

# INSPECTION REPORT

**STILLINGTON PRIMARY SCHOOL**

York

LEA area: North Yorkshire County Council

Unique reference number: 121324

Acting Headteacher: Mr Mike Booth

Reporting inspector: Mr Andrew Clark  
21596

Dates of inspection: 28<sup>th</sup> – 30<sup>th</sup> October 2002

Inspection number: 248242

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:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Main Street Stillington York
Postcode:	YO61 1LA
Telephone number:	01347 810347
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Crook
Date of previous inspection:	30 <sup>th</sup> October 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Andrew Clark 21596	Registered inspector	English Art and design Design and technology Music Religious education The Foundation Stage Equal opportunities	How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
Peter Oldfield 1112	Lay inspector		How high are standards? The 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?
Derek Pattinson 19120	Team inspector	Mathematics Science Information and communication technology Geography History Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

The school serves the village of Stillington, 10 miles north of York. It is a very small school with 53 pupils on roll aged between four and eleven. The pupils are all from white British backgrounds and all pupils speak English as their first language. There are no pupils eligible for a free school meal. The percentage of pupils on the school's register of special educational needs is about average and there is one pupil with a statement of special educational needs. The needs of these pupils include learning, communication and emotional difficulties. Pupils are from families who work in local rural industries and skilled and professional occupations. The pupils' attainment on entry to the school is broadly average, although it varies considerably from year to year because of the small number of pupils on roll. The pupils are taught in mixed-age classes. A significant percentage of pupils, 20 per cent, either start their education in this school at a later stage than normal or leave before the end of Year 6. This is above average. The acting headteacher has led the school since July 2002.

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

The school is improving and is now effective. The acting headteacher provides a clear direction for development, and the governing body fulfil their responsibilities well. The standards of pupils' work and the quality of teaching and learning are sound overall, although there are improvements to be made. The school gives satisfactory value for money.

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

- The acting headteacher is successfully guiding school improvement. An active and informed governing body support him well. This leads to good teamwork amongst the staff and a positive commitment to improve.
- Relationships are very good throughout the school.
- The provision for pupils with special educational needs is good.
- Parents have positive views of the school. They receive good information from the school on their children's progress and day-to-day events.
- The pupils are very well cared for and procedures to ensure their health and well-being are very good.

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

- Standards in science and information and communication technology (ICT).
- The role of subject leaders in raising standards and making sure that all subjects are fully represented throughout the curriculum.
- The use of other subjects to develop pupils' writing and number skills.

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

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

At the time of the last inspection in November 2000 the school was found to have serious weaknesses in some areas of its provision. Since that time the school has made satisfactory progress and no longer has serious weaknesses. The impact of developments has been limited by periods of temporary staffing through long-term absence and there are still improvements to be made in managing the curriculum and raising standards. The governing body are now much better informed and fulfil their statutory duties well. School improvement planning is now sound. The workload of the headteacher is better managed and staff contribute more fully to curriculum development. There have been good improvements to the quality of accommodation and this has made day-to-day administration effective and raised staff morale.

## STANDARDS

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

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

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

*Where the number of pupils is below 11 the comparisons are not published*

The small number of pupils means that there are significant year-on-year variations in the school's performance in national tests both when compared to national results and to those for similar schools. Overall, pupils' achievement is satisfactory in English and mathematics and most reach the level expected for their age in national test at the end of Year 6. A small, but significant percentage of pupils who were expected to reach the expected level for their age did not do so, particularly in mathematics, and the school did not meet its targets for Year 6. This possibly related to staff absence and pupil changes. Standards in science tests at the end of Year 6 were well below average. This is because of weaknesses in the planning of the curriculum. Standards by Year 2 also vary from year to year. In 2002 they were well above average for reading, writing and mathematics. The pupils achieved well.

In the work seen, most pupils are working at average levels in English by Year 6. Pupils of all abilities read fluently and attempt new words successfully. Pupils make satisfactory progress in writing through well-structured literacy lessons. However, they do not develop the depth and range of their writing sufficiently through other subjects. Standards of reading at Year 2 are good. Pupils' spelling and punctuation are sound, but handwriting and general presentation are often not good enough. This has been identified as an area for improvement.

Pupils make sound progress in mathematics but they do not develop their skills through other subjects. However, standards are satisfactory.

Standards in science are below average by Year 2 and Year 6 and there has not been enough improvement since the last inspection. Standards in ICT are not high enough, as pupils have limited experiences other than in word processing. There have been significant problems with the resources, which contributed to the low priority the subject has received.

Standards in art and design, history and religious education are similar to expected levels. There was insufficient evidence to make a clear judgement on standards in geography, music and physical education by Year 2 and Year 6.

Pupils with special needs make sound progress towards the targets set for them because their progress is carefully followed and teachers match work well to their needs.

The children enter school with varying experiences and standards. They make at least satisfactory progress in all areas of learning. They attain at least the levels expected for their age by the time they enter Year 1.

The school has maintained standards in English and mathematics since the last inspection. The development of these subjects is a priority for the school and subject leaders are making sound progress in improving standards through analysis and observation. The school is now suitably placed to address weaknesses and raise standards to meet the challenging targets set for next year.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Sound. Pupils like coming to school and most work hard.
Behaviour, in and out of classrooms	Satisfactory. There have been improvements to pupils' behaviour at lunchtimes and break times since the last inspection. However, a small proportion of pupils throughout the school do not settle quickly and disrupt the concentration of others.
Personal development and relationships	Relationships are very good and pupils enjoy the respect of their teachers. Pupils' personal development is satisfactory. They do not often take initiative.
Attendance	Attendance is average. Pupils are prompt and lessons start on time.

There are very good relationships between adults and pupils throughout the school. However, a small number of pupils with special educational needs have difficulty in paying attention and following instructions.

There has been one fixed term exclusion.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

Teaching and learning are satisfactory. Teaching in literacy and numeracy lessons is good as teachers make effective use of national strategies to plan their lessons. However, opportunities are missed to develop skills through other subjects. The quality of teaching of English and mathematics is satisfactory. In the best lessons work is matched well to the pupils' needs and this results in hard work. The teachers are good at explaining the purpose of lessons and this motivates the pupils. However, in several subjects the work is aimed at pupils of middle and lower abilities and there is not enough challenge for the most able. Pupils do not often take the initiative in their learning. The teaching of ICT is unsatisfactory over time because pupils do not use computers often enough to develop their skills.

In the very good lessons, teachers set a brisk pace and set clear time limits for pupils to complete their work in. This motivates pupils to try hard and persevere. Sometimes the teachers spend too long introducing activities. However, all teachers are enthusiastic, especially in Years 1 and 2 and this motivates the pupils well. Although most lessons are well managed, a few pupils have difficulty settling to their work and call out inappropriately. Even with very skilful teaching this can affect the flow of the lesson and slow the pace of learning. The teachers' marking is often a strength. They engage the pupils in a dialogue about their work and set them targets for improvement. Pupils with special educational needs are well taught, especially in English and mathematics.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Literacy and numeracy planning is used effectively. The long-term plans support pupils' progress in most subjects, but there is not enough guidance to make certain pupils of all abilities are suitably challenged in all subjects.
Provision for pupils with special educational needs	Good. Pupils are identified early and individual education plans give guidance and support.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The promotion of pupils' moral development is good. Teachers are good role models and establish very good relationships. Spiritual, social and cultural development is satisfactory.
How well the school cares for its pupils	Very good. The procedures for making certain that pupils are well cared for are very good. There are sound systems to measure pupils' achievement in all subjects. They are used well in English and mathematics to challenge pupils, but this is not yet

	effective in other subjects.
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The school works well with parents. They are kept well informed. The pupils' education is enriched by interesting visits and visitors. Too narrow a range of skills is taught in ICT. The governing body make certain that there are effective policies to promote high standards of care.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The acting headteacher provides a very good direction for further improvement. The staff now have a good understanding of the role of subject leaders and there are good plans for improvement in all subjects.
How well the governors fulfil their responsibilities	Good. The governors work closely together through effective committees. There are clear systems in place to help them review policies and procedures and to measure the effect of these on pupils' education.
The school's evaluation of its performance	Satisfactory. Staff and governors know the strengths and weaknesses of the school well. There is a sound analysis of national test data and other information on pupils' progress. The monitoring of teaching is developing well.
The strategic use of resources	Very good. The school has very good financial controls and budget planning is closely linked to appropriate priorities for school improvement. Day-to-day administrative control is now good.

There has been good improvement to the accommodation since the last inspection, although at the time of the inspection building work was not yet complete. However, effective use is made of temporary buildings. There are adequate numbers of teaching and support staff who are all deployed well. The acting headteacher has made a very good contribution to restoring staff and parents' confidence in the school. The governors maintain very tight financial control and ensure that best value is given in all goods and services.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• The children are taught well.</li> <li>• They receive good information about their child's progress</li> </ul>	<ul style="list-style-type: none"> <li>• The behaviour of a few children.</li> </ul>

The views of parents have improved significantly from the last inspection and reflect the current stability in the staffing and the firm leadership. This is indicated in their letters and discussions. The findings of inspection broadly support the positive views of parents and their concerns. Although teachers manage behaviour well, the inspection team agree that the behaviour of a few pupils is not good enough.

## **PART B: COMMENTARY**

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

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

1. Overall, standards are similar to those reported at the time of the last inspection. The small number of pupils in most classes means that there are significant variations in the results of annual national tests by Year 2 and Year 6. The school maintains sound tracking of pupils' progress year-by-year and the achievement of the majority of pupils is satisfactory over time. The most able pupils do not always attain as well as they could. This is particularly evident in science tests at the end of Year 6. Also, less than the expected percentage of pupils attained the average level for their age in mathematics tests in 2002. The pupils in Years 5 and 6 in 2002 suffered considerable disruption to the lack of continuity in teaching because of the long-term absence of their usual teacher, resulting in several temporary teachers taking the class. This contributed in part to lower than usual test results. However, there also weaknesses in the long-term curriculum planning for science.
2. There has been very significant disruption caused to the school by the long-term absence of senior staff and the school has not had a headteacher for almost a term. Further disturbance caused through the current building work has made it very difficult for the school to retain evidence of pupils' progress in some subjects. The new acting headteacher has moved quickly to redress these problems.
3. Children enter the school with broadly average attainment, although this varies significantly. By the time they start Year 1, most children attain the expected goals for their age in all areas of learning. They reach these levels for personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. The achievement of all children is sound because of the sound quality of teaching and effective planning.
4. By the end of Year 2 pupils make sound, and sometimes good, progress in reading and writing. In the 2002 tests, all pupils achieved the expected level for their age or higher. In current work in English, pupils attain the standards expected for their age by the end of Year 2. They are working at good standards in speaking and listening and reading, and satisfactory standards in writing. They read familiar text with expression and use a good range of strategies to learn new words. For example, they break up the words letter by letter and look for letter patterns they recognise. There are many words they recognise by sight. This is because they are systematically taught the skills of reading alongside opportunities to enjoy hearing different stories and rhymes. Pupils' writing is satisfactory. They write sentences with appropriate use of punctuation and capital letters. However, they do not often write at sufficient length in order to sustain a narrative and develop more advanced skills. The current standards in English by the end of Year 6 are at the level expected for their age. Attainment is average in reading and writing. There is a similar weakness in writing as in Year 2. The pupils do not often write at length and this limits the opportunity to develop skills such as using paragraphs and developing more sophistication in narrative writing. Standards of speaking are good although pupils do not always listen attentively because of the disruptive behaviour of a few pupils with special educational needs. The teaching in literacy lessons is generally good and this contributes to the standards pupils reach.
5. Standards in mathematics are satisfactory by the end of Years 2 and 6. Pupils do not make enough use of mathematical skills in other subjects to challenge the more able in particular. Their understanding of number, shape and measure is generally sound reflecting the quality of teaching and learning. The pupils understand the four rules of number and calculate mentally.
6. Standards in science by Year 2 and Year 6 are below average. There are few examples of high attainment. In this subject there has not been enough improvement since the last inspection. In science,

the pupils do not develop good enough skills in scientific investigation and recording. The pupils do not have enough opportunities to plan their own investigations or select the methods to use.

7. In ICT standards are below average by Year 2 and Year 6. They are sound for word processing but the pupils have had little opportunity to develop satisfactory standards in other areas. The new subject leader has very good plans to improve this and to make use of the new computer suite.
8. Pupils attain typical standards for their age in art and design, history and religious education. In physical education standards are average by Year 2. There is insufficient evidence to make a judgement on standards in geography and music by Year 2 and Year 6 and in physical education by Year 6. The planning in place for these subjects is generally sound but there is evidence that the recent long-term absence of staff has affected progress in these subjects in the juniors. Some lack of evidence has occurred because of significant staff changes over the two terms before the inspection.
9. Pupils with special educational needs make sound progress. This is because their progress is carefully monitored and individual education plans offer good guidance to teachers, including the management of behaviour.
8. There is no significant difference in the attainment or progress made by boys or girls overtime. The teaching and learning meet the needs of the majority of pupils. However, in some lessons the work is more closely planned for average and below average ability pupils and does not offer enough opportunities for the more able to show initiative and use the skills they have.
9. The improvements to leadership and management are already leading to a more focused role of all staff in raising standards. There is a strong commitment to succeed and the school is well placed to raise standards.

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

10. Most pupils have good attitudes to learning. The pupils enjoy coming to school and work hard in their lessons. A few pupils with identified behaviour problems disrupt others. This is generally well managed by teachers, and parents indicate that this has improved significantly over recent months.
11. Most pupils are very aware of the impact of their actions upon others. Although there has been considerable interruption to school life due to building work, pupils have accepted these changes well and behave sensibly in the main building and playground. The school has developed a good link with homes and the clear expectancies of parents encourage satisfactory attitudes by the pupils to all that the school offers. There has only been one fixed term exclusion over the last year.
12. Because the school has sought to develop higher standards of behaviour, opportunities for personal development are somewhat limited. Currently, previously elected councillors of the school council have not met. Where pupils do undertake tasks, such as taking out games equipment into the yard, helping at lunchtimes or assisting a class teacher, they perform these tasks well but the opportunities for personal development, including pupils planning and organising their own work, are very limited and need to be more fully developed.
13. Relationships throughout the school are very good. Teachers work very well as a team and give support to all pupils, whatever their needs. Despite the need for strong management of behaviour, which has developed very well, pupils know the boundaries and whereas a few pupils do not always enjoy very good relationships with others of the same age, throughout the school younger children are well looked after by older pupils and enjoy very good relationships with them.

14. Attendance levels, in the past reporting year, match the national averages, but during the current term attendances have been very good, as pupils' improved standards of behaviour impact more positively upon learning and school life can be more enjoyable.

## HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching and learning is satisfactory. This is similar to the last inspection, although the quality of teaching in literacy and numeracy lessons has improved. The learning of most pupils is sound and is sometimes good in the infants. However, a small number of pupils with identified behaviour problems influence other pupils unduly so they occasionally do not work as hard as they could.
16. The good teaching in literacy and numeracy lessons is linked to the sound use of national strategies to aid planning, and teachers' good subject knowledge. For example, in literacy in the Year 1 and 2 class, the teacher makes good use of the text of *Little Red Riding Hood* to improve the pupils' knowledge of rhyming words and improve reading skills for all ages and abilities. As a result, pupils develop a love of reading and a sound understanding of the use of language. In mathematics, teachers challenge the pupils to think quickly and recall number facts through fast-paced computation activities. However, the teaching of English and mathematics overall is satisfactory rather than good. The teachers do not consistently develop pupils' skills through other subjects. For example, opportunities to develop writing skills through other subjects are missed. The teachers do not consistently encourage high enough handwriting and general presentation skills. In mathematics, not enough use is made of pupils' numeracy skills in subjects such as science and design and technology to reinforce their learning.
17. The reception age children are taught in a class that also includes Years 1 and 2. The teaching of reception children is sound and they are well prepared for work in Year 1. The teacher and support staff have a good understanding of the needs of young children and make sound use of national planning guidance. There is a good balance between activities directed by the teacher and opportunities for children to learn through play and experiment. Occasionally the children spend too long listening and not enough time on their activities. The teacher makes very good use of parental help to support children in role-play and engage them in discussion. All adults have a good idea of what is expected of them in lessons because of the teachers' good planning incorporating all areas of learning. As a result, the young children are confident learners who work enthusiastically.
18. In some subjects, occasionally in literacy and numeracy, lessons are not challenging enough for the more able pupils. For example, in science, pupils spent a disproportionate amount of time on colouring activities. Sometimes they do more work than other pupils rather than more challenging work.
19. The teachers use a sound range of teaching methods. Work is usually closely matched to the pupils' needs. For example, pupils are set different spelling patterns to learn based on their individual progress. In the best lessons, the teachers set very clear targets for achievement during the lesson. For example, in an art and design lesson in Year 5/6 the pupils were given time limits for each part of the activity so that they worked through a complex process in a relatively short period of time. However, there are few opportunities for pupils to work collaboratively in their lessons or to take the initiative. For example, in most lessons pupils work individually. Even the oldest pupils do not take part in planning and organising a group project which would involve them in decision making and taking the lead in different aspects of the activity. This limits their personal development.
20. There is good teaching in religious education and art. The teachers' subject knowledge is good and there is effective use of specialist skills. This led to good learning in the lessons seen.
21. Teachers make sound, and sometimes, good use of resources. For example, the youngest children in reception make very good use of the Victorian role-play area to improve their knowledge and understanding of the world. There is not enough use made of computers. The teachers are still developing their subject knowledge in the use of computers. This is beginning to improve through the establishment of the new suite but more use could still be made of classroom resources.

22. There are very good strategies for marking pupils' work and setting targets for improvement. The teachers in the juniors often engage pupils in written dialogue through which they direct the pupils towards new thinking or correct their errors. However, they do not always follow this through sufficiently to address the weaknesses and do not always expect pupils to take enough care in presenting their work or being accurate. The procedures in place are beginning to address this.
23. A strength in the teaching is the very good relationship between staff and pupils. Teachers work effectively as a team to plan and prepare their work and to focus on common concerns. This is a significant improvement on the last inspection. They have natural and easy relationships with the majority of pupils and this has a good impact on learning. However, there is a very small minority of pupils with identified behaviour concerns who make it difficult for other pupils to learn as well as they are expected to. On the whole, teachers deal well with this through a range of strategies including rewarding good behaviour, setting a framework for learning and offering appropriate support. Sometimes, however, the teachers are not firm enough or purposeful enough in dealing with the pupils and this slows the pace of learning. This happens more often in the afternoons. The teachers make good use of homework to learn new skills and research information.
24. The improvements to subject leadership and the monitoring of teaching and learning mean the school is well placed to build on the strengths of teaching and make improvements.

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

25. The school provides a satisfactory curriculum for its pupils in which all subjects required by the National Curriculum are represented. Planning shows that there is sound coverage of statutory requirements although there is not sufficient depth to planning for ICT. The curriculum places satisfactory emphasis on the development of speaking, listening, reading and writing skills within English, and number skills within mathematics. There are good links between subjects, which help to make the curriculum more relevant for pupils. The National Strategies for Literacy and Numeracy are embedded in the school's work, and are helping to ensure consistency of approach.
26. Work is usually matched carefully to pupils' needs in English and mathematics to enable pupils of all abilities to make at least sound gains in learning.
27. There are weaknesses in the curriculum, however, which prevent pupils from making the best possible progress. Work in subjects other than English and mathematics does not always build carefully on previous learning. For example, pupils are not taught geography, ICT and religious education often enough to enable pupils to develop skills, knowledge and understanding in logical sequence. There are very few opportunities for pupils to use and develop literacy, number and ICT skills through other subjects. There are not enough opportunities for pupils to work together to develop social skills such as through carefully structured scientific investigations. The pupils are not encouraged to apply the taught handwriting skills they have learned to other forms of writing, and this adversely affects the quality of presentation of some pupils' work. The lack of a school field and the impact of continuing building work have hindered the implementation of the physical education programme. Worksheets are sometimes overused as a strategy for meeting curricular requirements, which sometimes reduces pupils' levels of interest and involvement.
28. The quality and range of learning opportunities for the small number of pupils in the foundation stage, currently taught with the Year 1 and 2 class, are at least satisfactory. The curriculum covers all areas of learning and takes account of the early learning goals identified for children at the end of the Foundation Stage. Children take part in a wide range of planned and structured activities and experiences, which give them a satisfactory start to their education.

29. The curriculum is soundly organised to meet the needs of pupils with special educational needs, enabling them to make at least satisfactory gains in learning over time. Work is almost always carefully matched to their needs in English and mathematics, which enable them to steadily develop their literacy and number skills. However, work is not always well matched in other subjects, and progress is more variable.
30. A satisfactory number and range of well-led clubs and activities appeal to the interests of pupils. Clubs, such as football, netball and drama, are well supported and greatly appreciated by pupils. Visits, such as to Beningbrough Hall, Fountains Abbey and a residential visit to East Barnby, extend pupils' learning. Visitors, such as drama and dance groups, also enrich pupils' learning experiences.
31. Teachers make every effort in all lessons and activities that support the curriculum to ensure that the contributions of all pupils are valued and celebrated. Pupils with special educational needs take a full part in the life of the school. Pupils are learning to respect one another and support each other's learning. The school successfully provides learning opportunities for all pupils, whatever their age, ability, background or ethnicity, to help them make mostly satisfactory progress as they move through the school.
32. Teachers give sound emphasis to pupils' personal, social and health education. Pupils become good citizens by supporting local and national charities. They learn to respect each other's points of view through occasional discussions about issues which concern them, such as being kind and helpful. Most pupils develop an awareness of the need for rules based on safety, protection and fairness. Teachers regularly give praise to enhance pupils' self-esteem and encourage them to do their best. Older pupils have special duties, which help to increase levels of initiative and responsibility. Sex education is included in the school's health education programme, in line with agreed policy. Older pupils in Years 5 and 6 learn about the use and misuse of drugs. The health education programme makes pupils aware of a healthy diet, hygiene and exercise for maintaining a healthy life style.
33. The community makes a good contribution to pupils' learning. For example, pupils visit a local restaurant to learn about the world of work. Pupils in Years 5 and 6 take part in the 'Crucial Crew' experience, which allows them to explore aspects of personal safety and safety in the home, and how to respond in an emergency. There are well-established links with the school to which most pupils transfer at eleven that help to ensure a smooth transition. Links with local primary schools are very good. For example, pupils visit neighbouring schools for joint curricular initiatives.
34. Provision for pupils' spiritual, moral, social and cultural development is sound. The spiritual development of pupils is satisfactory. Assemblies led by the headteacher are good, and help develop spiritual awareness through stories and prayers. Music is used appropriately to establish calmness as pupils enter and leave assemblies, although older pupils have few opportunities to experience the different moods of music. Occasional class discussions enable pupils to understand feelings and emotions, and how they impact on others. Pupils begin to appreciate and respond to the beauty of the natural world.
35. The school promotes pupils' moral development well. All adults in school provide sound moral leadership, and give pupils a clear sense of direction about moral issues. All work hard, and mostly successfully to reinforce good standards of behaviour, and to develop mutual respect and understanding. The school's system of rewards and sanctions is clearly understood and is usually consistently applied. Class rules, agreed with pupils to ensure a high degree of ownership, are prominently displayed and most pupils follow them. This also helps to promote a moral stance based on right and wrong, good self-discipline and care for each other and their school. Teachers make good use of assemblies to establish collective moral and social values. The positive approaches to the moral development of pupils result in satisfactory and often good behaviour and attitudes to learning.



36. The school provides a satisfactory range of experiences to promote pupils' social development. All who work in school provide good examples of social behaviour because they show respect for and relate well to others. Pupils are encouraged to work well together by taking part in special events, such as Christmas productions, and visits, and through group work in some subjects. Teachers place too little emphasis on developing initiative and personal responsibility from an early age. However, after-school activities enable some pupils to expand their personal interests and experiences.
37. The cultural development of pupils is satisfactory. The school celebrates the culture of the area through its good community involvement. Pupils are given insight into previous cultures, through studies of specific dynasties, such as the Tudors, in history. They sometimes learn about other cultures, and the fact that everyone is equal, through carefully chosen stories such as that of Martin Luther King in assemblies. However, there is too little reading material to help make pupils aware of the richness and diversity of other cultures. Music does not make enough contribution to pupils' learning about other cultures. For example, there are few ethnic instruments. Art makes a satisfactory contribution through the work of other artists, such as Van Gogh, although non-European artists are rarely represented. Religious education makes a sound contribution to pupils' awareness of the culture and traditions of other faiths. For example, pupils make diva lamps, dress up in Hindu clothes and learn a Hindu song.

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

38. The school has a very high regard for all matters of pupils' welfare, health and safety. The acting headteacher is well trained in all aspects of child protection; as the named person, he well understands the appropriate needs. Standards of care have improved since the last inspection.
39. Electrical equipment and fire fighting equipment have been checked and regular risk assessments have been done. One of the teaching staff has a good knowledge of health and safety and has been involved in organising training, so that the school has had most adults trained in first aid. Minor accidents are treated in a sympathetic way and there are very good procedures for keeping records of these incidents.
40. Class teachers have the initial responsibility of keeping attendance registers and these are well marked. Most parents explain the reasons for absences. The school has good liaison with the educational welfare services.
41. The procedures for monitoring and promoting good behaviour are good. All adults in the school give good supervision and there are now clear expectations for the behaviour of all pupils. Pupils with special educational needs are given good support. Although there has been a short period for pupils to realise the expected behaviour, sought by the acting headteacher, they are responding well. School rules and playground rules are well displayed and most pupils observe these well.
42. There are sound procedures for measuring pupils' attainment. They are used effectively in English and mathematics to group pupils and to set targets for future learning. The teachers also record the achievement of pupils in other subjects at the end of the year. However, they do not yet make full use of ongoing information on pupils' learning to make sure that work in all subjects is suitably challenging for the more able.
43. Pupils' personal development is monitored to a good standard. In such a small school teachers and other adults know the pupils well. Pupils' emotional needs are discussed appropriately at staff meetings so all adults concerned can support individuals. Teachers have very good knowledge of their pupils and use it to report upon personal and social development in the pupils' annual reports.

44. The school gives very good levels of personal care. The school has very good contacts with a number of support agencies including behaviour management and social services. The school nurse plays an effective part in the teaching of the sex education programme for older pupils.

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

45. Parents have positive views about the school; they are very pleased with the recent developments at the school and the ready attempts to keep them well informed through the recent introduction of the weekly newsletter. This newsletter gives a very good idea of the life and work of the school and is much welcomed. There has been a significant improvement since the last inspection.
46. The school works hard to keep parents aware and involved and there are a number of parents who regularly work in classrooms and give good support. Parents of pupils with special educational needs are fully involved at review meetings.
47. The school provides good opportunities for parents to discuss the progress of their children; termly meetings are held and there is a meeting to learn of progress and discuss targets at the end of the year, following publication of annual reports. The school brochure and governing body annual report are comprehensive and reflect the work of the school. They are of good quality and provide very good information.
48. Many parents are pleased that homework is set regularly and gives some curriculum variety.
49. The Friends Association give very good support to the school; they have a programme of social and fund-raising activities, some well supported by the local community. The school's major building programme and the establishment of a computer suite have resulted in a decision by the Friends that the considerable sums of money now held by them can shortly be put to good use. The association has provided funds for each class to assist with costs of outings to support curriculum learning this term. The parents of pupils with special educational needs are fully involved in reviewing their children's progress and in setting targets for development. This contributes to the sound progress they make.
50. Parents have noted, with much satisfaction, current developments in the school that are leading to more positive relationships, which they can enjoy. The regular provision of good quality information has increased their awareness of school life.
51. The partnership between the school and parents is now very strong and has a sound impact on pupils' learning.

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

52. Improvement since the last inspection is good, and leadership and management are now sound. In a very short time the acting headteacher has given a very clear direction for the next stage of improvement and significantly raised staff morale. The governing body now have a good understanding of its role in managing the school and provides good support to the leadership because it is well informed. The school continues to control finances effectively and there have been particularly good improvements to the quality of accommodation.
53. Since the last inspection, there have been good improvements to the time the headteacher has to fulfil his role and the governors have clear expectations of what information they need to operate effectively. This is generating a better ethos throughout the school as staff, governors and parents have clear expectations. At the moment, the acting headteacher has additional non-teaching time, which he is using very effectively to improve the monitoring of teaching and learning and to provide good strategies for subject leaders to fulfil their roles. The procedures in place, such as techniques for managing a scrutiny

of pupils' work, are now embedded and beginning to lead to further improvement. This has mainly concentrated appropriately on English and mathematics and the school is now well placed to extend this to other subjects to improve the overall curriculum and standards. The leadership and management by subject leaders are now satisfactory and improving. However, staff are new to their roles and their impact on many subjects is limited.

54. The acting headteacher has made good improvements to the planning for future improvements. The school improvement plan is now securely based on realistic targets for pupils' learning. The priorities identified are appropriate to the standards of pupils' work and identified weaknesses such as pupils' handwriting. The costs of all activities are closely matched to the funds available and there is a suitable timescale.
55. The management of teachers' professional development is sound. There are established procedures for setting targets and supporting and monitoring progress. Although there have been delays through staff illness the process is now making a sound contribution to raising standards through improving the teachers' role in leading and managing the curriculum. The management of new staff is very effective and they quickly become part of the school team. For example, the newest teacher is already taking a leading role in developing the English curriculum. The acting headteacher is monitoring the work of all teachers closely and this promotes the very good relationships that permeate the school.
56. The governing body are now much better organised and clear about its role in school. There are effective committees to monitor and promote the curriculum, improve accommodation and manage personnel. All governors have specific areas of responsibility, such as for literacy, numeracy and the management of special educational needs. They are forging good links with the school staff and receive suitable information to enable them to ensure standards are appropriate. The new chair of governors shares the acting headteacher's clear vision for improvements, and governors have been very active in successfully lobbying for much needed developments to the accommodation.
57. It is hard to overstate the positive impact of improved accommodation on the workings of the school. The administrative assistant who is very capable no longer has to work in classrooms and has ready access to ICT. There are places for staff to meet during the working day and to share ideas, as well as take a break from the classroom. This has significantly contributed to improved staff morale and a better understanding of the work in other classrooms. Although some of these areas are temporary, the permanent accommodation improvements are nearing completion. The computer suite was in its first few days of operation during the inspection. There is now space in the school for a hall for physical education and other activities. An interesting feature of the pupils' behaviour is how well they managed in the playground during the inspection with major building work in progress. This was in large part because of the good procedures in place to maintain health and safety.
58. The management of special educational needs is good. The co-ordinator for special educational needs monitors pupils' progress well and sets a good example in the production of useful individual education plans to guide learning. The improved relationship with parents is helping in the review of learning and target setting for these pupils.
59. There is very good financial control. The governing body monitor expenditure monthly through its finance committee. The cost per pupil is high because of the very small size of the school. However, all funds are used effectively. There is more than the recommended five per cent in the school's underspend. This is a result of staff changes and building work contingencies. Very careful consideration is given to major expenditure with quotations taken from several sources before any decisions are made. The day-to-day management is very good, confirmed by the recent financial audit.
60. The good improvements to leadership and management mean the school is well placed to continue to develop, and now gives satisfactory value for money.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue the improvements made, the acting headteacher, staff and governors should:

1. Raise standards in science by:
  - making sure that the work set in lessons is suitably challenging for pupils of all abilities;
  - providing more opportunities for pupils to develop skills of scientific investigation, observation and recording;
  - monitoring teaching and learning to ensure all aspects of the curriculum are taught in sufficient depth.(Paragraphs: 1, 6, 27, 80, 82)
  
2. Raise standards in ICT by:
  - implementing the school's current action plan for improvement;
  - ensuring more regular access to computers;
  - providing sufficient training to staff to improve their skills and raise expectations for learning.(Paragraphs: 1, 7, 27, 73, 78, 82)
  
3. Develop the management of the curriculum so that subject leaders have a realistic view of standards, teaching and learning in all subjects and can plan effectively for improvement.  
(Paragraphs: 16, 27, 53)
  
4. Reinforce learning in English, mathematics and ICT by:
  - ensuring that all opportunities are used to develop these skills in other subjects of the curriculum;
  - ensuring these opportunities are planned appropriately to provide challenge to pupils of all abilities.(Paragraphs: 1, 4, 16, 27, 73, 76)

*As well as the key issues, the school should consider the following, less important issues, for inclusion in the action plan:*

1. Improve the management of pupils' behaviour by consistently implementing the agreed procedures consistently and improving the pace of teaching by avoiding over-long introductions and setting clear time limits for pupils to work towards.  
(Paragraphs: 11, 73)
  
2. Provide more opportunities for pupils to take responsibilities and to show initiative.  
(Paragraphs: 12, 19, 36)
  
3. Raise the standards of presentation of pupils' written work.  
(Paragraphs: 22, 73)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	12

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	10	10	1	0	0
Percentage	0	12	42	42	4	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	53
Number of full-time pupils known to be eligible for free school meals	0
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	13
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	9

### *Attendance*

#### **Authorised absence**

	%
School data	5.4
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0
National comparative data	0.5

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

***Attainment at the end of Key Stage 1 (Year 2)\****

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Because there are fewer than 10 pupils in Key stage 1 the results of National Curriculum tests are not published to avoid identifying individual pupils.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	9	10	19

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	14	11	15
Percentage of pupils at NC level 4 or above	School	74(43)	58(43)	79(43)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
	Total	17	13	16
Percentage of pupils at NC level 4 or above	School	89(57)	68(71)	84(71)
	National	73(72)	74(74)	82(82)

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

\* Because there are fewer than 10 boys or girls only the total number of pupils are shown.

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	53	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### *Teachers and classes*

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

Total number of qualified teachers (FTE)	3.8
Number of pupils per qualified teacher	13.3
Average class size	17.6

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

Total number of education support staff	2
Total aggregate hours worked per week	20

### *Financial information*

Financial year	2001/2002
	£
Total income	242919
Total expenditure	237296
Expenditure per pupil	3295
Balance brought forward from previous year	23122
Balance carried forward to next year	28745



### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	2.4
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	53
Number of questionnaires returned	21

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	28	72	0	0	0
My child is making good progress in school.	28	62	0	0	10
Behaviour in the school is good.	0	72	14	0	14
My child gets the right amount of work to do at home.	5	65	5	0	25
The teaching is good.	28	62	0	0	0
I am kept well informed about how my child is getting on.	18	72	0	0	10
I would feel comfortable about approaching the school with questions or a problem.	28	62	0	0	0
The school expects my child to work hard and achieve his or her best.	30	70	0	0	0
The school works closely with parents.	19	66	10	0	5
The school is well led and managed.	27	50	9	5	9
The school is helping my child become mature and responsible.	10	90	0	0	0
The school provides an interesting range of activities outside lessons.	10	33	43	0	4

## **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**

61. There are only four children of reception class age. They share the class with Years 1 and 2. Children generally enter the school with broadly average achievement, but this varies year to year because of the small numbers involved. They make at least sound progress and sometimes good progress towards the levels of achievement expected for their age in all areas of learning.
62. The planning for this stage of education is often good. The teacher considers the needs of the reception children well and uses the recommendations of national guidance effectively. She links activities carefully to the expected stages of development, known as 'stepping stones', to make sure the children are working at appropriate levels. Sometimes, however, the work set is more appropriate for older pupils and does not allow the reception children the chance to explore or select for themselves. This happens particularly where stories or introductions are too long. The teacher makes good use of the able support staff and parent volunteers to give the youngest children the opportunity to work at their own pace. The quality of teaching and learning is sound. The teacher knows the children well and methods of measuring the children's achievement are good.

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

63. The children make sound progress and reach expected levels for their age by the end of the reception year. The quality of teaching is good because the teachers and support staff's expectations are high and children are well cared for. The children quickly settle into school routines and work well alongside the older pupils. They are happy in school and eager to work. They concentrate for good periods of time. They show increasing ability to select their own activity and work at it. The teacher makes good use of a puppet to encourage children to express their feelings and talk about their good wishes for others. Relationships with adults are very good.

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

64. The children achieve expected levels for their age by the end of the reception year and the quality of teaching and learning is satisfactory. The children take part in literacy lessons with the older children and listen well to stories, following the print in the book. They join in repeated phrases and rhymes. They recognise familiar characters in stories such as *Little Red Riding Hood* and anticipate the next part of the story. The children write their names accurately and recognise several letters of the alphabet and some key words such as 'mother'. They make good progress in early writing skills; they have good opportunities to 'write' in the Victorian role-play corner, for example. They experiment with their own mark making alongside developing a more structured understanding of writing letters. By the end of the reception year many are writing full sentences with full stops with very little support. The good levels of support in the classroom, often from volunteers, mean that they move quickly from writing over an adults writing to writing under it and spelling words themselves. The children talk confidently in their role-play activities and with the support assistants and parents who question them skilfully.

#### **Mathematical development**

65. Children make sound progress and achieve the expected levels for their age by the time they start Year 1. The quality of teaching and learning is good. The children count to ten and match this to objects accurately. They make simple paper graphs and charts to represent this. They count quickly forwards and backwards to ten and beyond because of the lively games and enthusiasm of the teacher and

support staff. The children have a sound knowledge of different two and three-dimensional shapes and successfully sequence the time of events during the day.

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

66. Children's progress is sound and they achieve the goals for their age by the end of their time in reception. The quality of teaching is sound with some good features. The Victorian museum role-play gives the pupils a good appreciation of how things change over time. They talk about their ideas with each other and adults. They catalogue, order and label objects and this reinforces their learning in literacy and numeracy. Parent volunteers 'play' alongside the children and this gives them confidence and enriches their vocabulary. They learn about the world from the travels of different children who take 'Barney Bear'. The children have a good knowledge of celebrations such as birthdays and understood that the harvest festival is to thank God for their food. The teacher questions children closely to encourage greater understanding. The children make close observations of the patterns in the structures around them in geography work. The children make satisfactory use of computers in drawing and painting activities and have sound basic skills.

### **Physical development**

67. The children show generally good control in using scissors and cut hand shapes accurately. They hold pencils and crayons with good control. Teaching and learning are satisfactory. The children enjoy physical education lessons. The children run and stop with appropriate control. They use space well. They kick, roll and throw small balls well. They do not get many opportunities to ride bikes or push and pull toys, but they benefit from joining in physical education lessons with the Year 1 and 2 pupils. They know the benefit of good exercise to help you breathe.

### **Creative development**

68. Children enjoy working with mouldable materials such as clay. They make good use of wax crayons for recording impressions of objects in the locality. The quality of teaching and learning is sound. Teaching assistants and parents give good support by talking to the children about their work. The children sing nursery rhymes and other songs and play percussion instruments. The children select from a range of materials well to make collage pictures of houses. Their drawings are often mature and accurate.

## **ENGLISH**

69. Standards of English are average by Year 2 and Year 6 for the current pupils. This is similar to the last inspection. The standards reflect the quality of teaching and learning, which is generally good in literacy lessons, but opportunities to extend pupils' writing skills are often missed in other subjects. The targets set for pupils to attain by the end of this year are very challenging but the school is making sound progress towards them.
70. Standards of speaking are often good throughout the school. Most pupils speak with clarity and express their ideas well. This is because the teachers ask thoughtful questions that probe pupils' understanding. For example, in Year 2, pupils discuss the plot of *Little Red Riding Hood* well and relate the themes to other fairy stories they know. They use a good vocabulary to express their ideas. By Year 6, pupils discuss their thoughts on written instructions, using a good vocabulary. For example, one pupil commented: "I think the sentences are disorganised and out of sequence." In science and mathematics pupils learn to use a reasonable vocabulary linked to these subjects but do not have enough opportunities to explain strategies and plans to each other. The pupils participate in dramatic productions but there are not many planned opportunities for debate or class presentations. Most pupils throughout the school listen and follow instructions carefully but there is a small number of pupils with special educational needs who do not pay enough attention and can disrupt the flow of the lessons.

71. Pupils' standards of reading are above average by the end of Year 2 and average at the end of Year 6. This is because there are fewer pupils of lower ability in Year 2. The Year 2 pupils read appropriate text fluently and with expression. They have a good knowledge of books, understand terms such as 'illustrator', 'author' and 'title page' and make use of these in their reading. They tackle new words systematically, making use of the word building skills they have learned effectively. The pupils make satisfactory progress through both the infants and juniors, measured against their earlier attainment. By Year 6, pupils enjoy a good range of literature. They select books for good reasons such as the style of familiar authors or the blurb at the back of the book. They have a strong empathy with the characters in the stories they are reading and make sensible predictions. For example, one pupil was fully enthralled by the fantasy world he was reading about and explained the subtle relationships between characters very well. The pupils understood how to use index and contents pages of a book and have a sound understanding of skimming for meaning. The planning in other subjects does not always encourage these skills as too much work is copied rather than researched. Pupils with special educational needs receive good support through carefully structured reading programmes; however, some less able pupils tend to make a lot of indiscriminate errors such as reading 'friends' for 'frightened' and not using the context of the story to correct themselves. The parents make a good contribution to learning. They listen to pupils read in classes and hear their own children regularly at home. The school has a sound range of fiction and non-fiction in classes, but there is no accommodation for a library to fully extend pupils' reference skills.
72. Pupils' achievement in writing is satisfactory and standards are average by the end of Year 2 and Year 6. Pupils write poetry, narrative, instructions, diaries and plays. They successfully learn about grammar and language usage in literacy lessons and the teaching is often good. By Year 2, pupils write in clear and coherent sentences using full stops and capital letters. They sequence stories appropriately and use some interesting words and phrases. However, they do not often extend their writing beyond a few sentences in any of their studies. The more able make good use of punctuation with exclamation and question marks. Letters are appropriately formed. Occasionally the Year 2 pupils use an interesting vocabulary, connecting sentences with phrases such as 'anyway' and 'next time'. Pupils make satisfactory progress through Year 3 to Year 6 in most aspects of writing except for handwriting and general presentation. Many pupils are still printing rather than joining writing by Year 6 and some pupils are very careless in crossing out work and leaving large spaces. Although teachers often correct the errors and make suggestions for improvement they do not consistently follow this up and so the pupils revert to their errors. As the pupils do not often write at length, stories often lack imagination. There are examples of some good phrases used by the more able such as 'a burst of colour' and a 'winding concrete pathway', but the average pupils tend to use well-worn phrases such as 'There was...' and 'One day...'. Pupils understand the purpose of paragraphs and bullet points but the limited use of writing in other subjects means they do not get enough opportunities to practise these skills.
73. The quality of teaching and learning is satisfactory. The teachers make good use of the National Literacy Strategy to teach basic skills. The text chosen for pupils is always interesting and appropriate for the often wide age and ability levels in the classes. The Years 1 and 2 teacher very skilfully matches shared reading to the pupils' abilities by, for example, asking the older pupils to interpret the story with expression for the youngest to learn from. The pace of the lesson is usually good in English lessons, with pupils occupied throughout. However, the tasks pupils undertake are very closely structured so that pupils do not have enough opportunity to apply their imagination and use a wide range of skills. Most pupils settle quickly to their work and complete written activities well. However, a small number do not and the teachers do not always create enough of a sense of urgency in the lesson. This partly reflects the early stage in the year and that some staff are new. However, pupils are not always clear how much is expected of them. There are examples of very good marking in all classes. For example, in Years 5 and 6 the teachers set clear targets for improvement and explain their reasons. However, these are not always followed up, particularly in other subjects. There is some use of word processing, but ICT for multi-media presentations is underdeveloped.

74. The subject is now effectively led. The new subject leader has undertaken an initial review of standards and provision and there are good procedures in place to track pupils' achievement through tests and teachers' assessments. The analysis of data and some pupils' work has identified weaknesses and there is a sound action plan to address them. However, there has not been opportunity to follow this up at this early stage of the year.

## **MATHEMATICS**

75. Standards in mathematics are in line with national levels by the end of Years 2 and 6 and progress for most pupils is satisfactory as they move through the school. This is a similar picture to the findings of the last inspection. Pupils with special educational needs make sound progress.

The progress of pupils is at least satisfactory as they move through the school because:

- teachers use the National Numeracy Strategy well and as a result work is usually challenging to pupils;
- the pupils successfully build on their earlier learning because the subject is systematically planned;
- all teachers place good emphasis on developing important number skills and this leads to generally quick responses from the pupils in their mental calculation and explanation.

76. However, pupils do not make the best possible progress because there are few opportunities for pupils to use mathematics in other subjects to any depth. Their work is not often based on real-life situations. This means that although pupils generally develop reasonable skills, they do not know how to apply them in different situations. In some of their work they are encouraged to look for patterns in number and to find solutions to problems, but this is not enough to develop their logical thinking.

77. Most pupils make sound progress in the development of understanding of number, shape, space and measures, and in their ability to handle data. By the end of Year 2, pupils draw simple symmetrical patterns and use mathematical names for common two-dimensional shapes. They are starting to use standard units to measure the length of objects. They solve simple number problems using mental calculation and paper methods, and are starting to understand place value of digits. By the end of Year 6, pupils show recognition of proportions by using fractions to describe them. They identify and describe number patterns and relationships such as multiples. They have begun to develop their own strategies for solving number problems. They represent, group and interpret gathered data in different ways.

78. Teaching is satisfactory over time with good teaching seen during the inspection. Where teaching is good, teachers' high expectations result in challenging work, and pupils put more effort into getting it right. Purposeful questioning develops clear understanding of new knowledge. A good choice and use of resources ensure that learning is effective. High levels of enthusiasm from the teacher, good relationships, secure subject knowledge and a brisk pace help to keep pupils motivated and involved. Weaker features of mathematics lessons include over-long introductions, which restrict the time available for pupils to consolidate their work, and insecure control strategies that adversely affect pupils' progress. Some teachers do not sufficiently encourage pupils to take pride in their work through neat, careful presentation. Teachers occasionally give important information before first checking that all pupils are listening. They do not use ICT enough to support learning, with the exception of the subject leader's class.

## **SCIENCE**

79. Standards are below national levels by the end of Years 2 and 6. Attainment in science has fallen since the last inspection. Progress for most pupils is satisfactory as they move through the school. This is because the quality of teaching and learning is satisfactory.

80. Weaknesses are evident, which prevent pupils from making the best possible gains in learning. Some pupils, especially lower and higher attaining pupils, do not make the best possible progress because tasks are not matched well enough to their different needs, resulting in pupils undertaking tasks which are too easy or difficult for them. Leadership is unsatisfactory at present because the subject leader does not have an effective overview of the subject. For example, there is no regular monitoring of teaching and learning, planning or pupils' work to ensure that all requirements of the curriculum are covered. Investigative science, to enable pupils to develop important skills such as predicting and fair testing, is not given enough emphasis. Pupils do not yet have individual targets, as in mathematics and English, to aid learning. The development of writing, number and ICT skills are not given enough emphasis in science.
81. Despite these weaknesses, progress is sound for many pupils in their acquisition of scientific knowledge and understanding as they move through the school. Pupils with special educational needs make satisfactory progress, especially when directly supported and when work is matched to their precise needs. By the end of Year 2, pupils know that sounds can be made in different ways, that it travels away from a source and is heard on entering the ear. Pupils in Years 3 and 4 investigate the growth and movement of animals with skeletons, learn that bones are strong, and that babies have more bones than adults. By the end of Year 6, pupils discover through investigation that the more energy there is in a vibration the louder the sound. They learn about the effect of the apparent movement of the sun on the length and direction of shadows. By the end of Year 6 pupils clearly understand that scientific ideas are based on evidence, but they do not present observations and measurements in a sufficient range of different ways and have had too few opportunities to develop the full range of skills of scientific enquiry.
82. Teaching and learning are mostly satisfactory as pupils move through the school. Positive features of teaching include good relationships with pupils. The teachers are very enthusiastic and encourage pupils to have a go in experimental work, which lays the foundations for good attitudes to learning. These strengths help to ensure that pupils are fully involved in lessons and make at least sound gains in learning. However, some weaknesses in teaching restrict pupils' development. For example, some tasks, such as colouring and copying, lack scientific focus. Pupils are sometimes required to sit for too long before they work independently. This prevents time from being used to best effect to benefit pupils. In one lesson, judged unsatisfactory, control strategies were not fully effective, which slowed progress for all pupils.

## **ART AND DESIGN**

83. Standards of art and design are typical for the pupils' ages by the end of Years 2 and 6. The achievement of pupils of all abilities, including those with special educational needs, is sound. The quality of teaching is good; however, the pupils' past experiences have not been systematically built upon to ensure good progress. The planning in place is likely to improve this in the future. Standards are similar to those at the last inspection.
84. By the end of Year 2 pupils make good three-dimensional models of doors in clay, showing careful painting skills. They make good models of doll's furniture from clay. They develop good skills in this because of the planning of the teacher and the good skills of the parental support. The pupils use good vocabulary to describe the textures of the materials they use in building their houses, such as 'smooth' and 'bumpy'.
85. By the end of Year 6, pupils have some understanding of the style of different artists and use this to good effect. For example, in their portraits of the Tudor kings and queens they portrayed wealth through the symbolism used by artists of the period. They use a good subject-based vocabulary when discussing their ideas. For example, they understand terms such as 'foreground', 'portrait' and 'landscape'. This is a direct response to the teachers' probing questioning and systematic planning. The pupils are

developing a sound range of techniques to use in art such as using a 'viewer' to focus in on a small section of a picture. The very good range of photographs and the collection of pictures by contemporary artist motivate the pupils to produce their own pictures. They reflect the style, but do not copy. However, they do not show a lot of imagination and the quality of work suggests pupils have limited techniques to call on. For example, only the more able show confidence in smudging and shading when using chalk pastels.

86. The quality of teaching is good. In the very best teaching, lessons are planned with a clear art and design aim and this is explained well to the pupils who are then eager to strive towards it. The teachers promote co-operative work well in the lessons seen. However, the outcomes suggest that pupils are more used to working independently. A few immature pupils in Year 6 have trouble sharing resources despite the very good guidance by the teacher. There are satisfactory resources for the subject and examples of three-dimensional work. There are no procedures in place to measure pupils' attainment and ensure skills are built on. However, the long-term planning is sound and teachers make accurate evaluations at the end of lessons as to which pupils have not achieved the expected results. There is a reasonable use of computer-generated artwork. There is satisfactory leadership of the subject.

## **DESIGN AND TECHNOLOGY**

87. There was very little evidence to make a judgement on any aspect of the subject, particularly in the juniors. No lessons were observed but discussions were held with the older pupils.
88. In Years 1 and 2, pupils make products in clay and use wood, straw and other materials to good effect in collage work. Topics are often linked to other subjects and the planning indicates that pupils are given opportunities to design and make a number of products.
89. In the juniors, pupils make headgear for Vikings in their art and design lesson. They show sound skills in cutting and folding card and some awareness of different methods of joining, using paper fasteners and staplers. The Year 6 pupils have made vehicles in the past to fulfil a design requirement and produced their own plans and designs. They have taken part in projects to design posters. However, they do not often evaluate the quality of the products.
90. There are few indications that the pupils have a strong understanding of the design process and activities do not seem to have given them a depth to their learning. However, the school is using national guidance in its planning which is likely to address some of these issues. The subject leader is new to the role and has yet to monitor standards or work. However, the planning is based on national curriculum guidance and the staff have given careful thought to the future long-term planning.

## **GEOGRAPHY**

91. There was insufficient evidence to make judgements about standards in geography by the end of Years 2 and 6.
92. Pupils make some progress in the development of mapping skills. By the end of Year 2, pupils complete plans of their houses, recognising and remarking on human features of places. They complete a model of their route to school, and compare a neighbouring school with their own. They are starting to develop their knowledge of the world by following Barnaby Bear on his travels. Pupils in Years 3 and 4 use simple grid references and symbols on maps. By the end of Year 6, pupils use world atlases to locate mountainous areas, and discover common features of mountain environments. They compare Robin Hood's Bay with Stillington, identifying similarities and differences. There is little use of ICT evident in the subject.



93. Teaching and learning in geography were satisfactory in the one lesson seen and other evidence. Good features of teaching included good choice and use of resources, secure subject knowledge, good preparation, good use of questions to help develop understanding, and regular use of encouragement. These features helped pupils to make sound progress. However, insecure control strategies led to high noise levels. This resulted in pupils not making the best possible gains in learning. The subject leadership is at a very early stage of development and there are no clear plans yet for monitoring teaching and learning in the subject. At present the teachers are using national guidance to prepare their lessons and there are suitable long-term plans for the subject.

## **HISTORY**

94. Standards in history are average by the end of Years 2 and 6. Pupils make sound progress in developing their knowledge and understanding of events, people and changes in the past as they move through the school. This is because the subject is secure within the curriculum, with all components represented. Resources, such as historical objects and photographs, are used well to instil interest and involvement among pupils, such as when younger pupils study a range of good quality Victorian implements. Visits and visitors enrich the curriculum, are used well to develop important skills, and help bring the subject to life for pupils. For example, a visit to Beningbrough Hall by younger pupils provides the stimulus for historical writing. History is communicated in different ways, such as through story, picture and diagram, to increase motivation among pupils. Good links with other subjects are evident, such as with art and design. Teachers mark pupils' work carefully, which helps them to develop understanding.
95. By the end of Years 2 and 6, pupils show understanding of events and people they have studied to levels which are close to national standards. For example, Year 2 pupils compare the lives of Victorian children with their own and consider similarities and differences between Victorian and modern homes. Pupils in Years 3 and 4 learn about the Viking invasion and settlement of Britain. By the end of Year 6, pupils learn about the turbulent private life of Henry VIII and discover that he liked jousting, hunting and singing. They acquire knowledge and understanding of the Mary Rose, Henry VIII's ship, and the filthy conditions in the city streets of Tudor England.
96. Weaknesses exist, which prevent pupils from making the best possible progress. There are no arrangements for the co-ordinator to regularly monitor teaching and learning to enable her to have the best possible grasp of the subject's strengths and weaknesses. There are no consistent approaches to assessing and recording pupils' progress as they move through the school. Some tasks involving colouring do not extend pupils' historical understanding. Work is rarely matched to pupils' precise needs to enable them to make the best possible progress. Links with ICT are under-represented, although there is evidence of use of the Internet for historical research by pupils in Years 3 and 4. There are missed opportunities to develop literacy skills through the use of extended historical writing.
97. Teaching and learning are sound. Positive features of teaching include secure subject knowledge, good questioning and clear instructions to aid learning, an enthusiastic approach and good use of praise, which helps to generate interest and involvement among pupils, and good use of resources to help improve understanding. Weaker features of teaching seen during the inspection include tasks that were too challenging to enable pupils to make best possible progress, and time which was not used to best effect because pupils were required to sit for too long before they worked independently. These features caused some pupils to become restless and prevented them from making good gains in learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

98. Standards in ICT are below national levels by the end of Years 2 and 6. Standards are lower than reported at the time of the last inspection. Progress is unsatisfactory as pupils move through the school. This is because:
- ICT has a low profile in the school, and is not well used in other subjects to support learning;

- pupils of all abilities, including pupils with special educational needs, do not have regular access to computers to enable them to improve their skills across all areas of the subject;
  - the very recent opening of a computer suite since the last inspection has substantially improved resources, but has yet to make any impact on helping to raise standards;
  - some teachers and support staff are not fully confident and effective teaching ICT, and require training to improve their skills;
  - work is not at present carefully structured to enable pupils to build carefully on their knowledge, skills and understanding, and there is no systematic approach to assessing pupils' progress as they move through the school;
  - pupils do not yet exchange information with others using e-mail, or use computers often enough to help them obtain and represent information, draft and re-draft stories, or make things happen;
  - there is not yet enough emphasis on describing and discussing the effectiveness of their work in ICT, and comparing it with other methods of communication;
  - there is no monitoring of teaching and learning to help identify and overcome weaknesses in order to help raise standards.
99. Despite these important weaknesses, the co-ordinator shows sound qualities of leadership, is an effective teacher of the subject and has plans to use her expertise to benefit pupils in other classes. There are clear plans for the subject's needed development, with rigorous time scales and success criteria established to help secure an improvement in standards. However, the roles of subject co-ordinators require substantial development for her to be an effective curriculum manager.
100. By the end of Year 2, pupils use a graphics program to help them draw and paint a house. They use the Internet to help them obtain information about Victorian dolls, although the language of the information obtained is too difficult for many pupils to understand. During the inspection a group of older pupils undertook a range of tasks in the computer suite for the first time, under the clear direction of the subject co-ordinator, who used information gained to help her to assess what pupils knew and understood. In this activity, pupils changed the style and size of font, but were unable to cut and paste information with any confidence.
101. Teaching is unsatisfactory over time. However, one lesson, taught by the co-ordinator, was judged good. This was because the teaching was characterised by secure subject knowledge, clear explanations, good questioning, and a careful recording of what pupils could do. As a result, pupils made good progress in the tasks set and demonstrated good involvement in what was required of them. Teachers increasingly use a digital camera to record important events, such as visits, thereby raising awareness of the increasing importance of ICT in the wider world.

## MUSIC

102. There was insufficient evidence to make a judgement on standards by the Year 2 and Year 6. Although lessons were observed for both age groups, they were introducing new topics and there was no opportunity to assess pupils' abilities. Discussions held with pupils and scrutiny of available work indicate that all aspects of the subject are taught over time. However, the staff turnover, which affected leadership and management and all classes, means there is a scarcity of saved work. The quality of teaching in the lessons seen was satisfactory. From discussions with the pupils, they have a wide range of experiences and opportunities to listen to a satisfactory range of music and perform in assemblies and concerts. A minority of pupils learn to play an instrument at school. The pupils were not heard singing in school.
103. The lesson observed in Year 2 had strong links to science. The pupils showed a suitable ability to sit and listen for a good period of time. They understand that silence is a sound and plays an important part in music. They recognise the sounds made by several different percussion instruments. This was because the teacher made the activity into an exciting game, which raised pupils' sense of anticipation.

104. By Year 6, pupils express their emotional response to a piece of recorded music by creating a picture. However, a few pupils disturbed the calm atmosphere that this activity required to be successful. The pupils described compositions they had made in response to poetry and other stimulus. They have some experience of notation. However, overall there is too little evidence to judge standards and the quality of learning.
105. The quality of teaching is satisfactory. The teachers' planning is generally good. However, there is not enough variety of content to engage the interest of the older pupils and deepen their knowledge across the music curriculum. In Years 1 and 2, the teacher is enthusiastic and purposeful and the pupils rise to this. The school does not have a teacher with specialist skills at present, which is why the pupils did not sing in assemblies. However, not enough use is made of recorded accompaniments or other sources to raise the profile of the subject. There is no leader for the subject at present.

## **PHYSICAL EDUCATION**

106. Standards in games' skills are similar to expected levels by the end of Year 2. There was not enough evidence to secure judgements about standards in other areas of the subject by the end of Year 2 and in all areas by the end of Year 6. However, progress was good in a lesson seen in Years 1 and 2, and satisfactory in Years 3 and 4.
107. Planning indicates that most areas of the curriculum are taught. However, the lack of a field prevents pupils from engaging in regular athletic activities. Junior pupils receive swimming instruction at a nearby pool to help them to learn to swim and to enable them to learn about water safety. Orienteering activities, such as those undertaken by older pupils on their residential visit to East Barnby, enable pupils to benefit from organised adventurous activities. Good plans are established to raise standards in physical education. These involve gaining use of the nearby social club to help implement the curriculum more effectively, and using the large Victorian classroom as a hall for gymnastics, dance and drama activities.
108. Pupils of all abilities, including those with learning difficulties, make satisfactory gains in developing basic skills in simple games' skills. Pupils in Years 1 and 2 develop throwing and catching skills, as they send and receive a ball, and learn to work effectively as a team in a simple passing game. By the end of Year 2, pupils explore different skills, actions and ideas, developing control and co-ordination, to levels which are close to national standards in this strand of the subject. By the end of Year 4, pupils are expressing themselves to music, and working collaboratively on sequencing routines, employing a satisfactory range of movement patterns.
109. There was insufficient evidence to make judgements about the quality of teaching across the school, as only two lessons were seen, although from evidence obtained it is likely to be satisfactory. Good features of teaching include good emphasis on the development of important skills, secure relationships and control, brisk pace to keep pupils fully motivated, good use of resources, and high levels of challenge to secure good learning. These features help to ensure that pupils respond well to lessons in physical education. There are no consistent approaches to assessing pupils' progress as they move through the school and too few opportunities for older pupils to engage in regular competitive sport, although football and netball clubs take place. The curriculum lacks balance because of the limited accommodation. This means that some components, such as gymnastics, are not as well represented as others, such as games' skills. This should be addressed by improved accommodation.
110. Resources require improvement, although this has been identified in the action plan. Subject leadership is currently not effective, because the role is under-developed. This means that there is no regular monitoring of teaching and learning to help secure best possible progress.

## **RELIGIOUS EDUCATION**

111. By Year 2 and Year 6 standards meet the requirements of the locally agreed syllabus. The achievement of pupils of all abilities, including those with special educational needs, is satisfactory. The quality of teaching and learning is good.
112. By Year 2, pupils are familiar with a good range of Christian stories. They understand the key points of many Christian celebrations and some from other religions. The good teaching in this is enhanced by the pupils' involvement in Harvest and Christmas events at the local church. The teacher uses this to reinforce the pupils' learning in the classroom. The pupils use an appropriate vocabulary in discussing their ideas, including 'cross', 'crucifixion' and 'Christ'.
113. By Year 6, pupils extend this knowledge across different faiths, including Islam and Hinduism. This contributes to the pupils' cultural understanding of the rich diversity of our society. They have a good understanding of the symbolism in religions such as the Five Pillars of Islam and the different Hindu gods. They continue to develop their knowledge of the Christian faith. This is linked to studies in history so that the pupils show a good insight into the impact of the reformation and use terms such as 'Catholic' and 'protestant' appropriately. They understand the purpose of the rood, lectern and font in the church. The pupils are aware of the similarities and differences in Muslim stories and those of Moses and Joseph, for example.
114. The teaching and learning are good. Pupils take an interest in their work and so work hard. In both lessons seen the planning was good and pupils were clear about the intent of the lesson. There were interesting techniques used to reinforce learning. For example, in Years 3 and 4 the teacher used a 'mind map' to clarify thinking. The behaviour of a few pupils in the juniors spoilt the reflective nature of the lesson, although the teacher successfully maintained discipline overall.
115. Teachers make good use of local facilities and the contribution of local clergy. They borrow resources to support teaching of other faiths. A few pupils have made use of the Internet at home to research the topics covered but there has not been the opportunity to do this at school.
116. The school has also made interesting links with a school in Doncaster with a multi-cultural background, to reinforce such learning.