

# INSPECTION REPORT

## **STAMFORD BRIDGE PRIMARY SCHOOL**

Stamford Bridge

LEA area: East Riding of Yorkshire

Unique reference number: 117865

Headteacher: Mr David Farmer

Reporting inspector: Mrs E Linley  
27281

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> July 2002

Inspection number: 250204

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
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Godwinsway Stamford Bridge York
Postcode:	YO41 1RA
Telephone number:	01759 372400
Fax number:	01759 371430
Appropriate authority:	The Governing Body
Name of chair of governors:	County Councillor Mrs H Saynor
Date of previous inspection:	1 <sup>st</sup> June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27281	Mrs E Linley	Registered inspector	Foundation Stage;	What sort of school is it? How high are standards? How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9306	B Moore	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
25623	J Cox	Team inspector	Equal opportunities; mathematics; geography; history	How good are curricular and other opportunities?
4048	G McKeever	Team inspector	Special educational needs; English; art; physical education; religious education	
24031	I Idle	Team inspector	Science; information and communication technology; design and technology; music	

The inspection contractor was:

Quality Education Directorate  
Reginald Arthur House  
Percy Street  
Rotherham  
S65 1ED

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33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Stamford Bridge Primary School is situated in the attractive village of Stamford Bridge. It serves a predominantly rural area of the East Riding of Yorkshire and the social and economic circumstances of families whose children attend the school are generally favourable. The school currently has 302 pupils on roll (148 boys and 154 girls) and is larger than the average primary school. The vast majority of pupils are from white United Kingdom ethnic background with a small percentage of pupils with black African heritage. However, no pupils have English as an additional language. There are six per cent of pupils on the school's register of special educational needs and this is well below average. The number of pupils with specific statements of need is broadly average at just over one per cent. Just over one per cent of pupils are entitled to free school meals and this is below average. Children enter the reception class at the beginning of the term in which they are five years of age. Their attainment on entry to school is generally above what might be expected for their age.

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

Stamford Bridge is a friendly and caring school community, and its overall effectiveness is good. Overall, teaching in the school is good and it is consistently very good in Year 2 and often excellent in Years 1 and 5 and when music is taught as a separate subject. Teachers encourage pupils to have very good attitudes to learning. Pupils behave well and relationships throughout the school are very good. Pupils attain good standards overall. The school has very good links with parents and the local community. Leadership and management of the school is good. The headteacher and deputy headteacher form an effective partnership and work well with a supportive team of staff and governors. They provide excellent care. The school makes good use of its resources and provides good value for money.

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

- Standards in English and maths are above average. They are well above average in science and music in the junior classes.
- Teaching is good overall and is consistently of a very high standard in Years 1, 2 and 5 and in music lessons.
- Leadership and management is good.
- The school's very good provision for swimming and pupils' achievements
- Procedures for child protection and ensuring pupils' welfare are excellent.
- Relationships are very good and the majority of pupils behave well.
- The school has very good links with parents and they make a very good contribution to their children's learning.

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

- Standards of writing in school, particularly of the more able pupils.
- The use of assessment procedures to monitor and record the progress that pupils make.
- The role of the co-ordinator to monitor teachers' planning and their use of assessments to ensure consistency of practice.
- Provision and planning in the Foundation Stage.

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

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

The school has made good progress overall since the last inspection in June 1998. For example, resources for information and communication technology, to include a new computer suite, have been significantly improved. Staff expertise has also improved and as a result, standards in information and communication technology have been raised throughout the school. Teaching overall, is of a higher quality. Teachers' questioning skills have improved considerably. Co-ordinators now have a better understanding of their role, however, further developments are now required to ensure that consistency of practice in planning and the use of assessments is in place. An equal opportunities policy is in place and a programme for 'curriculum enrichment' provides a wide range of activities for all pupils. Improvements have been made to

the long and medium term planning for 'children under five' identified for improvement at the last inspection. However, short term planning is still unsatisfactory.

## 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	A	A	B	C
mathematics	B	C	A	B
science	A	B	B	C

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

Test results show that the number of pupils attaining the higher levels in English, mathematics and science are below average. Also, based on their achievements in the national tests at the end of Year 2, pupils in Year 6 in 2001, achieved below their potential in English and science but above it in mathematics. The school exceeded the target set for mathematics, but did not meet the target set for English. The targets were appropriate, however, standards in writing and challenge for more able pupils have been rightly prioritised as key areas for improvement. Inspection evidence shows that on entry to school most children have above average skills and the majority meet their early learning goals and often exceed them before they enter Year 1. Pupils attain above average standards by the end of Year 2. Standards are above the national average for Year 6 pupils in English and mathematics and well above in science. In some of the junior classes pupils are not consistently challenged to extend their skills and knowledge. As a result pupils make sound progress overall, and above average standards are maintained. By the end of Year 2, standards in information and communication technology, religious education, geography, music and design technology are in line with expectations for their age. In art and history, standards achieved are above what might be expected. There was insufficient evidence to judge standards in physical education. By the end of Year 6, standards in information and communication technology, religious education, design technology, physical education, art and geography are in line with expectations for their age. Standards achieved in history are above expectations and they are well above in music. Standards achieved in swimming are very good throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to learning particularly when lessons are interesting and challenging.
Behaviour, in and out of classrooms	Behaviour is good in lessons and around school. Pupils are friendly, polite and helpful.
Personal development and relationships	Very good. Relationships make a significant contribution to pupils' personal development.
Attendance	Very good. Attendance is well above the national average.



## TEACHING AND LEARNING

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

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

Teaching is good overall and has improved since the last inspection. Teaching in the foundation stage is sound. The teachers have a good manner with children and this encourages them to settle happily and quickly into school life. However, with the exception of communication, language and literacy and mathematical development, short term planning does not effectively meet the 'areas of learning'. Teaching is mostly very good or excellent in Years 1, 2 and 5, and when music is taught by the specialist teacher, and this enables pupils to achieve high standards. Where the teaching is excellent, teachers demonstrate outstanding subject knowledge; teachers pose an excellent range of questions that challenge and meet the needs of all pupils. Most teachers in the school have very good relationships with their pupils. They manage their classes effectively to enable pupils to sustain their concentration, especially when activities are interesting and challenging. Overall, the teaching of English is satisfactory and good in mathematics and the teaching of literacy and numeracy is mostly effective. The use of computers to support pupils' learning is developing well. Homework is used appropriately to extend or consolidate pupils' learning and the partnership between home and school to support this, is effective. Teaching is occasionally unsatisfactory in the foundation stage and in Year 6 and this slows down progress. Some teachers do not have high enough expectations of pupils' work. Also, activities are not always matched closely to the assessment of children's differing abilities; for example, in developing their writing skills.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for pupils in Years 1 to 6. It is sound for the foundation stage. A very good range of extra-curricular activities enhances the curriculum.
Provision for pupils with special educational needs	Good overall with very good support offered by the local education authority teacher who works with pupils who have special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides effectively for pupils' spiritual, moral and social development. Provision for pupils' cultural development is very good and is significantly enhanced by the culture of the local community. This contributes effectively to pupils' learning in history and geography.
How well the school cares for its pupils	This is a caring school. Procedures for health and safety and child protection are excellent; they are very good in relation to attendance and good for pupils' personal development. Procedures for monitoring pupils' academic progress are not consistent.

The school is caring and supportive. It works very well with parents and the community and these are important factors in encouraging pupils to have very positive attitudes to school. The quality and range of learning opportunities are good overall with very good opportunities provided for pupils to swim and extend their musical talents. At the present time the school does not use assessment procedures effectively or consistently to monitor pupils' progress. However, the monitoring of pupils' welfare is of high quality.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide good leadership and are supported well by the staff to promote a caring and positive school ethos.
How well the governors fulfil their responsibilities	The supportive governing body has a good understanding of the strengths and development priorities of the school.
The school's evaluation of its performance	Effective overall. The senior management team has identified the need to raise standards in writing and for more able pupils.
The strategic use of resources	The school uses funds well to target improvement priorities. The school and wider community make good use of the accommodation.

Staff are appropriately qualified and the majority are deployed well. However, insufficient classroom support is available in the foundation stage and this restricts opportunities for teachers to plan for structured play activities. Resources are satisfactory overall. The accommodation is satisfactory, although the storage space in the foundation area for outdoor resources is unsatisfactory. The leadership and management provided by the headteacher, deputy headteacher and governors is good. However, procedures for co-ordinators to monitor planning, assessment and pupils' progress are not consistent. Overall the school applies the principles of getting best value for its pupils effectively and provides good value for money.

## 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>Standards in music</li> <li>The range of extra curricular activities</li> <li>The quality of teaching</li> <li>The leadership and management of the school</li> <li>Behaviour in school is good</li> <li>Partnership with parents</li> <li>ICT is well developed and much improved</li> <li>Provision for swimming</li> </ul>	<ul style="list-style-type: none"> <li>No significant concerns were raised</li> </ul>

Inspection evidence supports the parents' positive views of the school.

## **PART B: COMMENTARY**

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

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

- 1 The results of the 2001 National Curriculum tests for Year 6 pupils show that pupils attained standards that were above the national average in English and science and well above average in mathematics. Compared with similar schools, Year 6 pupils attained average in English and science and above average in mathematics. Results over the last four years show that they are in line with the national rate of improvement. However, test results show that the number of pupils attaining the higher levels in English, mathematics and science are below average. Also, based on their achievements in the national tests at the end of Year 2, pupils in Year 6 in 2001 achieved below their potential in English and science but above it in mathematics. There was no significant difference between the achievement of boys and girls.
- 2 Inspection evidence shows that standards at the end of Year 6 are above the national average in English and mathematics and well above average in science. However, as reflected in the National Curriculum tests, pupils do not make enough progress at the higher levels in English. Teachers do not consistently ensure that writing activities build effectively on prior skills and knowledge and writing skills are not applied consistently in other subjects. In 2001, the target for English was not met and the school has rightly identified the development of pupils' writing skills as a priority for action. They have also identified the need to challenge more able pupils further in order to raise standards in English, mathematics and science. The school has become a pilot school for the 'CASE' project. This is a science project that encourages the positive development of pupils' thinking skills and inspection evidence shows that the teaching and learning skills used in the project are making a significant difference to pupils' achievements in science. The school intends to use these strategies as a model to raise pupils' achievements across all subjects.
- 3 Year 2 pupils attain standards that are above those expected in English, mathematics and science. The results of National Curriculum tests for pupils at the end of Year 2 over the last three years showed that pupils attained standards that were above expected levels in reading and mathematics and writing. Inspection evidence shows that standards have been maintained at these levels. However, the very good quality teaching in the infant classes and the impact on the 'CASE' project on teaching and learning styles is seen to be making a significant contribution to raising standards still further in the infant classes.
- 4 Pupils' literacy and numeracy skills are well developed overall. The majority of teachers are making good use of literacy and numeracy lessons to develop pupils' skills. Teachers use pupils' research skills appropriately to find information on a range of subjects, but their writing skills are not being consistently applied for a broad range of purposes. However, the majority of teachers require pupils to apply their numeracy skills in other subjects well. Teachers encourage pupils to use their skills in information and communication technology to support standards in other subjects, for example English, mathematics and history. However, the use of information and communication technology is not being achieved consistently through the curriculum and has been identified as an area for improvement by the co-ordinator.

- 5 Pupils with special educational needs achieve standards in line with their ability. They are supported well in lessons by support staff, and this enables them to be included in most learning activities. Where the teacher does not match the activity closely to the individual needs of pupils, including those with special educational needs, pupils do not achieve well and do not make sound progress in their learning. However, where teaching is regularly very good and excellent, pupils' progress is particularly good for example, in their writing. Overall, pupils with special educational needs make satisfactory progress towards the targets in their individual educational plans. The introduction of literacy targets supports their progress appropriately. Pupils on the schools 'action plus' programme supported by the local education authority's service make very good progress.
- 6 By the end of Year 2, pupils attain standards in information and communication technology, geography, music and design technology which meet the national expectations for their age. In art and history, standards achieved are above what might be expected. There was insufficient evidence to judge standards in physical education. In religious education pupils meet the expectations of the locally agreed syllabus as they do by the end of Year 6. By the end of Year 6, pupils attain standards in art, design and technology and geography that meet national expectations. However, they are above the expected standards in history and are well above in music. By the end of Year 6, standards in physical education meet expectations overall. However, girls' skill development in games is not sufficiently extended and boys' skills are more highly developed. This is an issue for the school to resolve. Swimming, however, is a strength of the school and standards from reception to Year 6 are well above what is expected for their age.
- 7 Children make sound progress overall in their learning in the foundation stage. Their attainment on entry to school is generally above what might be expected of their age. As a result, the majority of children reach and exceed the early learning goals by the time they enter Year 1 in all areas of learning.
- 8 Overall pupils make better progress in the infant classes than they do in the junior classes, with the exception of where consistently very good and excellent teaching is observed. Progress is not consistent, as some teachers do not always use assessment information effectively to ensure that they match learning activities to the range of pupils' needs in the class. They do not challenge more able pupils consistently to extend and apply their knowledge and understanding. As a result, pupils make satisfactory progress overall as they move through the school.

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

- 9 At the time of the last inspection, pupils were judged to have good attitudes to school and to work well together. Pupils' attitudes are now judged to be very good and are a strength of the school. Pupils are very enthusiastic about their school; they are keen to participate in the many activities the school provides and in the day-to-day life of the school. This enthusiasm is reflected overall in the good quality of behaviour. Pupils behave well in and around school, at play and when involved in school assemblies. In the majority of lessons pupils enjoy their learning. However, there are lapses of behaviour by a minority of pupils when class control is less effective and work is less challenging. The majority of pupils are courteous and polite and very welcoming to visitors. Pupils form very good relationships with one another and with adults.
- 10 Staff set a good example in their relationships with one another and with the pupils. This is reflected in the way pupils relate to one another, which is very good, and

without any apparent aggression. There is an absence of oppressive behaviour and a high degree of harmony exists between all pupils. There have been no exclusions. The behaviour of a group of infant pupils was excellent when they were taken on a walk to the river; they listened well and followed instructions carefully. Discussion with pupils showed they have a good understanding of the impact of their actions on the lives of others.

- 11 The personal development of pupils is very good. Pupils are encouraged to think positively about their actions and the actions of others. In personal, social and health education lessons, pupils respond well to each other, they listen to each other's ideas, and show consideration for other points of view. School assemblies encourage pupils to think positively about their actions and the actions of others. Pupils have developed a caring attitude for others and they have undertaken to raise money for various charities including one to pay for the education of a boy in South India. All the money is raised by the pupils. This provision for pupils' personal development contributes significantly to the school's provision for pupils' spiritual, moral, social and cultural development and to pupils' learning. For example, pupils study a village in India in their geography lessons and this is linked well to their fund raising events.
- 12 Pupils are happy to come to school and attendance is well above the national average. Pupils arrive punctually and lessons start promptly. The school works hard to develop a strong sense of community and promotes well respect for the values and beliefs of others. This is reflected in the ethos of the school.
- 13 Pupils with special educational needs have very good attitudes to work in all aspects of school life. They make a positive contribution to the school community and develop very good relationships with adults and other pupils.

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

- 14 Seventy one lessons were observed during the inspection. Of these, 14 per cent were excellent. These were all in Years 1 and 5 and when music was taught as a specialist subject. 14 per cent of lessons were very good, 27 per cent of lessons were good and 41 per cent were satisfactory. Teaching was unsatisfactory in four per cent of lessons. The consistently very high quality teaching in some classes enables pupils to make very good progress in their learning. Teaching is satisfactory overall in the Foundation Stage and in Years 3 and 6. Pupils make sound progress in their learning in these years.
- 15 Teachers have very good relationships with their pupils. Most manage and control classes effectively. This enables them to give clear instructions and share learning objectives for the lesson so that pupils know what they are trying to achieve. Teachers encourage their pupils to focus attentively on their activities and sustain their interest and concentration. For example in a Year 2 history lesson, the teacher controlled the class very effectively from start to finish. The teacher enabled pupils to investigate the 'Battle of Stamford Bridge' through role-play. The teacher reviewed pupils' learning consistently through the lesson and her very good questioning skills promoted positive discussion of, for example, the emotions felt by villagers as 'Tostig and his army' approached Stamford Bridge.
- 16 Where teaching is very good or better, teachers have very good subject knowledge. For example, in music lessons. The teacher's own musical expertise enabled him to provide pace and challenge. Teaching was supported by very good ongoing

assessment of pupils' learning throughout the lesson. As a result lessons were fun, learning was very good and the standards achieved were similarly very high.

- 17 A feature of high quality teaching is that pupils have, as a result, an enthusiastic attitude to their learning. For example in a 'curriculum enrichment lesson' where the focus was the development of pupils' skills in information and communication technology, the teacher of a mixed Year 5 and 6 class introduced the lesson very well with a 'walk in a magic place'. Pupils responded well to the 'outdoor start' to their lesson. They appreciated the age of the building where they worked and were enthusiastic about their task to send a message to a pupil in Victorian times only to find a message was waiting for them on their computers saying 'Please tell me about your school in 2002'. Also, in these lessons, teachers challenge pupils effectively and use very good questions and guidance to enable them to achieve high standards. For example, in a Year 1 design and technology lesson, the teacher questioned pupils very well to identify the knowledge that they had about mini beasts. He developed pupils' understanding well and challenged pupils to design and make antennae for mini-beasts who did not have any. Certain conditions applied to the design and pupils rose to the challenge very well. What was characteristic of this excellent lesson was that pupils were encouraged to use their own thinking skills to find solutions to problems. Through questions, answers and discussion they were able to come to their own decisions about the actions they should take.
- 18 The teaching of English is satisfactory overall. Although excellent teaching was observed in the infants and juniors, teachers do not consistently demonstrate how good writing skills can be developed. Also they do not provide sufficient opportunities for pupils to evaluate their own work in order to make improvements in their writing before it is finished. Teaching is good overall in mathematics. In mathematics, more challenge for the able pupils is a feature for teachers to develop. Overall, teachers have implemented the literacy and numeracy strategies well, although a minority do not use opportunities for pupils to apply their skills, for example in writing, in other subjects. This, however, is a positive feature of teaching in the foundation stage.
- 19 Teachers use homework appropriately, to support and extend class work. Teachers also are beginning to use skills in information and communication to support work in a number of other subjects. For example, in English, pupils are encouraged to complete their writing tasks on the computer and so develop their word processing skills. This is an area to be developed through all curriculum subjects.
- 20 Most pupils with special educational needs are taught as part of the whole class group. The quality of teaching overall is good in both the infants and juniors. Teachers and support staff work well together to support these pupils. Pupils' contributions to lessons are valued and this encourages them to take a full part in discussion. On the few occasions when pupils with special educational needs are taught separately by the local education authority's support service, provision is very good. Teaching is very focussed. A range of teaching strategies is used and pupils' progress is assessed after each lesson.
- 21 Where unsatisfactory teaching is observed, teachers do not use assessment information consistently to ensure that activities match the range of learning needs within the class. Also, teachers do not consistently expect high standards from all pupils and more able pupils are not consistently challenged to do their best. This can on some occasions lead to pupils not being sufficiently focussed and sometimes results in a minority showing poor behaviour.

- 22 The quality of teaching, however, is good overall in the school. Although this was the judgement made at the time of the last inspection the quality of teaching in both the infant and junior classes has improved to very good and good respectively overall. Teaching in the foundation stage remains satisfactory. As a result, pupils' learning is satisfactory in foundation stage, very good in the infant classes and good in the junior classes. At the time of the last inspection, teachers' questioning skills and their planning to develop pupils' skills and understanding were identified as issues for improvement. Since then teachers have received training, and the questioning skills used are now a strength of their teaching. Planning in the foundation stage, however, is still an area for improvement. Short term planning is unsatisfactory. With the exception of communication, language and literacy and mathematical development, teachers plan for subjects of the National Curriculum and not the 'areas of learning' as they should for children in the foundation stage.

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

- 23 The school teaches all subjects of the National Curriculum and religious education for an appropriate amount of time. Pupils' intellectual, moral and physical developments are promoted effectively. Sound provision is made for pupils' personal, social and health education. Relevant programmes are provided for sex and health education and awareness of the misuse of drugs. Provision for pupils' cultural education is very good. It is good for spiritual, moral and social development. Good provision is made to ensure that all pupils have equal access to everything the school provides and opportunities to succeed. There is very good provision for out-of-school activities.
- 24 The National Literacy Strategy and National Numeracy Strategy have been successfully introduced. The school has good strategies for teaching literacy and numeracy skills. Teachers have identified the need to improve writing skills and to raise standards for higher attaining pupils. Pupils need to be given more opportunities to develop their writing skills in subjects such as geography and history. The school is part of the 'CASE' project to improve thinking skills in science and is beginning to use the ideas from this project in other subjects.
- 25 There is sound provision for personal, social and health education. The school emphasises the development of citizenship and teaches this, and aspects of personal and social education, through other subjects. For example, pupils learn about care for the environment in geography lessons. Health education is taught through science lessons. Drugs education is taught as a separate subject and teachers call upon the help of professionals such as the school nurse.
- 26 The provision for out-of-school activities is very good. Pupils take part in football, netball and rounders clubs. During the summer term, cricket comes to the fore and many pupils enter a single wicket competition. Non-sporting activities include art, computer and drama clubs. The school is justifiably proud of its musical tradition and pupils are given the opportunity to learn to play the guitar, flute, recorder and brass instruments and to play in the school orchestra. Pupils sing in the school choir. Infant pupils are taught French by a parent and they also learn the recorder. Regular book weeks are held when parents and pupils can buy books and be entertained with other activities such as puppet shows.
- 27 Visits to places of interest such as the Second World War museum at Eden Camp and the folklore museum at Hutton-le-Hole enrich pupils' education. They learn about contrasting areas by visiting the seaside at Bridlington and sometimes the Yorkshire

Moors. Visitors to school, such as a local councillor, provide a stimulus for work in geography and other subjects.

- 28 The school has very strong links with the local community. The school choir and instrumentalists take part in concerts in local churches. Community groups use the school swimming pool and the local library, situated in the school grounds, is available for the school to use during the day. Many local institutions make use of the school premises including groups of adults learning to use the Internet. Local residents, such as councillors, talk to pupils about matters of local interest and their experiences.
- 29 There are very good links with partner institutions. Pupils visit the two secondary schools that most attend, Woldgate School in Pocklington and Archbishop Holgate School in York. Teachers from those schools teach demonstration lessons in subjects such as mathematics and science. Students from St John's College, York, undertake teaching experience in the school.
- 30 The school takes effective steps to ensure that pupils receive equality of access to the full range of learning activities provided. Pupils are able to take part in all school activities relevant to their age. Some pupils are withdrawn from various lessons in order to receive music tuition. However, they are withdrawn on a rota that ensures that they do not miss the same lesson each week. Before the tuition begins, their parents enter into an agreement with the school that the pupils might have to complete work they miss at home.
- 31 Pupils with special educational needs have full access to the same curriculum as other pupils. The school makes good provision for pupils with special educational needs. Individual educational plans are set out with targets to meet pupils' needs. The targets are clear and are reviewed each term appropriately.
- 32 Provision for pupils' spiritual development is good. This matches the findings at the last inspection. Good work and positive achievements are celebrated during school assemblies. Opportunities are planned to enable pupils to explore a range of religious beliefs in their religious education lessons. Personal, social and health education, music, art, history and science lessons give pupils opportunities to think about their feelings and those of others. In history they think about the feelings of the villagers as Tostig and his army arrive to take over Stamford Bridge. In collective acts of worship, all pupils are fully involved when praying and show a very reverent attitude. They gasp with awe and wonder when the visiting minister pulls the card with the right name on it from his magical pack of cards. Pupils show their concern for others by taking on the responsibility to pay for the education of a child in India.
- 33 Provision for pupils' moral and social development is good and matches the findings at the last inspection. The school states clearly what it expects from its pupils. Time is given to developing the importance of listening to others, valuing their views and the success of this is seen in the way pupils work together both in class and in the playground. Pupils clearly understand the results of their actions on others. Through music and drama, pupils are offered a wide range of opportunities to develop their confidence to work in groups and to perform in front of others. Participation in sports enables pupils to develop team spirit and learn the ways to co-operate with their peers. Pupils form very good relationships with their peers and with all adults in school. They are polite, helpful, confident and happy to help others. They show responsibility when acting as a monitor in the choir, a team captain and when preparing the hall for collective acts of worship. Pupils willingly help others who



experience difficulty in lessons. For example, a more able pupil helped others to access programs, change text and colour while working in the computer suite. Social education is enhanced through extra curricular activities and educational residential visits. All Year 6 pupils develop teambuilding skills when they spend three days at the activity centre in Todmorden.

- 34 Provision for pupils' cultural development is very good and has improved since the last inspection. Visiting musicians give concerts in school and pupils in the choir have opportunities to sing with an adult four-part choir on a regular basis. Visits to concerts and musicals in Leeds are part of the strong musical culture in school. A South African musician will visit school for three days to run workshops for all pupils. In art, pupils study the work of small number of artists but these are mostly from European culture. Theatre and dance groups run workshops for pupils in school. A visiting potter shares her skills with pupils in Years 3 and 4 when they make artefacts linked to their visit to the Jorvik Museum in York. Very good use is made of the local environment. For example, Year 6 pupils have a very good understanding of the historical and geographical significance of York and Stamford Bridge.

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

- 35 This aspect is of paramount importance to the school and the procedures for child protection and ensuring pupils' welfare are excellent. All staff know and understand the pupils well. The school has clear procedures, which are followed by all staff to ensure that pupils are secure and well protected. The care shown by staff when taking a group of young children on a walk in order that they could sketch from real life was exemplary, and the staff were well supported by parents. The school and governors ensure that effective measures are in place, consequently all the related matters of health, safety and security are maintained to a very high level. Parents appreciate the way the school cares for their children and that their children are happy to come to school.
- 36 The monitoring of pupils' personal development is satisfactory, and the educational and personal support and guidance for pupils is good. Staff work hard to ensure that everyone in the school community is valued. In most lessons there is a consistent approach, which ensures the good behaviour of pupils, and the elimination of oppressive behaviour and this is well monitored. This careful monitoring ensures that the school is aware of the problems caused by a minority of pupils in some lessons. This effective support makes a positive contribution to pupils' well being, and enables them to take full advantage of the educational opportunities offered.
- 37 The use of assessment to guide curricular planning is unsatisfactory. The test given to children when they have just begun school in reception appropriately records children's achievement as they enter school. The results of the national tests and 'NFER' tests are analysed and this information is used to make adjustments to the curriculum. Co-ordinators have little evidence however, other than the end of year assessment, on how pupils are progressing in their subject or what aspects of their subject needs to be developed within the curriculum. The school's assessment policy states that assessments will be carried out at the end of a curriculum unit as identified in the scheme of work. This process is not yet in place and therefore information on pupils' progress through the skills, knowledge and understanding of the curriculum is not yet available. Teachers identify opportunities for assessment in lessons in their planning but this is inconsistent across the school. Target setting for pupils has been established for writing and this is helpful in enabling pupils to make progress.

- 38 Pupils with special educational needs receive very good care. Individual attention is given to pupils and issues are dealt with sensitively by teachers and support staff. Pupils are fully integrated into the life of the school. The school makes good use of local authority services to support pupils. However, pupils not identified for 'action plus' require more frequent teacher assessment in lessons to support their learning. This could be achieved during reading and writing sessions and during the plenary part of the literacy hour.
- 39 The procedures for monitoring and improving attendance are very good. If no message has been received, parents are contacted on the first day of a child's absence, thus establishing that the child is safe. The school has good links with outside agencies. Children feel valued in the school community where their welfare is of paramount importance.

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

- 40 At the time of the last inspection the school was judged to have good relationships with the parents. This is now very good. Of the returned questionnaires 99 per cent of parents said they thought the school was well led and managed and that their child was making good progress in school. All parents said the school expects their children to work hard and achieve their best, and a high percentage said the school is helping their children to become mature and responsible. Parents confirmed that their children are happy in school and the school works closely with parents.
- 41 The school has very good links with parents to consolidate and extend pupils' learning. Several parents help in school listening to readers and co-operating with the school whenever there is a special event and their support is appreciated. The school is well known in the community for the very good concerts and musical productions, and parents are involved in these, especially with the making of the costumes. Older pupils have planning diaries, when these are used properly they make a very strong link between home, teacher and pupil. Discussion with parents showed they are keen to be involved in the life of the school and especially enjoy attending class assemblies and concerts.
- 42 The quality of information for parents is very good. Home-school agreements are in place. Reports on pupils' progress are very thorough and give parents a clear indication of the progress their child has made and what they need to do in the future. The governors' annual report for parents is a very informative document. The school prospectus is currently being redesigned and in the meantime parents are given a folder of documents, which covers all the information to help parents have a clear picture of life at the school and meets statutory requirements. The school holds regular meetings for parents to discuss their children's progress. Newsletters are clear and helpful. They provide parents with an opportunity to share in the life of the school.
- 43 Parental contribution to pupils' learning at home and at school is very good. The school appreciates the support of the parent teacher association; they raise substantial funds, which provide many extras to support children's learning and their life in school. An outstanding contribution is the excellent provision of the swimming pool, which is entirely funded by the parents. Not only does this enable every child in the school to be able to learn to swim but also provides a valuable amenity for the community. The association organises many events both social and fundraising that

enhances the life of pupils in the school and places the school firmly as a hub of community life.

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

- 44 The school has good leadership and management and is better overall than reported in the last inspection. The headteacher gives effective leadership in maintaining good standards in pupils' behaviour and their very positive attitudes to their learning and towards others. Parents value the good leadership of the headteacher. With the governors, he has been influential in improving aspects of the buildings and the opportunities for learning that such improvements have brought, for example, the computer suite in the refurbished school-house in addition to a new infant classroom. The headteacher works closely with the staff and governing body to create a good team approach. This spreads into the wider school community, with which there are very good links. The good team approach apparent in the school ensures that the school's aims are clearly reflected in its work.
- 45 The school has made good progress overall since the last inspection. For example, in respect to the improvement in the school's accommodation. Good progress has also been made in the improvement of resources for information and communication technology. They are being used with increasing effectiveness to raise standards throughout the school. The school has made effective use of national guidance to complete schemes of work for all subjects and had intended to use their recommended procedures for assessing pupils' progress. However, at the time of the inspection this was not in place. The teaching staff has changed since the last inspection. The appointment of the new deputy headteacher is providing effective support to the leadership and management of the school. Co-ordinators are now more clear about their roles and posts have been created for 'Key Stage co-ordinators' to work with staff in their year groups on planning. However, not all co-ordinators are aware of standards achieved throughout the school in their subject and how they might be improved.
- 46 The headteacher and deputy headteacher have increased the monitoring and evaluation of teaching and learning in school. Some co-ordinators have begun to contribute to this process as well and this is an improvement since the last inspection. Staff development is now the responsibility of the deputy headteacher and it is now effectively matched to the needs of the school and individual teachers in line with the school development plan. Performance management has also been introduced successfully and there are good arrangements in place for the induction of staff new to the school.
- 47 Governors continue to be supportive of the school. They are actively involved and promote a good partnership with the headteacher and staff that focuses on school improvement. Governors are linked to different subjects and some meet with staff to discuss progress made. Governors are increasingly influential in shaping the direction of the school's development, for example, in supporting the resourcing of the computer suite, also in carrying out a risk assessment on a residential trip site that had not been used by the school before.
- 48 The governing body shows a good understanding of their roles and responsibilities. They meet their statutory duties. The governing body works closely with the headteacher, supported effectively by the school secretary, to ensure that the school makes effective use of its finances. Governors ensure that funds are linked to development priorities that are detailed in the school development plan. This is an

improvement since the last inspection. The information received, together with the governors' own expertise, is used well to ensure that they apply the principles of best value effectively. Effective financial procedures, together with the governors' good knowledge of the school's development priorities, enable the school to provide good value for money

- 49 The school's provision for pupils with special educational needs meets requirements and is managed effectively by the school. Criteria have been established to identify pupils' needs in the early stages and as they move through the school. Liaison with parents is good and the school involves them to support their child well. The special educational needs co-ordinator is the headteacher and he ensures that records on pupils are kept and that their individual education plans are reviewed each term. Pupils who are identified to receive additional support, on 'action plus', are assessed after every teaching session. This enables the support teacher, provided by the local education authority, to be very specific in the work done with these pupils.
- 50 The match of teachers and support staff to the demands of the curriculum is good overall. However, the deployment of support staff in the foundation stage needs to be considered further to ensure that children's needs are fully matched by adult support. The classroom assistants provide good quality support that contributes well to the quality of education provided by the school. Subject managers are in place for all subjects in the curriculum. Clerical staff are welcoming to visitors and contribute effectively to the good management of the school and management of financial resources. The caretaker maintains the two sites well and, with the cleaning staff, works hard to keep the school clean and tidy.
- 51 The school makes good use of its accommodation, which is maintained, to a high standard. Outdoor facilities are spacious and well used. The school has recently made improvements to the school house which now houses the computer suite and music rooms, and is currently developing a reference library. Although the school buildings are on two separate sites, the school works hard to overcome any problems. For example, there are two good-sized school fields and drainage problems on the infant school field have been put right. The benefit of a swimming pool on the junior site is a tremendous asset and benefits all pupils. The fact that the main library for Stamford Bridge is on the school site makes it readily accessible for pupils to use.
- 52 Throughout the school, the overall quality and range of resources is satisfactory. They contribute positively to pupils' learning. Improvements have been made since the previous inspection. Resources for information and communication technology are now good. There is a good supply of reading books for infant pupils but many of the reading books in junior classes are well worn and need replacing. For other subjects, resources are satisfactory overall, however, the musical instruments used in the infant school are of poor quality and need replacing .

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

- (1) Raise pupils' achievement in writing by:
- ensuring that writing skills are extended consistently in a broad range of subjects
  - requiring more able pupils to extend their skills and knowledge consistently to achieve the higher standards of which they are capable
  - raising the expectations of teachers in showing pupils how to produce high quality writing

- encouraging pupils to redraft their work in order to improve the quality of their writing  
(Paragraphs: 2, 4, 18, 62, 74, 79, 82, 83, 86, 87, 88)
- (2) Improve the use of procedures for assessing and recording pupils' progress and attainment to:
- Provide information about what pupils do well and how they can improve the standard of their work
  - Ensure that teachers use assessment information to plan activities that are closely matched to pupils' learning and to guide their next stage of learning in order to raise standards  
(Paragraphs: 5, 8, 21, 36, 37, 45, 114, 118, 119, 123, 128, 142)
- (3) Further improve the role of the co-ordinator to ensure a clear whole school overview of the strengths and weaknesses of their subject by:
- Monitoring teachers' planning to ensure that the needs of all pupils, including more able pupils are met
  - Monitoring pupils' work to ensure that pupils are sufficiently challenged to achieve high standards
  - Ensuring that assessment procedures are used effectively to monitor pupils' progress and are consistently applied throughout the school  
(Paragraphs: 3, 7, 37, 45, 95, 102, 107, 114, 119, 128, 142, 146)
- (4) Improve provision for the foundation stage by:
- Ensuring that short term planning reflects the six areas of learning
  - Organising structured activities that are ongoing throughout the day to provide further opportunities for children's to extend their independent learning
  - improving storage space for resources for outdoor provision
  - reviewing the hours of support staff currently provided for the foundation stage to ensure that children's needs are well matched with adult support  
(Paragraphs: 22, 50, 54, 55, 56, 58, 59, 60, 66, 71)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	10	10	19	29	3	0	0
Percentage	14	14	27	41	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	302
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	16

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	16
Pupils who left the school other than at the usual time of leaving	13

### Attendance

Authorised absence	Unauthorised absence
%	%

School data	4.2
National comparative data	5.6

School data	0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	19	21	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	20	21	20
	Total	38	39	38
Percentage of pupils at NC level 2 or above	School	95 (94)	98 (94)	95 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	20	20	21
	Total	38	38	39
Percentage of pupils at NC level 2 or above	School	95 (94)	95 (96)	98 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	30	31	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	29	30
	Girls	28	30	31
	Total	54	59	61
Percentage of pupils at NC level 4 or above	School	89 (92)	97 (78)	100 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	28
	Girls	28	24	26
	Total	52	48	54
Percentage of pupils at NC level 4 or above	School	85 (90)	79 (84)	89 (90)
	National	72 (70)	74 (72)	82 (79)

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



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

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	1
Black – other	-
Indian	-
Pakistani	-
Bangladeshi	-
Chinese	-
White	265
Any other minority ethnic group	-

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage	-	-
Black – African heritage	-	-
Black – other	-	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	-	-
Other minority ethnic groups	-	-

*This table gives the number of exclusions of pupils of compulsory school age, 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)	12.5
Number of pupils per qualified teacher	23.3
Average class size	27.5

**Education support staff: YR – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	101

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/2002
	£
Total income	551,179
Total expenditure	544,126
Expenditure per pupil	1,739
Balance brought forward from previous year	-2,633
Balance carried forward to next year	4,420

### ***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
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	303
Number of questionnaires returned	99

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	5	1	0
My child is making good progress in school.	68	31	1	0	0
Behaviour in the school is good.	55	40	4	1	0
My child gets the right amount of work to do at home.	48	42	9	1	0
The teaching is good.	71	26	1	0	2
I am kept well informed about how my child is getting on.	42	43	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	75	18	4	1	2
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	59	36	3	2	0
The school is well led and managed.	70	29	0	0	1
The school is helping my child become mature and responsible.	63	35	1	0	1
The school provides an interesting range of activities outside lessons.	45	30	17	5	3

## **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**

- 53 Children start school in the reception year at the beginning of the term when they are five years of age. Currently there are two classes; one has 22 children who started school in September and January and the other has ten children and they started school in April. Most children start school with levels of ability that are above what might be expected of children of this age. There are few children with special educational needs who require support for behaviour and learning. All children make satisfactory progress, and by the end of the reception year the majority of children have reached and exceeded the early learning goals.
- 54 The satisfactory quality of education in the foundation stage has been maintained since the last inspection. Teaching is satisfactory overall and throughout each area of learning. A small amount of good and unsatisfactory teaching was observed during the inspection week. Where unsatisfactory teaching was observed, insufficient organisation was in place to support a range of structured activities that children could do independently. Children were unsure of what to do next and many wandered about with little purpose. However, good teaching was also observed in whole class lessons such as for numeracy and 'music and movement'. Learning in these lessons was good and was supported by teachers' effective use of questioning. Teachers also seek every opportunity to extend children's literacy and numeracy skills during the day and this is a positive feature of their teaching.
- 55 Following the last inspection, teachers' planning in the foundation stage was identified as an issue for improvement. Planning at the time was linked to National Curriculum subjects and not the areas of learning as required. Since that time long and medium term planning has been improved. However, teachers still plan activities during the school day that are linked to the National Curriculum and not to the areas of learning. This restricts opportunities to create an environment where children can explore materials and learn with greater independence throughout the day. Progress against this key issue has therefore been limited and short term planning is still unsatisfactory.
- 56 Resources overall are satisfactory. The school does not have a separate area for children's outdoor provision. However, teachers adapt well to the situation and organise for children to have a separate playtime in the afternoon when they have access to the field and the paved area on their own. This activity is well organised and the children greatly enjoy playing with small play resources such as skipping ropes, bats and balls, water and brushes. However, there is insufficient space to accommodate these resources effectively and as a result, teachers are unable to provide opportunities for children to play with larger apparatus such as bikes or tricycles.
- 57 Care for the children in the foundation stage is very good. All adults who work with reception-aged children are thoughtful of their needs. Teachers develop very positive relationships with the children and they present good role models.
- 58 Children enjoy coming to school. They settle into the routines of the reception class and respond well to adults and other children. Parents make a very good contribution to children's learning. They work in the classroom alongside the teachers and this enables children to develop their personal and social and creative skills. Leadership

and management of the foundation stage is satisfactory. The class teachers, however, receive only a very small amount of planned support from classroom support assistants; there is no nursery nurse, and this restricts opportunities for teachers to plan for structured play activities.

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

- 59 The majority of children enter the reception class with well-developed personal and social skills. They make satisfactory progress and by the time that they transfer to Year 1 they have reached and mostly exceeded the early learning goals for this area of learning. Teachers do not plan specifically for children to develop their personal and social skills, however, they encourage their development in various ways, and as a result teaching is satisfactory. For example, prior to a music and movement lesson, the teacher encouraged children to take responsibility for their own belongings as she reminded children to fold their clothes up after they had got changed into their PE kit. The majority of children responded well and left their clothes neatly on their tables. In the role-play area, some children were able to work in small groups to have a 'birthday party'. Children enjoyed this activity and most of them were able to take turns appropriately. During whole class lessons, the majority of children pay attention to what the teacher says and they are keen to contribute.
- 60 Children are confident to talk to adults who work in the class. They develop positive relationships with others and support each other thoughtfully. For example in a literacy lesson one child got his name card from his tray to give to a friend; this was so that his friend could spell his name correctly as he wrote about a birthday party. Although there are not enough planned opportunities for children to concentrate on activities that they choose for themselves, within the range of activities available, children demonstrate independence, for example, in helping to take outside small equipment such as balls and skipping ropes and in helping to tidy up after themselves.

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

- 61 The majority of children make satisfactory progress in the development of their skills in communication, language and literacy. Teaching in this area is satisfactory overall. Teachers plan literacy activities that offer children opportunities to discuss and develop their ability in speaking; this is supported by the teachers' effective questioning skills that encourage children to think carefully. As a result, during lessons, children are confident to speak out in discussions. For example, in a literacy lesson, children knew that the teacher had written a 'list' of dates and talked about their birthdays falling at different times of the year. Children listen well for most of the time, however, on a few occasions they were so involved that they all wanted to speak at once and did not listen well enough to each other.
- 62 Writing activities are generally the same for all children. However, children can write well. Some write simple sentences independently, for example, 'My owl is asleep. The stars are twinkling' and some copy sentences thought of by themselves and written by the teacher. Writing is generally well formed. Children know that they should leave spaces between words and that full stops end a sentence.
- 63 Children have a positive attitude to books and reading. They enjoy looking at books on their own as they sit on the carpet and they enjoy listening to stories read from big books, such as 'The Absolutely Brilliant Crazy Party' by Wendy Body. Children read well. More able readers are fluent and most children read with expression. This has

been well demonstrated by their teachers when they read stories to the class. Those children who need more help with reading are confident to build words from the initial sounds of words. For example, one contribution in reading the title of the big book mentioned was 'The animals' birthday cake party' which was a good try. Children also use pictures well as clues to help them read what is written.

- 64 The development of literacy skills across the whole curriculum is a feature of both reception classes. Every opportunity is taken to reinforce reading and to encourage children's skills in speaking.

### **Mathematical development**

- 65 Children's achievement is above what might be expected by the time they leave the reception class and they have made satisfactory progress. Children can sequence numbers in order. In their books, many children are able to add two numbers working up to ten and some work up to 19. Children can also subtract within 10 and some can work with larger numbers. Teaching is satisfactory overall. However, where good teaching was observed, the teachers' effective questioning skills made a positive contribution to support children's understanding. For example, in a lesson on weighing, effective questioning enabled children to identify which objects were heaviest and lightest, some using their hands and some using balance scales. Effective questioning also enabled the teacher to reinforce and assess the children's learning. A large mathematical display of a graph of children's pictures on their birthday month in one class, poses the question as to why there are no children with birthdays in certain months. Children complete further work on graphs when they use birthday cakes made out of play-dough to indicate when their birthday is. The majority of children concentrate well on their activities and try hard to do their best.

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

- 66 Children's attainment in this area of learning is above what is expected by the end of the reception year. Children make satisfactory progress and teaching is satisfactory overall, as teachers plan activities that relate to National Curriculum subjects. In a whole class lesson, children were able to identify a route on a simple map to show how 'Grandad' in the story 'Happy birthday Sam' would get to Sam's house and call in at the supermarket on the way. Some children stated that he had to turn left towards the petrol station and they described instructions well to enable him to 'travel' from one place to another on the shortest route.
- 67 In another whole class lesson, children discussed the differences between babies and how they are now at five years of age. They could say that when they were older they would be able to do certain things, for example, play football well. Other work related to 'science' shows that children have discussed the difference between night and day in their 'time' project. Children use the computer to support their learning. They can manipulate the mouse well and are able to position items in specific places, for example, to put a cup on a table using a programme called 'kidpix'.

## Physical development

- 68 Children's physical development is good. They make good progress overall and achieve standards that are well above what might be expected by the end of the reception year. Teaching overall is good. The school's swimming instructor, for example, makes a significant contribution to the development of children's skills in swimming. Children go to the swimming pool in small groups, half a class at a time. The instructor ensures that they know about health and safety rules; children walk carefully along the poolside and have to climb out and not use the steps. This is so that they will be used to getting out of the pool at any point along the side. Children develop in confidence to jump in and lower their faces into the water and blow bubbles. Games are played to encourage their confidence, for example 'Ring a Ring o' Roses' and 'Humpty Dumpty'. Children swim from one side to the other with arm bands and they very much enjoy their lessons.
- 69 Music and movement lessons are part of the curriculum. Children have this lesson in the hall and follow the taped instructions well. For example, they worked on their own and 'wobbled like a jelly' and they worked well in pairs taking it in turns to play 'follow my leader'. The class teacher reinforced the skills learnt well. Some children were able to demonstrate what they had achieved and the teacher's positive encouragement of good behaviour contributed well to the overall success of the lesson. Children can undress and dress themselves well and only a few children need very limited help.
- 70 Outdoor provision takes place during separate afternoon play times. Children were observed to use a range of resources very well. Children who played football demonstrated very good ball control as they passed the ball one to another. Others skipped with ropes very well; some could skip backwards as well as forwards!! Children enjoyed playing with cricket bats and soft balls. Other children used water to paint pictures on the paved area and wall.

## Creative development

- 71 Children make satisfactory progress in reception and by the time they enter Year 1, they have achieved and often exceeded the early learning goals for creative development. Lessons are planned in line with the National Curriculum rather than the required areas of learning and overall teaching is satisfactory. For example, children were asked to design a birthday card and to identify the materials they would need to make them. Then from their plan they chose from a range of materials available to copy their design to make a card. Parents made a positive contribution, to work with children in small groups, to support them in this activity.
- 72 Other planned activities included painting shapes to print on paper to make a repeating pattern to resemble purchased birthday paper. Most children were able to do this successfully. Some children made birthday buns out of play-dough or sand; children had good manipulative skills. Opportunities to paint freely were not observed, however, work displayed on the walls, included paintings of day and night animals, for example, a bat, and a squirrel.
- 73 Children sing well. In a class music lesson taken by the school's specialist music teacher the majority of children were able to clap in time to a 'Hickory, dickory dock'. The majority of children knew the names of instruments used, such as 'finger cymbals', 'cow-bells' and wood block. The children selected to play the instruments could play loud and soft sounds.

## ENGLISH

- 74 Standards in reading and writing for seven year olds have been consistently above the national average for the last four years. In 2001, standards in writing were above similar schools and matched the average in reading. At the age of eleven, results show that standards in English are above the national average. In 2001, results were in line with similar schools. However, examination of the test results shows that pupils who achieved higher levels in National Curriculum tests at the age of seven did not make sufficient progress by the age of eleven. Also, the percentage of pupils who achieved above the expected level was below the national average.
- 75 Inspection evidence of above average standards in both the infants and juniors reflects the judgement made at the time of the last inspection. Pupils achieve well above national standards in some classes where teachers have high expectations and use teaching strategies that develop pupils' thinking skills, for example in Year 1 and Year 5. Pupils come into school with above average skills in language and the majority sustains this level of achievement through both the infant and the junior classes. Pupils therefore make satisfactory progress in relation to their abilities.
- 76 Pupils in the infants and juniors have very good speaking and listening skills. Even the younger pupils can engage in sophisticated discussion in class and use a wide range of vocabulary. For example, in a Year 1 lesson focussed on spelling, a pupil was able to explain that 'The e just disappeared like magic'. Older junior pupils in a religious education lesson discussed 'what is a miracle' they listened well to other pupils' views and were able to express their opinion clearly and confidently. Pupils use 'standard English' very well in all situations. Pupils' listening skills are above average. They listen well often for periods of time beyond that expected for their age. They understand questions and respond appropriately.
- 77 Reading in the infants and juniors is above average. Pupils of all abilities enjoy reading. They read fluently, the majority reading with expression and meaning. Pupils read out loud to the class in a confident manner. Pupils in a mixed Year 1 and 2 class appreciated humour in poetry such as in 'The Apple Tree and the Worm'. Pupils used their knowledge of sounds well to read new words. When faced with long words the majority of infant pupils are able to identify letter patterns within words. Pupils' understanding of stories and other non-fiction text is very good and they offer opinions about them. Most pupils read at home. The majority of pupils read a lot of books, some older pupils, have particular interests such as history, adventure books and 'Harry Potter'.
- 78 The standard of writing of pupils in both the infants and juniors is good. Pupils' writing has good sentence structure and this reflects their ability to speak well. Progress in writing in the infants is good. Year 2 pupils can write instructions for using the bookcase when getting a book. Younger pupils write short pieces on 'If I were Mayor of Stamford Bridge' for their 'manifesto'. The writing they do is very well organised and set out in the appropriate way. In their writing pupils use interesting and descriptive language. This is especially the case in Year 1 where pupils are able to extend sentences by using 'ing' words, for example, 'It tastes like a beautiful crisp, crunching and crackling in my mouth'. In Year 2 more able pupils can write longer pieces of narrative with more complex sentences. They can use words such as 'meanwhile' and 'next' to denote the passing of time.

- 79 Progress in the juniors is satisfactory overall in relation to pupils' prior attainment. Standards are above national expectations at the end of the juniors. In Year 5, however, pupils' writing is well above that expected. For example, there is some outstanding descriptive writing. An example of this is an imaginative piece written by pupils in the role of 'The Tiger' in which they very successfully created mood and emotion: *'A light, a faint light, settled over the clearing.....the golden, blazing semi-circle of the sun, resting on the horizon, woke the rest of the pack. ....I listened carefully to the buzzing of the dragon flies and colourful insects.'* This level of high quality work, however, is not consistent throughout the junior classes. There are insufficient opportunities for all pupils to produce longer pieces of quality writing. As a result, pupils' progress in the development of their writing skills is inconsistent.
- 80 Pupils' handwriting is generally good. Pupils in the infants can form letters correctly and the more able pupils have developed a fluent, printing, handwriting style. Pupils develop joined writing in the juniors in their own individual style. Pupils' use of punctuation is very good overall. More able pupils in Year 2 can use full stops, capital letters and commas. Older pupils use question and exclamation marks and know how to set out speech in their writing.
- 81 Spelling is good. Pupils in Year 2 try to spell a word before asking the teacher. This strategy builds their confidence in their spelling ability. Throughout the school most pupils are able to spell the common words expected for their age group. More able pupils need little help with spelling. They are able to use dictionaries and thesauruses.
- 82 All teachers are familiar with the National Literacy Strategy, which is used effectively and teaching in English is satisfactory overall. However, there are variations in teachers' expectations and the strategies they use to challenge pupils to do well, as a result teaching observed ranged from unsatisfactory to excellent. Where lessons were very good or excellent, teachers had very high expectations. Teachers' knowledge of writing was very good and they were able to 'model' very good writing skills for their pupils. For example, in a mixed Year 3 and 4 class lesson, the teacher 'modelled' good writing, using pupils' contributions very well in a persuasive letter about why birds should or should not be kept in 'Birdland'. In a Year 5 class, pupils did 'detective' work using text from 'The Iron Man'. The teacher used excellent questioning skills and drew pupils' attention to significant words. Where teaching was observed to be unsatisfactory, expectations of pupils' writing was not high enough; insufficient feedback was provided on pupils' progress and as a result, learning was unsatisfactory.
- 83 Teachers' planning is satisfactory overall, however it was observed to be significantly better than this in a minority of classes, for example, in Year 1 where it was excellent. The majority of teachers set time limits for work to be done and this keeps pupils focussed on their work. In some classes there is insufficient time spent in literacy working with groups of pupils to further extend their writing skills. However, the introduction of individual pupil targets for writing, and the positive marking of work, helps pupils to know what they need to do to improve.
- 84 Relationships in classes are very good and nearly all pupils are keen to work hard. Classroom assistants are deployed appropriately in literacy lessons and they carry out their job well.
- 85 Drama is used well to support pupils' speaking and listening skills, for example in lessons such as in history, in 'curriculum enrichment' time and when visitors come to



school to support a day's drama theme. The use of information and communication technology to support writing skills is developing. For example, in a Year 4 lesson, pupils have the opportunity to practice word processing skills when they write about a house that someone might want to buy.

- 86 Pupils with special educational needs are integrated well into literacy lessons. The standard of their work is good. In those classes where there are classroom assistants, pupils get good individual support with tasks. However, there is insufficient guided group teaching in writing and reading. As a result, pupils do not have enough opportunities to work collaboratively to support their learning.
- 87 The co-ordinator has been in post for one year. The management of the subject in this time has been very good. The national literacy strategy is in place. The co-ordinator understands the role and has made a very good start in identifying areas for improvement. Including the need to raise the percentage of pupils attaining above the expected level in writing at the end of the juniors.
- 88 In order to raise standards in writing further the school should:
- Raise the expectations of teachers in showing pupils how to produce high quality writing.
  - Extend pupils' involvement in checking and correcting their own work
  - Use every opportunity in other subjects to develop and extend pupils' skills in writing.
- 89 Resources for English are satisfactory. The school is aware of the need to replenish books and resources and has already purchased some new reading material. A small library has been established in the school house next to the computer suite. This development is in its early stages. The intention of the school is eventually to use the computer suite and library as an integrated resource for pupils. This would then provide a satisfactory facility for developing pupils' research skills.

## **MATHEMATICS**

- 90 Standards attained by pupils' currently in mathematics are above average for pupils in Year 2 and Year 6. Progress over time is sound and reflects pupils' ability on entering and leaving school. This is similar to the previous inspection. The National Curriculum tests for 2001 show that pupils at the end of Year 2 attained above the national average and were average in comparison to similar schools. Results show that pupils in Year 6 attained well above national expectations and above those achieved by similar schools. Although the trend of improvement is in line with the national trend by the age of eleven, the percentage of pupils who achieved above the expected level was below the national average. Inspection evidence shows that this is because:
- pupils are not consistently given work which makes them think hard enough;
  - they do too many exercises when it can be seen that they already understand the work;
  - teachers do not make enough use of assessments to plan further work that is suitable for these pupils.
- 91 By the age of seven, pupils are confident when faced with mental mathematics. They enjoy the challenge of mental work, work quickly and are eager to get the questions correct. This is because teachers make this session fun, using strategies such as glove puppets to keep pupils' attention. Pupils get a good grounding in learning to tell the time. The teacher uses the 5x table to show how the clock is divided into sections

of five minutes. By the age of seven, almost all pupils can tell the time in  $\frac{1}{2}$  and  $\frac{1}{4}$  hours and the majority can tell the time, past and to the hour, in periods of five minutes, whether they are using an analogue or digital clock. Their use of mathematical language is good. For example, six-year-olds talk about partitioning numbers when increasing numbers by ten on a hundred square. Pupils learn the properties of two-dimensional shapes. They find shapes with right angles and check their answers with paper templates. Lower attaining pupils are unsure about addition and subtraction facts but average and higher attaining pupils have little difficulty and progress to working out multiplication calculations with words and simple money problems. By the age of eleven, pupils use mathematics to help them make decisions in real contexts. They work out the cost of making small plastic wheels, bearing in mind the cost of the machinery, labour, power and raw materials, and the speed with which the wheels can be produced. Given a budget of £1000, pupils work out strategies and discuss decisions to find the most cost-effective way of working. This work makes them think hard and use the mathematics they have learned in other contexts. Pupils cover a good range of work. They use information about house prices to produce pie charts showing the price brackets of different types of house. Pupils measure and record temperatures and this helps their work in science and geography. They draw symmetrical drawings by plotting co-ordinates and have learned the properties of triangles and the names of different types of angle.

- 92 The quality of teaching is good overall. It is very good in the infant classes. In those classes, lessons moved along at a good pace. Comments such as “*Respond to the challenge, you’ve got ten minutes left. Keep going.*” set high expectations. These are reinforced when teachers expect pupils to justify their answers. In this way, pupils learn to think about what they are doing. Constant praise and encouragement gives pupils the confidence to try and not worry if they are wrong. Consequently, pupils develop very positive attitudes to mathematics. They are willing to help each other. When a lower achieving pupil had difficulty translating analogue time to digital time, the boy holding the clock helped her by emphasising the hour as he spoke the time. The rest of the class whispered support, letting out a triumphant “Yes!” when the pupil eventually wrote down the correct time. The rapid pace and high expectations - eighteen numbers to be sorted in less than five minutes - when ten-year-olds learned to use a ‘binary tree’ to make decisions meant that most pupils concentrated well. Pupils who looked as if their attention was wandering were asked direct questions and were included in the lesson. These pupils responded well to finding the pattern in working out the number of ways a mole could get to his home along a series of tunnels and were expected to predict how the combinations would increase when a set number of routes were added. Teachers use the language found in shops, such as *discount*, *cheapest* and *total cost* to help pupils learn how to solve problems involving money.
- 93 All teachers are familiar with the National Numeracy Strategy, which is used well. However, when pupils’ work was checked, it was seen that opportunities were missed to move higher attaining pupils on at a faster rate. This occurs when these pupils continue to write out large numbers of sums when it is obvious, from the number they get correct, that they fully understand what they are doing. Consequently, insufficient demands are made on high attainers. Teachers include all pupils in their lessons. All ability levels are included in questioning. Some pupils leave lessons for music practice but this is based on a rolling programme so that they go at different times each week. They are also required to catch up the work missed as homework. In general, pupils with special educational needs are given work matched to their ability. They are supported well by teachers and classroom support assistants. However, in some lessons, their needs are not met. For example, in the

lesson when pupils worked out the cost of making wheels, pupils with special educational needs and some lower attaining pupils found it too difficult to keep in mind five different sets of criteria. Consequently, they did not make as much progress as they should have done. Lessons are planned appropriately and due regard is taken of the National Numeracy Strategy. All aspects of the National Curriculum are covered.

- 94 The use of information and communication technology to develop mathematical knowledge, skills and understanding is good. For example, six and seven-year-old pupils played a game to help them decide which coins to use to pay amounts up to £2.49 and learnt strategies to make sure they win the game by being the last to enter an amount. In a lesson in the computer suite, eight and nine-year-old pupils entered and retrieved weather readings on a database. Pupils also sort information, such as the conditions plants and animals need for growth, using Venn and Carroll diagrams. The promotion of numeracy skills in other subjects is done well.
- 95 The subject manager has a good mathematical background and manages the subject well. Since his appointment in September 2001, he has produced a three-year strategy plan. As a result of this, the subject manager has visited several classes to judge how good pupils' word problem solving skills are, identified as a weak area of mathematics by the school and the local authority. The report he produced highlighted several weaknesses, including reluctance by pupils to discuss the questions when working in pairs. Evidence from the inspection would suggest that teachers are now encouraging pupils to discuss what they are doing. However, the co-ordinator's role is underdeveloped. He is not involved in the assessment of pupils' work or target setting other than in the age groups he teaches. The subject manager has not yet monitored teaching and learning although this is planned to take place in 2003. Consequently, he does not yet have a clear idea of the areas where training is needed to develop the mathematical skills of teachers or how well teachers use the assessments they make of pupils' progress in planning their work.

## SCIENCE

- 96 Standards currently are above the national average by the end of Year 2, and well above by the end of Year 6. This shows significant improvement since the last inspection. Science is now lead by a very capable, enthusiastic co-ordinator. The teacher assessments of Year 2 pupils last year show that they had achieved standards above the national average. Results of the National Curriculum tests for Year 6 pupils indicated standards were also above the national average. However, the percentage of pupils who achieved above the expected level was below the national average. Also those pupils who achieved higher levels in National Curriculum tests at the age of seven had not made sufficient progress in 2001 by the age of eleven. Test results were analysed to identify the difficulty pupils experienced and this focussed teaching clearly to improve pupils' data handling skills. Teachers received additional training in the teaching of scientific enquiry; the impact of this can be seen in the very good results pupils achieved in this year's National Curriculum tests.
- 97 The pupils in Year 1 make very good progress as a result of excellent teaching. This teaching clearly focuses on the development of pupils' thinking skills. Open-ended questions challenge pupils and encourage them to explain carefully their own ideas when describing how to classify insects and mammals into two groups. Pupils think very carefully when asking questions which can only have a 'Yes' or 'No' answer. They achieve this well and successfully work out the rule being used for classifying. This enables them to achieve a completed animal 'decision tree'. Pupils have plenty of opportunities to discuss their ideas in pairs and confidently explain the reasons why

they have reached their decision. There was great excitement when their careful questioning correctly identified the boy the class teacher had selected. These pupils clearly understand a fair test when trying to decide whether wood lice like dark or light conditions in which to live. They identify correctly aspects of the test that stay the same. Good opportunities are given for pupils to predict and they decide that 'wood lice prefer the dark'. When planning their test they predict that 'if they go under the moss, we know they like the dark, but we have to put it in both the light and dark sides to make it fair.'

- 98 Pupils in Year 2 investigate floating and sinking. They select appropriate materials to create a raft, including sponge, lollysticks, rulers and corks. Plasticine is also available but this sinks! Pupils couldn't believe that, when the shape was changed, it would float! They record their findings in a variety of ways. The more able pupils chose their own ways to record while others are supported with good work sheets. The very good teaching gives all pupils opportunities to work together, take turns, and discuss their ideas and experiment with materials. They offer very accurate descriptions of why things float or sink and show very good understanding. Pupils stay on task well, work independently and find their learning exciting.
- 99 Pupils in Years 3 and 4 show a good understanding of series and parallel circuits, materials and their properties, magnets, forces and friction. They know the main bones of the body and the functions of the human skeleton. They describe well the characteristics of the mammal family as being 'warm blooded, born alive, suckle their young and their body is covered with fine hair'. They understand that the skull protects the brain and the lungs and heart are protected by the rib cage. The good teaching ensures that the work set is well matched to the needs of all pupils and they stay on task well. Pupils listen well, settle quickly and sustain concentration.
- 100 In Year 5, pupils become 'animal detectives' as they identify a particular creature using questions that require 'Yes/No' answers. They ask very pertinent questions, using their scientific language well, to ascertain the creature. They pursue lines of enquiry well to identify "the chuff" when a pupil acts as the teacher and answers their questions. The very good teaching enables pupils to confidently use keys to classify living things, in their local environment, into two groups successfully. The enthusiasm of their teacher is contagious and pupils really enjoy their science lessons. They are keen to learn and confident to try even if they do not always succeed. The work sample seen shows that all aspects of science are being covered well including scientific enquiry skills.
- 101 The work of older pupils shows a very good understanding of setting up an investigation on evaporation. They clearly understand fair testing, predict giving good reasons for their choice and chart their findings using a range of graphs and tables. Pupils show good knowledge of testing insulators and conductors in electric circuits and use diagrams and labelling well to show the use of a force meter. More able pupils show their understanding of energy efficiency well in their detailed written accounts. During the inspection, pupils demonstrate a good knowledge of how a mixture can be separated and an increasing understanding of aspects of a range of rocks. They know that sand and debris covered trees thousands of years ago and that this is how fossils were created. They identify correctly porous and non-porous materials and know that 'if something is permeable, it allows water to pass through it'. The more able pupils look carefully at the texture, colour, and impermeable and permeable features of a group of rocks, recording their findings well on a table. Less able pupils describe the features in sentences. The teacher shows good subject

knowledge but does not manage the behaviour successfully and this impacts on the work achieved and the progress pupils make.

- 102 The subject is very well lead by a capable, confident co-ordinator. She is keenly interested in science and this contributes to the very good results pupils achieve. The co-ordinator has undertaken training to pilot the 'CASE' project "Let's Think" and now trains teachers in other schools. She works closely with the deputy head to develop thinking skills in science with pupils in Year 1 and Year 5. This is proving to be very successful and is spreading across other curriculum areas. Year 3 pupils will also be involved in this project in September. The school has good links with industry and Year 5 pupils visited the local 'British Sugar' factory. A Science Fair in Scunthorpe followed this where pupils were well supported by governors and parents. All teachers have received training this year, focussed clearly on developing scientific inquiry skills and this has had a good impact on pupils' learning in this aspect of their science work. A nationally agreed scheme is in place throughout the school. Some teachers are not as confident as others to promote independent learning in science and this limits opportunities for pupils to investigate and try ideas for themselves. Teachers rely too much on copied worksheets and do not give pupils regular opportunities to develop their writing and recording skills. The use of information and communication technology in science is also limited. The co-ordinator is fully aware that assessment in science is an area to develop and that ICT within science also needs to be addressed.

## **ART AND DESIGN**

- 103 Standards of attainment in art are higher than national expectations in the infants and overall in-line with expectations in the juniors, however, pupils' work in the junior classes is of variable quality. This judgement represents the same findings at the time of the last inspection.
- 104 In the infants pupils develop good drawing and painting skills. At the end of the infants they are able to use fine brushes to do quite detailed work. All pupils can mix paint. The more able pupils produce subtle shades. In the work displayed pupils show good awareness of composition in print pictures of Poppies, based on a painting by Monet. The pencil drawings of houses demonstrate that pupils have an eye for detail. These pictures showed an indication of brick work and roof tiles. Pupils maintain these painting skills in the juniors. Their sketching improves and in the younger juniors they are able to shade their drawings using a variety of sketching pencils. Junior pupils are capable of high quality work. This is demonstrated by some excellent examples of drawings of shoes, done with charcoal and the Viking pottery produced when a visiting potter was in school who worked with pupils in Years 3 and 4. Pupils work effectively with collage materials to produce Viking jewellery, which was used for a treasure hunt. Older juniors can sketch finer detail and compose a picture using a viewfinder. Their drawings of trees are realistic and have appropriate proportion. They can match and select subtle shades of green for colouring. Pupils have sketchbooks but these are underused as a resource to develop technique, shape and composition.
- 105 The teaching of art was observed to be good overall in infant classes and satisfactory overall in junior classes. Where teaching was good, for example, in a Year 2 lesson, the teacher demonstrated how pupils could use different brushes to create different effects. She discussed with pupils how best tone, colour and shade could be used in their picture of a bridge. In the majority of lessons teachers worked hard to encourage pupils to look carefully and apply their skills to improve their drawing. For

example in a Year 4 lesson, the teacher provided a beautiful selection of bottles as a stimulus for pupils to sketch. Pupils' work is usually assessed during the lesson and most pupils are pleased with the work they produce.

- 106 The majority of pupils enjoy art, particularly when presented with interesting and challenging activities. Regular feedback from teachers during the lesson helps to keep pupils on task. Where this does not happen individuals find it hard to concentrate for long periods of time.
- 107 Evidence from observation of lessons and artwork seen around the school indicates that progress in art is inconsistent in the junior classes. Also, the use of information and communication technology in art is limited. The role of the co-ordinator needs to be further developed to ensure that assessment of pupils' work is used as evidence of how high standards are in different classes and where improvements need to be made. Art contributes well, however, to the school's provision for pupils' cultural development for example, by inviting artists to school. The use made of visiting artists, such as the potter observed during the inspection, raises the expectations of pupils. All pupils, including those with special educational needs were included effectively and challenged to achieve well.

## **DESIGN AND TECHNOLOGY**

- 108 By the ages of seven and 11, standards in design and technology are in line with those expected nationally. Standards are similar to those seen at the last inspection. However, teachers have received further training for this subject and have a better understanding of the design and make process. A nationally agreed scheme of work is in place throughout the school and teachers' expectations of pupils, particularly in the Infant department, are higher. Resources for design and technology have improved since the last inspection.
- 109 Younger pupils in Year 1 explore simple mechanisms to create moving antennae for an insect. The excellent teaching makes a very positive impact on pupils' learning. This ensures that they have the confidence to try again if their first attempt is not successful. They make good progress as they begin to understand the difference between materials and tools and a more able pupil describes this as 'materials go onto a model but tools do not'. Using split pins and string, they have some success in creating movement and thoroughly enjoy their learning.
- 110 By the age of seven, all pupils, including those with special educational needs, identify well the materials they need to make their rafts and explain clearly that 'if we were in the jungle, we could use bamboo and use ivy to fasten them because they are long and bendy'. Pupils work very well in pairs, sharing their ideas and consider carefully the views of their partner. They listen to each other's ideas and 'think it's a good idea to use two layers of lolly sticks because they floated'. Good links are made to their scientific investigations when testing which materials float or sink. Pupils remember this work well and use their knowledge successfully to select a range of appropriate materials. They really enjoy testing their rafts and try hard to add two pence pieces to see how many they can float on their raft. All the rafts floated but problems arose when the coins were added. The very good teaching in Year 2 enables pupils to experiment with materials, test their final model and extend their understanding of appropriate materials and fastening techniques. Three pupils selected sponge pieces and tied these together securely with string. Their raft held a large number of coins and still stayed afloat.

- 111 Junior pupils, in Year 4, extend their understanding, knowledge and skills by linking their design and technology work to their visit to the Viking Museum in York. They observe aspects of life in Viking times and design moneyboxes depicting Viking people. A local potter works with the pupils to help them to turn their designs into moneyboxes using clay. Her very skilled teaching develops their understanding of how clay is used to suggest legs while keeping the model strong and stable. They learn how to make pinch pots and put two pots together, using slip, to create the body of a Viking warrior. Great excitement is seen when the potter uses a sieve and pushes clay through the sieve to create hair for their models. The finished work shows that pupils take a real pride in their work, look carefully at all the detail needed on their moneybox and create a model of a very high standard. However, this work was closely directed. All pupils created figures and did not have opportunities to select their own aspect of Viking life and represent their own ideas in their work. Pupils also look at appropriate packaging for pizzas and sweets. They dismantle manufactured boxes and look at how the wording and shape attracts the customer. They create their own boxes, using their mathematical knowledge of nets, and a range of lettering and decoration to achieve a range of attractive food containers.
- 112 Older junior pupils, in Year 6, including those with special educational needs, look at different girder shapes when making bridges. They use this knowledge to make their own bridges out of wood and test these to find which holds the most weight when bridging a gap between two school desks. They understand forces in science and use manufactured construction kits to make models to show their understanding of pulleys and achieve movement by creating a pneumatic system. The sound teaching enabled pupils to work well together and good opportunities were given to solve problems, using connectors and switches with the syringes and pumps in the construction kit.
- 113 Overall teaching observed during the inspection was good in design and technology. The planning shows that pupils have good opportunities to experience a range of food technology activities but none were seen during the inspection. Pupils with special educational needs are included appropriately. Pupils make satisfactory progress in their design technology work in the junior classes. There is, however, still a need to ensure that all the work planned challenges pupils and the results they achieve are of a consistently high standard.
- 114 The curriculum has been strengthened by the adoption of a national programme of work and this is linked well to other curriculum areas, except in Years 3 and 4. The co-ordinator has sound subject knowledge but design and technology takes second place to his responsibilities for information and communications technology. However, the use of ICT in design technology is limited. No monitoring of planning takes place and he has not yet observed other colleagues' teaching or assessed how well pupils are learning. Also, no assessment of this subject is in place and no records of pupils' progress are kept.

## **GEOGRAPHY**

- 115 Attainment in geography is typical of that expected of eleven and seven-year-olds. This means that standards have been maintained since the previous inspection.
- 116 By the age of eleven, pupils make sound progress in learning about the types of climate, such as continental, polar, desert and tropical. They show the climatic regions of the British Isles on maps and describe the weather in Aberdeen, Belfast, Exeter and Lincoln. Their familiarity with television weather programmes enables

them to use weather symbols well to write weather forecasts. Pupils learn how volcanoes and deposits in rivers and seas laid down rocks. They find out about farming and local industries through visits to the sugar factory in York. The floods in Stamford Bridge in recent years have given more point to local studies in geography and teachers make good use of the local area in developing geographical skills. Pupils in Year 6 used a talk by a local councillor as the stimulus for writing a television interview about the need to build flood defences in the village. They showed an understanding of the problems caused when houses are built on the flood plain. Pupils made arguments for and against temporary or permanent defences. They suggested that, although there had been two floods recently in quick succession, the fact that there had been no serious flooding in the previous fifty years might mean that it would be cheaper to pay compensation than build defences. Despite having a sound knowledge of the growth of rivers in the local areas, pupils were unsure where the water that caused the floods came from. At the age of nine, pupils look at the distribution of housing in Stamford Bridge since 1950 and develop their map work by plotting their routes to school. They gather evidence from their parents to show how the village has changed over time.

- 117 By the time they leave the infant classes, pupils develop a sound knowledge of mapping skills. They learn how to represent objects as symbols by taking a view from above and use symbols to draw plans of their classroom. However, pupils show above average ability in understanding their local environment. They identify the position of well-known local buildings, such as the Corn Mill, by relating their position to features such as the shops, the telephone kiosk and pelican crossing. Their good knowledge of local history helps them to explain why local streets got their names. Pupils show how they get to school and use simple co-ordinates to identify places on a map. The very good teaching in a lesson with six-year-olds promoted very good learning when pupils gave opinions and justified their choices when designing a new playground for the school. For example, when one pupil suggested covering the playground with a large tent, another replied, "*How could we put a tent over the playground? It wouldn't go over the trees*". They recognise the need for the play equipment to be safe, strong and not too big.
- 118 Overall, the quality of teaching is good. Sound teaching was seen in Year 6 when pupils discussed flood defences for Stamford Bridge. However, a good feature of the lesson was the way the classroom assistant was used to support pupils with special educational needs. By including a higher attaining pupil in the group, they were able to write and perform a good television interview. The rest of the class watched respectfully and broke into spontaneous applause at the end. Teachers make good and frequent use of the local area to develop pupils' cultural awareness. Teaching is very good when teachers use their imagination to present lessons interestingly. For example, the teacher of six-year-old pupils pretended he had had a telephone call from '*The Perfect Playground Building Company*' asking for their help in designing a new playground. This enabled the teacher to incorporate simple mapping skills, such as using co-ordinates and symbols on maps, with making suggestions for improving their environment. Teachers make good links with other subjects. Pupils' speaking and listening skills are developed when they take part in discussions and take part in role-play; mathematical skills are used when eight and nine-year-olds collect weather records and record them as charts. Apart from work with ten-year-olds, who use the Internet to find their own homes by entering their postcode, teachers do not make enough use of information and communication technology. Because much of their work is based on worksheets, pupils in the junior classes are not given enough chances to develop their writing skills in geography. The use of marking is inconsistent. In some classes work is not always marked and there are few



comments that show pupils how well they are developing their geographical skills or about the neatness of their work.

- 119 The management of the subject is good. The subject manager has adapted national guidelines to produce a scheme of work to suit the needs of the school. She has checked teaching and learning in four classes so far and sees teachers' planning. However, teachers' planning needs to be more carefully checked so that work is not duplicated, for example, mapping work carried out by seven and nine-year-olds. She is collecting examples of pupils' work to enable teachers to judge the standards reached by pupils of different ages. Visits are arranged to places of interest such as a sugar factory, Bridlington and the Yorkshire Moors. The subject manager is aware of what she needs to do to raise standards and has identified the use of information and communication technology as an area for development. This is because its use is limited in geography at the present time. Information gained from assessing pupils' attainment and progress is not yet used sufficiently well to guide teachers' planning.

## HISTORY

- 120 Attainment in history is above that expected of seven and 11-year-olds. This means that standards have been maintained since the last inspection. Pupils make satisfactory progress over the time they attend the school. However, the quality of teaching seen overall was good and good learning took place.
- 121 Eleven-year-olds made sound progress in a lesson when they were shown the 1851 Census for Stamford Bridge for the first time. Using a modern copy of the original, pupils searched the records to find out the most popular Christian names in 1851. They recorded their findings as lists and produced bar charts that enabled them to start to draw conclusions from the evidence by the end of the lesson. This work helps pupils to develop a good understanding of the ways that evidence for historical events can be gained. They talk about obtaining information from old paintings and drawings, newspaper articles, news film and books. They know the diaries of Samuel Pepys provide us with details of the Plague and the Great Fire of London. Pupils draw comparisons between the conditions faced by people working in Victorian mines and factories and the lives we lead today. They develop an idea of the passage of time when they study the way people lived and the main events in each decade from the 1940s to the 1980s. Through the study of these times, pupils begin to make the connection between important happenings, such as the strikes of the 1970s and the high inflation that followed the wage rises gained. Pupils improve their knowledge of the early history of Britain when they study the lives of the Celts, the Anglo Saxons, the Romans and the Vikings. Imaginative teaching enables pupils to learn about the sort of food eaten by the Celts when they are told about the remains of food found the body of a man from that time discovered in Cheshire. In art lessons, they make replicas of Celtic jewellery and draw and write about the Saxon story of Beowulf and the Viking god, Thor.
- 122 Teachers, wisely, use the history of Stamford Bridge to interest pupils. By the age of seven, pupils join in role-play about the Battle of Stamford Bridge. In doing this, they learn the names of the main characters and why local streets, such as Godwinsway and Tostig Close got their names. Pupils explain why a local public house, 'The Swordsman', is so named and recount with relish the story of the original swordsman, holding his enemies at bay on the bridge, who was stabbed from below by a soldier floating down the river in a barrel. They include this episode in their acting. Consequently, pupils in both the infant and junior classes have very good knowledge of the events of 1066. Very good teaching enables seven-year-old pupils

to think about the emotions felt by the inhabitants when faced with the impending battle and to try to understand the opposing viewpoints of King Harold and his brother, Tostig. Pupils are able to discuss sources of evidence such stories about the battle passed down by word of mouth and historical objects dug up near the site of the battle. Six-year-olds use questionnaires completed by their parents and grandparents to find out about school in the recent past and compare this with impressions they gain from stories about schools a hundred years ago.

- 123 Overall, teaching in history is good and some very good teaching was seen. This reflects the situation at the previous inspection. Teachers know the subject well. They place great emphasis on teaching the importance of using first and second hand evidence to support history topics. In Year 5, for instance, pupils brought in many objects connected to the Second World War and compiled a database on the computer to show what they had collected. Pupils in the same year and in Year 3 carried out research on the Vikings using the Internet. However, teachers do not make enough use of information and communication technology in history. They do, nonetheless, give pupils experience of the arts and crafts of the Vikings and Anglo Saxons. In Years 3 and 4, pupils draw illuminated letters in the style of letters from Anglo Saxon documents and make replicas of shoes from that time. In the best lessons, teachers maintain a good pace to the lesson. They set time limits for the work and say how much they expect pupils to do. In a very good lesson, the enthusiasm and imagination of seven-year-old pupils was caught by the skilful use of questions and subsequent discussion that allowed pupils to think carefully about the feelings of the soldiers and settlers during the battle of Stamford Bridge. The acting that resulted was useful in developing pupils' speaking and listening skills. The lesson allowed pupils to learn about history in ways other than reading books or looking at historical objects. This work is matched well to the abilities of pupils, including those with special educational needs, and enables them all to make very good progress during the lesson. Teaching is less satisfactory when all pupils are given the same work to do, irrespective of their abilities. This, combined with the over-use of worksheets, means that pupils are not able to show their knowledge through writing at length. Most teachers mark pupils' work regularly and congratulate them when they have done well. However, the shortness of much of the pupils' writing means that teachers cannot check adequately the quality of pupils' thinking in history. Not enough attention is paid to the presentation of pupils' work nor to the way pupils keep their completed work. Teachers make good use of visits to places such the Victorian home at Normanby Hall and the folklore museum at Hutton-le-Hole.
- 124 The management of the subject is good. The subject manager has made good use of ideas gained from training courses in helping her refine the curriculum and provide help for her colleagues. A collection of pupils' work is being made to enable standards to be checked and so that teachers in all classes can see what pupils are capable of. There are arrangements for the regular checking of teaching and learning by the subject manager.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 125 Standards are at the expected levels by both the end of Year 2 and Year 6. This is an improvement since the last inspection for both departments of the school. All pupils, including those with special educational needs, make satisfactory progress. A new ICT suite has recently been created in the school-house which is well equipped with computers, interactive white board and projector. A smaller suite of five computers has been developed in the infant school and computers are in all classrooms. The ratio of computers to pupils is well above that expected nationally. Teachers are

currently completing their nationally funded training and this has been well matched to their needs. The additional computers and the training are having a good impact on standards in school.

- 126 In the infant school, pupils develop their mouse skills well when they write about what they like and dislike about Stamford Bridge. They change the colour of their text and import suitable pictures. Pupils design and print covers for the front of their folders. They use the menu bar to select a border and input this onto a new page. Some pupils find difficulty in dragging the border to make it fit an A4 sheet but achieve this with additional help. They know how to highlight text, change the font and colour and place a picture on their cover. Good use is made of ICT in their literacy and numeracy work. Pupils competently use a money programme to work out how to use money to pay bills. They know how to operate the program without help. They create bar graphs confidently to record favourite colours and pupils' names. Pupils use computers to create a poster about looking after the school environment. They know how to add text and import pictures and also how to create capital letters and exclamation marks. Older pupils use art packages to draw bicycles. They create a picture of a tree successfully using the fill tool to create different colours for the background. Pupils in Year 2 show very good mouse control when they fill the stalks and petals of a daffodil carefully with colour. The teaching of ICT in the infant classes is good and pupils are well supported by teachers, parents and support staff.
- 127 Junior pupils continue to make satisfactory progress as they extend their use of computers. Pupils know how to access a program by using the start menu. They understand the use of data-bases, know how to set up 'fields' and use these to record the weather data they have collected. The majority of pupils have computers at home and are capable of inputting this data very quickly. This lesson was too teacher directed and pupils did not have opportunities to find out for themselves or to maximise the use of time to complete this task. Pupils understand how to search for specific data on their data-bases. Older pupils have a good understanding of a range of computer programs. They work confidently to create a slide presentation adding movement to create further interest. They link their ICT work with their studies of the 1851 census for Stamford Bridge. Pupils design a message to send to a pupil in Victorian times describing themselves and their school. They choose the program they wish to use and the more able quickly create slides with coloured text and background. Pupils with special educational needs are well supported by the teacher and use a word program to write their message. They know how to save text and successfully highlight and change the size and colour of the font. They send it to print confidently and remember the process for saving their work, using menus well. Pupils discuss the work they have done confidently and explain clearly how they add sound and movement to their presentations. They understand spreadsheets and how to use a formulae to add, subtract, and multiply when finding out the number and cost of sweets that have been sold. Although they have good computing skills, they have no understanding of how to program a floor robot or how to control items on the screen using switches and ordering simple instructions. Pupils feel they have many more opportunities to use computers now the suite is in place and think it is good to have half a class in the computer suite while the other half go swimming.
- 128 The co-ordinator for this subject has very good subject knowledge and trains other teachers in the use of ICT in schools. Teachers have gained subject knowledge and confidence during their training and this is impacting on the quality of teaching which is good overall. This in turn has impacted on standards. A nationally agreed scheme is in place throughout the school and this has been linked to topics in the junior school. The co-ordinator plans to extend this to the infant school. He has monitored

teaching by observing four colleagues teach. At the moment, there are no procedures for assessment in place. On-going assessment is not recorded. Plans to provide opportunities to develop ICT in music are not yet in place and there is a need to use ICT further in all other subjects.

## MUSIC

- 129 At the end of Year 2, standards are in line with those expected nationally. At the end of Year 6, standards are well above those expected nationally. These findings match those found at the last inspection. A part-time specialist musician teaches all the music in the junior school and, for the past year, has taught music to all classes in the infant school. The quality of this teaching is consistently very good or excellent and has a significant impact on pupils' achievements. Within lessons observed, effective questioning skills enabled pupils, including those with special educational needs, to contribute and make good progress overall. Infant teachers consolidate this work by teaching a lesson each week with their own class, planned by the specialist teacher. A nationally agreed scheme is being used for the first time this year, adapted by the specialist teacher to meet the needs of the school.
- 130 By the end of Year 2, all pupils, including those with special educational needs, make satisfactory progress. They confidently sing songs from 'Rockpool Rap'. They sing in tune, maintain good pitch and rhythm and respond with much enthusiasm. They begin to recognise the interval of a third as they respond to the music teacher singing a short phrase using the fifth and third note of the scale. The excellent teaching is carefully matched to the needs of young pupils, both in terms of the activities planned and the appropriate development of their musical language. Pupils develop a good understanding of pulse and rhythm. They know the difference between these and show this well when half the class clap the pulse whilst the other half clap the rhythm of the words to 'The Yellow Submarine'. They keep their own parts well when clapping both together, with very good support from the class teacher and music teacher. A small group of pupils play instruments to create different sounds to the clapping. They hold these accurately and the music teacher assesses their knowledge of the different instruments carefully when he asks a pupil to put the wood blocks or the finger cymbals away. Very good relationships between the specialist teacher and the pupils ensure that maximum learning takes place in the time available and that all pupils take a full part and really enjoy their music.
- 131 The junior pupils, including those with special educational needs, extend their musical skills very well and make good progress. In Year 4, pupils know the tonic solfa names for soh, me and doh and the appropriate hand signs. For example, the music teacher sings 'Today is Thursday' to soh, me and doh and the pupils respond by singing together 'Oh no, it isn't!' Pupils are very confident and respond as individuals to similar phrases. They really enjoy this activity as interesting phrases are used that hold the pupils' interest and they do not feel threatened. They concentrate very well when singing "Freight train, going so fast" and work hard to ensure that their words are clear. They sing with enjoyment, showing good pitch and rhythm. Pupils have very good opportunities to listen to a wide range of music. They listen carefully to two different songs and identify the mood created by the words and music. They identify correctly the instruments accompanying the singer and describe the first song as being 'exciting, happy and rhythmic'. The second song is 'a different mood, peaceful, smooth and more classical'. They think that this piece 'might be played in a church'. Pupils are introduced to the life and background of the composer, Bela Bartok. They listen to his music very carefully and quietly. They don't think that it is very tuneful and decide that it 'would be hard to sing'. The excellent teaching has a very good impact

of pupils' learning. Maximum use is made of the time available and pupils are fully involved throughout the lesson. Their attitude and behaviour is very good.

- 132 Pupils in Year 6 enjoy showing their understanding of rhythm as they move well to Latin American music. They identify speed as tempo and show double and half speed accurately, at the request of the music teacher. Pupils move different parts of their bodies at different tempos successfully. They identify the dance rhythms correctly as the conga, cha cha and the rumba and know that these are the dances from Latin America. They name some of the Latin American countries correctly. Pupils have a very good understanding of time names and clap complex rhythms using the appropriate names as they clap. All pupils take part, listening very carefully and responding very well. They understand time signatures and explain clearly what three four time is. They know that the three is the number of beats and that the four represents crotchet beats. Pupils are beginning to understand notation and read the lines and spaces of the treble clef accurately including the ledger lines below and above the stave. Very good assessment takes place as the teacher quickly asks each pupil to identify a note. He knows the pupils very well and matches his request carefully to the ability of each pupil. They know that the words to a song are called lyrics and have written their own verses showing their own interests to create a class song. They sing this with enthusiasm and the exciting approach to teaching holds their keen interest throughout the lesson. Their behaviour and attitude is very good, particularly so, at the end of their time in the junior school. Composition is a planned part of their work in music but none was seen during the inspection.
- 133 The school choir comprises of approximately 60 pupils from the junior school. They sing a very wide range of music and have opportunities to extend their singing by combining with an adult choir to participate in four part-singing. Their singing is of a very high quality. Their diction is good and they hold pitch, even when unaccompanied, well. Pupils understand 'crescendo' and 'fortissimo' and demonstrate these clearly in their performance. They read music well and identify accurately when the tenors and basses are singing, when practising such pieces as "The Heavens are Telling" from 'The Creation' by Haydn. Choir members take their responsibilities seriously, they are proud to be part of the choir and respond very well to the high expectations of their teacher.
- 134 The co-ordinator for music has excellent subject knowledge. He oversees a wide range of visiting instrumental teachers and arranges pupils' lesson timetables to ensure that they do not miss the same lesson each week when withdrawn for their instrumental lesson. A record sheet is in place for all pupils in school and this is used to inform reports to parents. Music plays an important part in school worship. A wide range of instrumentalists play as pupils enter and leave the hall. Hymns are sung well with much enthusiasm. The music in school is supported by visits to see musicals and visitors regularly play in school. Pupils hear a wide range of music from different cultures and a musician from South Africa will work with all classes in school during his three-day visit. The facilities for teaching music are good. However, the musical instruments used in the infant school are of poor quality and need replacing. Links with information and communication technology throughout the school have yet to be made and this is an area in need of development.

## **PHYSICAL EDUCATION**

- 135 Only a small number of PE lessons were observed during the week of the inspection. In the lessons seen in the junior classes the standard of pupils' skills in games was generally in line with that expected. No gymnastics or dance was seen during the

inspection. Pupils' abilities in swimming are well above national expectation. The school has maintained standards in the juniors observed at the last inspection.

- 136 Insufficient lessons were seen in the infants to make a judgement on standards. However, in a Year 1 lesson, pupils achieved very well for their age. Most pupils could stand on one leg, without wobbling. They could run into a space without touching others. Their ability to work together in pairs, co-ordinating their physical movement, was excellent. They were able to hold a bat correctly and worked together to lift a ball. Many pupils were creative in their thinking about how to do this!
- 137 More able Year 4 pupils can place and pick up a ball very efficiently whilst moving. They have good control and timing. They know that to throw a ball accurately they need to bring their arm to the horizontal position. Pupils of average ability are not so accurate at judging the distance to throw or roll a ball and catch with their arms extended. In Year 6, boys have particularly high levels of ability in throwing and catching a ball whilst many girls skills are under developed and below that expected. All pupils are good at organising themselves and participate well in teams where this was seen. Observation of team activities was limited due to the weather and unavoidable time constraints.
- 138 Pupils' achievements in swimming are well above what is expected throughout the school. More than half of Year 1 pupils can swim using different strokes.
- 139 Pupils' attitudes to PE are good. They are enthusiastic and change quickly. Behaviour in lessons is good and all pupils participate fully. They concentrate well. The brisk pace of lessons keeps pupils active for most of the time.
- 140 Insufficient lessons were seen to make an overall judgement on teaching. However, where lessons were observed they started with a warm up and in the majority of lessons links to health and fitness were made. Activities for the infants were demanding and required pupils to have a high level of concentration. Teachers assessed pupils well in lessons and gave good instruction on how to improve skills. The teaching of swimming by the swimming instructor is very good. The individual abilities of all pupils, including those with special educational needs are developed well during the lesson. Also, health and safety around the pool is reinforced at all times. Support for pupils who have not yet learned to swim unaided is very good.
- 141 Resources for physical education are satisfactory overall. However, the schools swimming pool, maintained by the parents association is an exceptional resource that has ensured all pupils learn to swim. This is of particular importance to governors and parents with the potential danger of the river that runs through the middle of Stamford Bridge.
- 142 The co-ordination of physical education is satisfactory. Gymnastics has been identified as an area for development. Some monitoring of physical education in infant classes has been undertaken and this has provided evidence of standards in the infants. As yet, there has been insufficient assessment and monitoring of standards in the juniors to clearly identify the progress pupils. This is of particular importance in view of the difference in standards achieved in games by girls in comparison to boys in the junior classes. The school offers a very good range of extra-curricular sporting activities and pupils are keen to take part.

## **RELIGIOUS EDUCATION**

- 143 Attainment of pupils by the age of seven and 11 is in line with expectations of the locally agreed syllabus. As pupils move through the school they show an appropriate knowledge and understanding of Bible stories and events such as Lent, Easter and Passover. Pupils learn about other faiths such as Islam and Hinduism. For example, pupils talk confidently about the Jewish Passover and the Hindu and Muslim festivals as well as the main Christian festivals. Younger pupils demonstrate they have an understanding of values when they discuss what is special to them. Older junior pupils show an ability to recognise that people can hold different opinions.
- 144 Teaching of religious education is satisfactory overall. In the lessons observed teachers led discussions that focussed on values and beliefs. For example, in infant classes teachers promoted discussions about making the best of what God has given us. In a mixed Year 1 and 2 class the teacher used 'real objects' to help pupils to discuss the significance of special things. In a Year 5 class, the teacher had a good grasp of the moral and religious issues discussed. She successfully managed the time for the discussion to develop from pupils' own points of view. She skilfully led the discussion so that all pupils' views could be heard and considered. Effective questioning skills by teachers, ensures that all pupils, including those with special educational needs are fully included in lessons. However, the majority of work in books concentrates too much on copying facts and this was an issue in the last inspection.
- 145 Pupils' responses in religious education lessons are satisfactory. Pupils listen well to stories in infant classes and they remember things well. Where pupils are given the opportunity to do so, they contribute well. This was apparent when they discussed 'What is a miracle'. They had researched definitions of a miracle for homework and shared these with the class. They listened carefully to a real life story then continued to share their points of view in discussion. One pupil said that she had now changed her mind about the involvement of God in miracles.
- 146 The co-ordination of religious education is satisfactory overall and some progress has been made since the last inspection. For example, the school has purchased some artefacts for use in lessons, however, at present they are under used. Evidence from work suggests that the teaching of values, beliefs and feelings is still not embedded in the teaching of religious education across the school. The co-ordinator has clearly identified that staff need more training in this area. In addition, links with the use of information and communication technology are insufficiently developed. Teaching and pupils' work is not monitored systematically to ensure that these aspects are in place. The school makes good links between elements within religious education and the focus for thought during assembly time. The subject is also supported by regular visits from Christian clergy and the school makes good use of visits to local churches.