

# INSPECTION REPORT

## **CAWOOD CE VA SCHOOL**

Selby, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121625

Headteacher: Mrs S Lonsdale

Reporting inspector: Mrs J Randall  
1471

Dates of inspection: 23 – 26 September 2002

Inspection number: 248279

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Broad Lane Cawood Selby North Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend A Stoker
Date of previous inspection:	3 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1471	J Randall	Registered inspector	<p>English</p> <p>Art and Design</p> <p>Geography</p> <p>History</p> <p>Physical Education</p> <p>The Foundation Stage</p> <p>Educational Inclusion</p> <p>English as an additional language</p>	<p>What sort of school is it?</p> <p>The school's results and achievements</p> <p>How well are pupils taught?</p> <p>What should the school do to improve further?</p>
13706	G Marsland	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
4926	T Aspin	Team inspector	<p>Mathematics</p> <p>Science</p> <p>Information and Communication Technology</p> <p>Design and Technology</p> <p>Music</p> <p>Special Educational Needs</p>	<p>How good are the curricular and other opportunities offered to pupils?</p> <p>How well is the school led and managed?</p>

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

### **INFORMATION ABOUT THE SCHOOL**

The school serves several villages and some pupils come from a nearby town. Most pupils live in owner-occupied housing and the local village is a dormitory village with some farming families. Fourteen pupils travel by school bus. Pupil mobility is generally low but some pupils transfer out of the school before and at the age of ten to independent schools. The school has 148 boys and girls from the age of 4 to 11-years-old of whom 20 are part-time in the Reception class. There are almost twice as many boys as girls. The size of year groups varies from 12 to 28. No pupil comes from an ethnic minority background or speaks English as an additional language. Very few pupils are in receipt of free school meals. Thirty-seven pupils (25 per cent, above average) are on the school's list of special educational needs. Most of these pupils are at the early stages but with three pupils having statements of special need. In this school the list includes all pupils identified by the school as not yet achieving the expected level for their age. These pupils are not distributed evenly across the school but are disproportionately represented in some year groups with the current Year 6 having 12 such pupils out of 22. There are also significant differences in some year groups in the numbers of pupils born towards the end of the school year with Year 3 having half of its pupils falling into this 'young' category. An extension was built in 2000 and a new classroom in 2001. Prior attainment on entry to the school varies from below average to well above but the overall level is average. Numbers of pupils in Years 1 and 2 rose at the beginning of term and the large class size resulting meant that the school had to make a last minute appointment of a newly qualified supply teacher to cater for this.

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

This is a good and effective school where all concerned are committed to improvement. The leadership and management of the headteacher and deputy headteacher and the senior staff, together with the well-informed governing body are very effective in identifying areas for development and acting on this. Targets are set and there is determination to succeed. There is a very clear vision for the school and teaching is good. Pupils behave well and enjoy school. There is a strong commitment to meeting the needs of all pupils and to respect for all. The very good partnership with parents ensures that the school meets its Christian 'mission of community' well. The school gives good value for money.

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

- Standards in reading are well above average.
- Standards in mathematics are above average.
- Leadership and management are very good.
- Provision for pupils with special educational needs and those who are not yet achieving the nationally expected levels for their age is very good.
- The partnership with parents is very good.
- The school cares very well for its pupils.

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

- Standards in writing in Years 3-6 to match those achieved in reading.
- The resources in the Reception class.

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

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

The school was last inspected in February 1997 and since then it has made good improvement. Building work has created a welcoming and attractive entrance area. An identified weakness in the teaching and attainment in writing has been tackled well. Attainment in science has improved considerably. The three key points for action identified in the previous report have been addressed. National Curriculum requirements for geography are fully covered and teachers have improved their

expertise in teaching this subject. New resources have been purchased and standards have improved. National funding has been used effectively in information and communication technology to train staff and to improve resources. Pupils now use these skills regularly and with confidence. Assessment procedures have improved considerably. Records allow pupils' progress to be tracked throughout the school and are used very effectively to identify pupils requiring an additional boost to meet nationally expected standards or who are underachieving.

## 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
	1999	2000	2001	2001
English	C	A	C	E
Mathematics	B	A	C	D
Science	B	B	E	E

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

In 2001 standards in the national tests for pupils in Year 6 in English and science fell to well below those found in similar schools in English and science and in science when compared with schools nationally. The school rightly identified performance in writing as the weakness in English and began to work to raise standards in this and in science. In English not enough pupils gained the average Level 4 in writing and in science not enough pupils gained the higher Level 5. The unvalidated test data for 2002 shows a very significant increase in the percentage of pupils achieving Level 5 in science when it moved from 8 per cent to 33 per cent. There was an increase of nine per cent in pupils achieving Level 4 in writing. Mathematics also showed an increase in the percentage of pupils achieving the higher level. Inspection evidence shows that despite the significant number of pupils identified as having special educational needs in Year 6, standards in writing have improved. Standards are above average in mathematics, well above in reading and similar to those found nationally in science. In 2001, standards in Year 2 were above average in reading and mathematics and average in writing. They matched those in schools serving similar catchment areas in reading and were below in writing and mathematics. Unvalidated data for 2002 shows that the percentage of pupils reaching the expected Level 2 or above was 91 per cent in reading and writing and 100 per cent in mathematics, despite the unusually large number of pupils with birthdays in the summer term. Inspection findings are that attainment in the present Year 2 is above that expected nationally in reading, writing and science and well above in mathematics. The school did not achieve its targets in 2002 but these were set externally and a number of higher-attaining pupils had left the school in the period before the national tests and one pupil joining the school had special educational needs. Numbers and make-up of year groups differ considerably from year to year in this small school making direct comparisons difficult. The trend of improvement up to 2001 is broadly in line with the national trend despite the fall in attainment in writing and science that year. Information for 2002 is not yet available but the inspection findings are that the school is making good progress in improving standards. Pupils make good progress overall in school. Progress in the Reception class is good and most children achieve the nationally expected learning goals in all aspects with a significant number working well within Level 1 of the National Curriculum in reading, writing and mathematics. Progress and achievement of pupils with all types of special educational needs and of those pupils with attainment that is lower than the standards for their age in English and mathematics is very good. In all other subjects attainment in both in Years 1-2 and 3-6 meets that expected nationally. There was insufficient evidence during the inspection to judge attainment in music. Attainment in design and technology is above that expected nationally in Year 6.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good. Pupils are enthusiastic and respond well.
Behaviour, in and out of classrooms	Behaviour is good and this helps to ensure a good quality of learning.
Personal development and relationships	Relationships are good with mutual respect for all. Pupils respect well the feelings and values of others and are reliable and trustworthy.
Attendance	Attendance rates have improved and are now very good.

## 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.*

Two thirds of teaching observed was good, very good or excellent. Over one third of teaching was very good or excellent. The teaching of the basic skills of literacy, numeracy and information and communication technology is good. Pupils' learning is considerably increased by the very effective and dedicated work of the classroom and pupil support assistants. This is a particular feature of the very good learning and progress of all pupils whose attainment is lower than the expected level for their age. Teachers have improved their skills in teaching writing considerably and this increased skill is now showing in the improved work of pupils. The school is aware of the needs of higher-attaining pupils and they are usually challenged appropriately. This has been a particular factor in pupils' learning in science in Year 6 and is a focus for staff development at present. The very few unsatisfactory lessons were related mainly to unfortunate circumstances and not typical of the overall picture of teaching in the school. The best lessons are lively and well focused on clear learning objectives that are shared and reviewed with pupils. Particularly strong and effective teaching takes place in Years 2 and 6 where pupils make particularly good progress towards the targets set for the national tests and assessments. Teachers are now linking subjects together in such a way as to improve learning in several subjects and to make effective use of time. This is a particularly good development in the teaching of writing where pupils learn the particular skills for different types of writing and how to make it more effective. In some lessons key vocabulary is revised and used and this increases pupils' learning but this emphasis is not yet featured enough in all lessons. Most lessons are exciting and challenging for all groups of pupils, move with a good pace and the teachers have high expectations of participation and behaviour. Work in the Reception class is well structured to provide a good balance of adult-led activity and opportunities for pupils to explore, experiment and imagine.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is of good quality except in the Reception class where it is limited by weaknesses in resources.
Provision for pupils with special educational needs	This is very good and these pupils and those with attainment below that expected nationally for their age make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good. Provision for personal, social, health education and citizenship is good and the school is working on a formal scheme of work. A range of interesting experiences representing world cultures is provided.
How well the school cares for its pupils	The school knows its pupils well. Assessment and recording of attainment and pupils' particular needs are identified systematically. The school ensures very good links with parents and parental involvement has a very good effect on the life of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership ensures a clear direction for the continuing improvement of the school and of pupils' achievement and attainment. The school identifies sensible priorities and concentrates efforts in reviewing subjects to that which can be achieved well at any time.
How well the governors fulfil their responsibilities	The well-informed and supportive governing body fulfils its statutory duties very conscientiously. Although risk assessments have not been completed, procedures are in place for this to be done shortly.
The school's evaluation of its performance	The school evaluates its performance very well, identifies good priorities for improvement and works hard to achieve its goals. Secure procedures are in place to assess and improve the performance of all staff.
The strategic use of resources	The school development plan sets out priorities and targets and links these well to spending. The outcomes of targets and spending are evaluated and research is carried out before commitments are made. Accommodation, staffing and resources are sufficient to meet the demands of the curriculum except in the Reception class where there are weaknesses in resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like school.</li> <li>The school expects hard work and progress and behaviour are good.</li> <li>Parents feel comfortable in approaching the school.</li> </ul>	<ul style="list-style-type: none"> <li>The range of extra-curricular activities provided.</li> </ul>

The inspection team agrees with all the positive views of parents. The range of extra-curricular activities is judged to be good, particularly for a small school.

## **PART B: COMMENTARY**

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

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

1. In 2001, standards in the national tests at the end of Year 2 were above average in reading and mathematics and average in writing. They matched those of similar schools in reading and were below the average for these schools in writing and mathematics. Unvalidated data for 2002 shows that the percentage of pupils reaching the expected Level 2 or above was 91 per cent in reading and writing and 100 per cent in mathematics, despite the unusually large proportion of pupils with birthdays towards the end of the year. In 2001 standards in the national tests for pupils at the end of Year 6 were average in English and mathematics and well below average in science. When compared with similar schools they were well below average in English and science and below average in mathematics. The school rightly identified pupils' performance in writing as a significant weakness and began work to raise standards in this and in science. In English not enough pupils gained the average Level 4 in writing and too few gained above the average level in science. Unvalidated results for 2002 show an increase of nine per cent of pupils gaining Level 4 in writing and the percentage of pupils reaching the higher Level 5 in science rose from eight per cent to 33 per cent. The percentage of pupils gaining Level 4 or above declined slightly but the percentage gaining the higher Level 5 increased. The percentage of pupils gaining the higher level in mathematics also increased.
2. Numbers and the make-up of year groups differ considerably from year to year, making direct comparisons difficult. The present Year 6 has just over half its pupils identified as having special educational needs and the money received to pay for extra support for these pupils is used well and the targeted extra support is making a rapid difference to achievement. The school did not achieve its targets in English and mathematics in 2002 but these were set externally and not based on the school's extensive system for tracking pupils' progress. Also, a number of higher-attaining pupils had left the school in the period between the setting of targets and the tests and one pupil joining the school had special educational needs. Targets for 2003 are realistic but challenging. Inspection evidence shows that the school is likely to achieve them. The difference between attainment at the end of Year 2 and Year 6 is due to the different make-up and size of the year group, the transfer of some pupils to selective schools before Year 6 and the fact that the improvements of new strategies for teaching writing were quicker to influence the quality of pupils' work in Years 1-2 as pupils are younger and less sophisticated work is expected. Despite a much larger number of boys than girls there is no significant difference in attainment.
3. The inspection findings are that attainment in Year 2 is above that expected nationally in reading and writing and science and well above average in mathematics. Despite the high percentage of lower-attaining pupils in Year 6, attainment is above average in mathematics and well above average in reading. The school's efforts to improve writing skills are beginning to show real effects and attainment in writing is similar to that expected nationally in the pupils' present work. Attainment in science is similar to that expected nationally and this is also an improvement.

4. Throughout the school pupils are now making good progress in writing following the very good improvements in teaching. Pupils use their skills more successfully in other subjects, are showing a good improvement in their use of imaginative vocabulary and use better features in the structure of their work. There are still shortcomings in pupils' use and spelling of key words in other subjects as not all teachers focus sufficiently well on this although it is often shown in the planning. This constrains attainment in other subjects, particularly in science where pupils have difficulty in remembering and using technical vocabulary. Pupils across the school have a secure understanding of fair testing and are very knowledgeable about plants and living things. Pupils have developed a love of literature and poetry and this enhances the very good reading skills learned. In mathematics, mental arithmetic skills are secure throughout the school but badly drawn diagrams in Years 3-6 reinforce errors. Pupils use numeracy skills appropriately in other subjects such as design and technology and science. Research skills are well developed through literacy and information and communication technology and pupils use the Internet with confidence in Years 3-6.
5. In information and communication technology pupils across the school attain the standards expected nationally. This is a significant improvement since the previous inspection when they were below average. Pupils are beginning to use these skills in other subjects.
6. Attainment in art and design meets that expected nationally in both years 1-2 and 3-6. Good progress is made in the use and skills of different media and pupils learn of the work of famous artists. Attainment in design and technology is similar to the nationally expected standard in Year 2 and above that in Year 6 where evidence shows that a broad range of skills has been learned and used.
7. Standards in history and geography meet the nationally expected levels and this is significant improvement in geography since the previous inspection. Pupils cover a range of topics and are now incorporating reading, writing and information and communication technology skills into their work. Good use is made of outside visits and visitors to deepen knowledge and understanding.
8. Standards in physical education meet those expected nationally and attainment in swimming is good with most pupils reaching the nationally expected requirement to swim 25 metres by Year 6. No judgement has been made on attainment in music as too few class lessons were seen for this to be secure. Music is a future priority for development in the school. The attainment of a number of pupils is increased through the opportunities to learn an instrument and to play in the school orchestra.
9. Children enter the Reception class with a wide variety of prior attainment but overall attainment is average. By the time they reach the end of this class almost all children reach the nationally expected levels in the six areas of personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the World, physical development and creative development. A significant number of pupils in Year 1, who have just left this class, are working well within Level 1 of the National Curriculum in reading, writing and mathematics. The curriculum is well planned to allow pupils to explore, experiment and be imaginative but the unsatisfactory level of resources inhibits the teaching of these areas of learning although the teacher makes best use of what she has. There is a good focus on both informal and teacher-led learning in literacy and numeracy leading to good progress.

10. Progress and achievement of pupils with all types of special educational needs and those pupils with attainment that is lower than the standard expected for their age in English and mathematics is very good. This is due to the high priority placed on the provision for these pupils and the very good quality of additional support provided by classroom assistants and specialist teachers for special educational needs. The school is aware through observations and its tracking procedures of pupils with higher levels of attainment and plans for these pupils through extra challenge in lessons. This challenge has not always been sufficient in the past, particularly in writing and in science but the school is now much better at this although there are occasions when the overall level of expectation for many pupils is still too low in science.
11. The trend of improvement up to 2001 was broadly in line with the national trend despite the fall in attainment in writing and science that year. Information is not yet available for 2002 but inspection findings are that the school is making good progress in improving standards. This is because the leadership and management of the school by the headteacher and key staff are very good. The school analyses its weaknesses well and keeps very good information on pupils' progress. The whole staff are committed to development and make every effort to improve their practice. The school is not afraid to make changes to its curriculum and ways of working and to seek outside advice. This commitment is a significant feature of the improved attainment.

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

12. Pupils' attitudes to the school are good and have been maintained since the previous inspection. The staff promote pupils' self-esteem well, which encourages them to work hard and take pride in their work. Pupils are enthusiastic and settle quickly down to lessons, listening to what their teachers have to say. They respond well when given instructions. A good example of this was seen in a Year 3 physical education lesson where pupils were developing throwing skills. They particularly enjoy classroom discussions, listen to each other and are prepared to wait to take their turn to speak. This was evident in a Year 3 personal, social, health and cultural education lesson discussing how playtime could be improved. After-school and lunchtime activities, such as football, netball, recorder group and residential visits are all well supported. Positive attitudes contribute well to successful learning and support the school's attempts to raise standards.
13. Behaviour in the school and playground is good, confirming the judgement of the previous inspection. There are effective behaviour and anti-bullying policies in place, which are applied by all staff including lunchtime supervisors who have been trained in behaviour management and because of these most pupils behave well. There were no instances of bullying or challenging behaviour observed during the inspection and there have been no exclusions from the school in the last three years. Pupils know what is expected of them and understand the difference between right and wrong and the effect their actions could have on others. This is because the staff clearly convey their expectations for good behaviour, which ensures the quality of learning in lessons is maintained.
14. Relationships within the school are good. They are caring and friendly, both amongst the pupils themselves and between the pupils and staff. The pupils work together well and are prepared to share where necessary. A good example of this was seen in a Year 1 design and technology lesson, where the pupils shared equipment whilst making musical instruments. At breaks and lunchtimes the pupils talk and play together sociably regardless of gender. There is an overall mutual respect, which acts as a key factor in securing good behaviour and strong relationships.

15. Personal development is good. Pupils respect the feelings, values and beliefs of others. This was evident in a Year 3-6 assembly, where the pupils discussed emotions and feelings without fear or embarrassment. Pupils take responsibility for tasks around the school and are reliable and trustworthy. They act as classroom monitors, prepare the hall for assemblies and carefully take equipment outdoors for games lessons. Year 6 pupils support the younger pupils at the dining tables and in the playground at lunchtime. Older pupils also listen to readers and Year 2 pupils support those in Year 1 in practical lessons such as design and technology. At present the school is developing a school council so that the views of the pupils can be put forward by an elected person from each year group. The pupils are gaining an understanding of the wider global community by raising money for charitable causes such as Comic Relief and the NSPCC. These responsibilities have a good effect on the pupils' personal development.
16. The overall attendance rate for the school has improved in the last year and is now very good. This is because the school has actively discouraged holidays in term-time and parents have responded well. Registration meets legal requirements and is efficiently undertaken. Pupils are punctual for school. The very good levels of attendance and punctuality are supportive of good learning and progress.

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

17. The overall quality of teaching is good. Only a small number of unsatisfactory lessons were seen and over two thirds of teaching observed was good, very good or excellent. Over one third of teaching was very good or excellent. In addition to these observations, the inspection team have taken into consideration the very effective and well-planned work by classroom and pupil support assistants, whose skills and dedication have a significant effect on pupils' learning, particularly for those pupils who have been identified as not yet achieving the expected levels for their age in English and mathematics and those children in the Reception class. Other factors influencing this judgement are the findings that the teaching of basic skills of literacy, numeracy and information and communication technology is good and also the way in which teachers have improved and changed the strategies required to improve pupils' writing. This difficult issue for the school has been tackled by all with a willingness to rethink the ways of working and with a whole school commitment to pupil success. Much time and effort has gone into retraining and the benefit of this hard work is now beginning to show in the pupils' work.
18. The unsatisfactory lessons were spread across subjects and classes in the school. One was an unfortunate misunderstanding of planning prepared before the arrival of a very new-to-the-school, newly qualified, supply teacher, two to shortcomings in teacher knowledge in very small and specialised parts of subjects and a mismanagement of time that was in part due to a circumstance beyond the teacher's control. These lessons were not typical of the work of the school as a whole and all teachers had lessons that were good or better.

19. Particularly strong and effective teaching takes place in the classes for pupils in Years 2 and 6. Here pupils make particularly good progress towards the targets set for the national tests and assessments. The lively, well-focused teaching in Year 6, combined with the very effective and high levels of support for the large percentage of pupils in this class with attainment identified as below the nationally expected level means that these pupils are already showing significant progress and many of these are likely to reach the level required by the end of the school year. In the best lessons clearly identified goals for learning are shared with pupils and they are encouraged to assess for themselves whether or not they have achieved them. A very good example of this was seen when pupils spent several lessons considering ways in which to develop an element of surprise in their work in writing poetry, discussing powerful vocabulary and, for higher-attaining pupils, the use of metaphor. The resulting poems were then shared and analysed to see if they had achieved these aims. In other very effective lessons there is a clear emphasis on the key vocabulary associated with the topic and this is revised at intervals. This was done well in a lesson about rivers where pupils revised and used the appropriate vocabulary and this increased the quality of their learning. Overall in the school, this emphasis on key words is not featured enough and there are missed opportunities to strengthen pupils' retention and literacy skills by this. The best lessons in the school are challenging and exciting for all groups of pupils, move with a good pace and the teachers have high expectations of pupils' participation and behaviour.
20. Teaching of English is good. There is now a clear understanding of the ways in which to develop in pupils the strategies needed to write in different ways and for different audiences. Pupils are taught clearly how the choice of words makes a difference to the quality of their work and they learn the conventions for different kinds of writing and how to use them effectively. Because of this increased focus on writing and the better links between work in English and in other subjects, pupils are using their skills and knowledge in a greater variety of contexts and written work both in English and in other subjects such as history, geography and science is improving. Teaching in mathematics is good. Practical resources are used well when appropriate. Often pupils draw diagrams and shapes badly and reinforce error and teachers do not pay enough attention to this. Mental skills are developed effectively in whole class groups although occasionally these sessions (and other introductory sessions in other subjects), drag on for too long and are used as a test of knowledge rather than a learning process. At this time pupils begin to lose concentration and to fidget. As in English, well-trained, effective support assistants know pupils' individual needs very well, set suitable challenges and devise interesting activities to make learning fun.
21. Teachers teach specific information and communication technology skills well and are beginning to incorporate these skills into work in other subjects. The expertise of recently appointed staff and government funding for training has been effective in improving staff skills. The lack of a large screen makes it difficult for some pupils to follow instructions in whole class teaching sessions and there are some missed opportunities for teachers to use information and communication as a teaching tool, for example in the use of the overhead projector so that pupils can see texts or pictures better although they do use the digital camera. Both teachers and pupils use the Internet for research.
22. Teaching in science has been identified by the school as the latest focus for attention. At present teaching is satisfactory overall but the school is aware of the need to raise teachers' expectations of what pupils can do and achieve and is working hard on this. Planning work in history and geography is made difficult by the need in a small school to have mixed age classes. The school has skilfully developed a cycle of topics where

key learning is identified for different age groups and levels of prior attainment. The visits that pupils make and the visitors that come to school significantly enhance learning in these subjects. The 'Ancient Greek Day' generated much excitement and learning and good work in other subjects such as art and design also resulted from this. Good features of teaching here are the use of texts for class reading that link well with topic work but these are not always large enough for all pupils to see well. Teaching in music is an area where the school has yet to focus. Teachers manage the curriculum by using a published scheme and a music specialist has only just taken responsibility for the subject. Teaching in physical education is good and teachers all understand the need for warm-up and cool-down period at the beginning and end of lessons and health and safety is very well featured in the lessons. No teaching was seen in design and technology.

23. The quality of teaching of children in the Foundation Stage (Reception class) is good and here both the teacher and the classroom assistant understand the needs of young children well and also the requirements of the latest national guidance. There is an appropriate balance of adult-directed activities and opportunities for children to explore, experiment and imagine. Teaching is sometimes made difficult by the lack of suitable resources but best use is always made of what is available, for example imaginative use of old plastic milk crates in the absence of large structural equipment.
24. Teachers have very good relationships with pupils and know them well. In all lessons teachers try to adapt the work to suit different levels of prior attainment and ages. They celebrate achievement and praise is used effectively to encourage pupils to try their best. Marking is usually accurate and up-to-date. Teachers do not mark all errors but discuss work with pupils and teachers and pupils together choose targets for improvement that are recorded in achievement books. Homework plays an appropriate role in learning. Reading is a significant part of homework and pupils in Years 1-2 take home useful work sheets that provide reinforcement of learning in school and pupils in Years 3-6 also complete work at home in other subjects than English and mathematics.
25. Provision for pupils with special educational needs is very good overall. The very good individual education plans that are prepared by teachers, pupils and parents together make sure that everyone is aware of the pupils' special targets. Classroom assistants know the pupils in the classes where they work well, have very good subject expertise and provide very good support during lessons. They recognise achievement and share this with the teacher and the pupils themselves. Activities are carefully planned to meet the pupils' needs. The school is aware of pupils who are higher-attainers and, although expectations have sometimes been too low in the past, particularly in writing and in science, the school has improved teaching and learning for this group in writing and are currently developing a greater understanding of expectations for this group in science.

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

26. The curriculum provided is generally of good quality although there are some weaknesses in the resources for Reception children that limit the curriculum to satisfactory at this stage.



27. In the Reception class every effort is made to provide suitable learning experiences in all the required areas of learning. Deficiencies in the range and quality of practical resources and a sufficiently large secure area for outdoor activity impede this provision and subsequently the children's learning, particularly in imaginative play and in technical learning. Activities here are well planned to provide a balance between those that are carefully guided or led by adults and those that children select for themselves where they experiment and develop initiative and creativity. A suitable emphasis is placed on the development of communication skills and personal and social education.
28. In Years 1 - 6 all subjects of the National Curriculum are taught and an appropriate amount of time given to each subject. Within each of the National Curriculum subjects care is taken to cover all requirements, although music is the least secure. First-hand and high quality experiences broaden pupils' experience, through the use of visits, visitors and the local community and make the lessons relevant to the pupils themselves. For example in geography, following the theme of water, pupils collected data from their own homes over a week to help them understand how much water is used in our society for domestic purposes. In the previous inspection, geography and information and communication technology were identified as areas needing improvement. Since then provision in both subjects have improved considerably. All pupils have equality of access to all subjects and other aspects of school life.
29. Planning has also improved since the previous inspection. Teams of teachers meet regularly to plan together, to make sure that pupils in the same year group but in different classes have similar experiences, that objectives are set for each year group in each subject, and that the breadth of the curriculum is covered. Planning in English and mathematics is rigorous and specific learning targets are very clearly defined. There are still some inconsistencies in the clear identification of learning objectives in the planning for other subjects, particularly in the weekly and daily planning and this means that pupils are not always clear what they are expected to learn.
30. Literacy and numeracy skills are taught well in specific lessons. Teachers have a good understanding of the most recent subject guidance and use it flexibly to improve learning. Additional small group lessons have a very good effect on the learning of those with lower attainment and help them to reach the expected standard. A recent focus on writing has improved standards considerably. In other subjects, for example science, even where specific technical vocabulary is identified in planning, it is not always sufficiently used or emphasised, and on some occasions there is too low an expectation of pupils using their writing skills to record their findings. Numeracy skills are used particularly well in design and technology projects and linked with information and communication technology skills in science and geography. There is suitable provision for swimming and adventurous activity and an agreed sex education policy.
31. Provision for pupils with special educational needs and those with attainment in English or mathematics that is below the level expected for their age is very good. This is due to the careful identification of pupils' needs, the teachers' planning to meet those needs and the very good support provided by knowledgeable classroom assistants. Additional training is undertaken to improve the whole staff's understanding of specific learning difficulties to help them provide the best experiences for pupils. Individual education plans, written for all those pupils with lower attainment, are of very good quality and set realistic and achievable targets for learning, which are reviewed regularly.

32. There is no formal policy as yet for the identification and provision for gifted and talented pupils although the headteacher has begun work on this. No pupils have been identified at present as having needs that cannot be fully met in school through present arrangements but the school is aware of a few pupils who may fall into this category as they get older and follows their progress carefully through the tracking system.
33. A number of parents feel that the school does not provide enough extra-curricular activities. The inspection judgement is that provision in this aspect is good, particularly for a small school with few teachers to provide those activities. Apart from the breadth of activities arranged to enhance the curriculum, there is a good number of after-school clubs and these change throughout the year. There are suitable links with the local pre-school group and preparation for pupils to start in the Reception class. Links with the secondary school are very good and pupils are well prepared for this stage of their education.
34. Provision for spiritual, moral, social and cultural development is good. The sequence of assemblies and daily acts of worship is planned carefully to raise key ideas for pupils to reflect upon. Pupils are taught to respect each other and listen to each other's contributions in lessons. Visitors to the school, for example Sikh visitors, helped pupils to understand that there are different religions in the world and each has an associated culture. Opportunities are provided for pupils to express their feelings and emotions, for example when discussing music. Achievements of pupils and of staff are celebrated to help pupils to respect others and realise that they are part of a team. For example, the whole school celebrated the long service of one of the canteen staff.
35. All staff set a good example both through their relationships with each other and with the pupils. The Reception children are taught class and school routines, how to share and work alongside others and to take turns. Teachers mostly manage behaviour well and help pupils understand the effect of their actions on others. Pupils are given responsibility for coping with their own behaviour. For example a pupil was temporarily excluded from an activity for disrupting a group and told to return when he felt he could participate without disturbing the others in the group. There is suitable provision for dealing with moral issues such as the misuse of drugs, the effects of speeding in cars and dropping litter.
36. Social development is good. Pupils are given the opportunity to work in groups, pairs, and as individuals and to help each other in different ways. Provision for personal, social, health education and citizenship is good although there is no formal scheme of work. A very detailed audit of provision has been carried out and almost all the desired areas are met through the wide range of activities that the school provides. The school has rightly identified this area as a priority for development and is working towards ensuring the provision securely within planning for subjects to make more efficient use of time. Experiences such as a visit to see how emergency services operate and discussions about farm safety in geography lessons help pupils be more responsible. Pupils are encouraged to think carefully about the needs of others in the world, for example those who do not have enough to eat, and contribute to a number of charities.

37. Provision for cultural development is good. Younger children visit the local neighbourhood and think about their own local community. Activity days such as the Ancient Greek day help pupils understand how cultures developed. Pupils look at the works of different musicians and artists such as Kandinsky. A range of interesting experiences representing different world culture is provided, for example an African dance day, although these are not all securely embedded in the planning for each subject. The school recognises this need and is currently working on it. Opportunities are grasped to increase pupils' wider experience, for example an e-mail link has been established with America.

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

38. This is a caring and supportive school where the staff know their pupils well. The 'open door' policy at the beginning and end of each school day provides an opportunity for staff and parents to share information about the care and welfare of the pupils. Safety is given high priority, particularly in physical education lessons and Year 6 pupils are involved in the 'Crucial Crew' initiative to promote personal safety. Rules for the use of the Internet are adhered to and pupils understand them. The kitchen staff encourage pupils to eat well and provide drinks and fresh fruit at break times.
39. Procedures for child protection and for ensuring the pupils' welfare are very good. The headteacher is the named person responsible for child protection and 'looked after' children. Staff and lunchtime supervisors are aware of procedures and have received training. The school follows procedures in the health and safety policy, which is due to be revised. There are very good arrangements in place for dealing with accidents and all teaching staff are qualified to administer first aid. However, although partially completed, whole-school risk assessment is still being carried out.
40. The school's measures for monitoring and improving attendance are very good. Class teachers keep a check on attendance and keep the headteacher and secretary informed. Pupils who have medical appointments or who are late have to enter and leave the school via the secretary's office. Parents are required to write a letter to confirm a reason for a pupil's absence and the class teachers and secretary ensure that all letters are received. Attendance has improved during the last year in response to the school's active discouragement of holidays in term-time.
41. Methods for monitoring and promoting good behaviour are good. Parents, pupils and staff share the ' Good Behaviour Booklet', which sets out guidelines and the school's expectations for good behaviour. This has established a pleasant working environment in the classrooms. Each class has their own reward scheme such as merit points or star charts. Special assemblies called 'together time' are held each week. They promote the pupils' self-esteem by rewarding the pupils with certificates or 'special mentions' for achievements such as good behaviour, improvement or good work. A display inside the school celebrates the many 'special mentions' the pupils have achieved.
42. The school's structures for eliminating oppressive behaviour such as bullying are very good. No bullying or challenging behaviour was seen during the inspection but when it does occasionally occur the headteacher or a member of staff deals it with swiftly. Pupils have confirmed that bullying is not a problem at the school and the ' Don't suffer in Silence' leaflet, explaining what to do about bullying, is distributed to pupils and parents. An appropriate scheme of sanctions is in place to discourage challenging behaviour. Serious incidents or bullying are recorded in the behaviour book and action taken where necessary.

43. Procedures for monitoring and supporting the pupils' personal development are satisfactory. Health professionals, the fire service and the police provide additional support for pupils' learning. However the teaching of personal and social education has not yet been formalised in a scheme of work. The school acknowledges the need to take a consistent approach to the teaching throughout the school and is, at present, developing a new teaching scheme. Personal and social education make a valuable contribution to the pupils' personal development. All pupils are involved with class teachers in setting their own targets for behaviour, literacy and numeracy. The effort that the school makes in support and guidance for its pupils has a good effect on attitudes, behaviour and learning and supports the school's attempts to raise standards.
44. Assessment and recording of attainment in English and mathematics is very good. Information collected is used very well to identify pupils' particular needs in these subjects and provide extra help if necessary. National tests are used well to identify whole school weaknesses and action is taken to correct these. Targets for learning in all subjects, securely based on teacher assessment, are also set in school reports. A good, simple method of recording attainment in each subject each term has been developed. These records are passed on from year to year to help teachers identify strengths and weaknesses and plan to meet pupils' needs. The teachers' knowledge of the pupils' attainments throughout the school and any other information gained is used well to identify the subjects that take priority in the cycle of school development and raise attainment in those subjects; for example writing and information and communication technology. In Reception the school undertakes initial assessments of children in the required areas of learning for this age group and repeats these when they reach the end of the year. More informal assessments of progress are noted during the year.
45. Pupils' special educational needs are identified early and efficiently through teacher assessment and specific screening. Support is provided where it is needed, whatever the specific need. Individual education plans are of very good quality and these are used very well to check progress in lessons and over a longer period of time. Classroom assistants make a very good contribution to this. Reviews are held regularly that involve the pupil, the teaching staff and parents to assess progress and set new targets for learning. Annual reviews involving outside agencies and all those involved in the provision for pupils with more severe learning difficulties are provided and meet legal requirements. Good provision is made for pupils who require specific physical support. The school is well aware of a few pupils who may later be defined as gifted and talented although a formal policy is not yet in place.

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

46. A high majority of parents have expressed strong support for the school. Parents spoken with during the inspection were also pleased. However, a few parents did express concern about the lack of after-school activities. The inspection team disagreed with this view and found that the school provided a good range of lunchtime and after-school activities, particularly for the size of the school.

47. The school works hard to ensure very good links with parents. The headteacher and staff are accessible and where there are concerns and problems these are swiftly resolved. Regular newsletters are sent home. Parents' views are sought via questionnaires and the school's home/school agreement was formulated with parental involvement. This clearly defines how parents and the school can work together effectively to support the pupils' learning and has been signed and returned to the school by all parents. Parents' meetings, information workshops, sports days, technology week, Easter and Harvest celebrations are all well attended.
48. Parental involvement has a very good effect on the life of the school. The Friends of Cawood School Association provides very good support by arranging social and fund-raising events. Events such as fun days, dances, tombolas and treasure hunts have been held, which have raised a considerable amount of money for the school. All the money raised is used to benefit the pupils through the purchase of equipment such as new curtains for the hall and outdoor play equipment. Building work has also been financed and visitors such as artists and musicians have been sponsored. A group of committed volunteer helpers assist regularly in classrooms and on educational visits and swimming lessons.
49. The quality of information for parents is very good and the school brochure and governors' annual report are very informative. The school hosts an induction meeting for parents of new starters at which parents receive an information pack and details of how they can help their child with numeracy and reading. Workshops have also been held to explain the National Literacy and Numeracy Strategies. Curriculum information, newsletters, numeracy and literacy targets and information for the parents of pupils with special educational needs are frequently sent home. Parents have the opportunity to consult staff formally each term to discuss their children's progress. The pupils' progress reports are good; they include all the required information, comment on the pupil's personal and social education and explain what the pupils can do to improve their work.
50. The contribution that parents make to their children's learning at school and at home is very good. Most help their children with homework and listen to them read. All have been informed of the school's expectations regarding homework. The home/school reading record books and homework books in Years 3-6 are a valuable channel of communication between home and school and some parents use them well. The literacy and numeracy workshops held for parents also have the potential to assist parents in helping their children to learn.
51. As soon as a pupil is identified as having a particular special need parents are involved in discussions about provision and in setting learning targets. Parents are involved in all reviews every term and given advice on how to support their child in meeting their targets at home. They are kept well informed. Parents rightly have a high opinion of the school's provision for pupils with special educational needs.

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

52. The very good leadership of the headteacher and senior management team ensures a clear direction for the improvement of the school and of the pupils' achievement and attainment. A very hard working headteacher, a committed teaching and non-teaching staff and governors work together as a team to manage the school well. Responsibilities are suitably delegated to allow the school to run more efficiently. The capacity to improve the school further is very good due to the quality of expertise of all

staff, the commitment of and the level of collaboration between all those concerned in the running of the school.

53. A well-informed governing body fulfils its statutory requirements very conscientiously. Although the required risk assessments have not been completed, procedures are in place to do this shortly. Governors keep a continuous check on the use of finances, and other resources. They look carefully at standards attained by the pupils and the quality of education provided through regular visits to the school and meetings with staff and each other. They are continuously seeking ways to improve the school further. Governors have a good understanding of strengths of the school, the priorities for improvement and how to achieve their goals. A very good quality and well thought out school development plan sets out educational priorities and targets based on their perceived strengths and weaknesses of the school. The effect of action taken is carefully measured against specific criteria and information used to set further targets.
54. The three key points for action identified in the previous inspection have been addressed well. The National Curriculum requirements for geography are fully covered. Teachers have improved their expertise and additional resources for learning have been purchased. This has led to an improvement in standards, which are now similar those expected nationally in Year 6. National funding has been used effectively to improve resources for information and communication technology and to train staff. Recently appointed new staff have brought new skills to the school, which have been shared. Pupils now use information and communication technology regularly and with confidence. Standards of attainment are generally at the levels expected by the end of Year 6 and improving. Teachers and other staff also use facilities well to improve the quality of resources for pupils and in the overall running of the school. Assessment procedures have been improved considerably. Records allow the progress of pupils to be tracked from the time they enter school until they leave. These are used very effectively to identify specific needs; for example any pupils requiring an additional boost to reach the nationally expected standards in English and mathematics, or those who are underachieving at any stage in their education.
55. Because of the size of the school each teacher manages several subjects or aspects. Where subjects are identified as priorities for development, subject leadership is at least good. Where subjects have not been a recent focus, management is generally satisfactory. The school sensibly prioritises and concentrates its efforts in reviewing subjects to that which can be achieved well at any time. The management of pupils with special educational needs and of those who are not achieving the nationally expected levels of attainment for their age in English and mathematics is very good. Records are carefully maintained and legal requirements are met.
56. Secure procedures are in place to assess the performance of all staff and help them improve their skills, knowledge and understanding. The effectiveness of teaching and learning is checked by curriculum leaders. School priorities rightly take first place in personal target setting but personal needs are also addressed effectively. There is a good number of well-qualified staff to support teaching and learning. The classroom support assistants make a particularly good contribution to the pupils' learning. There is very good provision for newly appointed teachers, trainee teachers and other students.

57. The clean and carefully maintained accommodation has been improved considerably since the previous inspection and adds well to the bright and cheerful atmosphere. However, the outdoor area for younger children is too small to allow children to take part in a wide range of activities to support their physical and creative development. All areas of the school are now easily accessible to those with walking difficulties. Resources for learning are satisfactory overall. They are good in mathematics, English, physical education and art and design. They are unsatisfactory in the Reception class where the lack of good quality resources impedes learning. The library area has a satisfactory range of books. The need to improve library resources further has been identified in the school development plan.
58. Financial management is very good. A larger than average carry over from previous budgets is being used effectively to increase staffing and will allow the school to cope with a foreseen decrease in pupil numbers for a short period. Suitable research is carried out before commitments are made. Spending is linked to the school development plan and outcomes of spending are evaluated to ensure good value for money. Expenditure is carefully checked regularly. Special grants, for example those for pupils with special educational needs, are used very effectively.
59. In view of the very good leadership and management, the good teaching, the very good provision for pupils who are not reaching the required levels in mathematics and English, the improvement since the previous inspection and the standards attained, the school provides good value for money.

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

60. To improve the school further the headteacher, staff and governors should:
- (1) improve the standards in writing in Years 3-6 to match those in reading by;
    - continuing, evaluating and refining the very good strategies already in place to do this;
    - emphasising more consistently the key vocabulary that pupils are expected to learn and use in each subject;
    - strengthening further the links between English and other subjects to exploit all opportunities to write for real purposes and for different audiences;
    - focusing more clearly on careful presentation skills;

(paragraphs 70-77)
  - (2) improve the resources in the Reception class.
 

(paragraphs 61-69)

The first issue is securely in place in improvement planning and the second partly represented by the projected development of the wet area.

#### **Other Issues which should be considered by the school**

Completion of the required risk assessments.

(paragraphs 39, 53)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	42
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	2	13	14	9	4	0	0
Percentage	5	31	33	21	10	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	138
Number of full-time pupils known to be eligible for free school meals	-	6

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	37

#### 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	10
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	5.1

#### Unauthorised absence

	%
School data	0



National comparative data	5.6
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National comparative data	0.5
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*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
		2001	12	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	94 (100)	89 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	12
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	89 (100)	83 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

The percentages for girls have been omitted in accordance with OFSTED instructions, as the total number of girls is ten or less.

### 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
		2001	10	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls	13	14	14
	Total			
Percentage of pupils at NC level 4 or above	School	80 (94)	88 (94)	96 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls	13	14	14
	Total			
Percentage of pupils at NC level 4 or above	School	84 (88)	88 (75)	96 (94)
	National	72 (70)	74(72)	82 (79)

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

The percentages for boys have been omitted in accordance with OFSTED instructions, as the total number of boys is ten or less.

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

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

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

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
147	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
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)	6.9
Number of pupils per qualified teacher	20
Average class size	27.6

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

Total number of education support staff	4
Total aggregate hours worked per week	95

#### **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

### ***Financial information***

Financial year	2001/02
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	<b>£</b>
Total income	306,244
Total expenditure	302,151
Expenditure per pupil	2,222
Balance brought forward from previous year	26,822
Balance carried forward to next year	30,915

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
<hr/>	
Total number of vacant teaching posts (FTE)	1
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)	1

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate 41%

Number of questionnaires sent out	134
Number of questionnaires returned	55

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	4	0	0
My child is making good progress in school.	44	49	4	4	0
Behaviour in the school is good.	35	60	0	2	4
My child gets the right amount of work to do at home.	15	62	16	2	5
The teaching is good.	38	58	2	2	0
I am kept well informed about how my child is getting on.	25	60	11	4	0
I would feel comfortable about approaching the school with questions or a problem.	38	47	11	4	0
The school expects my child to work hard and achieve his or her best.	49	44	2	4	2
The school works closely with parents.	18	69	9	4	0
The school is well led and managed.	29	56	5	2	7
The school is helping my child become mature and responsible.	29	62	4	2	4
The school provides an interesting range of activities outside lessons.	15	53	27	5	0

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

61. At the time of the inspection all children in the Reception class had been in school only two weeks. Of the 28 children in the class only the oldest eight children are full-time, the rest attending morning sessions only. Children's ages range from just four years old to nearly five. Observation, preliminary testing this year and the initial assessments from last year indicate that there is a very wide spread of prior attainment on entry but overall prior attainment is average for children's ages and stage. The differing needs of the pupils are well met by an appropriate mixture of adult-led and child initiated activities. Teaching in the Reception class is good and is substantially supported by a very able teaching assistant. This well-managed support is a significant feature of the good teaching and learning. She knows children and their families well, is reassuring of those children finding it difficult to adjust to school and interacts well with children both in adult-led and child-initiated learning to question, extend and discuss. She pays particular attention to children with special needs and ensures that they are included at all times.
62. The latest national guidance for this stage of children's learning is well understood both by the teacher and her assistant and the curriculum is well planned to meet this guidance. However full implementation of this 'Foundation Stage' curriculum is hindered by weaknesses in resources and this is a key area for future development in the school. In particular the outdoor activity area is too small and there is not enough outdoor and active equipment. The very limited wheeled equipment is too small and the school does not have large blocks for construction and creative use for example. The development of the 'wet area' off the classroom is in the current school development planning and this is timely. The creation of special areas in the classroom for different activities, role-play or defining space is difficult due to a lack of appropriate furniture and this encourages children to be less focused on an activity for an appropriate length of time. There are deficiencies in the provision of medium sized building blocks, construction kits of varying complexity and challenge, 'small world' equipment such as play mats, small people, vehicles, animals for example. Much equipment is shabby and out-of-date. Book stocks are satisfactory.
63. Teaching and learning in all the six following areas of learning are good. Children of all levels of prior attainment make good progress. Evidence for levels of attainment at the end of the Reception year is taken from observations and records of those pupils now just at the beginning of Year 1.

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

64. At this stage of the school year children are settling into school. They are well supported in their learning to be away from home. They are introduced to classroom routines and most already understand these. There are many activities to help them learn to listen to adults and each other. Older children in the afternoon learn to sit for an appropriate length of time and to take turns to speak in a group. All pupils are learning to change their clothes for physical education and the staff offer the right amount of support to ensure that all have to make the effort to do this for themselves but are not left in difficulties. The class takes part in the whole school 'together time' each week when children from this class along with the other classes are chosen for a 'special mention' for effort, achievement or good behaviour. They learn to listen in story time and are increasingly encouraged to make choices in their activities. By the end of



the Reception class all children have made good progress and all meet the targets of the Early Learning Goals for this aspect of learning.

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

65. Many and varied opportunities are provided for children to develop skills in this area of learning. At this stage of the year both adults spend much time interacting with children as they work on different activities to develop good speech patterns and vocabulary. They often model speech for children whose speech is immature or unclear. Children learn rhymes and songs and enjoyed the use of a large puppet that needed to have things explained to it by the children. Role-play areas, currently a doctors' surgery, listening to poems and stories on tape and the free use of a variety of writing materials are engaging children's interest as they settle into school. The class has a sound range of fiction books and in time are introduced to a reading scheme. Early introduction to the sounds made by letters takes place for the older children in the small afternoon group. Progress is good and attainment in this aspect of learning is above average in the class of pupils who have just begun Year 1 and all have achieved the nationally expected Early Learning Goals and all are working within Level 1 both in reading and writing with some pupils reading at a higher level.

### **Mathematical development**

66. Both formal and informal opportunities take place for mathematical development. Children learn about shape and size from puzzles and games. They experiment with water and sand and learn about capacity. They learn to count in whole class sessions and older children in the small group in the afternoons can count to 10 and some are beginning to progress beyond this. In counting the teacher taught the correct vocabulary of 'zero' well. They learn mathematical words such as 'taller' and 'shorter' and use these in practical ways to demonstrate their understanding. Older children can copy a pattern clapped by the teacher and can sequence pictures to tell a story, showing understanding of 'first' or 'next'. Progress is good. Almost all pupils who have just entered Year 1 have achieved the nationally expected level for their age in all aspects of mathematical development and the understanding related to shape and pattern is very good.

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

67. Opportunities for child-initiated learning in this aspect are limited by weaknesses in resources. During the inspection children used a small train and track, the computer and the dolls. Large equipment such as carts and vehicles for active imaginary play are very limited indeed. Children used the tent well as a resource for imaginary settings – a tractor shed and a house – and much exploration and acting out of ideas took place. Tracks were built with old milk crates and the crawly tunnel was utilised as the door. Teacher-led activities during the inspection centred on a singing version of the story of *The Enormous Turnip*. Evidence from planning files and other work displayed indicates that children are likely to achieve most of the expected goals by the end of the year although there are limited experiences in technology and scientific exploration due to weaknesses in resources.

## Physical development

68. Outside the very small area and the weakness in large equipment limit physical opportunities. Attempts are made to limit the effect of these shortcomings when the whole class takes part in more formal physical activity lessons. During the inspection children learned to move in space in different ways and to stop when required. They improved their skills in running, jumping and skipping when the adults interacted with them and encouraged them well. Reluctant children were encouraged to join in well. Peer demonstration was used well when children tried to take the biggest 'giant steps'. Children learn to hold and use scissors, writing implements and paintbrushes and to use these appropriately. They learn to join plastic construction pieces together to make models but equipment for this is very limited and not challenging enough for older children. The 'office' role-play area provides opportunities to cut, stick and write and two children eventually managed to manipulate a hole punch to make a decorative pattern on a card and used good joining skills to create an insert. Observations of pupils who have just completed the Reception year indicate that most pupils achieve the nationally expected learning goals.

## Creative development

69. Good facilities for experimenting with paint are provided and children use both ready mixed paint and powder paint for colour mixing to create their pictures. During the inspection this painting area was used well and children talked enthusiastically about their work. Materials and opportunities to create models from recycled materials and clay are not readily available daily but the school does attempt to provide these opportunities at times. Collage materials collected by the teacher were used to make 'feely' pictures and children extended their skills of cutting and sticking during this activity and another more adult-led activity well. A few musical instruments are provided as an informal activity area but this area is not well developed. The small group music session led by the teacher was good and children learned the names and sounds of some of the instruments such as a drum and a triangle. They played their choice of instrument at the appropriate place to represent the people as the group sang *The Enormous Turnip* and learned to begin and stop playing at the appropriate time. Evidence from the class of pupils in Year 1 suggests that these children are likely to meet the levels expected nationally in this aspect by the end of the Reception year.

## ENGLISH

70. Standards in English are above those expected nationally for pupils in Year 2 and in Year 6 they are similar to those expected. This judgement matches that of the previous inspection for Years 1-2 and is not as high in Years 3-6. In Years 3-6 the overall standard of English is constrained by pupils' attainment in writing, which meets the nationally expected levels but is not as good as attainment in reading, which is well above average. Following the results of the national tests for 11-year-olds in 2001, when too few pupils achieved the nationally expected level in writing, the school identified writing as a major area of focus. After much consultation within school and with external consultants, the school initiated many changes in the curriculum and the teaching strategies used. These initiatives are now beginning to show through in better levels of attainment with a small increase in the percentage of pupils achieving the nationally expected level in the tests in 2002. The target for 2002 was not met but this was unrealistic in the light of significant changes in the make-up of the year group before the tests. Despite the present Year 6 group having a much higher percentage of lower-attaining pupils, (nearly half receive extra 'booster support') most are likely to reach the required level. A few pupils are exceeding this. The school is likely to meet

its well-founded target, particularly in the light of the extensive, well-executed and targeted extra support for pupils identified as achieving below the expected level by the school's assessment and tracking systems and the very good teaching in the class for Years 5/6.

71. Speaking and listening skills throughout the school are similar to those expected nationally. Pupils generally listen well in whole class discussion sessions and respond accordingly. On some occasions pupils do not always respond as eagerly as they might when the teacher has a more limited range of strategies to engage their attention and the lesson, although satisfactory, is not as stimulating as the good and very good lessons. There are some missed opportunities to focus pupils' attention clearly enough on 'key words' in subjects and topics. In whole school 'together time' pupils spoke clearly about their work. School events and productions give all pupils the opportunity to speak to an audience but drama and opportunities to learn and practise discussion skills are not featured firmly enough in the overall planning, particularly in the planning for other subjects.
72. Reading skills are very well developed throughout the school. Pupils make very good progress and most quickly become good readers for their age. For younger pupils the school focuses securely on a good mixture of learning to use the sounds of letters and groups of letters to read words and learning to recognise whole words by sight. By the end of Year 2 many pupils read with fluency, accuracy and use the context of the passage as an additional clue to new words. Intonation and expression are developing well. They know the parts of a book, the title, author and illustrator and the use of the contents page. By Year 6 pupils are well able to choose books for themselves as well as reading in groups. They talk well about the kind of books and authors that they particularly enjoy such as the *Harry Potter* series, books by *Roald Dahl* and books with humour. One pupil chose to read a poetry book and gave a lucid explanation of why he liked reading poems and in particular the humorous ones. Pupils in this class have secure library skills. Quality literature is used well to widen pupils' interest and to develop an understanding and interest in different styles of writing. For example, a popular novel formed the basis for good pieces of written work and a good use of word processing skills was demonstrated.
73. Writing skills are well developed in Years 1-2. Here pupils progress well from early attempts at recording the sounds of words as they hear them to writing a number of sentences using capital letters and full stops. They learn to form letters well and use writing in many forms to record ideas and experiences. They spell simple words correctly and make good attempts at others. Handwriting meets the nationally expected standards. Good descriptive writing was seen based on a class visit to the seaside. During the inspection pupils in Year 2 made good attempts to write the instructions for making a sandwich, demonstrating a good understanding of the need to record an appropriate sequence. Both these activities were well founded on practical and interesting experiences. A good level of attainment in story writing was demonstrated in their stories based on the book *Dogger* and this work was a result of the good use of a story planner devised by the teacher.

74. Teaching is now securely based on the use of language and vocabulary to produce interesting and exciting stories and poems. The specific skills required for other forms of writing such as descriptions, accounts of events and letters are also securely featured in the planning and the school is much more aware of the need to link work in English with that of other subjects, particularly science, history and geography, to make best use of time and to provide more opportunities for writing at length rather than simply learning skills and features. Pupils are now showing a greater and more interesting use of words and are aware of the need to write in different forms and the conventions that are required for this. A good example was seen in an English lesson linked with a geography topic, where pupils learned to write descriptive labels for a diagrammatic sketch with higher-attaining pupils writing more informative and complex explanations and lower-attainers using a bank of words to annotate their work. In this lesson pupils' attention was drawn to revising and remembering 'key words' associated with rivers. In Year 6 the poems resulting from several lessons' work on building suspense all showed that pupils had learned this concept well. The skilful and imaginative teaching that led up to this was a key factor in this success as pupils were reluctant with ideas at the beginning of the week. A scrutiny of writing from the previous Year 6 showed particularly good work in poetry writing. Effective use of language and vocabulary was seen in the accounts relating the story of *The Trojan Horse* from different points of view. Handwriting meets the nationally expected standards but some lower-attainers still have difficulties with presentation.
75. The quality of teaching in English is good throughout the school. Although there was one unsatisfactory lesson during the inspection this was due to a misunderstanding by a very new and newly qualified supply teacher and was not typical of teaching as a whole. Teachers have worked very hard on the teaching strategies now in place to teach writing and are now showing confidence and skill in using these in English lessons and in forming better links with other subjects, although these links are still being developed. There are missed opportunities in some subject lessons to focus clearly enough on key vocabulary and its use. Teaching is particularly good in the classes for 1/2 and 5/6 pupils where the very clear planning and learning objectives are shared with pupils and they are encouraged to think about whether they have achieved them successfully. Here very high expectations of participation and effort and a wide range of imaginative teaching strategies are ensuring that pupils achieve well in relation to their prior attainment.
76. Record keeping and tracking of pupils' progress is very efficient in identifying those pupils who need extra support in order to reach the nationally expected levels. Teachers are also aware of those pupils who could achieve at a higher level and have appropriate expectations of them. For example in Year 6 they were challenged to use good metaphors in their poetry writing. The skills and expertise of the classroom assistants in their work with groups of pupils requiring extra support are a significant feature of the successful teaching in these classes. Homework is given regularly, particularly reading, and supports the very good attainment. Home/school record books provide a useful link with parents. Marking is generally up-to-date and the school policy is not to mark every error but to discuss work with pupils as far as possible and to agree with the pupil where they can improve. These targets are kept in separate book.
77. Management of English and particularly the strategies for improvement are very good. Staff are highly motivated and extra training in the teaching of writing is making teaching much more effective. The quality of teaching is carefully checked and evaluated in the light of the new initiatives and adjustments made or extra support given as appropriate. The willingness and effort to address this weakness in writing is a significant result of

the very good leadership and management. Resources are plentiful and of good quality although occasional lessons are hindered by the use of large group texts for reading that are not large enough for large classes to see. There are missed opportunities for staff to use information and communication technology as a resource although pupils do use word-processing skills satisfactorily in their work and for research. The new library is attractive and comfortable. The stock of books is satisfactory in number and generally of good quality. The school improvement plan acknowledges a need for further spending.

## **MATHEMATICS**

78. Standards of attainment in mathematics at the end of Year 6 are above average but, due to small numbers in the year groups and the number of pupils joining or leaving the school at different stages in their education, standards fluctuate from year to year. Standards in the present Year 2 are well above those expected for their age and in Year 6 they are above in the topics covered this term, despite the high proportion of pupils with special educational needs in this class. Provisional results for pupils in Year 2 in 2002 indicate that all pupils attained the expected level and about half attained above average standards, a considerable improvement. The percentage of pupils attaining the required standard in Year 6 declined slightly but more pupils attained the higher level. The school did not meet the over-ambitious targets but the make-up of the year group changed after the targets were set. Present targets are likely to be met. Despite fluctuations, the trend over six years shows that standards attained in national tests in both Year 2 and Year 6 are improving at a slightly faster rate than those nationally. There is no significant difference between the performance of boys and girls although in some year groups there is a large difference in numbers of boys and girls. These findings are similar to those of the previous inspection for Year 6 and better than those for Year 2.
79. By the end of Year 2 pupils have a very secure grasp of basic number skills, including mental arithmetic. Those with average and higher attainment just beginning Year 2 are already developing strategies to add two digit numbers and have a good sense of place value. Those with lower attainment occasionally struggle with writing figures the right way round and need practical equipment to help them count and add number together. They enjoy solving problems and creating their own questions and answers in response to a task. Some children with well above average attainment are already beginning to use a systematic approach to problem solving.
80. Pupils with average and high attainment in Year 6 have secure basic mental arithmetic skills. Even those with lower attainment have a sound basic knowledge of a number of multiplication tables and are developing strategies to perform different calculations; for example in doubling three digit numbers mentally. Pupils of all ages and levels of attainment frequently produce diagrams that are badly drawn and reinforce error. The subject leader has correctly identified learning in shape and space an area for development. The majority of pupils in Year 6 understand how to use a spreadsheet to present data and compare two distributions with help. They have a good understanding of empirical and theoretical probability. Problem solving skills are satisfactory.

81. The quality of teaching is good throughout the school despite an unsatisfactory lesson seen during the inspection. This was due to a weakness in subject knowledge in a very specific and narrow area of mathematics, which meant that too much time was taken explaining the work and the pupils got bored and confused. Half of the teaching is very good. A very good lesson was provided for a small group of pupils in Year 5 who had not achieved the standard expected for their age. It was very effective because the trained support assistant knows their individual needs very well, set suitable challenges, devised interesting activities and made learning fun and something the pupils wanted to do. At the start of lessons, in mental skills activities, the best session focused on the ten times table and other calculations associated with adding ten. It was effective because activities were clearly linked together and developed one key idea. It was short, sharply focused and well managed. Less effective mental sessions dragged on for too long and jumped around different mathematical concepts, making it a test of knowledge and not a learning process. In all lessons teachers try to adapt the work to suit pupils with different levels of attainment.
82. Classroom assistants provide very good support and demonstrate very clear and accurate subject knowledge. This contributes much to the learning of pupils with special educational needs and those with attainment lower than the expected level for their age. Practical resources are used well when appropriate and pupils do not misuse them. For example in a lesson where pupils were testing the outcomes of throwing two dice against their predicted values, they were very well behaved. In this lesson pupils were challenged to think why their initial predictions were incorrect. Teachers make good use of information and communication technology to produce materials to support learning as well as using computer programs in lessons for pupils to improve their understanding of mathematics. In the end part to lessons teachers celebrate achievement and use the session effectively to draw conclusions or review key mathematical skills. However literacy skills are not always given enough emphasis. Although key vocabulary is often identified it is not used often enough throughout the lesson. In question and answer sessions pupils are not always given the opportunity to respond in complete sentences or give explanations, thus developing speaking skills.
83. The management of mathematics and particularly of provision for those with lower attainment is good. Teaching, standards and provision are checked regularly. The school's procedures for tracking individual pupils' attainment from year to year are very good and are used effectively to identify those who need additional support. Provision for these pupils is very good. There is a good range of resources, including computer programs, to help pupils learn.

## **SCIENCE**

84. Standards of attainment in science are above those expected nationally in Year 2. The overall standard in Year 6 is similar to that expected nationally. However, in the most recent topic, covered in the first few weeks of term, standards are good, despite a high proportion of pupils with special educational needs. This is due to the high quality of teaching in the Year 6 class and is an indication that standards are improving. Judgements were not only based on lessons and a scrutiny of work but also on discussions with pupils who have just completed Year 2 and those in Year 6. The disappointing results in national tests for pupils in Year 6 in 2001 placed the overall attainment well below the national average and those of similar schools. This was due to few pupils attaining a level higher than that expected nationally although the percentage reaching the nationally expected standard was above average. Several factors influenced these results, including several changes in teacher during the pupils'

penultimate year in the school. This has led to a concentrated and successful effort to raise the standards in national tests in Year 6 in 2002, particularly of those with the highest attainment. The overall trend in test results is one of improvement at a similar rate to the national trend despite the drop in standards in 2001. At the time of the previous inspection standards were reported as 'above average'.

85. Pupils throughout the school find it difficult to remember facts in science and use technical vocabulary. They need much prompting to help them draw on previous experience and sometimes are unable to relate to key vocabulary in the topics covered previously. In Year 2 pupils have a good understanding of the senses from their studies in life and living processes and are keen to explore and find out about new things. They understand that strange substances need to be treated with care and could be dangerous. They know the need to wash hands before handling food. They describe what a plant needs to grow and why. In Year 6 pupils have a very secure understanding of plant structure, the uses of different parts of the plant, the life cycle of the plant and seed dispersal. They know what are fair tests and the need to control experiments by changing one variable at a time. They work together to create their own experiments very well. Pupils have some background knowledge of physical processes such as methods of separating solids from liquids and of properties of matter.
86. Teaching is satisfactory overall. In Years 1 and 2 it is good. There is some excellent practice in Year 6. One unsatisfactory lesson was seen during the inspection. Weaknesses in teaching in satisfactory and unsatisfactory lessons include low expectations of what pupils can do, a slow pace to the lesson and insufficient development of key scientific vocabulary. In the most effective lesson to extend pupils' understanding of the growth of plants and design of experiments, the lesson was carefully planned. The teacher had very high expectations of pupils' behaviour and co-operation. The pace was demanding. Key vocabulary was identified and used, thus reinforcing and developing pupils' speaking and listening skills. Very good use was also made of the well-prepared and knowledgeable classroom assistant to support those with lower attainment. Tasks were well matched to pupils' levels of prior attainment and based on the teacher's knowledge of the pupils. In almost all lessons pupils with special educational needs are well supported.
87. The subject is well managed. Science has recently become an area of focus. There is a succinct action plan identifying future development. Resources are adequate to support learning. Numeracy and information and communication technology skills, for example recording and presenting data and measuring, are used appropriately. Suitable assessment and recording procedures are in place.

## **ART AND DESIGN**

88. Standards in art and design are similar to those expected nationally in both Years 2 and 6 and this reflects the situation reported at the time of the previous inspection. Evidence was taken from work displayed on the walls, in sketchbooks and from photographs. No lessons were observed in the class for pupils in Years 1-2 and only two lessons in Years 3-6. Teaching in these lessons was very good. Teaching is judged to be good as there is clear evidence that pupils extend and develop their skills as they move up the school. Planning of series of lessons indicates a clear focus on a range of media and techniques. Pupils in Year 3 know for example that they should use drawing pencils when sketching and they use oil pastels with increasing skill as they practise and evaluate ideas before beginning a final piece of work, linking skills from a number of previous lessons and using the work of Cézanne as a source of

inspiration. In the lesson observed in the class for pupils in Years 4 and 5 the very good quality of teaching linked well with the pupils' current work in literacy and was part of a series of lessons where pupils explore the work of Rousseau in creating foliage, foreground and background. Through being encouraged to make close observations, pupils extended their thinking in describing spaces as 'open' or 'closed' and strengthened their understanding of perspective. They learned and used the term 'translucent' in relation to painting on acetate and used measuring skills satisfactorily when making frames. In researching Rousseau on the Internet, two Year 4 pupils demonstrated skill in using a search engine and understood well the concept of restrictions placed on this for children for safety reasons. Often work in art and design is related to other topics and this was demonstrated well in the displays of work on Ancient Greece when pupils designed and painted Greek pots, plates and masks. The study of the Art Deco movement and the work in the style of Clarice Cliff provided a valuable opportunity to study a female artist.

89. Subject leadership is satisfactory. As yet there is no subject development plan or file to demonstrate appropriate standards to be expected for each age and stage. There is a missed opportunity to develop the sketchbooks that pupils begin in Year 3 into a record of pupils' development and progress. Resources are good and cover a good range of media and materials. The school has built up a small collection of posters and books to support pupils' knowledge of famous artists but in one lesson there was an instance of a small picture in a book being used as a class demonstration tool and this was far too small for pupils to see. The skills and learning of staff and pupils are extended when they work with visiting artists. Provision for pupils to learn of the work of artists from all cultures of the world and to use these techniques is not yet built into the overall planning but there are occasions when this happens. The subject makes a good contribution to pupils' cultural development.

## **DESIGN AND TECHNOLOGY**

90. Standards are similar to those expected nationally in Year 2 and above those expected in Year 6 and match those at the time of the previous inspection. Recorded evidence and models on display show that pupils, particularly older ones, learn a broad range of skills and use the full range of resources and tools expected, paying due attention to health and safety. There was evidence of food technology, the use of electric and pneumatic devices, work with different types of mouldable materials, fabrics and threads and work with wood and reclaimed materials. In recent work linked to geography, one class thought very carefully about designs for an interesting playground. This very good project developed pupils' research skills both through looking at books and by visiting a resource centre to study equipment. Although there was little evidence of pupils' initial design work available during the inspection or their evaluations of completed models, Year 6 pupils discussed the design process knowledgeably.



91. No direct teaching of design and technology was seen during the inspection due to the timetable arrangements, although in three lessons design and making activities were suitably linked in with other subjects. For example in Year 1 pupils were well supported by a classroom assistant in their design and making of musical instruments, linked to their study of the senses in science. They drew their designs and thought carefully about the materials they wanted to use. They made their own decisions and demonstrated secure skills using scissors and fixing materials together.
92. The subject is suitably managed, considering the priority of the development of the subject at the present time. A special design and technology week, in which all pupils in the school work on a linked project, often with help from parents, local industrialists and trades-people, makes a very important contribution to the development of pupils' skills and their pride in their well-presented and finished models. The overall management of the technology weeks is much appreciated by all concerned.

## **GEOGRAPHY and HISTORY**

93. Since the previous inspection the school has revised its planning and schemes of work in these subjects to meet the latest national guidance. Because classes often contain pupils from two different age groups the school has devised a cycle of topics that are covered over Years 3-6. No lessons were seen in history during the inspection and only two in geography and both of these were in Years 3-6 and because of this no overall judgement has been made about the quality of teaching. Evidence was taken from a scrutiny of work available from last year, discussions with pupils and with teachers and the subject leader.
94. Attainment in both subjects is similar to the nationally expected standards for pupils at both the age of seven and 11. This is a key improvement since the previous inspection when attainment in geography was below the nationally expected levels at both these ages. The school sought help and advice from local education authority advisers and much in-school training and discussion took place. Resources have been improved and the subject leader maintains a portfolio of pupils' work in both subjects to focus on the checking of standards and the progress that pupils make. Strong subject links have been forged, particularly with information and communication technology and with English, where there is now a particular focus on strengthening the pupils' skills in writing in a variety of ways in other subjects. Focused reading is sometimes centred on the current topic and this makes good use of limited time.
95. Pupils in Year 6 talked with interest and enthusiasm about topics they have enjoyed such as the study of life in World War 2, and the Victorians. They valued the visits they made to places such as the Castle Museum in York and could explain how such visits broadened their understanding. In the class containing pupils from Years 5 and 6, pupils were very enthusiastic in their study of water and the way it is used. They used good mathematical and information and communication technology skills in the construction of pie charts to present data. They related the study to the local village. The very high expectations of participation, behaviour and the challenge in the lesson ensured that learning was at a very high level indeed both in geographical skills and understanding and in the social skills of working in groups, communicating ideas and in speaking and listening skills. In this lesson attainment was above average with even the large number of lower-attainers achieving the nationally expected standards. A key factor in this lay in the quality of the support given by the teaching assistant.

96. Pupils in the class for pupils in Years 1-2 enjoy following the travels of a puppet called Barnaby Bear around the world and locating where they have all been on holiday. They gain a good sense of 'past and present' from the study of holidays in previous times following a visitor's talk about her holidays as a child. They compare photographs and discuss how and why things are different from today.
97. Both subjects are very well led and the satisfactory resources are added to each year following audits of what is required to cover the topics planned. Classroom atlases are modern and the school uses CD-ROM and the Internet for further resources. A range of visits and visitors extends pupils' knowledge and understanding well, seen for example in the photographs of an 'Ancient Greek' day when pupils also enjoyed the 'food of the gods'. Good examples of the use of the digital camera can be seen in the recording of work. The portfolio of pupils' work is a useful resource in supporting a shared understanding of the standards teachers should expect for pupils in each age group. The subject development planning is good. The subjects make a good contribution to pupils' cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

98. The majority of pupils achieve the standards expected in Year 2 and Year 6. In the previous inspection standards were judged below those expected by the end of Year 6. Since then the demands of the curriculum have increased considerably and the school has met this challenge particularly well. Government funds have been used very well to replace outdated equipment, improve provision and train teachers in new skills. The expertise of recently appointed staff has been used well to influence the development of the subject.
99. By the time pupils complete Year 2 they select and open a program, using the mouse. They are confident exploring program tools; for example changing the colour of the page or filling a shape with colour using the 'pour' tool. They use a simple word processor and a programmable toy. Pupils in the current Year 2 are already beginning to save their work in their own folder on the computer with support from the teacher. Most pupils know how to print their own work.
100. By the end of Year 6 pupils have covered the full range of experiences required in the National Curriculum. They know how to use some advanced editing skills to improve their writing, use spreadsheets to present and analyse data, use sensors attached to the computer to measure physical changes and control electric lights through a computer program. They send e-mail and use the Internet for research, selecting what they require and setting text and pictures into their own documents. They have the opportunity to experience different uses of information and communication technology in society, for example the use of a radar gun to measure traffic speed.
101. Two short sessions of direct teaching were seen during the inspection. This teaching was good. Later in the week the pupils used the information they gained effectively. In the sessions seen the teachers' subject knowledge was very good and explanations were clear. However the lack of a large screen makes it difficult for some pupils to follow the instructions given in whole class teaching and this inhibits concentration throughout sessions. Teachers are identifying opportunities to use information and communication technology in their planning. Its use across the full range of subjects is satisfactory and is a steadily improving feature. It is used effectively to support learning in literacy and numeracy. For example in a mathematics lesson, pupils with special educational needs were able to learn about data presentation more effectively using the computer than if they completed a pencil and paper exercise.

102. Subject management is very good. Planning, teaching and standards attained by pupils are checked regularly. There is a clear educational direction for the subject and a concise and very relevant action plan. Resources, with the exception of a large screen, (as there is no computer suite) are satisfactory. The use of some of these by the pupils themselves, such as the use of the digital camera, is not fully developed.

## **MUSIC**

103. There was insufficient evidence to make an overall judgement about standards in music in Year 2 or 6. Discussions with pupils revealed a lack of emphasis on composition. The singing heard during the inspection was tuneful and the rhythm was accurate but there was no occasion when pupils demonstrated higher order skills; for example singing in parts or an understanding of the need for dynamics. Pupils follow simple instructions to produce a harmonic accompaniment to a song, and listen carefully to music. A small number of pupils have very good instrumental tuition and this makes a very good contribution to pupils' learning. An orchestra is open to all pupils who play an instrument, whether or not they are taught in school. This is well organised, music is well chosen, and the activity helps the pupils who attend to achieve standards that are above those expected for their age.
104. Teaching is satisfactory, although one unsatisfactory lesson was seen during the inspection. The weaknesses in teaching in unsatisfactory and satisfactory lessons are a lack of subject knowledge, which means that pupils' skills are not sufficiently developed during the lesson and insufficient preparation of resources and the classroom. This leads to fidgeting and inappropriate behaviour. Where teaching is most effective, the lessons are well planned and structured, activities are demanding. Teachers involve all pupils and help them enjoy music together. For example in a lesson for pupils in the Year 4/5 class pupils thoroughly enjoyed listening to the 'Carnival of the Animals' by Saint-Saëns and trying to decide which animal was represented in each musical extract. Their ability and willingness to discuss the music, using their speaking skills and express their opinions grew as their excitement increased throughout the lesson. In another lesson great pains were taken to ensure that pupils with special educational needs could take a full part in the lesson, no matter how severe their learning difficulties.
105. Music is not a key area for development at present, as the school is rightly prioritising other subjects and the management of the subject is satisfactory for the present time. It does involve some checking of teachers' planning and provision. Pupils are given suitable opportunities to perform to a wider audience than their own class in assemblies and in special concerts. On occasions, visitors, for example an African dance specialist, make a particular contribution to pupils' learning about the music of different cultures. However the commercial materials used to teach the National Curriculum have not been sufficiently adapted to meet the specific needs of a small school, linked to other subjects such as information and communication technology or to aspects such as the education of pupils for life in a multicultural society.

## PHYSICAL EDUCATION

106. Attainment in the one lesson observed in the group of Year 2 pupils was above that found nationally. This was because the teacher had very clear expectations of participation, behaviour and effort. Pupils know how to set out apparatus safely. They use different parts of their body well in space and begin to use movement creatively. The teacher uses peer demonstration effectively to improve performance. In this lesson teaching was good.
107. Three lessons were observed in Years 3-6 and one of these was swimming. Standards in swimming are good with almost all pupils in this class of pupils in Years 5 and 6 confidently swimming at least 25 metres. Overall teaching in physical education is good and within the limited evidence available pupils' attainment is similar to that found nationally. In a good lesson in the class for pupils in Years 4 and 5, pupils listen carefully to the beat of a drum and create different body shapes, mirroring each other's image. Learning is extended when the teacher adds extra challenge. All lessons feature an appropriate warm-up and cool-down period and pupils and staff are dressed appropriately and safely. The school is commendable in its approach to health and safety in this subject, particularly in its vigilance over removing or taping up earrings to prevent accidents. Pupils in Years 5 and 6 enjoy a residential visit that provides opportunities for outdoor and adventurous studies.
108. Physical education has not been the focus for development for some time as other priorities have been to the fore of the development planning. The deputy headteacher has recently taken over leadership of the subject and the subject will take its place shortly in the school's cycle of reviewing and revising subject documentation and discussing progress and policy. Resources for physical education are good, well stored and accessible. Both the field and the large playground are used for games and participation in sports and games competitions provides further challenge and contributes well to pupils' personal and social development. The present inspection findings broadly match those in the previous report.