

# INSPECTION REPORT

## LINDHEAD SCHOOL

Burniston, Scarborough

LEA area: North Yorkshire

Unique reference number: 121362

Headteacher: Mrs Jill Tiffany

Reporting inspector: Mr Tony Painter  
21512

Dates of inspection: 31 March – 3 April 2003

Inspection number: 248245

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 - 11

Gender of pupils: Mixed

School address: Limestone Road  
Burniston  
Scarborough  
North Yorkshire

Postcode: YO13 0DG

Telephone number: 01723 870714

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Appropriate authority: Governing body

Name of chair of governors: Cllr Michael Pitts

Date of previous inspection: 26 January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tony Painter 21512	Registered inspector	Mathematics Information and communication technology (ICT) Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
Margaret Manning 8943	Lay inspector	Equal opportunities	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?
Carole Smith 27276	Team Inspector	The Foundation Stage Science Design and technology Religious education	How well is the school led and managed?
Val du Plergny 10391	Team inspector	Special educational needs English Art and design Geography History French	How good are the curricular and other opportunities offered to pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>18</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>19</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>24</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This community school, for pupils between four and eleven years, is smaller than average with 195 pupils on roll. It is smaller than it was at the time of the last inspection. In recent years, above average numbers of pupils have joined and left the school during the school year, often the result of families moving home. Pupils are mostly from white backgrounds, with only ten from other ethnic backgrounds. None are from families with English as an additional language. Although much of the area around the school has socio-economic advantages, pupils come from a wide range of social diversity. Eleven pupils (5.6 per cent) are in receipt of free school meals, which is below the national average for this type of school. Children joining the school have a wide range of attainment, although the overall level is similar to that found in children of their age. Thirty-six pupils (18.5 per cent) have identified special educational needs, which is below the national average. Four of these have statements of special educational need, which is around the national average.

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

This is a good school where effective leadership and management steer the school well and ensure good value for money. Very good relationships and a highly positive atmosphere promote pupils' very good attitudes to learning and enthusiasm for the wide range of learning opportunities. Good teaching ensures that pupils learn well throughout the school, despite high levels of pupils leaving and joining the school.

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

- Good teaching ensures that pupils make effective progress through the school.
- Effective management and good teamwork, including links with the governing body, identify developments and carry out improvements well.
- Very good provision for pupils' personal development ensures that they develop very good attitudes to learning.
- A very wide range of learning experiences, including excellent extra-curricular activities, motivates and interests pupils.
- Very good links with parents and the local community make a positive contribution to the work of the school.

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

- Teachers do not make enough effective use of information of what different pupils can do in planning to meet their needs.

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

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

Pupils' standards of attainment are much as they were when the school was last inspected in January 1998. However, the school has made very good progress since then and fully addressed all the weaknesses identified in that report. Effective teamwork, with enhanced roles for subject co-ordinators and the governing body, has identified developments clearly and ensured effective action. For example, new equipment and accommodation, staff training and new curriculum materials have substantially improved provision for information and communication technology (ICT) and standards are now rising in that subject. Throughout the curriculum, teachers have made very good use of national guidance to revise and improve pupils' learning experiences. Closer links with parents and the local community are supporting pupils' learning well.

## 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	B	D
Mathematics	A	D	C	E
Science	A	D	C	D

Key	
top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Children join the school with a wide range of attainment and earlier experiences although it is overall around that found nationally. They make a good start in the reception class and their attainment improves, particularly in their personal, social and emotional development. By the time they begin Year 1, most achieve the targets for that age. Pupils make good progress in the infant classes, shown in the school's clear records. However, the numbers of pupils leaving and joining the school restrict the overall levels of attainment in some years. The National Curriculum tests at the age of seven have varied over time but the most recent results were weak. However, this group of pupils had higher than normal levels of pupils with special educational needs.

Similarly, there have been many variations in attainment shown in the National Curriculum tests at the age of eleven. Pupils' attainment has sometimes been high, for example in 2000 when Year 6 attainment in English was in the top 5 per cent of the country. However, overall levels have mostly been around the national average. High mobility of pupils has weakened the school's results with substantial numbers of pupils joining and leaving the school. A high proportion of pupils joining the school have special educational needs. The high results in 2000 and subsequent weaker results have led to a trend of results below the national trend.

The inspection indicates that standards are close to national averages in all parts of the school, although pupils make good personal progress. The school's records show that the attainment of pupils leaving the school during the year is often above that of the pupils joining. In addition, significant numbers of pupils have joined close to the ages of the National Curriculum tests. The school's comprehensive assessment systems are giving increased data that teachers use increasingly effectively to set targets. The school's higher current targets are achievable and suggest rising standards through the school, although there is still significant variation from year to year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and enjoy all their activities. They enthusiastically take part in the extensive out-of-school activities.
Behaviour, in and out of classrooms	Behaviour is very good and pupils are polite and courteous. There are no instances of unpleasant behaviour and no recent exclusions.
Personal development and relationships	Very good relationships encourage pupils' personal development and pupils are keen to volunteer for responsibilities.
Attendance	Attendance is satisfactory although some parents continue to take their children on holiday during term time.

Pupils' very good relationships, attitudes and behaviour are significant positive contributions to their good learning.

## TEACHING AND LEARNING

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

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

Good teaching overall meets the needs of all pupils and ensures that they learn well. Pupils with special educational needs are effectively supported, particularly by the good assistants in classes, and they make good progress.

Teaching is good overall in the reception class and this ensures that children have a good start to their education. Children with a wide range of earlier experiences settle quickly and enjoy the wide range of interesting and purposeful activities.

English and mathematics teaching are good because teachers ensure that basic skills are taught well. They extend and use pupils' literacy and numeracy skills well in a wide range of subjects. This gives pupils very good opportunities to make connections between aspects of their learning, and raises standards of attainment. Teachers in all parts of the school manage pupils and classrooms very well and this ensures that there is a good pace to learning in most lessons. This pace is further maintained as teachers use good resources and effective and probing questioning to extend pupils' thinking.

Teachers' very good relationships and high expectations capture pupils' attention and promote good learning. In some lessons, particularly in mathematics, teachers plan activities with a good match to pupils' prior attainment. In others, however, teachers do not make full use of the school's developing assessment systems to match tasks precisely to the needs of all pupils. As a result, they miss some opportunities to push learning further.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Teachers plan a very good range of interesting activities for pupils of all ages. Visits and visitors play a strong part in extending pupils' experiences and learning.
Provision for pupils with special educational needs	These pupils' learning is soundly supported in lessons although some targets are not clear enough to help teachers to plan work and gauge progress. They make similar good progress to the school's other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision to ensure all pupils mature. The strong ethos and good role models given by teachers encourage pupils' greater awareness and responsibility. Excellent extra-curricular activities widen experiences and help pupils to learn and play together.
How well the school cares for its pupils	Pupils are very well cared for and the school provides a secure place where they can learn.

Effective links with the local community interest pupils and ensure that their learning is relevant. The school has established very good links with parents. In particular, teachers provide very good information to help parents to support their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good, with the headteacher providing clear leadership and direction. Increasing opportunities for staff to work together and take responsibilities are helping the school to improve.
How well the governors fulfil their responsibilities	Governors are closely involved with the school's work and have very good understanding of strengths and priorities for improvement.
The school's evaluation of its performance	Increased monitoring and analysis of assessment results is giving good insight into standards and the effectiveness of teaching. This information is used effectively to identify developments.
The strategic use of resources	Good financial planning and careful analysis of spending ensure that the school uses all its resources well.

The school makes very good efforts to ensure that it gets best value in all uses of resources. Staffing, accommodation and resources are very good and the school makes effective use of its grounds and the local environment to promote learning. However, children in the reception class do not have a secure outdoor space for activities to contribute to their physical development.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

In addition to informal discussions, 19 parents attended a meeting before the inspection and 99 (51 per cent) replied to a questionnaire sent to all parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Teachers are approachable and parents are welcomed.</li> <li>Teachers' high expectations of pupils help them to do well.</li> <li>Children enjoy school and behave well.</li> <li>The range of activities outside lessons is good.</li> </ul>	<ul style="list-style-type: none"> <li>No significant issues were raised.</li> </ul>

The inspection team fully supports the positive points raised by parents.

## **PART B: COMMENTARY**

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

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

1. Children join the school with a wide range of attainment and earlier experiences. There are clear differences from year to year in the overall attainment of different groups of children. However, over time, children's attainment on entry to the school is around that found nationally of children of this age. The children quickly settle into the reception class and their attainment improves in all aspects of their development. Very good relationships give children confidence, and they make particularly good gains in their personal, social and emotional development. By the time they begin the National Curriculum in Year 1, most achieve most of the learning goals set out for children of that age.
2. The school's results in the National Curriculum tests at the ages of seven and eleven have varied over recent years. The results closely reflect the abilities of the particular pupils involved. For example, the National Curriculum tests at the age of seven have varied over time but the most recent results were particularly weak. However, this group of pupils had much higher than normal levels of pupils with special educational needs.
3. Results at the age of eleven in some years have been particularly good. For example, English results in 2000 were in the top 5 per cent of the country. These very high results have not been replicated in subsequent years and the trend of recent results has therefore been below the national trend. The most recent results for Year 6 pupils were average in mathematics and science and above average in English. The school's records show that most pupils make good progress through the school. However, a significant number of pupils leave and join the school during the school year, often close to the national assessments. Most of these changes are the result of families moving home. However, the school's records clearly show that the attainment of pupils leaving the school has been higher than that of many new pupils.
4. Better analysis of information about how well pupils are doing is helping teachers to track progress and set more accurate and ambitious targets for pupils' attainment. In some subjects, such as mathematics, the assessment information is used effectively to ensure that pupils are well challenged to improve. In other subjects, however, the information is less precisely used and teachers miss some opportunities to extend pupils' learning further and reach higher standards. The evidence of the inspection shows that standards are close to the national averages but are improving through the school. Improved curriculum arrangements and teaching suggest that the higher targets are achievable. Most parents express contentment with the standards achieved by their children.
5. The support and commitment of teachers and other staff ensure that pupils with special educational needs are fully integrated into the work of the class and school. Pupils with concerns are identified and individual education plans (IEPs) provide a key focus to ensure they make satisfactory progress. Some pupils' individual targets are well focused and help teachers in their planning. Others, however, are less clear and do not help teachers enough in planning activities that will ensure raised attainment.
6. Standards in English are average by the ages of seven and eleven. Very good relationships ensure that pupils make good gains in their speaking and listening through the school. This helps pupils to improve their learning by expressing themselves and working well together. Pupils read with enjoyment from progressively more complex books, with greater expression and accuracy. Teachers' good attention to developing pupils' basic reading skills helps them to develop secure understanding of words and how they are formed.

Pupils apply their reading skills well in research in different forms, including using computers to find information. Writing skills are average, although standards have improved since the time of the last inspection. Pupils write with greater independence in a good range of forms. Throughout the school, pupils produce increasingly well-written text that supports their learning in many subjects. Pupils learn to take notes to support their learning, encapsulating their thoughts in a few well-chosen words.

7. Pupils' attainment in mathematics is around the national average at the ages of seven and eleven. Teachers make increased use of national guidance, particularly when developing pupils' mental arithmetic skills and their ability to tackle problems. Recent developments in assessment and analytical marking of pupils' work, notably in Years 5 and 6, are clearly identifying what pupils do well and how they can improve. This is leading to improving overall standards and is also helping to challenge higher-attaining pupils to achieve well. Pupils apply their developing skills to increasingly demanding problems in number, shape and measures. They have good opportunities to use and apply their numeracy skills in other subjects, for instance, when measuring out materials in design and technology and dealing with numbers and presenting data in science and information and communication technology (ICT).
8. Although standards in science are average by the ages of seven and eleven, pupils' achievements are improving as a result of better teaching. Infant pupils develop a basic understanding of scientific investigations and use simple scientific terms accurately. They begin to predict what may happen and record their findings carefully. Junior pupils extend their sound knowledge and carry out simple observations, recording their data accurately. By Year 6, pupils undertake a good range of investigations in different fields of science, understanding the need to repeat observations to get accurate results.
9. Pupils' overall standards and attainment in other subjects are average through the school, as identified in the last report. Teachers use improved planning materials, including national guidance and materials developed in conjunction with other schools to ensure pupils' overall satisfactory progress. These measures have had substantial positive impact on attainment in design technology and ICT. There are no significant or consistent differences in the relative attainment of boys and girls.

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

10. Pupils' attitudes to school are very good and parents confirm that their children enjoy school. They enjoy all the activities that the school provides, including the excellent range of extra-curricular activities. Throughout the inspection, many pupils were involved in a variety of musical, artistic and sporting clubs run by the school itself, with some volunteer help. Older pupils in the orchestra showed great commitment to their ensemble playing.
11. Behaviour in school is very good and parents are right to be confident that this is so. Pupils are polite to visitors and are also polite and show consideration to each other. They behave very sensibly around school and when walking to and from the mobile classrooms. Attitudes in lessons are very good. Pupils settle down to their lessons very quickly and are keen to start. In a Year 6 mathematics lesson, pupils moved quickly into their groups and worked together well, sharing ideas and resources. Even the youngest children choose activities sensibly and share the results of their work with others. Older pupils going to 'booster group' lessons are pleased to be in these sessions. No unsatisfactory behaviour was seen in lessons or elsewhere and the school has had no reason in recent years to exclude any pupils.
12. Pupils carry out their duties in school conscientiously and are keen to volunteer. They organise games among themselves at break time and sensibly accept restrictions put on

them because of wet playtime, for example. They are less experienced at contributing to school life on their own initiative but are happy to be told what to do. Pupils do understand very well how people's actions affect others, and show imagination in thinking of what other people feel. Year 1 pupils showed this particularly well when learning about the events leading up to Easter, some taking the parts of witnesses to be questioned very thoughtfully by the other pupils.

13. Attendance at school is satisfactory being close to that of primary schools nationally. Pupils arrive at school punctually and lessons start in good time. What prevents the level of attendance being better is that some parents take their children for holidays during term time, in several cases for longer than the school has authorised.

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

14. The overall quality of teaching is good and it meets the basic educational needs of all pupils. This is similar to the position identified in the last report, but there have been improvements. No lessons in the present inspection were unsatisfactory and teaching is more consistently good. Teachers have had more opportunities to share planning and develop aspects of the curriculum, and this has had a positive impact on teaching. Much of this makes effective use of national guidance. Parents recognise and comment favourably on the good quality of teaching and teachers' high expectations of their children.
15. Teaching is good overall in the reception class and this ensures that children have a good start to their education. All the adults working in the reception class have high expectations of the children. They make particularly good provision for children's personal social and emotional development. Praise and clear expectations of behaviour encourage children to work and play happily together, and to behave well. As a result, children with a wide range of earlier experiences settle quickly and enjoy the clear routines of the class and school. The reception class teacher and her teaching assistants manage the children well and establish strong and positive relationships. Improved resources, a weakness identified in the last report, ensure that children experience a wide range of interesting and purposeful activities.
16. Throughout the school, secure classroom routines and very good relationships capture pupils' attention and make them want to learn. They use a good range of resources and challenging questioning to extend pupils' thinking. Teachers have very good control of classes and use praise and respect for pupils well to motivate. They place a strong emphasis on the development of pupils' basic skills of literacy and numeracy. To this end, they give pupils good opportunities to apply their developing skills in other subjects. For example, pupils write in different forms throughout the school, particularly in subjects such as history and geography. Pupils use their numeracy skills when measuring accurately in design and technology and when displaying their collected data in graphs. The new computer suite is contributing to pupils' skills and teachers give many good opportunities for pupils to search for information or present their work using computers. Year 5 pupils, for example, give clear and well-presented information about their recent residential visit.
17. Planning is clear and usually includes references to what pupils will learn that teachers use well when teaching. For example, they remind pupils of the objectives before activities, helping pupils to focus on what they need to do. In better lessons, particularly in mathematics, teachers design objectives to meet the needs of pupils of different levels of attainment, making good use of the school's developing assessment systems. Some of this work is carefully matched to ensure that tasks give pupils the correct level of challenge to make them improve, sometimes rapidly. The best marking focuses on the lesson's objectives and clearly indicates how pupils can improve, often augmented by pupils' own analysis of their learning. As a result, areas of success are clear and the teacher gives

clear advice on how to improve further. However, this analytical approach to marking and assessment is not applied consistently in all subjects through the school.

18. Teachers often use informal assessment of earlier work to provide structured activities for different groups of pupils to extend their learning. In less successful lessons, however, tasks were not pitched precisely to pupils' developmental stage and did not do enough to help them make good progress. Teachers therefore miss some opportunities to extend learning further. Although the assessment systems are collecting much information, teachers do not consistently use this to ensure the sharpest of match of tasks to pupils' prior attainment. As a result, pupils do not make all the progress they are capable of in every lesson.
19. Teachers and support staff work together well and classroom assistants play an important role in improving the learning of different groups of pupils. For example, children develop close links with the advanced teaching assistant in the reception class who supports their learning. The assistant uses the teacher's materials sensitively and effectively to pitch questioning and activities at the appropriate level to interest and challenge. This ensures that children make satisfactory progress in all areas of learning. The advanced teaching assistant very effectively supports much work associated with the new computer suite. This is helping to improve pupils' standards in ICT and is also helping many teachers to extend their own knowledge and understanding.
20. Throughout the school, support assistants work particularly effectively when grouping pupils by ability. Some sharply defined work for pupils with special educational needs, for example, promotes good learning. In other lessons, support staff work with particular groups, often including lower attaining pupils. Very good relationships with support staff and good organisation set a good pace to these lessons. Good questioning, securely based on personal knowledge of pupils' strengths, enables all pupils to learn effectively. The co-ordinator, teachers and classroom assistants support pupils with special educational needs well. This support ensures they take a full part in the work of the class and school. Targets in individual education plans sometimes provide a key focus for pupils' work although some are not clear enough to give good help to teachers in their planning.

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

21. The school has substantially revised and improved the learning opportunities for pupils since the last inspection. It has made good use of national guidance to ensure the full coverage of the National Curriculum. In addition, the school provides elements of French and drama to extend pupils' learning. A very good range of well-chosen residential and other visits make a considerable impact on pupils' learning. Many members of the local and wider community are regular visitors to the school, such as the vicar, the authoress, the storyteller and the musical magician, and they act as further enhancements to the curriculum. As a result, pupils have very good opportunities to develop their abilities to listen, to communicate, and to learn. There is also excellent provision for extra-curricular activities, from musical, sporting and 'interest' clubs. The take-up of these is so great that often clubs have to be run twice in a week, such as the two art clubs.
22. The arrangements for assessing and recording pupils' progress in most subjects have also improved considerably. Teachers collect considerable information and, as a result, have good knowledge of individual pupils. This information helps teachers to identify aspects of different subjects that need development. However, teachers do not consistently use this information to target work precisely to pupils' needs. As a result, not all pupils are enabled to do as well as they possibly can in all areas of the curriculum.

23. All pupils have full and equal access to all aspects of the curriculum and learning opportunities. All members of staff take great care to ensure that this principle is embodied in all aspects of the school's practice. As a result, pupils with special educational needs make similar good progress to the other pupils. The school makes satisfactory additional provision for pupils with special educational needs. There are four pupils with statements of special educational needs, and the school takes good care that it meets the demands of those statements. Pupils in receipt of additional help from outside agencies, such as speech and language therapy, the behaviour support service or medical support, are well served, within the constraints of the budget. These pupils and those for whom the school has decided to make an individual education plan (IEP) have their IEPs drawn up by their class teachers. The teachers have different levels of expertise in the field and, as a result, the quality and precision of the targets on the IEPs are very variable indeed. Some are precise, achievable, and pupils know what they are, and how to progress. Others are more vague and general, giving insufficient help as to how best to improve.
24. Teachers have good ways of teaching the National Literacy and Numeracy Strategies and these are enhancing pupils' learning through the school. Good links are often made between learning in different subjects, for example, when Year 5 pupils write graphically about their residential visit. The new computer suite is providing good opportunities for pupils to apply their developing skills to problems in other subjects such as science. Although teachers make some effective use of computers in their classrooms, they could make greater use of these to allow pupils to practise and apply their skills.
25. There is good provision for the personal, social and health education of the pupils. All members of staff take the personal and social education of the pupils very seriously. Health education is well covered in the science lessons and the school nurse plays a key role in the sex education of the pupils. As a result, pupils are well equipped with a considerable body of knowledge about how their world works. The confidence that this gives them enables them to learn more efficiently.
26. Very close and effective links exist between the school and the playgroup. This means that children are well known to the staff of the school even before they get here. Strong links with the local secondary school ensure that pupils are well prepared for the next stage in their education. They also ensure that pupils have a sense of continuity in their learning, even though many have been to other schools before they came to Lindhead.
27. The overall provision for pupils' personal development is very good because of the strong ethos of the school and the very good role models given by teachers. The school is vigilant to ensure that pupils have a very good moral and social education.
28. The arrangements for pupils' spiritual development in school are good. Assemblies are well planned around a weekly theme, which during the inspection was 'Spring'. Throughout the week, teachers used this well to get children to explore and reflect on the ideas of valuing and looking after living things. In this time before Easter, pupils were very sensitively encouraged to think about events leading up to Easter and the subsequent celebration and re-birth. Older pupils who went on a residential trip showed that they could express their feelings about being away from home but also about the enjoyment they had.
29. Pupils' moral education is very strong and the teachers' examples promote very good attitudes and behaviour in the pupils. Pupils agree to the 'Six Golden Rules' when those old enough sign the home-school agreement along with their parents. The rules are displayed in all classrooms with a simplified version for the very youngest children. A teacher in a Year 5 English lesson gave her class a very strong moral lead when discussing a poem with them, stimulating them to respond with their thoughts on not wasting their lives. Giving to charities is a regular part of school life. Pupils are taught about who their efforts are in aid

of, as well as allowing them to enjoy themselves when making their contributions, such as on 'Red Nose Day'.

30. There are plenty of opportunities planned for pupils in all classes to take on responsibilities. Care is taken to give all pupils the chance to share in duties appropriate to their age that help the school to run smoothly. This is a strength of the provision for their social development, though there are fewer opportunities for them to show their initiative and to decide what to do for themselves. Residential visits are particularly good in encouraging pupils to live and work together. An especially good aspect of this is that the visit for Year 5 pupils is geared to their level of maturity, and that for Year 6 is more challenging, as is appropriate. Teachers expect pupils to work together in lessons, and even the youngest children are learning to work together successfully in pairs.
31. Cultural development of pupils is satisfactory, much as it was at the last inspection. There are some strengths in the way the school uses the local environment in its history and geography studies. Music of the week is played in assembly and was Vivaldi's 'Spring' during the week of the inspection. However, generally there is little on display around school to show that the school celebrates the work of artists and musicians. Similarly, little was seen relating specifically to non-western cultures, although coverage is planned within the curriculum. Some interesting work was seen on Aborigine culture in religious education, where pupils learned about the creation story in 'dream-time'.

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

32. Pupils are very well cared for at school and staff know their pupils well. The school provides a secure place in which pupils can learn. Parents are confident that their children are happy and well looked after.
33. The school pays very good attention to the health and safety and the general welfare of pupils. All staff are well trained to take care of first aid, for example. Governors are very conscientious in carrying out their responsibility to make sure the school looks after the site and has proper arrangements for the well-being of pupils. A clear example is the way the path to the mobile classrooms is boldly marked to direct pupils on a safe route. Pupils are very well supervised at break times and staff carefully make sure pupils are shepherded onto the bus after school and that younger children are met. The arrangements for the protection of children are equally thorough and staff know who they should report to if they have any concerns.
34. Good records of pupils' attendance are kept and the school has a system of ringing home on the first day of absence should parents have not informed them first. Teachers record the occasional problems of lateness in their monitoring files. The school properly requests that parents apply for leave to take their children away in term time for the ten days allowed officially. However, this is not effective in preventing a few parents from taking their children away for longer than this and depriving them of their education.
35. The school monitors and promotes good behaviour very well. Class teachers have their own monitoring files and more formal records are kept centrally of any incidents that occur. These record action taken and all the contacts made with parents should this be thought necessary. It is very rare for the school to exclude any pupils, even for a short time. Pupils are awarded team points for good attitudes. These are regularly recorded on classroom charts, showing the pupils that teachers value their good behaviour. Non-teaching staff are trained in behaviour management and this contributes to the very orderly environment in the school.

36. Pupils' personal development is well recorded in a variety of ways but central to this are the teachers' monitoring files. These are kept with each class as they move on up the school. In addition, classes often display files of photographs of events in which the pupils have taken part. In some older classes, pupils have included a number of perceptive personal entries. These record such things as what they like in school, what they find difficult and what their ambitions are for the school year. The school uses achievement assemblies well to celebrate what pupils have done outside of school, for example, in a karate club as well as their achievements within the school community.
37. The system for assessment in the school is very good and is based on a wide range of records. Records kept in the Foundation Stage are detailed and baseline tests are carried out to check what the youngest children can do as they start. These are followed by optional standard assessment tests in Years 3, 4 and 5 in addition to the statutory tests at the end of Years 2 and 6. These tests are used well to identify pupils who are in need of support and, for example, help teachers to decide which pupils would benefit from being put into the booster group in Year 6 or have extra mathematics and English in Year 3 and Year 5. However, teachers do not consistently use their knowledge of pupils' capabilities to set the work in class that challenges them enough. Pupils are involved in their own reviews, for example, in mathematics. However, teachers do not make sufficient use of the recorded targets set through these systems in their teaching.

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

38. Parents' views of the school are good. Many, including those spoken to during the inspection, are very supportive of the school. They feel particularly strongly that they can approach the school with any questions or problems. They feel that the school has high expectations of their children and that the range of activities provided outside lessons is good. They are also confident that the school is well led and managed and that their children are happy. No significant issues arose through the results of the questionnaire, although some parents felt less well informed about their children's progress. Parents with children with special educational needs have sufficient opportunities to discuss their children's progress with the co-ordinator and the responsible governor.
39. The information parents receive from the school is of high quality. They have plenty of opportunities to talk to teachers about their children's progress. Pupils' reports, in conjunction with the target booklets, give parents a clear idea of how they are getting on and what they need to do next. The school also sends topic sheets out to parents, letting them know what work is to be covered during the term and the homework that they should expect to see. In the older classes, pupils have pupil planners in which they record what they have done in lessons, although not the homework set. The school sends out other useful information very regularly in newsletters and arranges, from time to time, to consult parents over issues such as physical education kit for the older pupils. There are some omissions from the pleasantly written school prospectus and the governors' annual report to parents, although some of this information is sent out separately.
40. Parents themselves support their children well and also help the school to raise money for various projects through the friends of the school association, FOLS. The voluntary support given by parents and volunteers in school is particularly good, for example, in leading the orchestra and in helping to run the library. Some parents have also been involved in the planning group along with their children for the proposed landscaping of the playground. Governors who are parents give very strong support and are committed to making sure their work is of positive benefit to the school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The quality of leadership and management is good. The school has successfully addressed all issues from the last inspection and has made very good improvement. The headteacher has a very effective partnership with the deputy headteacher and governors to monitor and evaluate the effectiveness of the school and to identify strengths and weaknesses. Analysis of data provides information about pupils' achievements and contributes to priorities for development. The headteacher has a clear educational direction for the school, which she communicates successfully to staff, governors and parents.
42. The headteacher has taken appropriate steps to ensure that all areas of the curriculum have co-ordinators and uses the strengths of the staff well. They play an important role in raising standards in their subjects and managing the school's work. Their monitoring of planning, discussions with teachers and some observations of lessons provides secure information about teaching and learning in each subject. This information forms the basis for action plans for subjects and identifies priorities for school development. This links well with the school's strategies for performance management. Whole school targets help address identified priorities, whilst other targets relate to the role of the co-ordinators. The co-ordination of special educational needs is secure and the school ensures that it meets all statutory requirements.
43. Good teamwork and a commitment to improve create a very positive and caring ethos throughout the school. Staff work hard together to plan lessons, evaluate their work and improve all aspects of the school. Stability of the staff contributes to this. The very good relationships between the staff and the positive role models shown to pupils help create the learning environment that reflects very well the aims and values of the school.
44. The work of the governing body is very good. Governors get good information through regular meetings and visits to the school. They have a good understanding of their role to support and challenge the school. Very active governing body committees monitor the work of the school very efficiently and ensure it fulfils its statutory duties. They debate important issues and gather valid information to inform their decisions. They take on additional roles, such as curriculum governors to support co-ordinators and to provide extra information to the governing body. This ensures governors have a key role in shaping the work of the school.
45. The school identifies priorities for improvement through effective consultation with staff and governors. Co-ordinators produce detailed action plans for their subjects that identify priorities and the costs of these developments. The school improvement plan draws together these plans and identifies long-term issues. The governing body plays an important role, alongside the headteacher, in monitoring and evaluating school developments. Professional development of staff links well to the overall needs of the school but also provides opportunities to address personal needs.
46. Financial management is good with spending linked closely to priorities in the school improvement plan. The efficiency of the bursar, monitoring by the headteacher and regular meetings of the governing body ensure the budget is well managed. Decisions to maintain staffing levels or to add to the school building are carefully considered by the headteacher and governing body. In recent years, the governors have wished to ensure staffing stability, despite falling numbers of pupils, and have maintained a relatively high surplus. New funds credited to the school at the very end of the last financial year have increased this further. Governors are aware of the need to ensure that these funds are allocated appropriately and have identified suitable projects, such as grounds development. Specific grants are used well, often matched by funding provided by the school. The school uses the principles of best value very effectively. The finance committee produces data to compare all major

items on the budget with other schools and the bursar obtains competitive quotes. Developments and associated spending are evaluated effectively against intended outcomes.

47. The level of staffing in school is good. Staff are well experienced and have the appropriate qualifications to teach primary school children. In addition, there are plenty of classroom assistants to support teachers. Two of these have advanced qualifications that enable them to direct pupils' learning in more specific areas, such as information and communication technology.
48. The accommodation in school is very good to support all areas of learning, except there is no secure outdoor play area for the youngest children. This restricts the activities that teachers can plan to improve children's physical development. Although the temporary classrooms are old, they are in good condition and provide good teaching areas. Particularly good use is made of one for teaching booster groups and for some music lessons. Some additional building, including office spaces, since the last inspection has extended and improved the accommodation. The division of classrooms in the main building now provides quieter areas for pupils to work in, while still having plenty of space. The new learning resource centre is used well as an additional teaching area.
49. Resources that the school has for teaching subjects are very good overall. For example, there is plenty of physical education equipment of very good quality and a good range of musical instruments. The school uses its attractive grounds well in many aspects of the curriculum. It has agreed plans to develop this further, with additional funding, as an outdoor learning area. There are plenty of books of good quality, both fiction and non-fiction, in the classrooms and the learning resource centre.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

50. The school has made very good progress and now has a strong system for identifying necessary developments and ensuring their successful implementation. As a part of that process, the governing body, headteacher and staff should now:
  - (1) make better use of the extensive assessment systems to promote progress by identifying and using targets more precisely and consistently to focus teaching on the needs of individuals and groups of pupils.  
(paragraphs 4-5, 17-18, 22-23, 37, 63, 74, 83, 94, 112)

Aspects of this issue are recognised by the school. The following less important weakness should also be considered for inclusion in the action plan:

- (A) ensure that children in the reception class have sufficient opportunities for outdoor play in a secure area.  
(paragraphs 48, 56)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	10	29	7	0	0	0
Percentage	2	21	62	15	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	195
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	13	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	8
	Girls	12	13	11
	Total	18	20	19
Percentage of pupils at NC level 2 or above	School	78 (80)	87 (90)	83 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	8
	Girls	12	12	12
	Total	18	19	20
Percentage of pupils at NC level 2 or above	School	78 (87)	83 (87)	87 (87)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	15	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	16	21
	Girls	12	11	13
	Total	31	27	34
Percentage of pupils at NC level 4 or above	School	86 (76)	75 (70)	94 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	20
	Girls	12	11	10
	Total	26	27	30
Percentage of pupils at NC level 4 or above	School	72 (76)	75 (78)	86 (86)
	National	73 (72)	74 (74)	82 (82)

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

***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	153	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	1	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	1	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)	8.5
Number of pupils per qualified teacher	23
Average class size	28

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

Total number of education support staff	8
Total aggregate hours worked per week	116

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001 - 2002
	£
Total income	471,096
Total expenditure	438,306
Expenditure per pupil	2,319
Balance brought forward from previous year	31,823
Balance carried forward to next year	64,613

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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: 51 per cent

Number of questionnaires sent out	194
Number of questionnaires returned	99

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	2	1	1
My child is making good progress in school.	52	39	5	1	3
Behaviour in the school is good.	53	44	0	2	1
My child gets the right amount of work to do at home.	37	51	8	3	1
The teaching is good.	59	34	2	0	5
I am kept well informed about how my child is getting on.	47	40	9	4	0
I would feel comfortable about approaching the school with questions or a problem.	69	23	3	4	1
The school expects my child to work hard and achieve his or her best.	65	29	4	1	1
The school works closely with parents.	52	40	3	5	0
The school is well led and managed.	59	33	5	2	1
The school is helping my child become mature and responsible.	58	35	4	1	2
The school provides an interesting range of activities outside lessons.	62	31	3	2	2

## **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**

51. Children join the reception class in the September of the school year in which they are five. Those with birthdays between May and August attend in the mornings only until after Christmas. Children joining the school have a wide range of abilities, which varies from year to year although overall attainment is normally average. The school's detailed records suggest that the overall attainment of the current reception children is just below average. The good provision for children in the Foundation Stage ensures they have a good start to their education. By the end of the reception class, most children attain the goals for their age in each area of learning, and progress particularly well in their personal, social and emotional development. This maintains the positive findings of the last report. All the adults working in the reception class have high expectations of the children. They identify children with special educational needs early and provide targeted support so that they make good progress. Improved resources, a weakness identified in the last report, ensure that children experience a wide range of interesting and purposeful activities.

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

52. Children attain high standards in their personal, social and emotional development because the teaching is good. All the adults have good relationships with the children and effectively establish routines to help them settle into school quickly and become confident and enthusiastic. Well-organised and carefully planned lessons ensure children concentrate hard on all of their activities and carry out independent tasks successfully. Children choose to play in the shop, draw pictures or use programs on the computer. The effective teamwork and good relationships between the teacher and nursery nurse acts as a good role model for the children and contribute to the calm atmosphere of the classroom. Praise and clear expectations of behaviour encourage children to work and play happily together and behave well. They dress and undress themselves independently, responding well to reminders such as 'Make a neat, tidy pile' to put their clothes ready for when returning from physical development lessons. Children share well when, for example, they use construction bricks to make 'a basket for teddy's picnic'. They listen carefully to instructions and respond quickly and willingly, when for example, they move to the learning resource room or are asked to tidy up activities.

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

53. Teaching is good and therefore children make good progress in this area of learning, particularly in reading and writing. Effective planning and the use of the 'Jolly Phonics' programme help children to identify letters and sounds in words to support their reading and spelling skills. They enjoy the sounds and actions of letters and letter blends so that they tackle new words confidently. They quickly begin to read and write familiar and common words. Exciting stories and effective questioning increase children's fascination with stories and encourage them to want to read. They take books home regularly and select books from the library, explaining why they have chosen them. Adults extend the children's vocabulary well through effective use and opportunities for them to explain their understanding. For example, when reading the story of 'The big, hungry bear' one child explained 'disguise' as 'you don't look how you usually look'. During a physical development lesson, children expressed 'balancing' as 'keeping really still'. Although adults interact well with children in small groups and organise activities such as the 'shop' when children play and talk together, there are too few opportunities for children to answer questions or explain their learning at the front of the class. In the role-play shop, children ask each other 'Fifty-two p, please,' and talk about the 'customers', but lack confidence when speaking at the

front of the class. Children enjoy writing and extend their skills through opportunities to write letters to Paddington Bear or making a shopping list in the shop. They learn and practise letter formation. They learn to see the value of writing when they make books or list what they require to make a model. This enables many children to attain good standards in their writing. Higher attaining children write independently using some commonly spelt words and attempt others using phonics.

### **Mathematical development**

54. Children show enthusiasm for mathematics and make good progress because they experience a wide range of interesting activities through good teaching. They extend their understanding of how to write numbers by forming them with finger painting. Clear explanations and good use of interesting resources enable children to begin to understand adding. For example, they add two sets of coloured plastic frogs by putting them on a log. Higher attaining children divide sets of objects and record different ways of adding to eight. Children select and name shapes, such as triangles, squares and circles, to decorate party hats. Teachers use the plenary session to praise children's efforts and enable them to share their work with others. These sessions provide good opportunities for children to develop their counting skills and to read numbers but limit the times when they can explain their own work or answer questions. Effective planning ensures that tasks match children's abilities and extends their learning well. Good support and carefully planned activities enable children with special educational needs to make good progress.

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

55. Good teaching enables children to make good progress. Children are enthusiastic about the different activities, and work in groups and independently with good levels of concentration. They choose some of their own resources, such as the fillings for their sandwiches or the decorations for teddy's party hat, when picnicking with their teddies. Good organisation and use of adults in the classroom provide opportunities for children to experience and investigate the world about them. For example, they use wet sand to build roads for their toy cars. They have a good understanding of technology through regular use of the computer and programmable toys. They use the mouse confidently and use programs to support their learning. For example, they match objects to numbers and use a drawing program to paint pictures. They investigate the living world by planting sunflower seeds and watching them grow. Good opportunities for children to record what they did or saw support their writing skills well.

### **Physical development**

56. The lack of an outside activity area reduces learning opportunities, although good teaching in well-organised lessons enables children to make good progress with their physical development. Clear explanations and demonstrations enable children to use apparatus in the hall with safety and control. They climb up and through climbing apparatus. They balance on a bench or gymnastic table using different parts of their bodies, jumping and bending their knees on landing, and roll forwards or on their sides. They enjoy using different pieces of apparatus and demonstrating to others what they can do. When listening to a story with music, they join in with words and actions, moving with control, co-ordination and imagination. However, there are no resources or secure area where children can take part in outdoor activities on a daily basis. This limits their opportunities to use wheeled toys or to experiment with large or small equipment in their own games.

### **Creative development**

57. Children make good progress in this area of learning because teaching is good. Children explore colour, texture and shape and use a range of materials to make pictures and models. For example, they use chalks and pastels to draw sunflowers. They use paint to print patterns and coloured pencils to draw imaginatively. Regular use of painting and drawing programs on the computer enables children to create pictures and patterns. Children sing songs using words and actions and tap out simple rhythms. However, opportunities to experiment with musical instruments are limited. Role-play areas, such as the shop, enable children to play imaginatively as the customers or shopkeepers and to use and reinforce new vocabulary.

## ENGLISH

58. The standard of attainment in English is average by the ages of seven and eleven, as stated in the last report. Pupils in the infant classes make satisfactory progress. By the age of eleven, pupils have effectively built on what they know but standards are still overall in line with the national expectations. Although individual pupils make good progress, there has been considerable and increasing movement in the school's population. In particular, a significant number of pupils with special educational needs have joined the school in recent years. This effects the already substantial variations in the overall attainments and progress of different year groups. Teachers and learning support staff give these pupils sufficient support to ensure that they make similar progress to other pupils. Sound management of the subject ensures that teachers place a strong emphasis on the development of pupils' basic literacy skills. Teachers give pupils good opportunities to apply their developing skills in other subjects. For example, pupils write in different forms throughout the school, particularly in subjects such as history and geography.
59. Teachers pay good attention throughout the school to developing pupils' speaking and listening skills. Infant pupils confidently present their findings verbally, such as about Victorian toys being stuffed with sawdust or how compound words are formed. They listen to each other in a climate of respect. They listen to their teachers and learning support assistants carefully, as they know it is in their interest to do so. In the junior classes, pupils use, and are expected to use, an increasingly wide vocabulary, and they adjust their explanations to suit a variety of audiences. They speak clearly to the whole school in assemblies, and conduct mature conversations with visitors over lunch. Key contributions to this good development of pupils' speaking and listening are the weekly aural French sessions from which all pupils benefit. In addition, drama lessons at the upper end of the school teach pupils useful techniques, including voice projection and characterisation. Pupils work very effectively with each other to produce coherent presentations.
60. Infant pupils continue the good start to reading they made in the reception class. They strengthen their knowledge of letters and sounds, so that they can build up new words. Very good work is done to extend their vocabulary. By the end of Year 2, pupils have a secure knowledge of compound words such as 'basketball' or 'cupboard' and explain, 'You get two words and put them together to make one long word'. They are generally reading at average levels, although some pupils read very fluently with quite mature understanding. Others, however, do not find the written word at all easy to master. Pupils build on this basic knowledge in the junior classes and, by the end of Year 6, read for information and pleasure, and take a keen interest in the comparison of film and book. Two such situations are J.K. Rowling's 'Harry Potter and the Philosopher's Stone', and Philippa Pearce's 'Tom's Midnight Garden'. In both cases pupils said they preferred the book, 'because it had more detail in it'. The newly developed library is a very pleasant place to be, and encourages a love of books and reading. It has enough fiction and non-fiction books to support the work of the school. The development of research skills is given good attention throughout the school. All pupils show a willingness to find out things for themselves when asked, using either the Internet or the books in the school and local libraries.

61. Throughout the school, pupils produce increasingly well-written text that supports their learning in many subjects. As a result, Year 6 pupils give, for example, clear accounts of their scientific experiments. Pupils make careful notes of their thought processes when designing an item for design technology. Pupils in Years 5 and 6 support their learning in history with graphic descriptions of the horrors of life for poor children in Victorian times. Pupils take very good notes, and this element has clearly been given very thorough attention throughout the school. As a result, pupils often encapsulate their thoughts in a few words, which helps them to think more logically. Pupils apply their developing skills well, for example when the oldest pupils write an information leaflet on the development of wasteland into a community park. Some more able pupils in this task have a secure command of this way of writing, and devise telling phrases describing the transformation of the land from wasteland to a green and pleasant haven for humans and wildlife. One pupil described the land before the park by means of the elegant metaphor 'covered with a blanket of pollution'. This exciting work is the culmination of very hard work by both teachers and pupils. It represents a good improvement since the last inspection, when writing was noted to be a weakness
62. Spelling, handwriting and presentation skills are taught from Year 1, and this has a good effect on the look of pupils' work and the pride they take in it. Increasing numbers of pupils write using a word processor, and this is developing useful keyboard and phonic skills. The learning support assistants and volunteers in the school make an invaluable contribution to the pupils' achievements. This is particularly apparent when they work with those pupils who find reading and writing very difficult.
63. The qualities of teaching and learning are consistently good, and very good attention is paid to the pupils in each year group who do not find English to be their easiest subject. Effectively, pupils in the junior classes are placed in groups according to their abilities for English. Teachers find this helpful, but do not consistently adapt tasks, within the main task, to match each pupil's ability and learning style. As a result, small but important opportunities to raise attainment further are sometimes missed. Although most pupils know at what level they work, few of them know what they have to do in order to improve. Adults in the school have high expectations of pupils' effort and good behaviour, and the pupils respond well and willingly to these, in their lessons. Teachers use homework effectively to reinforce learning and reading, and pupils respond positively to this, as they do to all aspects of the subject.

## **MATHEMATICS**

64. Pupils' overall attainment is average by the ages of seven and eleven, similar to that shown in the last report. However, pupils now make good progress through the school because of good teaching making effective use of national guidance. These standards reflect the school's National Curriculum results, which are limited by the substantial number of pupils who leave and join the school during the year, often close to the time of the national assessments. Significantly, the general attainment of such pupils leaving the school has been above that of pupils joining. Lower attaining pupils through the school, including those with special educational needs, make good progress. There are no consistent or significant differences in the achievements of boys and girls. Pupils have good opportunities to use their numeracy skills in other subjects such as design and technology. Teachers use ICT effectively to support pupils' learning, particularly in Years 5 and 6, where pupils are proficient in sophisticated computer programs, such as presentation software.
65. Teachers are making greater use of national guidance to plan their lessons. This has been particularly effective in increasing pupils' mental arithmetic skills. New planning increasingly challenges infant pupils, an improvement since the last report. Year 1 pupils, for example,

have confidence when identifying and ordering numbers up to 50, and identify the tens and the units. Pupils show good levels of interest in aspects of mathematics. They enthusiastically respond to questioning, increasing the speed of their answers. By the age of seven, pupils confidently use measures including rulers, metre sticks, thermometers and clocks. They calculate addition and subtraction of numbers up to and above 100. They can deal with giving change from sums over one pound. Most recognise a range of two-dimensional and solid shapes, correctly identifying some of their properties.

66. In the junior classes, teachers build effectively on pupils' earlier learning. Although standards in Year 3 are below average, good organisation and well-matched tasks are helping pupils to learn well. For example, their confidence in recalling simple multiplication facts grew well as they applied them to word problems. Year 4 pupils have above average knowledge of a range of ways of drawing graphs and they collect and display information carefully. Many higher attaining pupils make connections between this work and their experiences in ICT of spreadsheets and graphing programs. By the age of eleven, pupils use all four rules of number in calculations above one thousand. Some deal confidently with two places of decimals and convert simple fractions into decimals and percentages. Pupils calculate averages and the area of a number of shapes. Pupils' speed of responses to mental arithmetic questions is improving through teachers' emphasis on quick responses and correct mathematical language. A significant number of higher-attaining pupils achieve above the nationally expected levels, showing good skills in tackling problems.
67. Teachers' strong positive relationships ensure that pupils' attitudes to mathematics are good. Pupils show keen interest in teachers' effective questioning within the mental starter to most lessons. In the best lessons, this work is closely matched to pupils' abilities, and pupils react well to the level of challenge. Teachers know pupils' capabilities and ensure that each child has to work hard and at a good pace to succeed at the expected level. Pupils' concentration is maintained well throughout lessons and they show determination as they persevere to complete tasks. Pupils understand the importance of mathematics and older pupils can usually give examples of its use in the real world. They work together well and share their personal expertise sensibly. All are happy to approach their teacher if there is an aspect causing them difficulty.
68. Teaching is good and teachers make effective use of the revised and improved curriculum materials. In particular, they use assessment of pupils' achievements effectively to track progress and target further work. As a result, pupils have work more precisely matched to their needs that helps them to learn more effectively. Teachers have sufficient subject knowledge and plan lessons well to feature a variety of approaches with good pace. They anticipate potential errors and misconceptions and are ready with clear explanations to maintain brisk pace and good use of time. Support staff are very effectively deployed and have good understanding of their role in promoting learning. Pupils with special educational needs often receive additional help from classroom assistants and make good individual progress as a result. In the junior years, teachers successfully use assessment information to group pupils by ability or identify groups for additional support. This gives teachers and support staff more opportunities to focus on the specific needs of the different groups of pupils.
69. The management of the subject is good and the co-ordinator has worked effectively to identify how to improve the subject. She has introduced a number of good strategies that are having a positive effect on the quality of teaching and attendant standards.

## SCIENCE

70. Standards of attainment are broadly average by the end of Year 2 and Year 6, as they were at the time of the previous inspection. However, teaching is now good throughout the school and teachers use national guidance well to plan their lessons. These are improvements since the last inspection and ensure that pupils achieve well. All pupils, including those with special educational needs, make good progress. The enthusiasm of the co-ordinator and related events organised for pupils, parents and other adults has raised the profile of science in the school.
71. Teachers plan many of their lessons to include observations or investigations. They stress the importance of fair testing and pupils establish an increasing understanding of this as they move through the school. In Year 1, pupils suggest methods of testing different sized toy vehicles to see which goes the furthest. They suggest measuring the distance from a given point and how to push them to make it fair. Pupils in Year 2 investigating how the height of a ramp affected speed and distance, correctly identified all the factors that must remain the same. They predicted what might happen and recorded their findings on worksheets.
72. In the junior classes, teachers encourage pupils to make predictions based on earlier experiments. For example, Year 3 pupils suggested what could occur when solids are mixed with water. Years 5 and 6 pupils predict and test how weight, through adding paperclips, and length of wing affect the performance of a paper spinner. Pupils learn how to record their findings in charts given by the teachers so that, by Year 6, they make graphs, charts and tables to present their observations. By the end of Year 6, pupils investigate decay in food and explain the conditions for growth of micro organisms. They separate solids from liquids using filtration and evaporation. They explain gravitational forces and use Newtons to measure mass and force. Higher attaining pupils understand the need to repeat experiments to obtain accurate results.
73. The quality of teaching and learning is good. Strengths of teaching lie in the use of the new curriculum guidance and opportunities for pupils to learn through observation and investigation. Teachers explain activities clearly, so pupils concentrate on what is expected of them. Probing questioning such as 'What is happening when...?' or 'Why do you think the springs move on your bike?' extends pupils' thinking about scientific ideas. Good relationships and interesting activities ensure pupils maintain their concentration and behave very well. Teachers and classroom assistants provide good support for pupils with special educational needs and planning usually takes account of their needs, so their progress is good.
74. However, teachers do not consistently use assessments of what pupils can or cannot do to adapt their planning. Work does not always challenge the brighter pupils to ensure they reach higher levels of attainment. For example, Year 6 pupils were not asked to present a hypothesis before their investigation. Teachers explain and use scientific language well, such as 'expand' and 'contract', so pupils use it correctly themselves when explaining their work. Most lessons move at a brisk pace so learning is good and little is time wasted. Teachers present good opportunities for pupils to extend their learning in English, mathematics and information and communication technology, particularly through carrying out and recording experiments.

## ART AND DESIGN

75. Although only one lesson was seen in art and design, pupils' past work and teachers' medium term planning show that standards are similar to those expected of pupils at the ages of seven and eleven. These levels of attainment are similar to those indicated in the last report. However, there are signs of improvement and many pupils are developing good skills in drawing. Year 3 pupils' use of a pencil to create light and shade was good and pencil drawing of daffodils by a pupil in Year 4 was well above average for their age.
76. The subject has recently had a change of co-ordinator, and this move is already having a positive effect on standards. Many infant pupils have only limited skills, but these are clearly being built up as a matter of priority, and the curriculum has been adapted to reflect this need. Pupils in Year 6 show a solid knowledge of work in a variety of techniques and styles, which is a useful working basis for them to explore their own ideas. Teachers recently undertook a day's training in wax-resist work, and clay work, and both these exciting elements are to be seen about the school.
77. There is now a clear plan for the progression in the development of skills. Pupils in Year 1, for example, learn how to hold a brush and handle pastels and paint. Their growing expertise is shown in their pictures of bowls of spring bulbs, and paintings of snowmen. These represent almost average levels of attainment, and considerable achievement. Pupils throughout the school work in two and three dimensions. The clay teddy bears, made as part of Year 1 history work, show good attention to detail. In addition, pupils' understanding of construction techniques bodes well for their successes in the future.
78. Pupils at the beginning of the junior years learn the rudiments of perspective and handle them confidently. There is a glorious example where pupils have recreated as a collage Lowry's 'Waiting for the Shop to Open'. They have made cardboard replicas of his mill-town buildings, and paper representations of his 'stick people'. This work shows an excellent sense of perspective and pupils understand why people at the back of the picture are smaller than they are at the front. Wax resist work, seen in Years 3 and 6, shows a very good level of achievement, and average standards amongst the older pupils.
79. Pupils' work is very well displayed throughout the school, and acts as good examples to promote teaching and learning in all classrooms and general areas. However, there are insufficient pictures and artefacts to represent the work of famous artists and to extend pupils' experiences and understanding. The use of sketchbooks is very valuable. In them, pupils draft ideas of, say, the shading needed to represent the bark on a log in Year 5, and this enables them to gain real insight about how they might improve drawing and illustration. Pupils are generally very keen on art and the Art Club was so oversubscribed at the beginning of the year that there are now two sessions running per week.

## DESIGN AND TECHNOLOGY

80. Pupils reach standards expected for their ages by the end of Year 2 and Year 6. This is an improvement since the last inspection. The school has fully addressed the weaknesses previously identified in the junior classes. Pupils' standards in designing and evaluating their own and other products are now satisfactory. They use a range of joining and finishing techniques successfully. Teachers encourage pupils to measure and construct their designs carefully so they are well finished and attractive. The co-ordinator has worked hard with staff to write and implement a new scheme of work. This ensures pupils experience a wide range of techniques, tools and materials and extend their skills as they move through the school. A thorough audit of resources and links to the scheme of work ensure these are now good.

81. Pupils in the infants use a range of tools and materials to make different articles. They experiment with simple stitches to make bookmarks. They build houses for the 'Three Bears' and add a battery-operated light. By the end of Year 2, pupils design and make buggies from recycled and new materials, using scissors, a drill and glue gun with help. Pupils begin to evaluate their work and suggest ways of changing it in future. Improvements to the school grounds provide opportunities for pupils to design new playground equipment.
82. In the juniors, pupils design increasingly more complex products that often incorporate moving mechanisms. For example, Years 3 and 4 pupils used pneumatics to make pictures and monsters move. They investigate manufactured articles and make detailed drawings of their own designs. Teachers give pupils design briefs that determine certain criteria. For example, pupils in Years 5 and 6 had to design a waterproof shelter for two people. This provided pupils with opportunities to experiment with their own ideas and designs. However, when pupils all use the same skill, for example making a wooden frame, opportunities to evaluate ideas, such as strengthening, are lost. By the end of Year 6, pupils draw labelled designs giving accurate measurements. They experiment with designs by making mock-ups and complete a range of well-finished products. They evaluate their work as they make articles and write detailed evaluations at the end. Although they are clear what they are to do and may write instructions after they have finished, they have too few opportunities to write step-by-step plans.
83. Although only one lesson was seen during the inspection, evidence shows that teaching and learning are good. Teachers plan lessons that enable pupils to evaluate products and design a range of articles that extend their skills well. They use the scheme of work effectively to build on pupils' earlier learning. They provide good opportunities for pupils to experiment with their ideas and to experience a range of tools and materials. Good support for pupils with special educational needs enables them to take a full part in lessons and make good progress. However, pupils do not always have opportunities to write instructions for their designs or have an open design brief. This limits the opportunities when pupils can carry out work independently. New assessment procedures enable teachers to record pupils' achievements but are not always used to plan future work or adapt the curriculum.

## **GEOGRAPHY and HISTORY**

84. These subjects are taught in rotation throughout the year. Pupils' past work and current lessons show average standards of attainment in both subjects, at the ages of seven and eleven. These standards are similar to those described in the last report. However, teaching has improved, particularly through an improved scheme of work, and there is indication that standards are rising.
85. In the infant classes, pupils learn about the seasons and the weather, and keep a weather log. They make maps of where they live, and develop the idea of a map as a 'bird's eye view'. At the beginning of the junior years, they develop these skills and make interesting maps of the school based on aerial photographs. They also compare the facilities available in Burniston and Scarborough. The oldest pupils in the school learn about settlements, and have a very clear understanding that the main reason for a settlement was the availability of a water source. Some of this work shows very good map-reading skills, and a clear ability to negotiate a map accurately using six-figure grid references.
86. In history, younger pupils learn ways to present their own histories and the difference between Victorian toys and the ones they play with. Older pupils learn about life in the Victorian era, and how very different it was for children. Teachers successfully use drama in Years 5 and 6 to illustrate to the pupils the class-consciousness of Victorians. The pupils have been very successful in their studies, and in the empathy they have developed with the

domestic situations in the 19<sup>th</sup> century. They illustrate this by acting out the preparations for important visitors in a large country house. They are very successful in this enterprise, and the 'Head Gardener' gives a masterly display of care for his plants and his staff, in sharp contrast to the tyranny of the 'Butler', the 'Housekeeper', and the 'Cook'. The oldest pupils in the school also learn about the annual and dreaded visit of the school inspector. This is, of course, very timely, and they also have to write a report as if they were the inspector.

87. The quality of teaching is good and teachers ensure that pupils gain a good range of skills, particularly in examining and analysing first-hand evidence. Marking is clear and consistent, and the quality of display of pupils' work is good. Both act as good teaching and learning tools. Teachers take pupils on very good residential courses, which extend pupils' experiences and understanding. Year 5 pupils go to the East Barnby centre, while pupils in Year 6 visit the more physically demanding Carlton Lodge. Although both of these trips enhance geographical understanding, inevitably they carry other interests too, including a substantial contribution to pupils' personal and social development.
88. The school has recently adopted a new scheme of work in geography, which will ensure continuity and progression in pupils' learning. However, teachers have made the wise decision to keep successful parts of the old curriculum, notably the weather element. New geography work for pupils in Years 5 and 6 will start next term, ahead of the planned introduction in September. This is because the school has joined a scheme, in conjunction with the National Trust, to protect the country's coastline, beginning after Easter. This work is particularly interesting because one of the areas for study in both history and geography is Ravenscar and its surrounding bleak and beautiful landscape.
89. Both subjects are properly co-ordinated, though the recent developments in geography would seem to indicate that the subject is poised to make a major contribution to pupils' knowledge about their world, locally and internationally.

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

90. Pupils' standards of attainment are broadly in line with national expectations at the ages of seven and eleven. However, many pupils are making good progress because of the school's very good action to improve standards after the last report. Current provision and standards are an improvement on the findings of the last inspection report. The school has invested in computers, software and peripherals, particularly in the new computer suite. As a result, pupils are gaining greater confidence, and the pace of learning is improving. In addition, teachers have completed personal training in the subject and all staff are committed to make increasing use of ICT. Teachers include aspects of the subject in most parts of their planning for lessons in other subjects.
91. Infant pupils use applications related to their learning in other subjects. For example, pupils are familiar with the use of audio tape recorders to record and play back sound. Year 1 pupils have growing familiarity with computers and begin to use technical language such as 'icon' and 'mouse' when they talk about their work. They enter data into a simple data-handling program and understand how they are able to get a simple graph of the results. By the end of Year 2, pupils write confidently on computers and edit text. They add clip art to their writing and print out the results.
92. Younger junior pupils show greater understanding and control when using graphing programs. They create a range of different graphs, with labels and titles, and begin to interpret the data. Most are confident when using tools to change the colour and form of their text, and to size and arrange objects on their pages. Some Year 4 pupils control computers well, giving clear instructions to create shapes and patterns of their designs of cars. Older junior pupils have growing proficiency that extends to most aspects of work

with computers. Year 5 pupils, for example, write at length about their experiences on a residential visit. They make good choices of layout, font and colour with increasing attention to the audience for their work. Many are familiar with digital cameras and include photographs and other pictures in their work. By the end of Year 6, pupils use a good range of text and drawing tools when creating pages, often linked with their work in other subjects. They create presentations with good attention given to layout and style. They collect information and record in databases, finding results through simple questioning. They know how to use spreadsheet programs to calculate results such as averages.

93. The teaching of the subject is good, benefiting from a clear school policy and scheme of work. These have helped teachers to focus on the educational value of activities in relation to key skills and the National Curriculum. As a result, there have been significant improvements in the teaching of ICT in the school, and pupils' attitudes to the subject are very positive. They see the place of ICT in their lives and take to new ideas very quickly. Particularly effective use is made of the specialist classroom assistant and the new computer suite to promote pupils' learning. For example, Years 5 and 6 pupils develop good understanding of a line graph through activities based on scientific observations. Teachers devise activities in most aspects of the subject to cover the requirements of the National Curriculum.
94. The co-ordinator and the specialist classroom assistant have worked very effectively and methodically to redress the weaknesses identified in the last report. The new curriculum gives teachers good guidance in their planning and the co-ordinator gives good support. The curriculum makes effective use of national guidance and is linked to a comprehensive assessment system. The system is capable of giving detailed information of each pupil's progress and key targets for improvement. However, teachers do not consistently make full use of this information in planning activities to challenge pupils at different levels of attainment.

### **MODERN FOREIGN LANGUAGES (FRENCH)**

95. The provision for French is very good. All children in the school have a weekly lesson, and enjoy this enormously. The lessons are very short and precisely planned, so even very young children speak and understand basic conversational French, learning it as they have learned English. At present, there is almost no written work in these lessons. However, there are logical plans to enable older pupils to develop a familiarity with written French ahead of their move to secondary schools.
96. Children in the reception class have no difficulty at all with the rolling French 'r'. To hear them refer to a red teddy bear as 'rouge', pronounced most beautifully, is a real joy. Older pupils can count to soixante-neuf, and play team games - filles v garçons - in order to reinforce their knowledge. Almost all pupils know the French names for ears, eyes, mouth and nose. They play 'Jacques a dit', the French version of 'Simon Says', with interest, high levels of concentration, and much laughter. Their aural memories are becoming very highly developed through these lessons. The pupils' behaviour, the responsibility they take for their own pronunciation and their attention to the accent of the teacher are all excellent. The standard of pupils' French pronunciation throughout the school is very far above average for English-speaking pupils.
97. Teaching is well prepared, very lively, and specifically, and successfully, aimed at making the pupils enjoy themselves. Pupils willingly accept the constant and rigorous insistence on very good speech as part of the fun. The school is very fortunate in having such a resource and wise to use it so thoroughly.

## MUSIC

98. Pupils as a whole reach the standards expected for their age by the ages of seven and eleven, similar to those described in the last report. A good range of extra-curricular activities, including a choir, instrumental tuition and an orchestra, contributes substantially to many pupils' attainment. These activities interest and motivate pupils well, allowing a number to perform at levels beyond those expected of their age. The school encourages all pupils to gain confidence in performance through frequent opportunities to sing and play in assemblies and at events outside the school. For example, pupils take part in music festivals and perform concerts. They have good opportunities to listen to music, such as in assemblies, and make their own comments on it. They have widened experiences of different styles of music through many good chances to hear performances in school.
99. Throughout the school, pupils enjoy singing in assemblies and during lessons. This is often tuneful, with good control of pitch and volume. Even the youngest pupils quickly learn the words of hymns and sing well. They identify a wide range of instruments and describe aspects of their sounds. They understand aspects of notating music and Year 1 pupils learn quickly how to respond correctly to directions when performing. They show good levels of enjoyment and excitement when joining in with a wide range of songs and rhymes.
100. Pupils in the junior classes extend their understanding and performance of music through the school. Many develop an impressive musical vocabulary to describe their work. Some orchestra pupils, for example, correctly use terms such as legato, crescendo and diminuendo to describe music. The many pupils in the choir improve their control and articulation with a wide repertoire. For example, they sharpened their rhythmic presentation when switching clearly between singing and speaking voices when singing 'Give it a Kick'. Teachers usefully link some music work to learning in other subjects and this supports pupils' learning well. Years 5 and 6 pupils, for example, sing 'At the Mill', linked to their studies of Victorian life. They successfully applied their developing skills with simple instruments when they improvised ostinato patterns to accompany their singing.
101. Teaching is good throughout the school and this enables pupils of all attainments to learn effectively. Teachers' relationships with pupils are consistently very good and this promotes enthusiasm and helps pupils to perform with increasing confidence. Teachers manage classrooms and pupils well and make good use of the school's good resources for the subject to capture attention. They give clear instructions and this gives a good pace to most lessons. A parent, with support from the music co-ordinator, confidently led the orchestra practice. Pupils from Years 4, 5 and 6 improved their performances of some challenging arrangements through well-judged support. This improved aspects of the work of all groups of musicians.
102. The co-ordinator has good personal knowledge of the subject and she has used this successfully to develop a useful scheme of work. There are good plans to continue to revise and improve the curriculum plans to ensure that pupils fully meet national expectations. The co-ordinator has had good opportunities in the past to monitor teaching. She currently supports staff informally in their planning, although the school improvement plan identifies that further monitoring of the subject is scheduled.

## PHYSICAL EDUCATION

103. Pupils' attainment is around that expected for their age by the ages of seven and eleven. Some performances in Year 6 are of a high standard, particularly in games skills. A wide range of activities and opportunities allows all pupils, including those with special educational needs, to make good progress throughout the school. Most pupils exceed the expected standards in swimming by the time they leave the school. The school introduces pupils to an impressive variety of sports. An excellent range of extra-curricular activities is offered, particularly to older pupils, which improves pupils' standards of attainment. There are also good opportunities for older pupils to tackle well-organised adventurous activities within a series of residential visits. The provision for the subject has improved since the last report and there are clear signs that standards are rising.
104. Infant pupils take part with enthusiasm and most explain clearly that they need to 'stretch our muscles' before exercise. They use the large apparatus in the hall with increasing confidence and imagination, mindful of safety requirements. For example, they create a good range of body shapes showing developing control and co-ordination. Pupils are aware of good techniques and actions of other pupils and sometimes comment on them perceptively. Some pupils begin to incorporate these into their own performance. By the age of seven, pupils control their movements well as they move to illustrate a poem. They put simple sequences together effectively and imaginatively to show 'floating' and 'skipping'.
105. In the junior classes, work in games has many good aspects. Teachers' good planning, organisation and high expectations enable pupils to extend simple skills and to move with control and co-ordination. Skills in travelling with a ball, for example, improve over the years and many Year 4 pupils show good control when bouncing a ball and moving. Older pupils apply these skills well in small-scale games of basketball. The wide range of extra-curricular activities that the school provides promotes games skills very effectively. Many of these activities benefit from the enthusiasm and expertise of members of the local community, sometimes at a professional level. By the age of eleven, pupils have made good progress in gymnastics and many reach good standards. Pupils are very aware of safety and health matters and they ensure they warm up in preparation for exercise and cool down after it. Pupils choose and put out apparatus quickly, carefully and with a high degree of co-operation. They perform well-controlled sequences incorporating turns, jumps, and balances. They exercise vigorously, gaining good skills in planning, performing and evaluating their performance.
106. Teaching is good and teachers' high expectations and excellent relationships motivate, challenge and extend pupils' learning. An overall strength of the teaching is the careful development of pupils' skills through the school. The best teaching demonstrates a high level of subject knowledge and most teachers present good role models with evident interest in physical activities and games. As a result, pupils' attitudes to learning are very positive. They are interested and respond enthusiastically to the challenges offered. In some lessons, teachers do not give enough opportunities for pupils to discuss and evaluate performances to indicate ways of improving. However, when done well, such as in a Years 5 and 6 gymnastics lesson, pupils make sensitive criticisms of others' performance. They are willing to accept and act upon suggestions on how to improve.
107. The co-ordinator has very good levels of knowledge and interest. She makes every effort to fulfil the school's aim of providing sporting opportunities for every interest. She has been able to introduce a number of new opportunities for pupils and make improvements to the overall curriculum. For example, she has extended the provision for hockey and this is particularly attracting boys who do not play football.

## RELIGIOUS EDUCATION

108. Standards for pupils by the end of Year 2 and Year 6 fully meet the requirements of the locally agreed syllabus for religious education. This maintains the standards found at the time of the last inspection. Implementation of local and national guidelines and opportunities for pupils to express their feelings through art and drama ensures achievement is good.
109. Infant pupils show a secure understanding of Christian festivals and celebrations, such as Easter, Christmas and Christian baptism. They consider the feelings of people in important events, such as the crucifixion, by becoming an 'eye-witness' or acting out the story told in the Bible. For example, pupils in Year 1 ask questions such as 'Why did they kill Jesus?' and 'What did you feel like when the guards came?' Pupils express feelings of worry or sadness to show they understand why Christians celebrate Easter. They compare the Christian festival of Harvest with the Jewish celebration of Succoth. Pupils listen to stories from the Bible and begin to understand the importance of the Torah in Judaism and the whole Bible to Christians.
110. Pupils in the junior classes widen their knowledge and understanding of different beliefs and faiths. For example, they consider the Creation from the Aboriginal story of 'Dreamtime' and the Bible story told in Genesis. They study the Hindu festival of Diwali and the reasons for the Moslem pilgrimage of Hajj. By the end of Year 6, pupils have a secure understanding of the beliefs and practices of Christians, Hindus and Moslems. They express their feelings sensitively about the Easter story or when discussing the 'pilgrimage of life'. They understand where different faiths worship but have few opportunities to visit different places of worship. However, a number of visitors broaden pupils' knowledge and provide opportunities for them to ask questions about religious beliefs.
111. The quality of teaching and learning is good and this has improved since the last inspection. Good relationships encourage pupils to feel safe when expressing their opinions and feelings. Opportunities to act in role or paint pictures increase pupils' knowledge and understanding of events and situations. Teachers use appropriate vocabulary so pupils use and explain it well. For example, a Year 3 pupil said, 'Betrayal means giving someone away.' Pupils explain Communion and the purposes of bread and wine. Effective questioning probes pupils' understanding and reinforces earlier learning. Discussions, drama and opportunities to express ideas and feelings enable pupils to respond at their own levels. However, some written activities and teachers' marking do not always extend pupils' thinking fully.
112. Although the co-ordinator has introduced new methods of assessing pupils' attainments and staff record achievements, this information is not used consistently to inform future planning. The co-ordinator monitors teaching and learning effectively and has identified this as an area for development.