

INSPECTION REPORT

BURSTWICK COMMUNITY PRIMARY SCHOOL

Burstwick

LEA area: East Riding

117838

Headteacher: Mr A Scarlett

Lead inspector: Mr A Giles

Dates of inspection: 9 – 11 February 2004

Inspection number: 255682

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	177
School address:	Main Street Burstwick Hull
Postcode:	HU12 9EA
Telephone number:	01964 623411
Fax number:	01964 624593
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Conquest
Date of previous inspection:	16 th March 1998

CHARACTERISTICS OF THE SCHOOL

Burstwick community primary school is a smaller than average primary school situated in the village of Burstwick, approximately eight miles east of Hull. The social context in which the school operates is below the national average using the available social and economic evidence. Since the last inspection all reception classes have been below or well below the ability typical for this age on entry to the school. Pupil numbers have fluctuated in recent times, and only seventy percent of pupils in Year 6 have remained at the school throughout from reception. However, there is an expected growth in numbers because of new housing in the village. The school is a member of the Withernsea and South Holderness Rural Achievement Zone (WISHRAZ) and is involved in many dual projects. The school was recently awarded Investors in People (IIP) and was a pilot school for Investors in Pupils and Accelerated Learning. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils identified as having special education needs, including statements, is below the national average. There are no pupils whose first language is not believed to be English.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17709	Alan Giles	Lead inspector	Science
			History
			Physical education
			Personal, social and health education and citizenship
			English as an additional language
19443	Nancy Walker	Lay inspector	
23375	John Hicks	Team inspector	Special education needs
			English
			Information and communication technology
			Geography
			Religious education
23887	Peter Nettleship	Team inspector	Foundation Stage
			Mathematics
			Art and design
			Design and technology
			Music

The inspection contractor was:

Eclipse Education (UK) Limited
 14 Enterprise House
 Kingsway
 Team Valley
 Gateshead
 Tyne & Wear
 NE11 0SR

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Burstwick Community Primary School is a satisfactory school. Children in the reception class receive a good start to their education because teaching is skilled at extending their creativity in all the areas of learning. In recent years this progress has been maintained until the age of seven. This has been inconsistently maintained in all areas of work in later years because planning for lessons is not always matched to all abilities in classes. The headteacher and the governing body are now working well with the Local Education Authority and the Education Action Zone to develop strategic plans to rectify these issues, namely to more fully challenge all pupils to meet their full potential. Standards in Year 6 are still below average but pupils are making satisfactory progress to meet these more appropriate and more challenging targets. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The most recent whole school development plan is addressing appropriate issues to raise standards in English, mathematics and science further.
- Pupils with special education needs are making good progress.
- Standards in writing are well below what is expected at aged seven and 11.
- Assessments of pupils' achievements are inconsistently used to set targets to deliver challenging work suited to all abilities.
- Teaching and learning are good in the Foundation Stage.
- Subject action plans have lacked whole-school consistency to raise standards further.
- Support in lessons is not always improving the teaching for a small number of pupils who have learning and behavioural difficulties.
- Links with other schools and with the community are very good; they broaden pupils' learning opportunities and are aiding achievement.
- The behaviour of pupils is good.

The school has made satisfactory progress since the last inspection. The previous report identified no key issues to help the school move forward. For example the national test results for 11 year-olds in English, maths and science immediately before and after that inspection were below average. The school did not immediately address these issues. The previous report identified some weaknesses in the teaching and learning of information and communication technology (ICT) and the school has made good progress in addressing these. The findings of this report show a distinct difference in the socio-economic context of the school to those reported in the last inspection. Attainment on entry to the Foundation Stage has regularly been well below that expected for this age and comparisons between subjects reported in both inspections should be treated with caution. Pupils are making satisfactory progress when judged on their attainment on entry to the school.

STANDARDS ACHIEVED

The achievement of pupils is satisfactory. They achieve well in reception and standards in communication, language and literacy, knowledge and understanding of the world, personal and social and creative development are above those expected nationally. In physical and mathematical development standards are satisfactory. More challenging tasks, using appropriate investigations, would improve their mathematical understanding further. Standards in speaking and listening and reading match what is expected for pupils in Years 2 and 6. This represents good progress from low entry skills. Standards in writing are well below what is expected at both ages and this unsatisfactory achievement is a key issue for the school. Present standards in mathematics and science are below the national average in Years 2 and 6. The achievement of pupils is satisfactory in these subjects. This is the result of recent improvements in teaching that has resulted in pupils learning well through the use of practical investigations. Standards are in line with those expected nationally in religious education, geography and music. Those pupils who receive additional musical tuition achieve well.

Information and communication technology (ICT) standards are in line with that expected and pupils of all ages are becoming competent in using computers. Pupils with special educational needs make good progress.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	D	D	E
mathematics	D	C	D	D
science	D	E	D	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The trend of achievement in English and mathematics over the last three years varies from sound to good when compared to attainment on entry. It has been consistently good in reading and speaking and listening. The 2003 Year 6 test results reflect some slowing down of this progress when compared to schools where pupils attained similarly in Year 2 tests. The school has taken satisfactory measures to make teachers more aware of the need to use previous records of achievement to challenge pupils of all abilities to attain the standards they are capable of.

Pupils' personal development including their spiritual, moral, social and cultural development is good. The school plans extensive opportunities to improve the self-esteem of pupils. Pupils' understanding and awareness of living in a culturally diverse society is enriched by school assembly and classroom topics. The school's rewards and punishment conventions are well respected and pupils behave well. They are proud of their school and their varied responsibilities. Attendance is above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching is satisfactory.

Teachers expect pupils to behave well and encourage them to succeed. Speaking and listening skills are improved by many good lessons where teachers give interesting tasks and pupils are motivated to learn. A small number of pupils with learning and behavioural needs do not respond well to this engagement. As a consequence they are not always successfully encouraged and helped to become fully involved in their work. Classroom assistants are deployed effectively to meet the needs of pupils with special educational needs. In reception the teaching team is very skilled at extending children's creativity in all the areas of learning. Although the school is committed to the teaching of basic skills in literacy, writing skills are not sufficiently extended and developed in all subjects. Assessment methods are unsatisfactory overall because planning for lessons is inconsistently challenging the whole range of abilities to achieve their full potential. Some marking of work is giving pupils clear ideas of the next stage targets and potential for improvement, but this is not consistently applied throughout the school.

The curriculum is satisfactory and is imaginatively planned to link all subjects of the curriculum. It is enriched by a good range of sporting, creative and other activities that take place during lunchtime and after school. Views of pupils are taken seriously through the Year 6 school council and the intention is to extend this to all years. Pupils are well supported, but advice on academic matters is limited because of a lack of detail in reports for parents. The school has established good links with parents and very good links with the community and other schools. Improved liaison with the village pre-school is having a positive impact on children's preparation for school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher has a clear vision for the direction of the school but has not yet been completely successful in leading his staff to

fulfil this vision. Recent actions have been more successful in creating purposeful teams and a clearer understanding of the next stages in development. Management procedures are satisfactory. The senior management team and the governing body have worked well together to create a set of relevant priorities. Further guidance and training would enable all co-ordinators to be more consistently effective in monitoring the quality of teaching and learning in their subject so as to make judgements on pupils' progress at all stages. Governance of the school is good and is proactive in determining the important next stage targets for development. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils have positive views of the school, especially in preparing them for their secondary education. Parents are generally supportive of the school. However, they do not feel they are given enough information on the progress their children are making.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve standards further in writing, mathematics and science.
- Ensure all teachers use available up-to-date records of achievements to set relevant targets for pupils' next stages in learning.
- Improve standards in writing by extending its use in all subjects across the curriculum.
- Have higher expectations of all subject leaders to monitor pupils' work, lesson planning and teaching and learning in order to rectify identified under-achievement.
- Improve the use of support in lessons for the small number of pupils who have learning and behavioural difficulties in each class.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement throughout the school is satisfactory. Pupils with special educational needs make good progress. Since the last inspection Year 2 pupils have consistently achieved average to above average standards in reading, writing and mathematics, this represents good progress from low starting points. Pupils are presently making good progress in reading at this age. Present standards in writing, mathematics and science are below the national average in Year 2, however, pupils' achievements are satisfactory. Since the last inspection Year 6 standards in writing, mathematics and science have been below the national trend of rising standards. This reflects a slowing down of progress when compared to schools whose pupils attained similarly in their Year 2 tests. Present Year 6 achievements in these areas are satisfactory.

Main strengths and weaknesses

- Children in reception are achieving well.
- Good achievement in speaking and listening and reading in Years 2 and 6.
- Standards in writing are poor in Year 2 and 6. The school, in conjunction with the Local Education Authority, is making sound progress to address this issue.
- Pupils in Years 2 and 6 are making satisfactory progress to improve on the 2003 below average national test results in mathematics and science.
- Pupils with special education needs make good progress, except in mathematics, where they make sound progress due to the lack of specific targets.
- Pupils in Years 2 and 6 attain standards in line with national expectations in ICT; this is good improvement since the last inspection.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.9 (17.3)	15.7 (15.8)
writing	15.3 (15.3)	14.6 (14.4)
mathematics	15.9 (18.1)	16.3 (16.5)

There were 21 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.6 (26.3)	26.8 (27.0)
mathematics	26.1 (26.7)	26.8 (26.7)
science	27.6 (26.7)	28.6 (28.3)

There were 39 pupils in the year group. Figures in brackets are for the previous year

1 There is a larger negative difference between the school's and the national average points score for Year 6 in 2003 than in the previous two years. This is because this class had a significantly higher percentage and disproportionate number of special educational needs pupils than in previous years. Nevertheless the school rate of improvement in standards in English, mathematics and science have been below the national improvement rate. Despite having standards well below those normally expected on entry to the school, a significant minority of pupils of all abilities did not attain the

standards they were capable of in writing and in mathematics and science. In previous years, prior to 2003, standards in English and mathematics were in line with national averages which meant pupils made satisfactory progress. Longer-term weaknesses in science standards are being addressed well by the more appropriate teaching of experiments.

2 The present reception children started school with skills and knowledge broadly typical for their age. These children are being well prepared for their later education in the school. They achieve well because standards in communication, language and literacy, knowledge and understanding of the world, personal and social and creative development are above those expected. In physical and mathematical development standards and achievement are satisfactory. More challenging tasks, using appropriate investigations, would improve their mathematical understanding further.

3 As pupils move through their early years of schooling they receive a good grounding in basic reading, writing and mathematical skills. This accounts for the good test results for Year 2 pupils in recent years. Present standards for Year 2 pupils in speaking and listening and reading are at levels expected for this age. This is good achievement when compared to the low attainment levels on entry to the school. The writing skills of the present Year 2 are below those expected nationally and also at a lower level than in previous years. The subject leader for English at this stage is developing strategies to improve the situation. These strategies are not being addressed as a whole-school issue for pupils in other years. Mathematical skills and understanding at this age are also below the standards expected; this continues the trend of the 2003 test results. However, when compared to their earlier attainment, progress in this subject is satisfactory. Progress in English and mathematics between the ages of five and seven slows when inappropriate linguistic and mathematical tasks are given to pupils who have not yet achieved the Early Learning Goals.

4 Pupils in Year 6 reach the expected standards for speaking and listening and reading, thus continuing good progress between the ages of seven and 11. Standards in Year 6 writing are well below those expected. The basic skills of handwriting, spelling, grammar and punctuation are taught inconsistently throughout the school. Some of the good practices being developed by some teachers are not presently shared with other colleagues. Present standards in Year 6 mathematics are below those expected nationally. However, the school is now developing pupils' investigative skills more effectively. As a result pupils' achievement in these areas is satisfactory and an improvement on the 2003 test results.

5 Present science standards in Year 2 and 6 are below national averages. However, pupils are planning and carrying out their scientific investigations more successfully, resulting in satisfactory achievement. Recent innovations have significantly improved pupils' ICT skills. Present Year 2 pupils are already attaining the levels expected for their age, and this represents good progress. Pupils in Year 6 attain the levels expected for their age. They are making satisfactory progress, but further learning is restricted by a lack of opportunities to experience control instructions using ICT. In religious education and geography pupils attain satisfactory standards by Year 6. Although no firm judgement was made on standards, inspirational activities and knowledgeable teaching motivates pupils to be creative in art and design and design and technology. The use of external coaches improves pupils' attitudes to physical education. In music pupils attain standards expected for their ages, those who receive extra tuition achieve well. Pupils with special educational needs make good progress in English. Their progress in mathematics is satisfactory because of a lack of individual targets within their individual education plans.

Pupils' attitudes, values and other personal qualities

Pupils' personal development is good. The majority of pupils have good attitudes to learning. Pupils' behaviour is good. Their attendance is above the national average and they are very punctual to school. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils are very proud of their school and are very willing to take on responsibilities.
- Overall behaviour is good.
- A small number of pupils in each class have difficulty in remaining focussed throughout.
- The school provides well for pupils' spiritual, moral, social and cultural education.

Commentary

6 The school has high expectations for pupils to work and collaborate together from an early age. As a result of this they have a good understanding of their responsibilities and learn how to treat each other with respect. They show an active interest in the life of the school and involve themselves in all the activities on offer. This can be seen in the work of the school council and the environmental society and is also reflected in their good attendance. For the majority of pupils the school stimulates a strong desire to learn. Pupils who had recently left the school remarked how they were prepared well for studying at their new secondary school. However, the school is not totally successful in promoting a culture for pupils of all abilities to achieve to their potential. A small number of pupils in most classes either have behavioural problems or difficulty in retaining previous learning. Both of these result in a loss of focus and the necessary motivation to reach their true potential. In the returned questionnaires a small percentage of parents were not convinced of an absence of bullying in the school. Inspection findings show no evidence of bullying or other forms of harassment.

Attendance is above the national median.

Attendance

Attendance in the latest complete reporting year (95%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
177	0	0

7 The school provides well for pupils' spiritual, moral, social and cultural education. Speaking and listening are well developed because adults encourage pupils to ask questions and find things out. This increases their ability to think about their work and explore and marvel at the discovery of learning. The school effectively promote self-responsibility, independent actions and community responsibility. The environmental society reports regularly on their ideas and actions to improve the school and the local environment. Other responsibilities such as the school council, playground representatives and the healthy school committee make a positive difference to the ethos and harmonious nature of school life. The school's rewards and punishment conventions are well respected. Pupils talk confidently and respectfully of these, describing how their friends are happy and have respect for the feelings and values of others. Pupils' understanding and awareness of living in a culturally diverse society is enriched by school assembly topics such as the extension of their African studies. This is further enriched by their studies of different festivals and their significance to Christians, Jews, Hindus and Muslims.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching, learning and the curriculum provided are satisfactory. Strengths of provision are the partnership developed with other schools and the community. Assessment of pupils work is unsatisfactory.

Teaching and learning

The quality of teaching is satisfactory. Pupils learn adequately. The quality of assessment is unsatisfactory.

Main strengths and weaknesses

- Assessments of pupils' achievements are inconsistently used in day-to-day planning to set targets to deliver challenging work suited for all abilities.
- Teaching is good in the reception class.
- New longer-term and more challenging National Curriculum targets are beginning to rectify issues of insufficient challenge and too low expectations by teachers.
- Teaching assistants make a good contribution to pupils' learning, especially for those with special educational needs.
- The use of exciting resources and cross-curricular themes often motivates pupils to learn and retain understanding over longer periods.
- There is good support from the visiting Education Action Zone consultants and other external subject specialists.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	13	14	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons

Commentary

8 The teaching of the National Strategies for literacy and numeracy has been at the centre of the English and mathematics teaching since the last inspection. All teachers and assistants have at least a sound command of these schemes. Lessons are planned and structured with a good emphasis on developing pupils' speaking and listening skills. Good questioning and encouragement by teachers successfully engages pupils of all ages and abilities. However, the basic skills of handwriting, spelling, grammar and punctuation are not taught effectively enough. Too often, basic skills are taught as isolated exercises in English lessons and pupils are not given enough activities in other lessons and subjects to use and practise these skills. Pupils have not always reached their full potential in mathematics because activities are not always sufficiently well planned to challenge more able pupils. A stronger emphasis is now being given to investigations resulting in all abilities extending their thinking further. Pupils with special educational needs in mathematics make sound progress. They do not achieve as well as the good progress similar pupils make in English because of an absence of identified targets in their individual plans.

9 When teaching is good it is because these lessons are brisk and more challenging than others. Here teachers vary the way tasks are presented and provide stimulating resources that excite the learners in their classes. With the help of curriculum leaders they use the richness of other subjects to make the tasks more interesting and meaningful. For example 'Science Weeks' have raised the profile and pupils' interest in the subject. Displayed work in the school hall includes contributions from pupils of different ages. They contain writing, native costumes, musical instruments and native crafts from the cross-curricular theme of Africa, which together have a good impact on pupils' learning in the

humanities as well as developing their cultural awareness. There are good examples of planned activities to promote and inspire better teaching and learning using the 'Arts'. In the reception class good teaching ensures children are given every opportunity to express their own ideas and this enables them to make good progress in their speaking and writing. They express themselves imaginatively and confidently in their writing, artwork and music. Visiting specialists in a range of subjects also enhance learning, as do the exciting subject-based visits made to places such as the 'Magma museum'. The increasing use of ICT, especially the 'interactive whiteboards', is also further increasing the focus of pupils' learning.

10 However, planned tasks often fail to challenge the range of individual abilities and needs in lessons. Teachers are not making enough use of existing assessment records to organise appropriate teaching groups and to plan relevant challenging tasks based on prior achievement. This is especially the case for those pupils who are known to have above average ability. The most marked example of this unsatisfactory practice is in English and other subjects that require written responses. This is because pupils are not always expected to write-up their experiences and learning. Work that is either too hard or insufficiently challenging means that a number of pupils often lack the intensity of concentration for learning. The marking of work in books is also not linked to specific and relevant learning targets and does not help pupils to understand what they need to do to improve standards. Some better practice exists in the school but it is not identified or shared so that all may benefit. One exception to this is where teaching assistants are working with pupils with special education needs. They successfully present tasks in English lessons based on individual education plans for these pupils.

The curriculum

Overall the school provides a satisfactory range of learning opportunities matched to pupils' needs. Extra activities and enrichment give good additional support inside and outside of the school day. The accommodation and resources provide a satisfactory support to pupils' learning.

Main strengths and weaknesses

- The curriculum is well enriched by cross-subject themes and creative enrichment, both inside and outside the school day.
- The use of literacy across the curriculum provides too few opportunities for pupils to develop their writing skills
- Provision for pupils with special educational needs is good.
- Good pre-school and secondary transfer arrangements prepare pupils well for the next stages in their education.
- Continuity and progress in learning is hampered when planning in year groups insufficiently recognises previous learning.

Commentary

11 Pupils' achievement is enriched by access to a broad and balanced curriculum that gives pupils a broad range of experiences. Subject leaders have relevant policies and schemes of work that gives sound coverage and breadth in all subjects. They work well to coordinate whole-school themes. For example, this is the case with the 'African' study where pupils of different ages improve a range of skills and understanding by studying African literature, music, dance and drama. They also research these areas using the Internet. These are supplemented with colourful and attractive displays of pupils' work in geography, art and design and writing. However, the planning is not regularly monitored to ensure that new work fully reflects pupils' previous learning. This means opportunities are sometimes missed to challenge the pupils further.

12 Links with the village pre-school are now improving the ways both approach a structured day and this considerably helps pupils prepare for full-time education. Similarly links with the secondary school have been very well developed to ensure a smooth transition in learning. Planning for Year 1 pupils does not always recognise that certain pupils have not achieved the Early Learning Goals in

reception. Not all activities and resources have been modified to ensure Foundation Stage practices are used to promote the next stage in learning. It would, therefore, be of benefit for all concerned if some short-term exchanges were arranged to give the respective staff a clearer perception of life in the adjacent stage.

13 Planning is addressing ways for pupils to extend their key literacy, numeracy and ICT skills across the whole curriculum. Pupils' reading, speaking and listening skills are used well to support learning in other subjects. However, a key issue for the school is to extend the opportunities for writing for different purposes across all subjects in the curriculum. There has been a significant increase in the use of ICT to research other areas of learning since the last inspection.

14 The school is beginning to promote pupils' personal social, environmental and health education (PSHCE) and is developing this provision in line with their successful achievement of the 'Healthy Schools Award' and the 'Eco Schools Award.' Not all teachers are incorporating PSHCE factors into their planning to ensure regular provision. Good enrichment outside of the school day in the form of music, art and dance provision further broadens pupils' experiences and learning.

15 The school's curriculum satisfactorily promotes inclusion. The support for pupils with special educational needs is good, but provision for more able and gifted and talented pupils lacks the same level of planned provision. Visiting specialists, teaching assistants and support staff play a significant role in planning vibrant programmes to support teachers in English, mathematics, science and ICT.

16 Resources for teaching are good and classroom accommodation has been improved since the last inspection. The provision for an ICT suite and other resources, such as interactive whiteboards, has significantly improved standards in this subject.

Care, guidance and support

The school makes good provision for pupils' care, guidance and support. The involvement of pupils in the work of the school is good.

Main strengths and weaknesses

- The school is quick to address any shortfalls in health and safety procedures to allow pupils to work in a healthy and safe environment.
- Present assessment records do not inform and support pupils well enough.
- The school consults and involves pupils well in its work and future development.
- Pupils are very happy in coming to school and are confident that there is always someone in school they can turn to for help.
- Written health and safety recording systems are not rigorous enough.

Commentary

17 Good standards of care, welfare, health and safety have been maintained since the last inspection. Parents believe their children are well cared for and they are pleased that their children are happy at school. They are also happy with what the school does to help their children to settle in when they start school. Pupils are clearly valued and listened to and the school provides many opportunities for them to play an active role in the school's work and development. For example, pupil forums such as the Healthy Schools Committee, the Environmental Committee and the Junior Road Safety Committee have contributed valuable ideas on how to improve lifestyle changes and their learning environments. The School council is well established and is now being further developed to include representatives from Year 2 upward rather than just Year 6. Pupils are particularly confident that there is always an adult to turn to for help in school. Because of inconsistent assessment practices teachers are not sufficiently providing enough information and next stage targets to help pupils to understand what they need to do to improve their work.

18 The school premises are regularly inspected and action swiftly taken to address any identified shortfalls. Good risk assessments are carried out before pupils are taken on visits out of school. However, they are not always recorded in a way that ensures thorough quality assurance procedures. The school is refining its current systems to ensure all staff are updated in carrying out risk assessments, including the writing of records. In addition, a more thorough system for identifying pupils who need personal and emotional support has recently been implemented.

Partnership with parents, other schools and the community

The school links with parents are good. Links with other schools and the community are very good.

Main strengths and weaknesses

- Through regular communications parents are very well informed of how they can support the work of the school in helping their children to learn.
- Despite previous surveys, the school does not have entirely effective systems to acknowledge parent's views of its work.
- Links with the feeder pre-schools and secondary schools are very well-established.
- The school has been successful in co-ordinating its work and aspirations with that of the local community.
- Some end of year subject reports often give only brief information on what pupils know, understand and can do.
- The school is keen to include and involve parents in the life and work of the school.

Commentary

19 Good partnerships with parents have been maintained since the last inspection and so parents continue to support the school and their children well. Very good links with other schools exist, in particular with the village pre-school and the main local feeder secondary school. Pupils transfer from Year 6 to Year 7 with minimal trauma and linked units of the curriculum in English and mathematics further aids progress. Very effective links with the community have been established. As a result the school environment has improved, recreation and community learning opportunities are increasing and vandalism in the area has fallen. The school is highly regarded within the community for such initiatives.

20 The school regularly informs parents about the work of the school using curriculum newsletters, workshops and a professionally produced CD-Rom. These actions also inform them how they can support the work of the school in helping their children to learn. They have resulted in well-attended evenings discussing topics such as 'raising achievement.' However, a significant minority of parents have expressed dissatisfaction with the information the school provides about their child's progress, how the school seeks the views of parents, and how the school is led and managed. The inspection team believes there is some justification for these views. For example, information for parents on their child's progress in end of year reports often does not give enough information on what pupils know, understand and can do to improve. There has also been some confusing communication on the school's use of performance data and subsequent action to improve standards. In the past, parents have been surveyed for their opinions on the school and action taken as a result, but this has not been done within the last two years.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher and key staff are satisfactory. The governance of the school is good. The school is dealing satisfactorily with aids or barriers to learning.

Main strengths and weaknesses

- The most recent school development plan accurately identifies the main priorities and initiatives to raise achievement.
- The monitoring of standards by subject leaders inconsistently helps colleagues to address actions needed for improvements.
- Good governance is starting to challenge and improve performances.
- An improving team ethos amongst staff.
- A lack of consistency in managerial practices that leads to a lack of continuity in learning from year to year.

Commentary

21 The headteacher has a clear vision for the future direction of the school. This vision is based on a focussed commitment to achieving the full potential for every pupil in a broad range of activities. He has not been completely successful in leading his staff to fulfil this vision. There has been an inconsistency in whole school teaching and learning and managerial practices since the last inspection. Similarly, the senior management team and subject leaders have inconsistently showed the innovative leadership needed to influence and improve teaching and learning in order to raise standards further. Recent actions and targets for improvement have been more successful in creating purposeful teams and a clearer understanding of the strategies needed for the next stages in the school development. This can be seen in a revamped school development plan that identifies the need for a more in-depth analysis of pupils' work in English and mathematics.

22 Management structures within the school are satisfactory. Since the last inspection, self-evaluation procedures have provided the senior managers with an effective analysis of pupils' progress in mathematics and in some areas of English. However, until recently, this information has not been used effectively to set pupils targets for improvement or to improve the quality of teaching and learning. This is a major reason why standards in writing and aspects of mathematics and science could be higher. The senior management team and the governing body have recently worked well together to create a set of relevant priorities and targets for English, mathematics and science and pupils are now making satisfactory progress. However, this information is not always shared sufficiently with individual teachers to help them plan consistently challenging lessons. Subject leaders meet with staff to share concerns and ideas for future developments and to plan theme weeks in their subjects. However, their involvement in monitoring standards and teaching in their subjects is not rigorous enough. As a result, their action plans are not clearly focussed on improving teaching and the monitoring of pupils' achievement.

23 The governance of the school is good and their proactiveness, especially the drive and perception of the new chair of governors, has been crucial in determining the important next stage targets for development. They review performance data and are aware of how the school is performing. Until recently this has not resulted in appropriate action planning with challenging success criteria for improvement. This is now in place and they are aware that the next important stage of their development is to increase the rigour of their quality assurance procedures and to evaluate the impact of their visits to school. The present targets are relevant for the necessary next stages of improved provision and show how success will be measured.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	448,717
Total expenditure	452,331
Expenditure per pupil	2445

Balances (£)	
Balance from previous year	3576
Balance carried forward to the next	-38

24 Financial management has been effectively prioritised to support a major school extension and vastly improved external environment since the last inspection. These developments have had significant benefits for learning spaces and resources, including the development of an ICT suite. Although the professional development of staff is prioritised it is not linked to the additional development needs of subject leaders. The school makes a good contribution to the 'Graduate Training Scheme'. The school follows a policy of best value practices, reflected, for example, in the immediate value made out of the major investment in the computer suite and additional hardware. The use of a visiting coach for table tennis was not a sound value for money exercise because pupils were inactive for too long as a result of unsatisfactory whole-class resources. The school provides satisfactory value for money when the educational provision and pupils' levels of achievement are set against the financial circumstances in which the school operates.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

25 Provision for children in the Foundation Stage is good. It has improved since the last inspection in delivering the six areas of learning, especially in communication, language and literacy and in creative development. Children in the reception class are well prepared for their later education in the school. These children are making good progress. The teaching team is very skilled at extending their creativity in all the areas of learning. However, assessment is not sufficiently used, in some areas of learning, to plan challenging work for the more able children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**

Main strengths and weaknesses

- Children develop very good attitudes and are keen to learn.
- Very good independent learning skills allow them to take responsibility for their own choices and actions.
- Good social skills enable them to cooperate well and to feel part of the school community.

Commentary

26 Children engage in their activities enthusiastically and show sustained high levels of concentration, such as when they are writing or drawing. They take the work seriously because it is well linked to their own experiences. They receive challenges in which they can succeed and feel a sense of achievement. When required they move seamlessly from one activity to the next and work well, even when unsupervised. This enables them to learn well from the linked activities and frees the teaching team to concentrate on their work with other groups. Class routines provide a sense of security and promote social responsibility, such as when undertaking monitorial duties. The children work and play together well, displaying the 'sharing and caring' attitudes promoted by the teaching team. They are clearly aware of the class rules and display a genuine willingness to conform. They are helped to feel part of the school community, for example, through their involvement in assemblies. A girl from the reception class confidently read out her prayer, "Thank you for all our families and people who look after us", to close one of the school's daily Act of Worship.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**

Main strengths and weaknesses

- In their speaking and writing, children are given every opportunity to express their own ideas.

Commentary

27 By the end of reception, almost all the children are likely to reach the expected levels in this area of learning and the majority will exceed them. There is much emphasis on discussion in all class and group activities. This greatly develops children's knowledge and understanding. It also broadens their vocabularies and, for most, greatly raises their self-confidence. Word skills are well taught in fun activities based on the 'Jolly Phonics' scheme. Children skilfully identify letter sounds within each word, then blend them together. This helps them with their reading and their writing. They gain an interest in reading through 'big books' that they 'read' with the teacher. These books are made even more exciting by other class activities that are linked to them. For example, they act out scenes from 'Goldilocks' in

the Bear's Kitchen to develop their speaking skills. Computers are also well used to extend reading skills. From the beginning, children are encouraged to express their ideas in print. The teacher then under-writes their ideas so that they learn the basic skills by reading their *own* words and phrases. Thus, they learn that writing has a purpose. They improve their letter formations and more legible work gradually appears. Almost all the writing in the children's books represents their own creative thoughts and ideas on paper. This gives them 'ownership' over their work and, consequently, they love to write! Children are now creating their own stories, with a clear beginning, middle and ending. This represents real achievement.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**

Main strengths and weaknesses

- Children learn the basic skills of number recognition and counting through enjoyable activities.
- Practical activities are well used to help them gain an understanding of measures.
- Activities are not always sufficiently planned to challenge the more able children.
- More emphasis could be given to investigations that extend children's thinking.

Commentary

28 Over half the class has already reached the levels expected by the end of the school year and most of the others will do so by the summer. Children enjoy their work, especially the mental activities when working with the teacher. The first mathematics lesson of the week was at a simple level, finding combinations of numbers to make 6. The challenge for the more able children was low. However, when given harder tasks in a lesson later in the week, they worked enthusiastically, identifying missing numbers, in a number line to 20, and accurately counting small links on a measuring chain up to 41. Much learning is developed well through play activities with discussions often led by the nursery nurse. Practical activities help children develop concepts of length, such as 'longer than' and 'shorter than' (comparing snakes they have made). However, in comparison to other areas of learning, there are few opportunities for the children to investigate, experiment and problem-solve. Consequently, moments of surprise, excitement and achievement are missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**

Main strengths and weaknesses

- Children gain good skills in using ICT.
- Designing and making skills are extended well through practical activities.
- Children develop a good sense of past times and of their own locality.

Commentary

29 Standards in this area of learning are above those expected. Teaching and learning are good and most children achieve well. Thanks to skilled teaching, they work confidently and enthusiastically on computers. The more able work independently, manipulating the size and colour of numbers and letters to produce number lines and labels before saving their work for later development. Investigations into 'Making a bulb light up' create high interest levels. As usual, this is seized upon as an opportunity for language extension. In discussions, the children introduce words such as 'circuit', 'attached', 'connections' and 'flow' that are praised and explained. When a little plastic 'box' is connected to the circuit, mouths drop and smiles appear as a buzzer breaks the silence! These studies have a practical use as children go on to design games that have an electric circuit. To begin their studies into past times, children examine digital prints of various events they have experienced at the school. These photographs are sorted into order for the children to use in their writing, 'I remember when...' The

locality is also explored when they consider 'My Journey to School'. The detailed, labelled picture / diagram drawings are their introduction to map-making.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**

Main strengths and weaknesses

- Skills in handling tools, construction equipment and clothing are well developed.
- Physical development is well used to develop children's social skills in cooperative activities.

Commentary

30 Children's standards are typical for their age in this area of learning. The many opportunities they have to use their hands, develop their manipulative skills well. For example, they produce very neat work in art and design, handle scientific equipment to form an electric circuit and change quickly for physical education. In this lesson, they held a large, colourful, nylon parachute and, working in unison, lifted and lowered their segment of the parachute so that a foam ball could circulate around the central hole.

CREATIVE DEVELOPMENT

Provision for creative development is **very good**

Main strengths and weaknesses

- Children express themselves imaginatively and confidently in their writing, artwork and music.
- Their activities are linked well to broader themes, giving them added relevance.
- Opportunities for role-play are not as fully exploited.

Commentary

31 Teaching is very good in this area of learning. Most children respond very positively when challenged to express themselves in different aspects of the arts. Consequently, they work at levels well above those expected for their age. As part of their studies on Africa, a music lesson was built around the rhythms of the names of the different animals. The children then went on to develop simple scores, such as 'Rhi-nos-er-us ... Snake ... Zeb-ra ... El-e-phant' which they later 'read' together and performed, using claps, stamps and instruments to accompany their chants. On the same theme, the children painted colourful African animals, such as a striking yellow leopard with its black spots. However, role-play activities did not feature strongly in the classroom activities of the week so opportunities to explore other worlds through creative drama were missed.

SUBJECTS IN KEY STAGES 1 and 2

Provision in English is **satisfactory**

Main strengths and weaknesses

- There is scope to raise standards further in Year 6 by more consistently challenging pupils of all abilities.
- Assessment procedures, including marking, are not consistent to help all teachers and pupils to focus on what needs to be done to improve standards.
- The school has recently made a number of improvements in its provision for English and these are beginning to have a positive effect on standards.
- Standards in pupils' writing by Year 6 are unsatisfactory because there is not enough use of extended writing to enable pupils to practise and develop their basic skills in a realistic context.
- Learning support staff are used well in most lessons and they enable pupils with special educational needs to make good progress and achieve well.
- Most pupils enjoy reading and write interesting reviews of the books they have read.

Commentary

32 Pupils in Years 2 and 6 reach the expected standards for speaking and listening. Pupils enter school with low standards in speaking and listening and therefore make good progress throughout the school from this starting point. Teachers use appropriate technical vocabulary throughout lessons so that pupils are helped to frame their answers using increasingly precise language. Poetry is sometimes used effectively to stimulate pupils' awareness of the power of words and phrases. For example, pupils in the Year 3 class are entranced when the teacher skilfully helps them to explore poems from other cultures like, "Who Dat Girl?" They show delight when reading phrases like, "and skin like ebony" and enjoy learning new words to expand their own knowledge of language. Classroom assistants give good support to pupils of lower ability by helping them to understand unfamiliar words. Also by encouraging them to extend their use of a wider vocabulary when making suggestions or responding to questions.

33 Pupils enjoy reading and most can cope with the texts given to them in lessons. They make selections from a satisfactory range of books. However, in all classes their choices are not always matched well to their level of ability so that some are too hard or too easy for them. The use of reading journals is having a positive effect and pupils make good use of their developing writing skills when producing some thoughtful and interesting book reviews. Additional features like the voluntary Book Club for pupils in Years 5 and 6 make a valuable contribution to the range of book-related activities experienced by some pupils. Teachers are good models for their pupils because they read stories and class texts with good enunciation and expression. Their enthusiasm is communicated to the pupils who appreciate how different authors use language in many different ways to convey moods, feelings and attitudes. This was seen in a lesson for Year 6 pupils studying the "Jabberwocky" poem when they related their own vocabulary to the nonsense words to derive sensible meanings.

34 Writing is a weakness compared to the other areas of learning in English, especially between Years 3 and 6. The basic skills of handwriting, spelling, grammar and punctuation are not taught within the remit of a whole-school policy to improve written standards. Too often, basic skills are taught as isolated exercises and pupils are not able to transfer their learning to other written work. The amount of limited and poorly written work sometimes accepted by teachers further impedes an improvement in writing standards. Assessment and planning procedures is often not linked to any specific learning goals and does not help pupils to understand what they need to do to improve their writing. Some better practice exists in the school but it is not identified or shared so that all may benefit. The school is working closely with the local education authority advisors to increase the opportunities for pupils to write at length and for teachers to mark this work with clear criteria for improvement.

35 The use of ICT skills to support learning in English is satisfactory. Teachers are beginning to use the interactive whiteboards to better effect and this adds interest to their lessons. Some pupils use

audio centres to listen to taped stories. However, during the inspection, no use of ICT skills, such as word processing, were observed in the classrooms.

36 Two teachers, one from each Key Stage, share the leadership and management of English, which is satisfactory overall. The effect on standards for pupils in Years 1 and 2 has been more positive because improvements have been more systematically applied. The school is now much clearer about the weaknesses in teaching and learning of the subject and has recently formulated an improvement plan to overcome them. This is beginning to speed-up the rates of progress towards the more acceptable targets put in place for the older pupils.

Language and literacy across the curriculum

37 The development of language and literacy across the curriculum is satisfactory. There is some good practice that could be more usefully shared and developed. In the better lessons teachers carefully use and improve pupils' skills in English in the context of their work in other subjects. For example, Year 5 pupils make good use of their independent research skills to find information on Earth and Space. They then practise their speaking and listening skills by presenting their findings to the rest of the class. Year 3 pupils focus on key words in texts when they are researching and then share and develop their ideas by discussing their conclusions with a partner. Further opportunities to improve writing skills are missed because other subject areas, such as religious education, history and geography, do not consistently require pupils to write accounts of their learning.

MATHEMATICS

Provision in mathematics is **satisfactory**

Main strengths and weaknesses

- The subject leader has recently implemented systems to track pupils' progress and has set clear targets for improvement.
- Standards are below the national averages in Year 2 and 6.
- Progress is satisfactory for the majority of pupils because learning is based on investigations that appeal to pupils' learning requirements.
- Support teaching with the older pupils from the Rural Action Zone has a positive impact on pupils' attitudes to learning.
- Teachers do not use assessment information effectively enough to ensure they challenge pupils to achieve to the maximum of their ability.

Commentary

38 Teachers use the National Numeracy Strategy well to organise and structure their lessons appropriately so that planning for lessons has logical progression from year to year. However, the planning for lessons is not varied enough so that tasks are well matched to challenge all the pupils. This is why improvement in standards in Year 6 has not kept pace with the national trend in the subject over recent years.

39 Overall teaching, as seen in lessons and via a work scrutiny of every year group, is satisfactory. Questions are used well during the mental activities at the beginning of lessons. As a result, pupils' thinking skills develop well and they enthusiastically apply number understanding to practical contexts such as shops in role-play. Practical tasks that require an understanding of how problems are solved and show simple patterns and relationships are the most successful for the younger pupils. This is also the case when relevant practical resources are used to aid understanding in other years. The better teaching is challenging pupils to use appropriate mathematical language to develop their own problem solving strategies. This was the case when Year 3 pupils set out number lines to work out how much change should be given in a variety of shop purchases. However, this use of practical and investigative activities is not consistent throughout the school. All teachers share the learning outcomes for the lesson with their pupils and this does aid focus and understanding. In most planning sheets intended learning

outcomes covered all pupils and did not distinguish groups. Understandably some pupils find some of these tasks too difficult, others too easy. This further extenuates the problems that a few pupils in each class have of maintaining appropriate focus for the whole of the lesson.

40 As in science and ICT the school has benefited from the involvement of the Rural Action Zone teacher in mathematics. For example, Year 6 were studying fractions during the inspection, the introductory lesson did not fully recognise the lack of comprehension at expected levels of understanding. However, a subsequent lesson taken by the Rural Action Zone teacher skilfully used practical resources and tasks to consolidate understanding at a more appropriate level for differing groups of pupils. During this lesson the pupils were much more focussed, responding especially well to timed challenges and quizzes. Pupils with special educational needs in this lesson also made good progress because of accurate assessments of their mathematical needs. Although other pupils in the school with special educational needs make sound progress, overall their specific problems need further clarification to help teachers prepare tasks for them. These pupils, together with some demotivated higher attaining pupils, are sometimes not focussed enough in lessons, presenting behavioural problems for teachers.

41 The subject leader has made an extensive analysis of pupils' answers in national test papers. These give important guides to the next stages in learning. Records are also kept of the National Curriculum levels and these are now being used to predict overall target levels by the end of Year 6. These records are inconsistently used on a day to day basis to aid the processes of planning and evaluation of pupils' learning. The subject leader gives valuable support to teachers and this is resulting in the sharing of good practices and improved learning.

42 A survey of the pupils' books shows inconsistency in the appropriateness of the tasks given to pupils as they move through the school. Progress is slowed when they repeat the same difficulty of work and return to tasks that are less challenging than their most recent accomplishments. The same scrutiny shows an imbalance of the range of work done in each year. Too little is done with shape and graphical representation. When these are visited there is often too low teacher expectations of the way pupils' work is presented. The use of the ICT suite is improving knowledge and understanding of data analysis, but present mathematical schemes of work need adaptation to show teachers how they may include ICT in their lessons on a day-to-day basis.

Mathematics across the curriculum

43 The use of mathematics across the curriculum is satisfactory. Pupils make good use of their numeracy skills in the science lessons when their experiments challenge them to interpret the evidence to draw well-reasoned conclusions. This is especially the case when their observations have been precise. But these practices are inconsistently applied. As ICT is being developed in other subjects this further develops the use of numerical understanding. Year 3 pupils consider shapes in their computer-designed artwork and Year 6 pupils use number to show the use of 'Newton Forces' in their science experiments. A lack of understanding of how to interpret graphical information is in part due to this work not being sufficiently covered in other subjects.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- Standards are still too low, but support from the Rural Action Zone teacher is addressing this by challenging the more-able pupils in Year 6.
- The present achievements of the older pupils are satisfactory.
- Greater emphasis is now being given to developing the children's scientific enquiry skills.
- Teaching in the subject from class to class is very variable because the work produced by the pupils is not checked to see how they are progressing through the school.
- In some classes, pupils are regularly set the same tasks to complete and pupils are not being sufficiently extended.

Commentary

44 Standards in science have not kept pace with national trends in the subject over recent years. The school has, rightly, decided to concentrate on improving the pupils' investigating skills, the key to all scientific enquiries. Recent training has enabled teachers to give structures that are improving pupils' ability to plan, predict, carry out and draw conclusions from their investigations. However, in some classes, pupils are being over directed. Rather than being encouraged to develop their own ideas, they all copy the same text. This inhibits the development of their thinking skills and denies them opportunities to develop independent work habits. Pupils with special educational needs make good progress due to the extra support they receive by support teachers. For other pupils tasks are not always adapted to their abilities. Although boys have out-performed girls in the past, the gap has now been considerably narrowed.

45 The best teaching is seen in Years 2, 4 and 6. In Year 2, pupils are regularly challenged to take responsibility for much of their learning. They take their work very seriously. Their observations can be extremely precise, such as when timing melting snow - 'After ten minutes the snow was melting and went see through.' In this class, very good links are made between science, design and technology and literacy. As a result, skills in all three subjects are extended well. In Years 4 and 6, pupils plan and carry out their investigations successfully, but they are not as strong at interpreting the evidence to draw well-reasoned conclusions. In all three of these classes, the pupils are very excited by their work and are aware of their achievements. Pupils make satisfactory progress in Year 1 but in Years 3 and 5 their progress is unsatisfactory in developing their investigation skills. Research skills are well extended in Year 5, such as in their investigations into 'The Earth and the Solar System'. The strongest area of science in the school is 'Life Processes and Living Things'. The school has, rightly, identified 'Forces and Energy' as an area in need of further development.

46 The school has benefited from the involvement of the Rural Action Zone teacher in science. The teacher provides expertise and has raised the achievement levels of more-able older pupils. Extra funding has enabled exciting science-based visits to be made to places such as 'Magma'. 'Science Weeks', planned with the subject leader, have raised the profile of science in the school.

47 Leadership in the subject is satisfactory. The teacher sets a good example and has worked hard to raise standards. There have been outside speakers invited into the school, both for the staff and the pupils. Good links with the secondary school enable older Year 9 pupils to support work in the school. Visits have been organised to exciting venues such as 'The Deep'. Parents have also attended meetings to learn about raising expectations in the subject. However, the weaknesses that exist in the teaching and learning have not received sufficient attention and, consequently, results at age 11 have not improved quickly enough. Assessment in the subject is not yet well developed and so targets for the pupils cannot be easily established. Good practice does exist in the school but is insufficiently identified and shared so that all pupils can benefit.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**

Main strengths and weaknesses

- Good improvement in pupils' acquisition of key ICT skills since the last inspection.
- The lack of a policy to evaluate and assess pupils' knowledge, skills and understanding in the subject.
- Teaching and learning benefits from the support of the consultant from the Rural Action Zone.

Commentary

48 Good progress has been made since the last inspection in the teaching of basic ICT skills. These are being taught well within the new ICT suite. As a result, pupils quickly learn to see the benefit of using their ICT skills in support of their other work. For example, Year 2 pupils use line tools well to

create patterned animal pictures in the style of Phillipa – Alys Browne. Their ability to control and monitor software is already in line with national expectations by the end of Year 2. Year 3 pupils confidently insert digital photographs into a power point presentation describing their likes and dislikes. Older pupils are confident in using Excel and spreadsheets to resolve data analysis in mathematics. The ability levels of the oldest pupils have improved since the last inspection, but have a void of knowledge on how to control instructions and how to monitor external devices using a computer. This is partly due to a lack of appropriate software. All the pupils who were consulted had a good understanding of using the Internet and have done so at certain times in their learning. However, during the inspection week there was little use of computers as a research tool or for word processing. This was especially the case in classrooms where most computers remained unused.

49 The school has benefited from the help of the consultant from the Rural Action Zone. He has done much to improve teachers' knowledge and understanding and their confidence to use ICT to enhance pupils' motivation and learning. The ICT subject leader is continuing this level of support, especially through the use of the 'interactive whiteboards.' The school is not yet formally evaluating and assessing pupils' knowledge, skills and understanding in ICT. Hence, although their achievement is satisfactory and improved since the last inspection, and standards match what is expected for their age, the school is not actually assessing what they need to do next to improve. This was apparent in an otherwise sound lesson in Year 3. The more able pupils were waiting to add hyper-links to their presentations. They were restricted because the lesson plan insufficiently showed how pupils of differing abilities were going to learn different tasks and at different rates. The teachers manage pupils well in the cramped ICT suite. However, the need to share computers presents difficulties for a small number of pupils who struggle to remain focussed or cannot collaborate with a partner appropriately.

Information and communication technology across the curriculum

50 The use of ICT across the curriculum is satisfactory. Pupils are beginning to understand the use they can make of ICT skills to support work in other areas of the curriculum. The use of the interactive whiteboards and audio centres improve pupils' learning in English. Where the teacher is confident to use the resources on offer, such as the African artwork in Year 2, pupils' work is considerably improved. The school is not presently producing complimentary ICT planning alongside the planning in other subjects to maximise the use of these key skills across the curriculum.

HUMANITIES

51 No lessons were seen in **history** so insufficient evidence was collected on the provision to reach a firm judgement on standards or the quality of teaching and learning. However, evidence from displays and folders containing pupils' work shows that the school makes good use of visits to centres such as the Streetlife museum and Eden Camp to compliment the work done in such studies as World War II at school. Pupils in Year 4 visit Burton Agnes Tudor Hall to enhance the work being studied on the 'Tudors.' The school considers visits to and out of school as an important first experience to pupils' learning. However, evidence indicates that there are not enough relevant historical artefacts and resources available in school to ensure that pupils have enough practical activities in lessons. Teachers' plans for the subject reflect a good breadth and balance of activities and end of module assessments often review strengths and weaknesses in the subject but there is presently no systematic procedures to track pupils work as they move through the school. The start that has been made in assessing samples of work is still not influencing planning enough so that continuity in learning is improved as pupils move through the school. The lack of extended writing in history books is one example of improvement needed.

Geography

Provision in geography is **satisfactory**

Main strengths and weaknesses

- Imaginative use of visitors and resources significantly enriches the geography curriculum.
- Teachers' planning does not identify tasks and activities for pupils of different ages and abilities.
- The use of a whole-school theme allows the school to develop a rich learning environment for all pupils to share.

Commentary

52 Standards of attainment in geography are similar to those reported at the time of the previous inspection and are at the standards expected nationally. The subject is taught satisfactorily as a whole-school theme, this is currently "Africa". The results of their learning are shared enjoyably and effectively through displays of work and assemblies. The overall effect is that a rich cultural environment is created for all to experience. For example, the colourful display of work in the school hall includes contributions from pupils of different ages. The display contains writing, native costumes, musical instruments and native crafts that together have a good impact on pupils' cultural awareness.

53 Pupils have a positive attitude to the subject. For example, pupils in Year 1 can find Africa on a world map and learn that different products such as fruit come from different countries. Pupils with higher ability find, for example, that bananas come from Cameroon and find that country on the map of Africa. Older pupils, like those in Year 4, make valuable and important links with their work in literacy when they use their research skills to plan a fictional holiday to East Africa. Through skilful teaching these pupils develop a wider vocabulary that enables them to deal with the specific language of geographical study. This also occurred in a Year 3 class learning about city and country life in Africa where they learned the meaning of "services" and compared those supplied to city dwellers and those found in the country villages.

54 The subject is managed satisfactorily. Planning is based on nationally agreed curriculum materials modified to meet the school's preferred teaching style. However, it is not sufficiently refined to properly match the needs of pupils of different ages and abilities. Although pupils achieve satisfactorily there are no mechanisms in place to make evaluations of how provision can be improved to raise standards and the capacity for further achievement. There are good resources for the subject and these are deployed well to enrich and enliven teaching and displays. Particularly good work resulted from the visit of a lady from Africa who gave pupils very valuable and enlightening insights into life in Ghana.

Religious Education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- Older pupils are not required to respond in sufficient depth and do not have enough opportunities to write at length.
- Teachers use some interesting techniques to gain and hold the interest of their pupils.

Commentary

55 Standards are similar to those reported at the time of the previous inspection and are as expected at the end of Year 2 and Year 6. Pupils are taught the programme laid down in the locally agreed syllabus and statutory requirements are met. The subject does not contribute as well as it should to pupils' development of literacy skills. Pupils are taught mainly through oral methods. Whilst

this is often appropriate and helps to develop their speaking and listening skills there is insufficient attempt to extend understanding by recording their learning.

56 Younger pupils learn about human values such as leadership and the effect different leaders have on people. Their attitude to the subject depends on whether they can relate to what is being taught. For example, Year 2 pupils enjoy listening to the story "The Very Mean King" and answer good questions like, "How did the king change to become a better leader?" when they write, "He stopped breaking his own rules". Older pupils begin to develop their research skills when they find out key factors about different religions and relate this to leadership. For example, Year 4 pupils say, "Tony Blair was made a leader because he knew what he was doing". Pupils learn to recognize common factors such as religious emblems and places of worship and do simple research to see how these differ between religions. Their research is hindered by a shortage of books covering the major world faiths.

57 By the time they leave the school pupils have covered the full curriculum and can recall a number of facts about the major faiths such as Christianity, Judaism and Hinduism. They visit the local church at significant times of the year such as Christmas and Easter. Younger pupils demonstrate their knowledge and understanding when they perform the Nativity every Christmas. Older pupils from Years 3, 4 and 5 put on an Easter play to mark this important Christian festival. They have developed an understanding and respect for other religions and know about the rules for handling the copy of the Koran kept in school.

58 Teachers plan their lessons to ensure that the full curriculum for religious education is taught. However, the shortage of written work at both key stages means that the assessment of progress and standards of attainment is more difficult than it should be.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

59 The subjects of art and design and design and technology were sampled as no lessons were seen and insufficient evidence was collected on their provision to reach a firm judgement. However, evidence was collected from displays and folders containing pupils' work. In addition to this, discussions were held with teachers and pupils. Skilled practitioners in their respective subjects hold the leadership posts. They set good examples and plan activities to inspire and promote better teaching. One lesson was seen in physical education, so evidence is limited, based on the lesson and other documentation.

60 In **art and design**, visiting artists inspire small, individual works of art, as well as large, group friezes and collages. Cultural awareness is very well promoted as pupils study the work of African artists following their visits to the school. Work is produced in a wide variety of media in both two and three dimensions. The most creative responses are seen in the infant classes where standards are high for their ages. Imaginative teaching inspires the pupils to see art in everyday objects, such as the amazing networks of pipes photographed on a visit to the nearby BP works. The pupils later created complicated lattices of gum-paper strips to capture the image. Technology is also being increasingly used for art and design and the BP pipe-work also inspired some attractive computer generated designs. Art and design adds to studies made in other subjects. For example, Year 2 pupils, have recently worked with a classroom assistant to produce many pictures of African animals that capture both their movements and their personalities, such as a fierce male lion who appears to be glaring straight back at the artist!

61 Pupils' learning in **design and technology** is strongest in Year 2, the class of the subject leader. Her passion for the subject transfers to the pupils. This term, for example, they have been studying various winding mechanisms, from fishing reels to heavy-duty cranes. They have gone on to design, produce, test and improve various model machines with winches. For example, the plight of a cat stuck down a well was all the inspiration needed to fire their imaginations in creating a rescue device (with bucket). Such challenges give added purpose to their work. Pupils in Year 6 found similar purpose in making games to raise money at the Christmas Fair. This appealed to their business acumen, as well as their creative flair, and led to some imaginative games featuring electric circuits. However, although pupils talk about improving their designing and making, there is little evidence of them learning to write

critically about their finished work. Without such records, it is difficult for class teachers, the subject leader and the pupils themselves to reflect on the progress they are making.

62 In **physical education** visiting coaches provide additional expertise to both the school and extra-curricular programmes. The basketball club brings pupils from both Burstwick and the secondary school together and is testimony to the very good community relations within the school and the village. In a Year 6 rugby lesson there was a good level of skill teaching and pupil understanding. A visiting coach worked with pupils doing table tennis. Although the coach was knowledgeable this was not a good value for money exercise because pupils were inactive for too long as a result of unsatisfactory whole-class resources. Younger pupils have sound gymnastic skills; they coordinate sequences of movement with improving quality and quantity of movement. Some Year 2 pupils need further support as behavioural issues detract from their ability to control their bodies.

MUSIC

Provision in music is **good**

Main strengths and weaknesses

- Pupils study music traditions from around the world and this develops their cultural awareness.
- Specialist coaching is available for those who have a talent for instrumental playing.
- Leadership in the subject is good and pupils throughout the school benefit from a weekly singing assembly with her.

Commentary

63 Much of the music heard during the inspection was linked to the African studies that are being taught throughout the school. This has given the work added interest and relevance for the pupils. 'Rhythm' has been a recurring theme, most notably in a session for Years 5 and 6 when a skilled and enthusiastic percussionist led the pupils on drumming techniques. There were lots of different drums to see and hear. The pupils were so thrilled and amazed, at the range of sounds and exciting rhythms, that there was a spontaneous eruption of applause at the close of the initial demonstration! Using large, plastic flowerpot holders, borrowed from a nearby garden centre, the pupils then went on to practice repeated four-part scores containing different counter-rhythms. Their efforts were then recorded and are going to be transferred to a compact disc for future listening.

64 Many pupils in Years 3 to 6 receive weekly coaching on a range of instruments. They achieve well to reach levels well above those expected for their age, both in reading and playing music. Each Monday, after school, the pupils are joined by others, from local schools, for orchestral playing. The tune of the week was 'My Grandfather's Clock' and the seven parts became increasingly better synchronised over the hour. The violinists and clarinetists provided the melody line, whilst the guitars and cellos added the accompaniments. Each term, these instrumentalists give a concert, for pupils and parents, which includes individual, ensemble and full orchestral pieces.

65 Standards of singing in the school are of a better quality than those heard in most schools. In an assembly, the children and pupils gathered for their weekly singing session with the subject leader. After some spirited singing of a Jewish melody of increasing tempo, the pupils were then introduced to a song from the Congo (with Congolese lyrics). After only two run-throughs, echoing the teacher's singing line-by-line, the pupils sang the song and then repeated it, this time as a two-part round. The quality of their singing, whilst retaining the individual melody lines, was very impressive, causing a thrill of appreciation from the pupils, the teachers (and the visitors) alike! Pupils enjoy their music and many gain satisfaction from the achievements that it affords them.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education, including citizenship (PSHCE) is **satisfactory**

Main strengths and weaknesses

- A well-written policy and scheme of work encompassing the school's 'Healthy Schools Award.'
- Still to annotate aspects of PSHCE into subject planning and deliver specific aspects via regular timetabled slots.

Commentary

66 The co-ordinator has written a good scheme of work for PSHCE based on the local education authority template. The nine different strands of the 'Healthy Schools Award' are being reviewed to fit into the scheme. Examples of topics such as health issues, drug and alcohol abuse, personal safety, lifestyles and responsibilities and relationships are expected to be taught each year and revisited in greater complexity as pupils get older. The intention is to use other experts such as dental and nurse practitioners when appropriate. Other relevant resources and staff training have been provided prior to the start of the scheme. Prior to this, PSHCE was delivered mostly through assemblies and some other subjects such as science, religious education and physical education. Currently, teachers do not incorporate PSHCE factors into their planning to ensure regular provision covering appropriate year plans. As a result, the co-ordinator is unable to effectively monitor its delivery to see whether objectives are met.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).