes to the high standards of presentation. Spelling is confident and usually correct.
72. The quality of teaching and learning is good. The good, positive relations established by teachers and their pupils enable pupils to learn effectively. Lessons are well paced so pupils are motivated to learn. Good use is made of the three-part lesson structure of the National Literacy Strategy and this contributes to the

effectiveness of lessons. Effective use is made of learning support assistants in Years 1 and 2 so that pupils gain more attention in mixed ages classes. Comparing textual and film versions of "The Railway Children" challenges pupils in Year 5 and 6. They consider the differences in presentation in the two media and begin to examine how visual and sound effects of the film replace the narrator in the book. In Year 1 and 2 pupils use the experience of a recent visit to a sea life centre to gather information about particular creatures from texts. The older pupils use the information gathered on the visit to compose a leaflet introducing the centre to others. However, there are lost opportunities for allowing pupils to develop their speaking at length. Older pupils are not sufficiently independent to make considered choices about their learning. Homework is used sparingly and is not used to help pupils become more independent. Often the final session of the literacy hour is used ineffectively and does not allow pupils to consider what they know and what they need to do to improve. Higher attaining pupils are not sufficiently challenged by the quality, rather than the quantity of work given. Very good use is made of visiting groups. A recent visit by a puppeteer supported pupils in their presentation and performance.

73. The leadership and management of the subject are good and this has contributed to the improvement in standards. There is consistency in the teaching across all years and resources have improved since the previous inspection. Effective use is made of ICT to enable pupils to present their work through word-processing, and to help lower attaining pupils build confidence in their spelling and reading. The progress of pupils is beginning to be monitored across the age range through increasing use of assessment. This data could be used to greater effect by sharing it with pupils, so that they know what they need to do to improve.

MATHEMATICS

74. Standards are above average at the end of Year 2 and by the end of Year 6. The pupils, including those with special educational needs, are now beginning to make good progress through the school, as the quality of teaching is good or better. Standards since the previous inspection had fallen to well below average. The school's results now compare very favourably with those of 11-year-olds nationally and were well above average in 2002. This is a very good improvement since the previous inspection. The quality of teaching and the use of assessment, previously criticised, have improved and this is having a positive effect on standards. With the implementation of the National Numeracy Strategy, planning now ensures pupils make maximum progress within the lessons and standards have risen.

Strengths in the subject are:

- the quality of teaching;
- teachers' knowledge and interest;
- planning based on prior attainment;
- work well-matched to pupils' needs, particularly those who have special educational needs;
- well-organised and paced lessons;
- effective use of questions to extend or reinforce pupils' knowledge and understanding;
- the good use of learning support assistants;
- positive relationships.

Areas for further development:

- pupils' abilities in applying and using their mathematical knowledge to solve problems;
 - homework;
 - target setting and tracking of pupils' progress, recently implemented but not yet developed consistently across the school;
 - use of the plenary session to recap the lesson;
 - consistently ensuring appropriate challenges for higher attaining pupils.
75. Standards have risen because teachers' knowledge and planning have improved. Pupils are interested, enthusiastic and keen to learn. The quality of teaching is good overall. Lessons are well planned, based on the National Numeracy Strategy and build on previous learning. The subject is conscientiously and effectively managed.
76. Work is well matched to the needs of pupils but does not consistently provide appropriate challenge for the highest attaining pupils. The pupils enjoy the quick fire mental activities at the beginning of each lesson. The brisk pace of most lessons helps to motivate pupils. Teachers use questioning effectively to extend or reinforce pupils' knowledge. For example, questioning in a Year 3 and 4 lesson helped to reinforce and extend pupils understanding of equivalent fractions. Very good relationships give pupils the confidence to explain how they found their answers. For example in the Year 1 and 2 class a pupil explained how the number 47 was found on 100 square. The teacher showed a picture of a square three by three with 38 in the middle square. The pupil knew the number below the number 38 was 48 by adding on 10 then by counting back one from 48 the number was 47. The pupils in the Year 5/6 class struggled to solve problems about furnishing a home with white goods and buying equipment for a barbecue. They were asked to buy the cheapest and most expensive items. However, Year 5 pupils found this difficult, as they had to decide what equipment they needed first and could not agree! Strategies for working out money quickly, such as $£4.95 \times 4$ were discussed and a pupil suggested $4 \times £5$ then take away 20 pence to find the answer. The plenary at the end of each lesson is not used consistently to reinforce learning and is often brief. This is an area for further development. Support staff are well used across the school and this has a positive effect on the learning of pupils with special educational needs. There is evidence that ICT is well used as a teaching resource and particularly for recording data in the form of graphs or pie charts.
77. There is less emphasis on applying and using mathematical skills and pupils do not readily use their knowledge to solve word problems. This is an area for further development. The school is aware of a weakness in this aspect of mathematics. Teachers provide homework for pupils but not on a regular basis. It is not a high priority and is not used well enough to help pupils extend their knowledge, particularly problem solving. Looking at pupils' work reveals mainly neat presentation but lacking in dates, and marking that is not consistently helpful.
78. Although assessment and tracking of pupils progress has been recently introduced this is an area that needs further development, as targets set are very general and not specific enough for each pupil.
79. All pupils are well motivated to achieve because teachers are enthusiastic and knowledgeable and provide a range of experiences for them to enjoy. They have a more positive attitude towards learning than reported in the previous inspection.

They respond with interest to teachers' questions and most listen carefully. Since work is usually well matched to pupils' needs they remain focused on the tasks and concentrate. Opportunities are provided for pupils to work together sharing ideas; this they do well. There is evidence of numeracy skills being used in other areas of the curriculum such as geography and science through data handling and measuring.

SCIENCE

80. Standards are above average towards the end of Year 2 and Year 6. Pupils throughout the school make good progress and achieve very well compared to their achievement at the time of the previous inspection. The criticisms of the previous inspection have been well answered by the school. The curriculum now meets statutory requirements and the teachers' use of subject knowledge is good. These factors have had a considerable impact on raising standards.

Strengths in the subject:

- standards of attainment are above average towards the end of Year 2 and Year 6;
- tasks are deeply rooted in practical and investigative activities;
- pupils' use of literacy, numeracy and ICT skills;
- teachers make good use of subject knowledge;
- relationships between pupils and adults that help foster high expectations.

Area for development:

- even more insistence upon scientific methodology and independence in learning.

81. Standards of attainment are above average towards the end of Year 6. This is a considerable improvement since the previous inspection. The improvement is due to better teaching and a full and practical curriculum. Pupils in all year groups are taught to observe carefully and to record what they see. They plant seeds and discuss conditions for growth, quickly identifying what they predict will support growth and what will not. Most predictions are accurate, although occasionally pupils are surprised that the outcome of their investigation is not always as expected. Year 1 and 2 pupils work hard on identification keys for the first time and by the end of the lesson most have a good understanding of how to construct such a key. Year 5 and 6 pupils enjoyed their activity dissecting flowers, identifying the different parts and discussing the differences between types of flowers. Pupils of all ability levels enjoy a wide range of interesting tasks across the science curriculum and their good use of literacy, numeracy and ICT skills enables all pupils make good progress and achieve well. This includes pupils with the potential for higher attainment and those who find learning more difficult. Many pupils achieve the higher levels possible at the age of eleven, although this is less the case when pupils are seven. Most pupils, including those who are identified as having learning difficulties, achieve or exceed the standard expected for their age.
82. Teachers make good use of subject knowledge. This raises the quality of teaching and gets pupils interested in science lessons. The range of tasks and activities is stimulating and imaginative. They often make good links across the curriculum, for example, pupils in Year 1 and 2 examining fruits and vegetables have created

stunning paintings and appliqué pictures that record their observations artistically. Similarly, pupils in Year 5 and 6 have applied their knowledge of electricity to drive their design and technology fairground rides.

83. A significant factor in the standards pupils attain is the relationships that exist between pupils and adults. Lessons are busy and active events but one where there is a great deal of mutual respect. Occasionally pupils find it hard to settle but teachers are friendly and insistent and pupils respond quickly enough. Because adults are good role models in their relationships among each other and with pupils, relationships among pupils are positive, supporting the group work that is important to investigation and learning science. The quality of relationships is a great support to teachers' high expectations of what pupils can do. The subject is managed effectively, ensuring coverage of the curriculum, checks on how well pupils attain and making sure that resources are available for all planned activities.
84. While all tasks in science are deeply rooted in practical and investigative activities, it is not always clear in the samples of work seen, that pupils are aware of a fundamental and rigorous scientific methodology. There are examples of pupils laying out their work to a strict scientific methodology. Discussions with pupils make it clear that most understand about scientific prediction and many have some understanding of principles such as fair testing and that to be valid an investigation needs controls. However, this is not always a consistent theme through all examples of written work and this is to pupils' long term disadvantage. Nor is it clear from the work seen how far pupils are able to be independent in creating their own investigations.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

85. Standards in art and design are well above average when pupils are seven and eleven and average in design and technology at the same ages. Teaching is good and sometimes very good in art and design. It is good in design and technology. Standards have been improved since the previous inspection. This successfully resolves the criticism of standards in design and technology at the previous inspection. The curriculum for design and technology has been significantly improved and now meets statutory requirements. Pupils achieve well in design and technology and very well in art and design. Pupils of all abilities make good progress. Talented pupils produce some outstanding work in art and design. Pupils who find learning difficult make good progress through the freedom practical activities in art and design bring to them.

Strengths in the subjects are:

- the standards achieved in art and design;
- the good use made of teachers' subject knowledge;
- improvement in the provision and standards achieved in design and technology;
- the way the subjects are organised and managed;
- the way pupils' work is displayed;
- the range of resources available.

Area for development:

- no areas for development are identified.

86. The standards achieved in art and design are well above average when pupils are seven and eleven. Pupils are skilful in their use of a wide range of media including pencil, crayon, pastel, paint and textiles. They study the works of famous artists and create their own works in similar style to good effect. They reflect many aspects of the subjects of the curriculum in their paintings and artefacts. For example, Year 1 and 2 pupils follow up their work in science by producing two-dimensional and appliqué textile artefacts of their observation of fruits and vegetables. The same pupils have produced a range of seascapes in the style of Paul Cézanne. A range of 'sunflower' paintings done by older pupils celebrates the style of Vincent Van Gogh. Pupils in Year 5 and 6 have produced tie dye and batik fabrics that set the background for their paintings, weavings and embroideries reflecting their visit to *The Deep* aquarium in Hull and following up their investigations into sea life. Paintings and textile works are finished to a high degree of skill across the school, showing pupils' deep appreciation and use of line, texture and colour.
87. The good use made of teachers' subject knowledge promotes improving standards. This is true of standards in art and design and in design and technology. Teachers have good knowledge that they use well. For example, they are able to exact good results and ensure the development of good technical skills in two-dimensional and three-dimensional art and design. Teachers' knowledge of the curriculum is comprehensive and good use is made of specialist knowledge. Design and technology has improved because teachers are much more confident and competent in the design and make process that they impart well to pupils. Previously teachers' subject knowledge was found to be lacking. This strong use of subject knowledge in the subjects has a profound impact on the quality of pupils' learning.
88. Since the previous inspection, the curriculum for design and technology has seen rapid improvement. Pupils now use the design and make process consistently. They enjoy a broad and interesting range of activities and tasks. They are aware of their own standards because they follow a process of self-evaluation from design to finished article. There has also been significant improvement in the quality and range of tools and materials for their use. This has added to the challenge they find in the subject and the interest they are able to show in their work.
89. Both subjects are efficiently managed. There is good use of specialist knowledge and expertise to lead the subjects forward. Improvements in subject knowledge have led to a fuller and more challenging curriculum. This in turn has identified how skills can be best used and what resources need to be provided to raise standards. Identification of subject priorities and training needs has been rigorous and thoughtful, leading to success and improvement.
90. Teachers are skilled at showing pupils how important their work is and how it is valued. Display around the school is very good and it is particularly good at the focal point of school life, in the hall. It provides a source of pride and inspiration for pupils. The school has been creative in providing an extensive range of materials, tools and other resources for use in the subjects. The effective use of these has been an important factor in generating interest, challenging pupils and securing better standards for all.

GEOGRAPHY AND HISTORY

91. By the end of Year 6 standards are in line with those expected of pupils of a similar age. They are also in line, in both subjects, at the end of Year 2. The pupils develop a sound knowledge of geographical terms and begin to ask appropriate questions

about physical and human features of the environment. They improve their skills by working through maps in different scales and forms. The development of skills is less evident in history. Pupils increase their historical knowledge, but an understanding of causes and consequences of actions is not sufficiently broached until Years 5 and 6. Pupils make good progress in geography and satisfactory progress in history. Teaching and standards have improved in geography and history since the previous inspection.

Strengths:

- effective development of skills especially map work;
- good relationships established between teachers and their pupils.

Areas for development:

- development of understanding, and use of chronology in history especially in Years 3 and 4;
- improved use of assessment data to set standards and help pupils become more independent in their learning.

92. The quality of teaching and learning is good in geography and satisfactory in history. From evidence based largely of the scrutiny of pupils' work, the requirements of the National Curriculum are met through the schemes of work. In Year 2 pupils begin to recognise the features of different environments in towns and villages. They begin to recognise how these places are depicted on road maps. They develop their skills in fieldwork by plotting their journeys to school and seeking ways in which to make the village environment safer. They begin to use simple co-ordinates to locate features on a map. In Years 3 and 4 they investigate rivers, build their vocabulary of geographic terms and make a more detailed study of the River Severn. In Year 6, pupils explore the differing interests involved in tackling traffic problems in a local area. Also in Year 6 pupils investigate mountain areas, with the higher attaining pupils making a more detailed study of a single range.
93. Pupils in Years 1 and 2 begin to sequence historical events into a narrative through exploring the life of Florence Nightingale and the events of the Great Fire of London in 1666. Pupils in Year 3 and 4 gather information about the Gods of Ancient Egypt from a variety of sources. They then compare their attributes. In Year 6 pupils conduct a local study involving William Wilberforce. They build well upon their knowledge of his local connections to explore his views and activities in the abolition of the Atlantic Slave Trade. In doing this, pupils assess a range of historical evidence, sequence the events leading to the abolition using dates and carry out research using a range of sources. Whilst teaching in history engages pupils through role-play and research, too little account is given to the quality of tasks set for the higher attaining pupils. The increasing use of literacy skills of drafting, note taking, and script writing are used well to support pupils' learning. Pupils are well behaved and positive about their learning because of the good relationships established by the teachers.
94. The leadership and management of geography and history are satisfactory. There are sufficient resources to support the curriculum and these include a good range of visits. Pupils make effective use of the Internet to gather information. However, better use could be made of assessment data and homework, to engage pupils more in their own learning in both subjects, and raise expectations, especially for the higher attaining pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

95. Attainment is average towards the end of Year 2 and Year 6. Pupils make good progress given their starting point and the position the school was in at the time of the previous inspection. Higher attaining pupils get the opportunities that stretch their attainment. Pupils with learning difficulties are well supported so that they make the progress necessary. Teachers use their knowledge and skills well to meet the full curriculum which now meets statutory requirements. Since the previous inspection, very good improvement has been made in the subject.

Strengths in the subject are:

- the improvement made since the previous inspection;
- resources that enable pupils to study across the full curriculum;
- the use of ICT across the curriculum;
- teachers' enthusiasm and pupils' interest in the subject.

Areas for development:

- an intensification of the use of computer peripherals;
- extension of pupils' skills in sensing and monitoring external events.

96. At the time of the previous inspection the curriculum did not meet requirements. Some areas of the ICT curriculum were not taught to pupils. This is no longer the case. Standards of attainment were below expectation because pupils did not experience the full curriculum. Standards are now at the expected level. Pupils' ICT capability is demonstrated in the work they do across the curriculum. For example they use ICT to collect, present and interpret data in mathematics and science. They use ICT to present work on projects, for example, in following up their visit to *The Deep* aquarium. Computers are used to support learning across a range of subjects. At the time of the previous inspection, teacher knowledge was not extensive. Now teachers are confident in the areas of the curriculum they need to teach. Resources were limited at the previous inspection. Given the size of the school, resources are now good and well used.
97. Because the subject has a development plan well focused on accurate evaluation of strengths and needs, the acquisition of resources and the training of staff have been very precise. This has led to confidence on the part of teachers and enthusiasm for the use of computers on a regular basis in lessons. Teachers' enthusiasm and the good experiences they offer to pupils have led to a great deal of pupil interest in the subject. Pupils concentrate for long periods when creating multi-media *PowerPoint* presentations with moving text, sound and images. They work well together. They discuss their work and show their folder of saved work enthusiastically.
98. Pupils make very good use of some computer peripherals such as the digital camera. There is a great deal of evidence of this in pupils' work samples. However, there is less evidence, although the areas have been taught, of the use of peripheral devices for sensing and monitoring. For example, although pupils know the power of the digital microscope when dissecting flowers in science, there is little evidence of them using this in the work they presented for scrutiny. Additionally, the evidence of use of devices for sensing, for example, measuring changes in temperature, sound or light, is limited to oral discussion without any recorded work samples. However, pupils clearly know how computers and linked devices can be used to support research, measurement and recording changes.

MUSIC

99. Standards are average at the end of both Year 2 and Year 6. The singing in assembly is pleasant and tuneful, with clear words. The quality of teaching and learning is good and the pupils, including those with special educational needs, make good progress. No judgement was made about standards during the previous inspection. The previous report felt there was insufficient guidance to assist teachers in their planning for developing pupils' skills as they moved through the school. Now, as a specialist teacher takes all classes, this deficiency has been addressed. Lessons are planned to build on previously learnt skills. The quality of teaching has improved from satisfactory to good since the previous inspection. A music specialist now teaches the subject.

Strengths in the subject:

- the quality of teaching and learning;
- the use of a specialist teacher;
- the good range of activities provided within lessons.

Areas for development:

- the evaluation of the effectiveness of the scheme chosen.

100. The younger pupils enjoy a vocal "warm up" at the beginning of the lesson. They sing with confidence and follow the teacher's lead very well. Most pupils recognise the simple graphic score used to represent three notes of different pitch: high, low or medium, and play the notes in the correct order. They enjoy the challenge of writing their own score on the board for others to play and then singing the phrase. The pupils listen to a tape and quickly pick a new song from it. The lesson for older pupils began with two pieces to illustrate rhythm. One piece came from Java, introducing pupils to music from a non-western country and the other was computer generated. The pupils made comments about the two pieces and the teacher stressed to them how different cultures enjoy different types of music. They used this as a stimulus for clapping rhythms. They succeed in clapping the rhythms accurately. They sustain the beat, knowing the difference between 4/4, 3/4 and 2/4. The pupils are encouraged to compose their own rhythm patterns against a steady beat and to record their attempts. They work in small groups and are confident to perform their work for the class.
101. The pupils enjoy music and most remain well focused during lessons. They sing the hymns in assembly with enthusiasm. During lessons the older pupils work very well together in groups to compose their rhythms. Because of good relationships they are confident to perform in front of their peers. Even the younger pupils try to sing their responses to the register.
102. The most significant factor in raising the quality of teaching and standards in music is the use of specialist teaching. However, this is a recent innovation and is only now beginning to impact on standards. Each class has a weekly session. The teacher is knowledgeable and enthusiastic. A range of activities is planned for each lesson and this helps to motivate the pupils and keep them focused. Questions are used effectively to extend or reinforce pupils' knowledge. The teacher has a good relationship with the pupils. This gives them confidence to respond to questions or perform. In addition to this teaching, the music adviser visits providing sessions using keyboards and other music technology.

103. There are opportunities to learn a musical instrument, either brass or woodwind. The pupils perform for their parents at Christmas and in the church. There are also links with York University: students hold workshops and give concerts for the pupils. These features of the curriculum enhance pupils' understanding and experience of music.

PHYSICAL EDUCATION

104. Insufficient lessons were seen to make a secure judgement about standards at age seven. Attainment is average at the age of eleven, although the attainment of some and attainment in some areas of the curriculum are above those expected for their age. Pupils make appropriate progress. Progress is good for some pupils with particular aptitudes where they have the special support needed to extend their skills and knowledge. Pupils who find learning and performing difficult in this subject make good progress because they receive good support and sympathetic management. Standards have been maintained since the previous inspection. Good use is made of specific expertise in teaching physical education. Teaching seen was very good, although no judgement about the quality of teaching can be made for pupils in Years 1 and 2.

Strengths in the subject:

- the use made of specialist subject skills;
- the use made of accommodation and resources for the subject;
- pupils' enthusiasm;
- their understanding of the reasons for physical education and the effect of exercise on the body;
- pupils' understanding of health and safety requirements.

Areas for development:

- ensuring balance in the taught curriculum, especially in relation to educational dance.

105. The school makes very good use of the specialist subject skills of its part-time physical education teacher. He brings to the school experience and high expectations of how pupils are to respond. In the one lesson seen, the pace was brisk, expecting a great deal of pupils. The content was appropriate and sharply focused. The teacher's knowledge of individual pupils was comprehensive, including knowledge about their capability and even of the minor injuries they were carrying, sufficient to restrict performance but not prevent participation. Technical explanations were lucid and teaching points well made. This quality of teaching goes right through Year groups 3 to 6 and is a considerable enhancement to pupils' learning.
106. The accommodation for physical education is good. Although the hall is small, it is very well maintained and the floor is very suitable for indoor work in bare feet. The school grounds are extensive and very well maintained. Pupils get frequent experience of activities in both the indoor and outdoor environment. Allied to this the school has been careful to purchase resources, appropriate to pupils' age and needs. For example, pupils taking part in an outdoor athletics lesson were able to use throwing implements based on those used by adult athletes but specifically modified to educational purposes for this age.

107. Discussions with pupils in both Year 2 and Year 6 indicate a great enthusiasm for physical education. They discuss the range of their experiences with interest. It is clear from discussions with pupils that the enthusiasm seen in the outdoor lesson is typical of lessons generally. Pupils have a comprehensive knowledge of the reasons for physical education in school and of health and safety requirements. They recognise the practical and hygiene reasons for changing to appropriate clothing for lessons. They have a good understanding of what happens to the body during energetic exercise and the effect on heart and lung function. They also understand why the body should be allowed to warm-up before strong activity. Pupils in Year 2 are as knowledgeable as those in Year 6. There is clearly a rigour and discipline to lessons throughout the school. All pupils have a good idea of what they need to do to play their part in ensuring safety during lessons.
108. Pupils discuss at length and with enthusiasm the range of their experiences in games and games skills, athletics and gymnastics. They are less convincing about educational dance. They have listened to music and used the mood and tone of the music to create movements. However, they appear to have less consistent experience and less continuous development of skills in this part of the curriculum.