

# INSPECTION REPORT

## **HUNMANBY PRIMARY SCHOOL**

Hunmanby, Filey

LEA area: North Yorkshire

Unique reference number: 121451

Headteacher: Mr David Metcalfe

Reporting inspector: Mr Geoff Cooper  
23647

Dates of inspection: 25<sup>th</sup> – 26<sup>th</sup> November 2002

Inspection number: 248261

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Priest Close Hunmanby Filey North Yorkshire
Postcode:	YO14 0QH
Telephone number:	01723 890350
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Milnes
Date of previous inspection:	16 <sup>th</sup> - 19 <sup>th</sup> March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

A total of 215 boys and girls aged four to 11 attend Hunmanby Community Primary School. Almost all the pupils come from a British white background. All pupils speak English as their first language. Within a broad band of prior learning and experience, attainment on entry to school is average. A below average number of pupils are identified as having learning difficulties and one pupil has a statement of special educational need. The school is situated in a pleasant village setting, close to the town of Filey on the East coast of England. Overall, the area is a little more advantaged than disadvantaged. The proportion of the pupils entitled to a free school meal is less than in most schools.

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

Hunmanby Primary is a good school. By the time they are 11, pupils achieve standards that are above those expected for their age. Teaching and learning is good throughout the school. During a potentially difficult time between the resignation of the previous headteacher and the new headteacher taking up her post, the school is being led and managed well. It provides good value for money.

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

- Standards of work seen are above average, especially in English and mathematics. The pupils achieve well.
- Teaching and learning and leadership and management are consistently good.
- The school has a strongly positive atmosphere for work that results in good learning and good personal standards. Resources and the display of the pupils' work contribute well to the progress pupils make.
- Enrichment to the curriculum is well developed through visitors to school, visits out of school and a broad range of activities out of school hours.
- The school has a strong and healthy working relationship with parents.

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

The following areas for improvement should be read in the light of the very significant strengths of the school:

- For pupils in Years 1 to 6, annual reports to parents on their children's progress do not meet requirements.
- The role of those subject managers whose subject has not been a focus in the school improvement plan is not well developed.
- The school is unclear about what direction its religious education curriculum should take.
- Governors have no formal structure for managing visits to the school.
- Although the school has sufficient resources for most subjects, there are shortages in history and in the Foundation Stage.

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

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

Improvement since the previous inspection in March 1997 has been good. Results of National Curriculum tests have risen above the national trend of improvement. The school has gone a long way towards resolving the key issues of the previous inspection. There is still room to improve the role of some subject managers in their overview of standards and teaching and learning in their subject area. Overall, the quality of teaching is better than it was at the previous inspection, including a higher proportion of very good and good lessons.

## STANDARDS

The table shows the standards achieved by the 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	B	B	C	C
Mathematics	A	A	A	A
Science	A	A	B	B

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

The results of National Curriculum standard tests for 11-year-olds have been consistently above or well above average in recent years, exceeding the national trend of improvement. The only exception to this was in English in 2002, when results were average. When results for 2002 are compared with those of schools in a similar social and economic setting, English was average, mathematics well above average and science above average. More pupils in the 2002 year group had learning difficulties in English than is normal in the school. Despite intervention strategies to boost their learning, a higher proportion than is usual did not reach the expected level for their age. The results of National Curriculum standard tests for seven-year-olds in 2002 show a great improvement on those for 2001. Reading, writing and mathematics results were well above average for all schools and for schools in a similar setting. Given their broadly average attainment on entry to full time school, the pupils achieve well because they make at least good progress, and often very good progress, as they pass through the school. The school sets targets for 11-year-olds based on their prior attainment. The targets for 2002 were exceeded. The targets set for 2003 are much more challenging. The pupils are on track to meet the targets set for them.

In the work seen during the inspection, children in the Foundation Stage make satisfactory progress and are on course to match the areas of learning expected for their age. Progress accelerates as the pupils work their way through the school. This is the case for higher attaining pupils and for the pupils who find learning difficult. The result is that standards are above average when the pupils are seven and 11, particularly in English and mathematics. The pupils benefit a great deal from strong teaching in literacy and numeracy and make good gains in acquiring basic skills. Because science and information and communication technology are well taught, pupils achieve well in these subjects. Written work seen in other subjects, such as history, geography and religious education, is above average and well supported by a range of learning skills in literacy, numeracy and information and communication technology. Overall, achievement is good throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are very positive about their school life.
Behaviour, in and out of classrooms	Very good. Pupils get the most out of lesson time because they are well behaved. They get on very well with each other at play. There has been one recent temporary exclusion.
Personal development and relationships	Very good. The pupils are mature and sensible. They share resources and work well together.
Attendance	Satisfactory. Most pupils attend well. A small number have erratic attendance.

## TEACHING AND LEARNING

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

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

Teaching is good overall throughout the school and strongest in Years 3 to 6. In the lessons seen, more than one in three was very good and one in two was good. Two lessons were judged to be satisfactory. The school has adapted well to the national strategies for teaching literacy and numeracy. Both English and mathematics are taught well and, as a result, pupils make good progress in their learning, especially in the acquisition of the basic skills of English and mathematics. This helps them to attain standards above those expected for their ages. Higher attaining pupils have stimulating and challenging tasks. Pupils with learning difficulties make good progress through tasks modified for their needs and through the support they get in lessons. Lessons are well planned. Most teachers take lessons at a brisk pace and use their subject knowledge effectively. Good relationships between adults and pupils help maintain very good behaviour and concentration. The pupils learn effectively. They settle quickly and persevere at tasks, getting through a good volume of work. In the satisfactory lessons, the pace was less brisk and the pupils were not clear about what they were expected to learn.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Except for religious education, the curriculum meets statutory requirements. There is good enrichment through visits out of school, interesting visitors into school and through activities out of school hours.
Provision for pupils with special educational needs	Good. Pupils with learning difficulties are well supported through individual targets for learning and tasks that are well designed for their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There are particular strengths in moral and social provision. This has a very strong effect on attitudes and behaviour. Cultural provision is less well catered for, especially in making the pupils aware of life in a diverse society.
How well the school cares for its pupils	Good. Careful records are maintained to keep a watchful eye on the pupils' progress. The school caters well for all aspects of pupil welfare and child protection.

The school works well in partnership with parents. There is a great deal of confidence in the home and school relationship. However, annual reports to parents do not give enough guidance about progress in each subject of the curriculum.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The school is being well led during a changeover of headteacher. Senior staff fill their role well. Some subject managers have had insufficient opportunity to keep a watchful eye on standards and teaching and learning in their subjects.
How well the governors fulfil their responsibilities	Good. Governors are committed and active in their role. They have no formal structure for visiting the school to ensure they fully know what is happening, although they receive good information from the head and from subject managers.
The school's evaluation of its performance	Very good. The management knows the school well and takes the action necessary to make improvements. The principles of best value are applied well.
The strategic use of resources	Good. Available finance is well spent on human and material resources. Some classes have large numbers of pupils. Resources for history are in short supply. Insufficient has been done to provide a secure outdoor play area for the Foundation Stage and to make equipment available for this.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and make good progress.</li> <li>• Teaching and learning and leadership and management are good.</li> <li>• Behaviour is good and the school has high expectations of the pupils.</li> <li>• The school helps their children to become more mature and responsible.</li> <li>• They can feel comfortable approaching the school with questions or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities out of school hours.</li> <li>• The information they get about their children's progress.</li> </ul>

The inspection team agrees wholeheartedly with parents' positive comments. Parents have a good understanding of the strengths of the school. The team also agrees with the minority of parents who do not feel well informed about their children's progress. Written reports do not report subjects separately and do not give sufficient information about pupils' progress. The range of activities out of school hours is good and includes opportunities for additional sport and music. Most lunchtime and after-school clubs are for older pupils and this is usual in primary schools. At their pre-inspection meeting with the registered inspector, some parents expressed concerns about large classes and mixed age range classes. There are two unusually large classes and one class with pupils from different year groups. At present the inspection team does not think that these arrangements are a barrier to progress. The governors are both aware of the potential problems and of parental concern.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards of work seen are above average, especially in English and mathematics. The pupils achieve well.**

1. In the written sample of work seen and in lessons the pupils consistently achieve standards above those expected for their age. This is particularly the case in English and in mathematics, confirming the results of the most recent National Curriculum standard tests. There have been years when results have been rather different, but this is not unusual with a relatively small group of pupils in each year group. For example, the results for seven-year-olds in 2002 were well above average in reading, writing and mathematics, while in 2001 they were well below average. In 2002, the results for 11-year-olds were well above average in mathematics and science, and average in English. The school tracks these differences. Both the lower results for seven-year-olds in 2001 and the result for English in 2002 for 11-year-olds were expected. Specific intervention to support lower attaining pupils raised their attainment but not sufficiently for them to gain national standards. The school's trend in test results for 11-year-olds is consistently above the national trend of improvement.
2. In English, pupils speak and listen better than is usually found with others of their age. They focus well on what the teachers have to say and listen well to other pupils. This means that they learn well, because they get accurate and informative messages. Almost all pupils are articulate, many of them with well-developed vocabulary and able to give well-structured arguments. This was particularly noticeable in a science lesson, when a pupil gave an erudite explanation of how different materials both conserve heat and act as faster or slower heat conductors. Because relationships are very good among the pupils and between the pupils and all adults working in classes, they speak out confidently. No one is afraid of being wrong and there is a great deal of encouragement through additional discussion to learn from mistakes. Good achievement in speaking and listening contributes significantly to the overall standards attained.
3. Reading is good throughout the school. Pupils access shared texts confidently in literacy lessons, showing through their response that not only can they read the words but that they understand the meaning of the text. For example, the pupils in Year 2 read 'The Birthday Present,' with individuals reading the voices of different characters and the rest of the class reading the part of narrator. Similarly, Year 5 pupils read a factual historical text and showed their understanding by turning it into bullet pointed notes. Pupils discuss reading with enthusiasm. Year 6 pupils have a very good understanding of the way book features can be used to access information. They have wide tastes in reading. They have very definite tastes and name the authors they appreciate. Few like non-fiction books to follow-up personal interests but a significant proportion read poetry for their own enjoyment. Pupils in Year 3 study the character 'Gollum' from 'The Hobbit' by JRR Tolkien, and clearly appreciate the terrifying aspects of his personality.
4. Pupils write freely and imaginatively. They practise cursive writing from Year 1. Although good techniques in handwriting are being learned, many do not transfer their skills into their day-to-day work until they reach the Years 4, 5 and 6. By the time they are 11, pupils write clearly, legibly and with a good style of handwriting.

Progress in writing is steady and regular in each year group with the cumulative effect that the pupils write with powerful use of vocabulary, sentence structure and accuracy by the time they are 11. A good feature of the work is that the work that teachers give pupils to do matches well their prior levels of attainment and this is a good incentive to progress. For example, higher attaining pupils in Year 1 write independently about friendship, creating their own valid sentences and getting through a good volume of work. Average attaining pupils write to a similar theme but have a teacher-designed prompt to support their work. Lower attaining pupils have a different prompt in recognition of their needs and additionally have adult support to help them make progress. The result is that all pupils do well according to their capabilities and the teacher is able to say to the whole class, 'Well done! I wanted a good piece of work today and I've got it'. By the time they are 11, the pupils read poetry that includes personification and, understanding the concept, write powerful poetry of their own, full of imagery and word play, personifying night.

5. Standards in mathematics are similarly strong. Year 1 and 2 pupils have well developed counting skills. They count forwards and back confidently. Higher attaining pupils do this to 100 and above. Few pupils hesitate or make errors when adding on individually. Some pupils with learning difficulties find it difficult to count on from 59 to 60. Pupils learn to count in groups of four and five, using body parts and rhythms to help them memorise number facts. All pupils make good progress because the teacher pinpoints pupils of differing ability to answer questions appropriate to their prior attainment. Year 2 pupils understand how to calculate one half and one quarter, although some find shading a quarter of a more complex shape difficult. In the exercise books seen, the pupils of this age produce a good volume of neat, accurate and well-presented work.
6. Year 3 pupils warm-up their mental mathematics skills with very brisk counting in multiples of 5 and 15 as preparation for their work on telling the time. They use the technical language of multiplication confidently. All pupils know the common units of time, higher attaining pupils successfully identifying the longer periods such as decade, century and millennium. The pupils who find learning difficult do not get beyond hours independently, but instantly recognise day and week as units of time when prompted. Higher attaining pupils in Year 5 and Year 6 used whiteboards in a very brisk session to calculate the difference between two numbers and to round numbers up and down. They did so very accurately, sometimes to three digits and also with calculations involving decimals. These pupils make good use of opportunities to explain to others how they worked out the answer correctly. Pupils with learning difficulties calculate area and perimeter using different methods, gradually understanding that, if they know the number facts, they can use a formula for their calculations, which is faster and more accurate than counting. As the lesson progresses, they identify that the area of a triangle is half that of a rectangle with the same height and base. The progress pupils make benefits from interesting tasks and the pupils' powerful concentration.
7. Evidence of good standards in other subjects of the curriculum is less comprehensive, but none the less convincing. Science is good throughout the school because the pupils get practical experiences when they learn to work as 'young scientists.' Their written work shows a secure understanding of scientific methods. Pupils in Years 1 and 2 collect evidence, turn it into tables and then prepare graphs to clarify what their evidence shows. Work takes place in a buzz of activity as they investigate bulbs, batteries and connecting wires. They light one bulb with a working circuit then observe what happens when they introduce another bulb. They assemble more complex circuits involving buzzers and motors. They find this exciting and this

increases their capacity for higher achievement. They explain clearly why some bulbs burn brighter than others, and why some motors work faster than or slower. Year 4 pupils have a very good understanding for their age of scientific principles and fair testing. For example, they quickly identify that the containers for hot liquid are not made of the same material and that the investigation will be flawed as a result. Throughout the school, good displays of art, both two-dimensional and in three dimensions, exemplify the good standards attained. Attainment in history is restricted only by a lack of resources to support learning. The school is beginning to use its relatively new computer suite well, both to work to higher standards of attainment in information and communication technology and to use computers to support learning in a good range of other subjects. For example, good word processing skills are used well to display pupils' written work attractively. Year 5 pupils were thrilled at their 'crime busting' skills as they used a database to help 'Sherlock Holmes' solve a range of simulated offences.

### **Teaching and learning and leadership and management are consistently good.**

8. Teaching and learning has significant strengths throughout the school. Behaviour is always well managed. Pupils are attentive and make the most of their learning opportunities because they are dealt with consistently and fairly. Lessons are well planned with the result that teachers take lessons confidently and purposefully. Pupils then pay good attention to their teachers, work hard and get a good amount of work done. Most lessons have a good introduction. During this the teacher encourages the pupils to talk about what they already know to assess where the lesson should start. Then there is a time for introducing new learning with a good session so pupils can practise new skills and consolidate existing learning. Many lessons have a concluding session that checks up on what has been learned. Discussions are held with the pupils about what they are expected to learn. These 'learning objectives' are displayed in the classroom to keep the pupils aware of what they need to do and learn. The quality of teaching and learning has improved since the previous inspection. In particular, there is a higher rate of good and very good teaching.
9. Children in the Foundation Stage (reception class) are well settled. One factor in this is that all lessons seen during the inspection, including the work of a student teacher in training, were at least good. One session was very good. Relationships are very positive, encouraging children to focus on their tasks and to speak out confidently and clearly. As a result, children build well on their prior knowledge and understanding. They get praise and this gives them the incentive to try out new ideas, and to work hard at acquiring new skills. Adults are available to give help as required, but wisely motivate children to be independent, for example when changing for physical activities. Different activities are well designed to be interesting and enjoyable. Children have fun as they learn.
10. All lessons seen in Years 1 and 2 were good. Lessons are well planned and teachers make good use of their extensive subject knowledge. They have good strategies for using the skills and talents of additional adults in the class. This is beneficial to the learning of all pupils, but especially helpful to those with learning difficulties. The additional support helps them work hard towards the targets on their individual learning plans. Teachers have good methods of setting work that matches the needs of all pupils. Higher attaining pupils are stretched challenged because of the demands made upon them, to get through tasks quickly and accurately and to work more independently. Tasks are carefully modified to meet the different learning needs of pupils who find work difficult. Teachers have good skills when teaching

literacy and numeracy and this ensures that the pupils learn basic English and mathematics skills. Pupils get a great deal of encouragement when they have done well. For example, in a concluding session, when the teacher questioned pupils to identify the progress they had made, she gave appropriate praise, thus motivating them towards further learning. The Year 1 class that also has a small number of Year 2 pupils is well managed, with skilful use made of additional adults to overcome some of the planning challenges.

11. In Years 3 to 6 there were almost equal numbers of lessons judged to be good or very good. This included lessons given by a newly qualified teacher. Two lessons were satisfactory. Almost all lessons with these year groups are brisk and purposeful. Teachers have strong subject knowledge, which they use to challenge and inspire the pupils as they learn. This ensures that the standards achieved when the pupils are seven (at the end of Year 2) are built well upon through the progress made up to the age of eleven. Good use is made of the teachers' knowledge of how much progress the pupils are making, to group them within classes, and to group them in Years 5 and 6 by ability in smaller 'sets'. As in Years 1 and 2, a good structure to lessons with a brisk introduction, good opportunities to use new skills and a concluding session to check on learning are characteristics of lessons in Years 3 to 6. Relationships between teachers and pupils are very good. This motivates pupils to want to learn. They enjoy their tasks and work hard. Concentration is very good and pupils settle very quickly to their work. A good amount of tidy and thoughtfully presented work is the result. The special educational needs co-ordinator makes a significant contribution to the quality of teaching and learning. As well as providing meaningful support for pupils with learning difficulties, she has overseen the school's effective management of the revised code of practice for special educational needs. She works closely with members of staff to ensure that pupils with learning difficulties have appropriate targets on their learning plans.
12. Underpinning improvement in teaching and learning is the way staff are encouraged to develop their professional skills. A key feature of school management lies in its 'monitoring framework', in which lessons are observed and evaluated, and teachers are helped to improve their effectiveness through feedback, discussion and opportunities for further training. A wide range of other management strategies support the work in classrooms. The school has clear aims and objectives, well known to all, that are constant challenges to achieve. School policy making is comprehensive and meaningful. All staff know what is expected of them, in the teaching of different subjects and in the different aspects of the daily life of the school. Improvements are well planned for through the school improvement plan. All staff are involved in producing the plan and governors have an involvement, too. Funding for developments is clearly identified in the plan, which also identifies who is responsible for which priority.
13. The school is at a challenging time in its development. A long-serving headteacher has retired. A new headteacher has been appointed but has not yet been able to take up her post. During the intervening period, a temporary headteacher has led and managed the school well. He is popular with the pupils. Parents, staff and governors appreciate the skills he has brought to bear on the work of the school. He has been well supported by all staff, but particularly by the senior staff who fulfil a meaningful role in both the day-to-day and long-term management of the school. Governors are well placed to make wise decisions on the school's behalf because they are very committed and experienced.

14. The school operates as an efficient, calm and orderly organisation. This is because management strategies are well rooted in its day-to-day work. All staff make a significant contribution. The office is well run. The school is well maintained and kept spotlessly clean. There is an effective school meals service. Budget management is efficient with appropriate sums of money spent on accommodation, staffing and most learning resources. These factors have a positive bearing on the quality of learning and the good standards that pupils achieve.

**The school has a strongly positive atmosphere for work that results in good learning and good personal standards. Resources and the display of the pupils' work contribute well to pupils' progress.**

15. The school has an effective network of policies and practices that are designed to secure good behaviour and healthy attitudes to work. These relate closely to the school's aims. The school displays its 'golden rules' prominently in the hall and all classrooms. Some pupils have written their own interpretation of the golden rules in prose and poetry. The essential feature of the rules is the way they state the positive – the 'do's' of life – instilling in pupils what they should do to play a full part in the social and moral life of the school. What the school stands for is very clear to all. This results in all staff treating the pupils evenly and fairly, recognising and praising good work and good attitudes and behaviour. The pupils are also exposed to a positive sense of fun and good humour in many lessons. The pupils know where they stand and what is expected of them. Both teachers and pupils are confident in the good order that results and make the best use of the time available for learning. Good provision is made to raise the self-esteem of the pupils. This is often done through the positive way in which the pupils' efforts are recognised and in the way work is displayed throughout the school. The display of pupils' work is enhanced by teachers' display of constant reminders: about learning objectives, about vocabulary to help understanding in different subjects, prompts to support better attainment in a range of subjects and hints about how to be a good listener so that learning can improve. Assemblies play a major part in setting out school intentions and expectations. This results in pupils having very positive attitudes to their work and to school life. They settle to tasks quickly. They attend out-of-hours clubs at lunchtime and after school with enthusiasm. Awards for good work and good attitudes are eagerly sought. Above all, the pupils are very well behaved. They listen attentively, concentrate for long periods of time and become engrossed in their tasks. Even when the teacher says, 'Lets make it a bit harder now!' they greet the prospect with 'Yeah!' When opportunities are given, they work together meaningfully in pairs and small groups. Although these sessions of cooperative working are rarely quiet because of the discussion and negotiating going on, the work is productive. These positive attitudes and values, and well-managed and organised classrooms make a good environment for learning where teachers plan and manage resources efficiently. The pupils make consistently good progress through and achieve well because the school promotes its learning environment well.

**Enrichment to the curriculum is well developed through visitors to school, visits out of school and a broad range of activities out of school hours.**

16. Apart from some clarification about the status of religious education, the school ensures, through its thorough policies and efficient planning, that the statutory curriculum is well taught. Beyond this, the curriculum is well enriched by a range of provision. Extra-curriculum activities are good. Clubs take place almost every lunchtime and most days after school. These clubs range from opportunities to make music and play additional sport to events such as chess. A minority of parents do not

believe that there is a good range of activities out of hours. It may be that the minority is made up of parents of younger children, for whom there is little provision. However, it is usual that primary schools make additional club provision for its older pupils. As well as school clubs, a before- and after-school club runs on the school premises daily. This is operated and funded privately but is an example of good provision.

17. The school ensures that pupils have a range of in-school experiences that deepen their understanding of the subjects they learn. For example, talented artists visit the school to give pupils the benefit of their skill and experience. The same can be said for musicians and theatre groups. Visitors come to school to lead assemblies. The school reaches out beyond its boundaries, giving the pupils the opportunities to visit the theatre, to take part in art projects and to visit museums. For example, the pupils have visited the Danelaw Viking museum in York and have contributed their paintings and drawings to an exhibition in Scarborough Art Gallery. The benefit of such visits and visitors can be seen in the pupils' deeper understanding of the subjects of the curriculum, raising their expectations of how high their standards can be.

#### **The school has a strong and healthy working relationship with parents.**

18. The response to the questionnaire circulated to parents before the inspection was positive. A higher than usual number of parents returned their completed response. This in itself indicates the level of their interest and involvement in the school. The replies to questions were strongly supportive of the work of the school. In particular, parents singled out the following strong features of the school: their children like school and make good progress; behaviour is good and the school helps their children to become more mature and sensible; teaching is good, and the school is well led and managed. Parents were quick to point out that the acting headteacher has made a profound difference to the way they feel they can approach the school with questions or a problem. The inspection team agrees with the points of strength identified by parents. They know the school well. The school provides them with a good range of information, through regular newsletters, through the school prospectus and the governors' annual report to parents. Parents support the school in a number of practical ways: through the friends of the school; raising money and holding events; helping in classrooms on a voluntary basis; helping with club activities after school, and supporting cultural events, such as visits to art galleries, museums and sporting fixtures. Good relationships exist between adults working in the school and parents. Parents acknowledge that teachers, including the headteacher when necessary, are easily accessible if there is a problem and that they are listened to and get an appropriate response. This additional feature gives security to the pupils and encourages them to be confident learners.

#### **WHAT COULD BE IMPROVED**

##### **Annual reports to parents on their child's progress do not meet requirements.**

19. Although many parents are satisfied with the school's style of reporting to them on the progress of their children, reports do not meet requirements. They do not report pupils' progress in all subjects separately. For example, progress in design and technology is reported alongside information and communication technology. The best reports give parents information about what has been covered, how well their children have progressed and what the next steps in learning should be. The text of reports is specific to individual pupils but the style of reporting gives insufficient information about what progress has been made during the year.

**The role of those subject managers whose subject has not been a focus in the school improvement plan is not well developed.**

20. The school's 'monitoring framework' (the strategy by which standards, planning and the quality of teaching and learning are carefully watched) and improvement plan are strengths of leadership and management. However, the role of some subject managers is not well developed where their subject has not been a priority on the improvement plan. While subject managers, in English and mathematics, for example, have had good opportunities to see lessons to improve standards and the quality of teaching in their subjects, these opportunities have not been extended to some other subjects of the curriculum. This makes it difficult for subject managers to know what needs to be done next to improve standards, teaching and learning.

**The school is unclear about what direction its religious education curriculum should take.**

21. It is a legal requirement that teaching in religious education should be in accordance with the locally agreed syllabus. The elderly school policy is in accordance with this. However, the school prospectus says that teaching in religious education is planned according to the most recent national guidance on the subject. The legal requirements, and the first principles of the school's scheme of work, are not made clear to parents. Within the policy, the school's scheme of work indicates that only a background of Christianity should be taught to the pupils in the reception class. The current provision in the reception class falls into line with this. However, the requirement of national guidance on the curriculum for the Foundation Stage (in this school, those pupils in the reception class) is that the children are given an early understanding of a range of cultures and faiths. (Curriculum guidance for the Foundation Stage, pages 98 and 99) Although the children get some experience of other cultures, this is not being done within the teaching of religious education.

**Governors have no formal structure for managing visits to the school.**

22. Governors have a strong commitment to the school. They get a good range of information from the headteacher's report and from the regular discussions with subject managers through the curriculum sub-committee. Some governors are regular visitors to the school but few see the school at work on a regular basis. There are no formal arrangements for regular focused visits to the school.

**Although the school has sufficient resources for most subjects, there are shortages in history and in the Foundation Stage.**

23. There is skilled teaching in history. Pupils' attainment is restricted only by a lack of resources for the subject. Along with some other subjects of the curriculum, history has not been a focus of the school improvement plan. The school has concentrated on significant national priorities, particularly in English and mathematics. Emerging priorities for other subjects are acknowledged in improvement planning. Some redressing of the balance of funding for subjects is quite urgent. Currently, the school has no safe and secure place for children in the Foundation Stage to play. Nor is there an adequate range of large wheeled toys or other large equipment suitable for the development of gross motor skills, an expectation of the curriculum for children of this age. The school has identified this as a priority. These shortcomings restrict some aspects of school achievement.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. To maintain the improving standards and provision of the school, the headteacher, governors and staff should:
- (1) change the format of annual reports to parents to ensure that all subjects are reported separately and parents are given a good understanding of the progress of their children; (paragraph 19)
  - (2) ensure that all subject managers have the opportunity to keep a watchful eye on standards and teaching and learning in their subject areas in order to improve standards; (paragraph 20)
  - (3) improve planning for religious education in the Foundation Stage, so that all areas of the appropriate learning goals are taught, amend the school's prospectus to ensure that parents are informed of the legal status of religious education and update the school's policy for religious education to ensure that the locally agreed syllabus is taught; (paragraph 21)
  - (4) consider how their understanding of the strengths and weaknesses of the school can be improved by a systematic structure of focused visits for all members of the governing body; (paragraph 22)
  - (5) improve resources for history to capitalise on the good teaching being provided and to raise standards further and provide a safe and secure play area for children in the Foundation Stage with appropriate large wheeled toys. (paragraph 23)

Points 2 and 5 above are already priorities identified in the school's improvement plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	13	2	0	0	0
Percentage	0	35	57	9	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	215
Number of full-time pupils eligible for free school meals	N/A	32

*FTE means full-time equivalent.*

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	18

#### 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	20
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	15	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	14	13	15
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	96 (74)	92 (71)	100 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	13	13	13
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	92 (79)	92 (85)	92 (76)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	25	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	20	19
	Girls	19	21	22
	Total	30	41	41
Percentage of pupils at NC level 4 or above	School	67 (91)	91 (94)	91 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	17	15
	Girls	19	18	19
	Total	31	35	34
Percentage of pupils at NC level 4 or above	School	70 (81)	78 (87)	76 (94)
	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	208	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

## **Teachers and classes**

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

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	23.4
Average class size	30.7

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

Total number of education support staff	7
Total aggregate hours worked per week	130

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

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

*FTE means full-time equivalent.*

## **Financial information**

Financial year	2001 - 2002
	£
Total income	590,492
Total expenditure	596,988
Expenditure per pupil	2,447
Balance brought forward from previous year	52,013
Balance carried forward to next year	45,517

## **Recruitment of teachers**

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	120

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	1	1	3
My child is making good progress in school.	53	38	5	0	4
Behaviour in the school is good.	38	56	2	0	5
My child gets the right amount of work to do at home.	38	48	12	1	2
The teaching is good.	56	38	3	1	3
I am kept well informed about how my child is getting on.	23	48	23	3	3
I would feel comfortable about approaching the school with questions or a problem.	58	37	3	1	1
The school expects my child to work hard and achieve his or her best.	58	38	3	2	0
The school works closely with parents.	30	54	9	2	5
The school is well led and managed.	50	43	2	0	5
The school is helping my child become mature and responsible.	45	48	5	0	2
The school provides an interesting range of activities outside lessons.	25	46	18	2	10

### Other issues raised by parents

A small number of parents expressed concern that the school is now finding it necessary to have children from different year groups in the same class, the result of falling admissions, and that some children are in very large classes. Others wished to express the view that the school has been well led and managed by the acting headteacher, between the resignation of the previous headteacher and the taking up of post by the headteacher designate.