

# INSPECTION REPORT

## **BURTON AGNES CE PRIMARY SCHOOL**

Burton Agnes, Driffield

LEA area: East Riding of Yorkshire

Unique reference number: 117973

Headteacher: Mrs B.A.O.Handby

Lead inspector: Dr J.N.Thorp

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> November 2003

Inspection number: 255683

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:	Voluntary controlled
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll;	105
School address:	Rudston Road Burton Agnes Driffield East Riding of Yorkshire
Postcode:	YO25 4NE
Telephone number:	01262 490320
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs S.Thompson
Date of previous inspection:	September 1998

## CHARACTERISTICS OF THE SCHOOL

This is a Church of England primary school located in the village of Burton Agnes, midway between Driffield and Bridlington. The school serves a fairly wide area, with a significant proportion of pupils travelling to the school from surrounding villages, including Harpham, Haisthorpe, Lowthorpe, Carnaby, Rudston and Burton Fleming. Some parents choose to bring their children from further afield. There are 105 pupils on roll organised into four classes. There is some mobility of pupils, with five joining the school other than at the time of first admission and 10 leaving during the previous school year. The area around the school is very mixed socially, with high rates of unemployment and temporary or seasonal work. There are wide variations in attainment on entry, but overall it is below average. There are currently 25 (24 per cent) pupils on the school's register of special educational needs, which is broadly similar to that found in other schools nationally. Most of these pupils have learning difficulties; two pupils have statements of special educational need.

There is a strong focus on the arts and the school has recently submitted an application for the award of Artsmark.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6327	Dr J.N.Thorp	Lead inspector	English as an additional language; English; Information and communication technology; History; Music
14404	A.Rolfe	Lay inspector	
16971	R.W.Hardaker	Team inspector	Mathematics; Science; Geography; Physical education
32596	G.Phillips	Team inspector	The Foundation Stage curriculum; Art and design, Design and technology; Religious education; Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** The excellent leadership of the headteacher and very good management have ensured that there has been very good improvement since its previous inspection. There is a strong focus on the arts, which are used very effectively to promote all pupils' learning across the curriculum. The school provides very effectively for pupils with special educational needs and this has resulted in some pupils being brought to the school from some distance away. This contributes to the wide range of attainment of pupils entering the school and is reflected in overall standards. Teaching is consistently good and as a result pupils throughout the school achieve well. Standards in English are average overall, but in science they are above average, and in art they are well above average. Overall standards in mathematics are not high enough by the time pupils leave the school. The school provides good value for money.

The school's main strengths and weaknesses are:

- ? The headteacher provides excellent leadership which is ensuring that the school continues to develop and improve
- ? There is an exciting and innovative approach to the curriculum with a strong focus on the arts, which is successful in enhancing pupils' learning in other subjects, especially literacy
- ? Standards in mathematics are not high enough by the time pupils leave the school
- ? Teaching is consistently good; good support in lessons enables all of them to achieve well
- ? Provision for pupils with special educational needs is very good
- ? The outdoor areas are not used as effectively as they could be to promote children's learning
- ? Teachers do not always provide sufficient indication in their marking how pupils could improve
- ? Pupils have too few opportunities to use the computers in other subjects

There has been very good improvement since the previous inspection. Standards have improved in information and communication technology (ICT) because there has been further training, which has improved staff confidence, a substantial improvement in resources and effective teaching of all pupils by a skilled ICT assistant. Standards in English have improved, to which the school's involvement in an arts project has contributed very significantly in improving pupils' writing. Teaching is better overall and teachers' planning has improved. The headteacher has been much better able to support the development of teaching because she now monitors it carefully. Governance is now good, because governors are contributing much more effectively to the strategic management and development of the school.

### STANDARDS ACHIEVED

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

*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.*

**Achievement is good throughout the school.** Children start school with below average overall attainment, although there is a wide spread. They achieve well, with the majority reaching the goals children are expected to reach by the end of reception. Achievement is good in Years 1 and 2, with standards currently above average in mathematics and science. Pupils continue to achieve well in relation to their capabilities in Years 3 to 6 in subjects other than mathematics. In some year groups

there is a high proportion of pupils with special educational needs and overall standards appear low, as in 2003 when there were 50 per cent of such pupils. Results in 2003 were better in science, because in these tests pupils with special educational needs are helped to read the questions.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.** Pupils' attitudes to learning are very good throughout the school. Relationships and behaviour are very good. Attendance is unsatisfactory overall, with too many pupils taken on holiday in term time. Pupils are generally punctual to school.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** Teaching is good overall, with some lessons of high quality. Teachers manage behaviour very well and have very good relationships with their pupils, which helps them promote positive attitudes to learning. Sometimes teachers provide too little guidance for pupils on how to improve their work. Very good care, guidance and support ensure that pupils' varied personal needs are identified and met. The curriculum is very good overall; pupils' involvement in some exciting arts projects enables them to produce work of high quality, while enhancing learning in other subjects. However, teachers make insufficient use of computers to support teaching and learning in other subjects. The school provides a very good range of activities to enrich the curriculum. Pupils are fully involved in the school and the school council is effective in representing their views. The school has very good links with parents.

## **LEADERSHIP AND MANAGEMENT**

Overall **leadership and management are very good.** The headteacher provides excellent leadership, which is ensuring the school continues to develop and get better. Management is good overall; strategic planning for further development is good. The governing body fulfils its responsibilities well, making a good contribution to the management of the school.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The majority of parents have a very positive view of the school. They are pleased with the progress their children make, believing teachers know how to get the best from them. Parents believe the school is effectively led and well run, with strong management and teamwork.

Pupils have very positive views about school. The vast majority enjoy coming to school and feel that their teachers listen to their ideas and treat them fairly. They take their work on the school council very seriously. Very few pupils have any concerns about the behaviour of others.

## **IMPROVEMENTS NEEDED**

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

- ? Raise standards in mathematics
- ? Extend the opportunities all pupils have to use their ICT skills in other subjects
- ? Ensure that teachers provide clear guidance for pupils on how they can improve their work
- ? Extend the use of the available outside areas to promote children's learning outdoors



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Overall pupils' **achievement is good** throughout the school. Standards on entry to the school are generally below average and achievement is good for children in the reception class since the majority attain the goals children are expected to reach by the end of the reception year.

Achievement is good in Year 2, particularly in mathematics in which pupils do well to attain above average standards. Achievement in most subjects is good in Year 6, because pupils do well in relation to their capabilities by the time they leave the school.

#### Main strengths and weaknesses

- ? Pupils in Year 2 achieve well in mathematics, with standards above average
- ? Pupils achieve well in science throughout the school, with standards above average by the end of Year 2 and Year 6, because they are consistently well taught
- ? Overall standards in mathematics are below average by the end of Year 6

#### Commentary

1 Children enter the school with very wide ranging levels of attainment, but overall standards are below average. This is similar to that reported in the previous inspection. Children make a good start to their time in school and achieve well, with most of them on course to achieve the goals children are expected to reach by the end of the reception year in each of the areas of learning. The good provision made for these children and good teaching contribute positively to this good start.

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

Standards in:	School results	National results
Reading	15.0 (16.1)	15.7 (15.8)
Writing	12.1 (14.5)	14.6 (14.4)
Mathematics	15.0 (14.4)	16.3 (16.5)

*There were 14 pupils in the year group. Figures in brackets are for the previous year.*

2 This table shows that standards in national tests at the end of Year 2 in 2003 were below average in reading and writing and mathematics, compared with pupils in other schools. These test results also show that in reading and writing pupils performed less well than they had the previous year. However, this cohort includes a high proportion of pupils with special educational needs who did well to achieve these results. The school has a high reputation for its work with these pupils and some are brought to the school from some distance away. The varying proportions of pupils with special educational needs are the reason why standards in both key stages fluctuate considerably from year to year. However, the overall rate of progress at this stage has been below the national trend.

3 The table below indicates that standards in national tests at the end of Year 6 in 2003 were below average in English and mathematics, but above average in science. Pupils do better in national tests in science because those with special educational needs get help with reading the questions. Results are not as good in both English and mathematics as they had been the previous year. Again this reflects the high proportion (50 per cent) of pupils with special educational needs in this cohort. The previous year's above average standards in science were maintained. Over time, the improvement in standards has been broadly in line with the national trend.

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

Standards in:	School results	National results
English	25.2 (27.0)	26.8 (27.0)
Mathematics	24.6 (27.0)	26.8 (26.7)
Science	30.6 (29.5)	28.6 (28.3)

*There were 10 pupils in the year group. Figures in brackets are for the previous year.*

4 Pupils of all ages achieve well in reading in relation to their capabilities. By the end of Year 2 most pupils achieve standards that are broadly in line with those expected, although some pupils exceed them. By the end of Year 2 most pupils can read appropriate texts accurately, with some of the higher attainers able to use expression very effectively to help them communicate meaning. By the end of Year 6 there are significant variations in standards of reading, but achievement is good overall because pupils have made good progress in relation to their ability. By the end of Year 6 higher attaining pupils read fluently and expressively. Many of them enjoy reading at this stage and delight in discussing their favourite books. Teaching of reading is good throughout the school and pupils receive good support from skilled classroom assistants, which contributes positively to the good progress they make.

5 Work seen during the inspection indicates that pupils achieve less well in writing than they do in reading. Nevertheless, standards among pupils currently in Year 2 are in line with those expected, while in Year 6 there is a wide variation in standards which reflects the high proportion of pupils with special educational needs. At times, higher attaining pupils produce writing of high quality in response to the exciting opportunities they have to work with visiting artists, musicians and writers as well as their teachers. A significant feature of the school is the strong emphasis on the arts and the involvement in the *Creative Contexts for Learning* action research projects is providing a very effective stimulus to improving standards across the curriculum. This is particularly true in English, where there has been a very positive impact on pupils' writing. Good opportunities are provided for pupils to be involved in discussions in all lessons and this contributes to their developing good speaking and listening skills.

6 Pupils currently in Years 1 and 2 achieve well in mathematics, their learning is good and many are on line to reach higher than average standards by the end of Year 2, which represents good achievement. Pupils continue to make progress through Years 3 to 6 but it is less consistent because in some year groups, like Year 3 and Year 6, there is a high proportion of pupils with special educational needs. As a result, pupils currently in Year 6 are likely to achieve standards below those expected by the time they leave the school.

7 Throughout the school pupils achieve well in science. Standards among pupils currently in Year 2 are above average and among those in Year 6 they are appropriate in relation to pupils' capabilities. Standards achieved by some higher attaining pupils are above average. Throughout the school, the consistently good teaching of the teacher who teaches all the pupils science and the emphasis on the development of skills of investigation and enquiry, contribute very effectively to pupils' good achievement and the standard of their work.

8 Pupils' learning and achievement in ICT are satisfactory and significantly improved since the previous inspection. Pupils make appropriate progress through Years 1 and 2, and by the end of Year 2 they achieve standards in line with those expected of pupils their age. Pupils continue to make satisfactory progress in developing their skills in Years 3 to 6 and by the time they leave the school at the end of Year 6 standards are broadly average. A major contributory factor to the improvements made in standards has been the teaching of a skilful ICT assistant who teaches all the pupils. Although there has been a significant improvement in resources to support teaching and learning in ICT, and this has also had a positive impact on standards, further improvements are

already underway and this will further increase the rate at which pupils make progress in developing their skills.

## **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes, behaviour and relationships with others are very good. Their personal development, including their spiritual, moral, social and cultural development, is very good. Attendance is unsatisfactory, but punctuality is satisfactory.

### **Main strengths and weaknesses**

- ? Pupils have very good attitudes to school and learning
- ? Behaviour is consistently very good
- ? Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.
- ? Attendance is unsatisfactory, below the national average, but punctuality is satisfactory.
- ? Relationships between staff and pupils are very good and make a positive contribution to pupils' learning.

### **Commentary**

9 Pupils' very good attitudes to work make a positive contribution to their learning. In discussion, virtually all pupils say they enjoy coming to school and are able to identify favourite subjects. A significant number of pupils participate in the wide range of extra-curricular activities provided by the school. The majority of pupils are very interested in what they are doing and take an active part in all aspects of lessons. They listen attentively to their teachers' instructions, maintain concentration over time and make a positive contribution to classroom discussions. For example, the life and work of Florence Nightingale had clearly captured the imagination of Year 1 and 2 pupils in their history lesson and they were keen to participate in class discussions, ask questions and find out more. Most pupils were confident, willing and able to talk about their work and explain their ideas to inspectors.

10 Behaviour is very good. In the majority of lessons seen behaviour was good, in many lessons very good, and this has a positive impact on learning. Most pupils are aware of what is and is not acceptable behaviour, they have a good understanding of the school rules, they like the school's merit system and readily accept the principle of sanctions as an appropriate response to instances of poor behaviour. Bullying is rare. The school has a good anti-bullying policy that makes clear that it will not be tolerated. Parents and pupils have indicated that these procedures are effective. Outside of lessons, before and after school, at breaks and lunchtime, pupils interact well together. Pupils treat the school's accommodation and equipment with care and respect; there is no evidence of pupil-generated vandalism and there is little or no litter around the school.

11 Pupils' personal development is very good. This begins in the nursery and reception class where the overall good provision ensures children reach the goals set for them in personal, social and emotional development. Right from the start the very good relationships established provide very good examples for children of how to work together and as a result children co-operate and learn to share and take turns. This development continues throughout the school, which contributes positively to pupils' very good behaviour and attitudes to school.

12 Pupils' spiritual, moral social and cultural development is very good. The school provides well for these aspects of development. Collective worship includes time for prayer and thoughtful reflection. Pupils' spiritual development is also effectively promoted in subjects such as religious

education, art, science and history. In circle time<sup>1</sup>, pupils are encouraged to explore their feelings and emotions and their relationships with friends and family. The provision for pupils' moral, social and cultural development is very good. As a result, pupils gain a clear understanding of the difference between right and wrong and are aware of the school's code of conduct that encourages pupils to be responsible for their own actions and consider the impact of their actions on others. Pupils are encouraged to help one another and show consideration for others. Relationships between staff and pupils and the pupils themselves are very good. Staff are very good role models, openly valuing pupils' opinions and ideas, which effectively promotes their self-esteem. Pupils have many opportunities to work collaboratively in pairs and small groups. Pupils' social development is also enhanced by the range of visits they undertake, the visitors to school they meet and the extra-curricular activities in which they participate. Pupils' cultural development is well promoted in their studies of other religious traditions and teachers reinforce these very well in their choice of books they display and stories they read, which help pupils understand the nature of contemporary multicultural society. Well-planned trips to museums, theatres and art galleries also help to broaden pupils' cultural awareness.

## Attendance

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	7.3	School data	0.3
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.*

13 Attendance is below the national average and whilst it improved in the last academic year it remains unsatisfactory. A significant minority of pupils are taken on holiday in school time and this adversely affects their attendance. The school monitors attendance registers efficiently on a daily basis and makes first day contact with parents if their children are absent and the school has not been notified of the reason for absence. Teachers monitor registers for patterns of absence and contact parents where attendance is a cause for concern. Most pupils are punctual.

## Exclusions

### **Ethnic background of pupils**

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	105	3	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

14 Relationships between staff and pupils are very good, as are relationships between pupils. These positive relationships promote pupils' social development and make a good contribution to pupils' learning. In the last academic year three pupils were subject to fixed term exclusions, but these pupils have now left the school; there were no permanent exclusions. Inspection of exclusion records indicates that the use of exclusion was appropriate in the circumstances. The school has good procedures to reintegrate pupils back into the school after exclusion.

<sup>1</sup> Circle time – is an opportunity for the whole class to discuss and reflect on a range of issues, often relating to pupils' personal and social development.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education enabling pupils to learn effectively. The curriculum is very good and there are very good opportunities provided for pupils to learn outside of lessons. Teaching is good and pupils are very well cared for.

### Teaching and learning

Teaching is **good** overall. There are good procedures in place for assessment. Pupils' learning is good and, although there are wide differences in standards in some year groups, their overall achievement is good because they do well in relation to their capabilities. A clear focus on supporting pupils' learning contributes positively to this good achievement.

### Main strengths and weaknesses

- ? Good teaching is ensuring that pupils achieve well
- ? Teachers manage pupils' behaviour very well
- ? Skilful classroom assistants support teaching and learning very effectively
- ? Teachers' marking does not always help pupils improve their work

### Commentary

15 Teaching in the school is good overall, but ranges from satisfactory to very good. Teachers are hard working, skilful and fully committed to the school. This has a positive effect on how pupils see the school and their attitudes to work. It ensures that learning is consistently good. Overall teaching has improved since the previous inspection, when some lessons were judged unsatisfactory. In around eight out of ten lessons seen in this inspection teaching was good or better; there were no unsatisfactory lessons. Teaching in literacy and science is particularly effective and this has had a considerable impact on pupils' learning and contributes most positively to their good achievement. Most pupils report that they enjoy their lessons, that teachers listen to their ideas and that they get help when they are stuck.

### Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	15	4	0	0	0

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

16 Teachers manage the pupils' behaviour very well. They have high expectations which they communicate clearly right from the start as children enter the school. The consistency with which teachers approach behaviour management ensures that the school as a whole is orderly and calm and a very pleasant environment for learning. Teachers and classroom assistants are good role models. They have good relationships with their pupils. They respond positively to pupils, demonstrating both care and respect, which ensures that pupils feel secure and enables them to learn. At times teachers communicate a real enthusiasm about what they teach and this engenders a commitment to and excitement in learning.

17 Skilful classroom assistants support teaching and learning very effectively, because throughout the school teachers plan carefully to make the best use of them. At times classroom assistants provide very good support to pupils with special educational needs, ensuring that they can be fully involved in the lesson. They make sure that these pupils can participate in discussions, for example, or explain tasks carefully for them. At other times classroom assistants work effectively with a group of pupils, reinforcing the objective of the whole-class part of the lesson at a level

appropriate to their needs. Such good use of classroom assistants is very effective in helping teachers match the activities they plan to the learning needs of all pupils. The ICT assistant also provides very good support. Her teaching of ICT skills to all pupils is good, making an effective and positive contribution to moving pupils' learning on.

18 Teachers mark pupils' work thoroughly. Their comments are good in informing pupils how well they are getting on. At times there is good discussion about aspects of completed task. The use of target cards, which include targets related to working at a particular level, as well as specific individual targets, are also very valuable in letting pupils know what they need to improve. However, teachers generally provide insufficient guidance in the written comments for pupils about how or what they could do to improve, develop or extend their work.

## **The curriculum**

The curriculum is **very good**. It enables pupils to achieve well because it caters well for their different interests, aptitudes and needs. Curriculum development is very good, with the emphasis on the arts ensuring that pupils enjoy a rich variety of experiences that effectively stimulate their learning in other subjects. Opportunities provided to extend learning outside of lessons are very good. Overall accommodation and resources are good.

## **Main strengths and weaknesses**

- ? The curriculum is presented in interesting and innovative ways, especially through the arts, which contributes very positively to pupils' good learning
- ? Pupils are given very good opportunities to develop their skills of scientific enquiry
- ? There is very good provision for pupils with special education needs so they achieve well
- ? The school makes very good use of visits and visitors to extend the range of learning activities
- ? The recently revised arrangements for transfer to the secondary school are very good
- ? There is insufficient use of computers to develop pupils' learning in other subjects

## **Commentary**

19 The curriculum is very good and pupils are involved in some very interesting projects that capture their imagination. The Creative Contexts for Learning project, in which the school has been involved over the past two years, uses the arts very effectively to raise achievement in other areas of the curriculum, particularly in literacy. The involvement of visiting artists, musicians and dancers has contributed very positively indeed to pupils' achievement. For example, following a visit from a sculptor, older pupils created very good paper sculptures and then wrote and performed a rock opera about the Romans. Parents were involved in making scenery and costumes. A recent project has involved pupils in Years 5 and 6 visiting Burton Agnes Hall, where they made sculptures of natural materials. The poems they wrote following the visit were very good, showing how pupils' understanding and use of similes and metaphors had improved. All pupils learn other European languages.

20 Throughout the school, teachers plan very good opportunities for pupils to learn and practise their investigative skills in science. Pupils learn to observe very carefully and talk confidently about what they think may happen. They carry out investigations independently and explain and record what they have learnt very clearly. These very good opportunities and the consistently good teaching in science enable pupils to achieve well.

21 There is very good provision for pupils with special educational needs. This has improved significantly since the previous inspection and now ensures that these pupils now achieve well. Teachers identify pupils who have special educational needs as early as possible and make very good assessments of their needs. Teachers set clear and realistic targets and together with the support staff regularly check on these pupils' progress. Teachers plan and tailor the curriculum very well, to make sure the work they give the pupils is relevant and helps them to achieve their targets.

The special educational needs co-ordinator, teachers and classroom assistants work very well together, ensuring pupils with special educational needs are very well supported with the additional help they need to take part successfully in lessons. This also contributes to the good progress they make.

22 The school makes very good use of visits and visitors to extend the range of learning activities and these extend pupils' learning effectively across the curriculum. For example, pupils have made very good felt pictures and sculptures following a visit from an artist, while older pupils developed their dance skills when working with a specialist dance teacher. Pupils in Year 6 talked excitedly about when they dressed up in Tudor costumes and learnt about life in Tudor times during the visits of a theatre group. Pupils were very enthusiastic about their visit to the temple in Bradford as part of their work on Sikhism, and could recall much of the information they had learnt and the things they had seen. They said it really helped them to learn, one commenting, *"It's easier than just seeing things in books. You can't ask a book a question."* Teachers provide a very good range of extra-curricular activities, such as the drama club, sports clubs and recorder clubs. In such a small school this represents a great commitment from all the staff.

23 The headteacher and teacher of the pupils in Year 6 were instrumental in developing the recently revised induction programme to the local secondary school. This has been externally evaluated and was described as excellent. It enables pupils to work with secondary pupils and the pupils from neighbouring schools on a number of exciting projects, such as drama and sport, before they transfer to the secondary school. As a result, pupils settle into their secondary school quickly and happily.

24 Although the teaching of ICT skills is effective, because an ICT assistant works exclusively with all pupils in turn, the limited number of other computers currently available in classrooms limits the opportunities which teachers can provide for pupils to work with them in other subjects. Nevertheless teachers do not plan regularly enough for pupils to use appropriate programs to support other subjects. The school is aware of this shortcoming and is addressing it with a substantial increase in the number of computers and a new computer suite.

## Care, guidance and support

This is a **very caring** school, in which pupils feel secure and happy and where they can learn and develop effectively. Procedures to support and guide pupils are very good overall. The school actively seeks and values pupils' views of the school.

## Main strengths and weaknesses

- ? Relationships between staff and pupils are very positive and help to provide a good standard of pastoral care
- ? The school actively seeks pupils' views of the school
- ? There are very good procedures for the induction of children into the school

## Commentary

25 Relationships between staff and pupils are very good, contributing positively to the high standard of individual care, support and guidance, which ensures pupils feel happy, confident and secure. Staff and pupils know each other very well and they interact very well both inside and outside the classroom. Pastoral support for pupils is very good; pupils feel confident to approach their teachers should they have any problems in the knowledge that appropriate support and guidance would be forthcoming. Pupils are well supported academically, which contributes to all pupils' achievement, but they are not always given sufficient guidance on what they need to do to improve or develop their work. The school provides very good care and support for pupils with special educational needs, which has a positive impact on their learning.

26 The school actively seeks pupils' views of the school mainly through the school council, circle time, pupil questionnaires and a suggestion box and makes very good use of pupils' contributions. This ensures not only that pupils feel valued and fully part of the school, but also contributes to their understanding of citizenship and the part they play in a community. The school values pupils' views highly and where practicable takes them into consideration when reviewing policies and procedures. For example, the provision of the 'friendship bench' in the playground was provided as a result of a request by the school council.

27 The school has good procedures for the induction of children into the school. Parents are given clear information and guidance about these procedures and how they can help to prepare their children for school life. Parents and children have good opportunities to visit the school and meet with their teachers prior to admission. These procedures enable children to settle quickly into the school.

### **Partnership with parents, other schools and the community**

The school has developed a **very strong** partnership with parents, who have very positive views of the school. The school has developed very good links with the wider community and other schools, both of which make a very good contribution to pupils' learning. There has been an improvement in this aspect of school life since the last inspection.

### **Main strengths and weaknesses**

- ? Parents receive good information from the school, but reports could be clearer in ways in which pupils could improve
- ? Parental involvement in their children's learning is very good
- ? The school's very good links with the wider community enhance pupils' learning
- ? There are very good links with other schools

### **Commentary**

28 Overall, the quality of information given to parents is good. The school brochure and the governors' annual report provide a wide range of information about the school and its activities and fully meet statutory requirements. Regular newsletters and letters about specific events ensure that parents are kept up to date about current school activities. Parents have good opportunities to discuss their children's progress at consultation meetings and an open afternoon. Attendance at these meetings is very good. Pupils' annual reports are satisfactory; they provide a clear indication of standards and achievement, but they do not always identify areas for further development or, like teachers' marking, indicate ways to improve. The school actively seeks the views of parents through the use of questionnaires that are analysed so that their views may be incorporated into new or revised school policies and procedures. For example, in response to a recent questionnaire the school increased the level of homework for older pupils. There are good arrangements to involve parents of pupils with special educational needs in the review of their children's individual educational plans.

29 Parents' involvement in their children's learning is very good. A significant number of parents help in the school, listening to pupils read, assisting in classrooms and accompanying pupils on educational visits. The school provides good support for parents to help and support them in assisting their children learning at home, including classroom assistant training, a parental nurturing programme and computer training. The *Tiddlers* group, for parents and pre-nursery age children, effectively helps prepare children for entry into the school. There is an active Friends Association that organises social and fund-raising events; significant amounts of money have been raised to finance additional learning resources, which have had a positive impact on pupils' learning.

30 The school's links with the community are very good and these make a significant contribution to pupils' learning. A very good range of visitors to the school, including artists,



musicians, dancers and theatre groups, very effectively enhances pupils' learning across the curriculum, but especially in drama, art and music. The school makes good use of the local community, including visits to a local art gallery and library, which support pupils' learning in art and design and technology effectively. Local field trips are also used well to enhance pupils' learning in history and geography, and links with the local parish church support pupils' spiritual and cultural development.

31 The school's links with other schools are very good. There are strong links with the local secondary school to which the majority of pupils transfer, with good use made of the facilities for sports, science and drama. The school has developed good transition arrangements including effective liaison between staff and the transfer of information relating to both pupils' academic and social skills. Pupils benefit from a full day induction at the secondary school, at which time they meet their form tutor and experience a range of lessons, all of which have a positive impact on pupils' future learning.

## **LEADERSHIP AND MANAGEMENT**

Leadership of the headteacher is **excellent**. Since taking up her post the headteacher has instigated much change in the school and has significantly contributed to its recent very good improvement. She has the confidence of an effective governing body that provides good governance. The school is well managed and runs smoothly. It makes good use of available finance to support clearly identified educational priorities. The principles of best value are clearly understood and applied well.

### **Main strengths and weaknesses**

- ? The headteacher provides excellent leadership, ensuring a strong sense of purpose so all staff and governors strive for continuous improvement and creating an effective climate for learning in which all pupils succeed
- ? The governors have a good grasp of the school's strengths and weaknesses which enables them to play an effective role in shaping the direction of the school
- ? The headteacher has initiated very good curriculum change and development
- ? There has been very good improvement since the previous inspection
- ? Financial management is strong
- ? The school plans well for the future

### **Commentary**

32 The headteacher provides excellent leadership. She has a clear vision and high aspirations which she communicates very well to others. She has the full confidence of pupils, parents, teachers, other staff and governors. She strives hard to ensure that all pupils fully enjoy the benefits the school offers. One of her first tasks on taking up the post of headteacher was to improve the provision for pupils with special educational needs. Very careful analysis of need preceded appropriate change in practice. Provision for these pupils is now very good and as a result they are able to benefit fully from the learning opportunities the school provides. Such attention to detail, ensuring that everyone is fully included, has characterised the very successful development of the school. Morale in the school is now high; all the staff make up a very strong team continually striving to improve the school. The headteacher is also providing support to a neighbouring primary school in developing effective leadership and management.

33 Governance of the school is good. Governors are well informed and this enables them to make strategic decisions. They concern themselves with standards and they keep themselves updated with curriculum developments. For example, several governors are regular visitors to school. The governors with responsibility for special educational needs liaises closely with the school and the governor with responsibility for ICT comes into school regularly to work with pupils. The governors consider at length the decisions they take. For example, they took the decision to

release the headteacher from a class teaching responsibility in order that she might be able to spend more time effecting much needed change around the school. They carefully monitor the impact of this decision, constantly looking for evidence of improvement. The school reviews its performance in consultation with advisers and has good systems in place to evaluate its performance.

34 Recent curriculum change has been considerable. Much of the headteacher's efforts have involved developing an exciting and invigorating curriculum, which ensures learning is both successful and pleasurable for pupils. In conjunction with staff of the local secondary school, the headteacher has been largely instrumental in creating an arts programme for pupils in Year 6 along with others from nearby primary schools. This is an effective part of a well-devised programme to prepare pupils for the move to secondary school. The headteacher of the secondary school pays tribute to the drive of the headteacher in being the main inspiration behind such a successful venture. This contributes to the overall very good curriculum in the school.

35 There has been very good improvement since the previous inspection when a number of concerns were expressed. These have all been successfully addressed. All expected policies and schemes of work are now in place. Teaching is rigorously monitored by the headteacher, with the result that teaching is now consistently good or better. Strategic planning has considerably improved and is now good. Projects and proposed developments are carefully costed and the implementation of the planning is monitored. Most importantly, things that are planned get done. The overall leadership and management of the Foundation Stage, English, mathematics, science and ICT by the respective co-ordinators are good or very good. The co-ordinators are good role models in the teaching of their subjects. The headteacher provides very good leadership and management of special educational needs, which is a significant strength of the school.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	311,872
Total expenditure	308,349
Expenditure per pupil	2803

Balances (£)	
Balance from previous year	640
Balance carried forward to the next	4163

36 Financial management is strong. The chair of the finance committee is well informed and aware of the school's needs. Governors consider support in classrooms to be a priority in spending. This support is making a significant contribution to the quality of teaching and learning. It also makes a significant contribution to the way all pupils are included and able to benefit from the learning activities the school provides. All funding, both basic budget allocation and additional grants received for specific purposes, is carefully allocated to help the school address the educational priorities identified in the school improvement plan. The principles of best value are clearly understood and well applied and all spending is effectively monitored and controlled. The school provides good value for money.

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

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

Provision in the Foundation Stage is **good**.

### **Main strengths and weaknesses**

- ? Good features noted in the previous inspection remain strengths
- ? Teaching is consistently good and planning is very good
- ? There is an effective partnership between staff and parents
- ? Children make good progress in all areas of learning

### **Commentary**

37 Many of the good features found in the last inspection are still strengths. The Foundation Stage co-ordinator provides effective leadership and management. There are good resources and facilities inside that are used to support the wide range of activities provided. However, there is no continuous access to either the outdoor classroom or the playground area, although these have recently been made secure and provide good opportunities for purposeful activities in all areas of learning.

38 There is consistently good teaching across all areas of learning. The teacher's planning is very good and the children are given interesting activities enabling them to make good progress in all areas of learning. There is very good teamwork between the teacher and the well-briefed nursery assistants, and children benefit from individual attention in small groups. Adults regularly observe the children and check what they can do so they know what children need to work on next. This enables all children, including those with special educational needs and the higher attaining children, to achieve well.

39 Before the children start school some parents come with them to the weekly *Tiddlers* group, where they meet the nursery nurses and other parents and children. Staff develop an effective partnership with parents by visiting the children in their homes and providing opportunities for children and parents to visit the school before children start in the nursery class. Teachers give parents good written information about the routines of school and how they can help their children. Parents come into the classrooms at the end of the session to collect their children and are encouraged to talk to the staff about their children's learning.

40 Children start in the nursery class after their third birthday and are in that class for three or four terms part-time before joining the reception class. Although there is a very wide range of ability when children start in the nursery class, most of them are working at levels below those expected for their age. They make good progress across all areas of learning, so that by the end of the reception year most children attain the early learning goals in each area.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

The provision for personal, social and emotional development is **good**.

### **Main strengths and weaknesses**

- ? Very good relationships and the very good examples shown by adults ensure that children behave well, and learn to share and work together
- ? Adults give children plenty of help and encouragement so children enjoy learning and work hard

- ? Children are enthusiastic and concentrate well because adults give them plenty of exciting activities

### **Commentary**

41 Good teaching in this area of learning means that most children are on line to reach the goals by the time they leave the reception class. The very good relationships between adults provide very good examples for children in how to work together. As a result, children behave well and learn to share and take turns. For example, when one child took most of the clay leaving very little for another child, the nursery assistant compared the amounts of clay and the child immediately gave some to the other child. The nursery assistant praised the child by saying 'Well done, that was kind of you' and also reminded the other child to say 'thank you'. Such effective reminders and good use of praise encourage children to help one another. For example, they hold the doors and gates open for their friends when they go into the outdoor play area. Adults give children just the right amount of help, for example when they change their shoes or walk along a balance bar, but also encourage them to be independent. As a result, children choose activities independently and undertake some simple maintenance jobs for themselves, like washing their own paintbrushes when they mix paints. The teacher and nursery nurses give the children lots of exciting things to do, such as programming the floor robot and making animals from clay, so children work hard and concentrate well.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for communication, language and literacy is **good**.

### **Main strengths and weaknesses**

- ? Teachers and other adults provide good opportunities for children to listen and talk to other children and adults, so children talk clearly and listen attentively
- ? Children are interested in books and enjoy talking about them because of the good opportunities adults give them
- ? Sometimes opportunities are missed to link the sounds the children are learning with letters

### **Commentary**

42 The adults are good role models for children in their listening and speaking. They explain very clearly what children have to do and encourage children to talk about their experiences through the effective use of questions and prompts. For example, the teacher gave the children a very good opportunity to tell the other children what they had been doing. When one child said that she was in a dance show, for example, another child asked if she was going to dress up and wear a crown. The child replied 'No I'm going to be a fox.' In the birthday shop one child who was the customer said she wanted plates and cups and asked 'How much will that be?' Another child described the birthday cake as 'Strawberry and raspberry with little blobs of icing.'

43 The teacher chooses interesting books to share with the children that generate a lively enthusiasm for reading and interest in books. There is a good emphasis on basic skills and children learn individual sounds. A few of the older children know how to put sounds together to read simple words. However, they cannot always use the sounds to help them write words and opportunities to help them develop this understanding are unduly limited.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- ? Children make good progress in developing their mathematical skills because adults take every opportunity to count and talk about numbers
- ? Adults provide good opportunities for children to learn and use mathematical language

### **Commentary**

44 At the beginning of each session children practise counting skills. The teacher challenges the children to count the number of children present and absent when calling the register, and to say what day comes before or after when saying the date. Children act as a counter when they sing number rhymes such as the 'Five speckled frogs', and the teacher checks that the children know how many are left as each one goes away. Most children of the reception class children and some of the older nursery children can say what number is one less than a number to 10. The teacher provides cubes to help the children who are finding this difficult. The teacher challenges the children to count to 30 and count backwards from 30 to zero. Most of the children can do this and the teacher points to the number symbols to help the children to learn the symbols. Children enjoy all the activities provided and work hard.

45 The teacher provides good opportunities for children to learn mathematical language when, for example, she asks children what the shape of the counting blocks are, and which letter comes first, last and in the middle of a word. Older children recognise squares, triangles and circles. Similarly the nursery assistant checks the younger children use the words forwards and backwards correctly when they program the floor robot to move, and that they know the number written on the controls on the robot.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

The provision for knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- ? A very good range of first hand opportunities successfully extends children's knowledge and understanding of the world
- ? Staff provide clear explanations and use questions effectively to promote this area of learning

### **Commentary**

46 Staff have rightly identified that this is an area in which some children have limited experiences when they enter school. As a result teacher and nursery assistants plan a very good range of activities that stimulate the children's curiosity and help them to find out more about the world. For example, children plant bulbs, manipulate clay and learn that some objects float and some sink. After experimenting with a good variety of objects in the water a child correctly identified that some floated and some sank and said 'Heavy things sink'. Children correctly identify which materials are smooth, rough, soft and hard when they are making collages. They find out how to join with glue when they make bookmarks. They pull and mould clay into shapes to make homes for animals and choose appropriate tools to make a pattern on them. With help, children can find the letters on the keyboard to write their names and draw pictures using a computer program.

47 Adults explain tasks clearly and use questions well to help children think about what they are doing. For example, when children were working with the floor robot the nursery assistant asked

'What's inside to give it power?' When a child suggested diesel, the nursery assistant replied 'That's a good idea but it's not diesel like in your daddy's tractor', and praised the child who said there is a battery inside.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **satisfactory**.

### **Main strengths and weaknesses**

- ? Children's physical development is good because the teacher plans a good range of activities in the classroom
- ? When outside sessions take place they are purposeful and well structured, but there is no continuous access to the outdoor area so opportunities for development are limited

### **Commentary**

48 There are good opportunities for children to develop their skills such as cutting, manipulating materials such as clay and sand, and using tools such as paintbrushes, pencils and glue sticks. For example, children showed good dexterity when they picked up very small sequins and stuck them on their bookmarks and rolled and moulded clay when they made houses for animals. Children do have a hall session each week but no session was observed during the inspection. Adults provide good opportunities for children to use the outdoor play area each day. With minimal supervision children share rides and take turns as they manoeuvre scooters, cars and bikes around the area. Activities are well planned and purposeful. However, children do not have continuous access to this area and this limits their opportunities for further development.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- ? Adults provide good opportunities for children to develop their imagination in role-play and art activities
- ? Children sing well because they are given good opportunities to sing and listen to sounds

### **Commentary**

49 Children enjoy playing with others in the role-play areas because the teacher uses the space and resources imaginatively. Children dress up and take on the roles of the shopkeeper and customers in the birthday shop, and talk on the phone in the emergency centre in the playground. When playing in the large outdoor sand pit one child said he was taking the wheelbarrow full of sand to 'the cement factory'. Children enjoy mixing paints and one child correctly identifies which colours she will have to mix to make purple, brown and green. They successfully print patterns on their bookmarks and decorate them with small and large shapes. The displays around the classroom show that children are developing their drawing skills well, and some children's figures show details such as hair, fingers and shoes.

50 The teacher gives children a lot of good opportunities to sing, particularly at the beginning of each session. Children join in enthusiastically when they sing number rhymes and most of the children know the words to simple songs and do the actions. When a specialist music teacher visited the school the children identified the sounds of objects hidden in a bag, such as a dog's squeaky toy and a bell, and noticed that the sounds were louder when the objects were out of the bag than in the bag.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- ? Pupils have positive attitudes, their learning is good and they achieve well
- ? Teaching is good and often very good with older pupils
- ? The Creative Contexts for Learning project is used well to enhance pupils' writing
- ? Assessment is good, but teachers could provide a clearer indication in their marking of how pupils could improve their work
- ? Subject leadership is very effective

#### Commentary

51 The results of statutory assessment indicate that standards overall in English in 2003 were well below average at the end of Year 6 and below average at the end of Year 2. This hides the fact that in both of these year groups there was a high proportion of pupils with special educational needs, as high as 50 per cent in Year 6 last year. There is considerable variation in the make up of each year group and while there is a similar proportion of pupils with special educational needs in the current Year 6, there are fewer in Year 2. This is reflected in current standards. In Year 2, for example, pupils are on course to reach higher than average standards in their reading and this is better than at the time of the previous inspection. Although standards in writing are in line with those expected at this stage, they are also better than they were in the previous inspection. In Year 6 there is a very wide variation in standards in both reading and writing, ranging from well above average among some higher attaining pupils to below average. Pupils of all abilities have positive attitudes to work, they try hard to improve and apply themselves well to the tasks they are set. This contributes positively to the progress they make in English, ensuring their learning is good and that their overall achievement is good.

52 Teaching is good and often very good with older pupils. Where teaching is very good pupils are inspired by their teacher's infectious enthusiasm, they are fully engaged and absorbed in their learning, and stretched by the tasks they are set. Teachers explain the objectives for lessons clearly so pupils are focused right from the start and they intervene positively to challenge and extend pupils' learning effectively. There are good arrangements to extend the higher attaining Year 4 pupils by teaching them alongside others in Years 5 and 6, which enhances the progress they make. Skilful classroom assistants support pupils with special educational needs very well and this ensures they also make good progress and are fully included in lessons. Teachers have very good relationships with pupils and motivate them effectively. This contributes to pupils' positive response in lessons. It is particularly noticeable in discussions, in the best of which teachers show how very well they know their pupils as they constantly engage them in thinking and exploring ideas about chosen texts, which promotes confidence and a real seriousness of purpose. Such good opportunities extend pupils' speaking and listening skills effectively and they achieve standards at least in line with those expected of pupils at the end of Year 2 and Year 6.

53 Assessment is good. A good range of assessments enables the school to track pupils' progress effectively. The regular assessment weeks and the subject portfolio contribute positively to this. Pupils have very useful target cards on which are printed targets related to the level at which they are working as well as individual targets. This helps them understand how well they are getting on. Teachers' marking is good at informing pupils how well they have done, but generally provides insufficient guidance on what they could do to improve their work.

54 The school has been involved with Creative Contexts for Learning since 1996, a local education authority co-ordinated series of arts projects which are aimed at enhancing learning across the curriculum. This involvement has made a major contribution to raising the standard of pupils' writing. The opportunities for pupils to work with visiting artists, musicians and dancers have been used very successfully as a stimulus for their writing. The outcomes have been very good, with pupils producing writing of high quality at times. One Year 6 pupil included this verse in his poem *Autumn Crowd*:

Leaves scatter searching for a new Utopia,  
Swaying side to side, unable to choose where to live.  
Dying, the skeleton more visible than ever,  
Crowds clumped together, lost, looking for a family.

55 Leadership of the subject is very effective. The co-ordinator has a clear grasp of standards and is aware of ways to raise them, such as the use of the arts in improving pupils' writing. She leads by example, providing a model of very good teaching. She is fully aware of the strengths and aspects for further development in the subject because she carefully audits and evaluates existing provision. This has led to the improvement of both the fiction and non-fiction libraries for example. The co-ordinator's observations of teaching and learning have enabled her to identify aspects for development and to support improvements which have been so effective in raising standards.

### **Language and literacy across the curriculum**

56 Language and literacy are supported well in other subjects. In subjects such as science and mathematics, pupils learn to use appropriate technical vocabulary. They write instructions in their work in design and technology. Teachers provide a good range of opportunities for pupils to be involved in discussions and these are well managed so that they contribute effectively to pupils' learning.

## **MATHEMATICS**

The provision for mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- ? Standards are above average by the time pupils reach the age of 7, but by 11 they are currently below average overall
- ? Pupils achieve well, including those with special educational needs
- ? Teaching is good, but the quality of teachers' marking is not consistent across the school
- ? More use could be made of ICT to promote learning
- ? There is no strategy in place for using mathematics across the curriculum.

### **Commentary**

57 Pupils in Years 1 and 2 make good progress and achieve well, attaining above average standards in all aspects of mathematics. Pupils' learning continues to be good as they move through the junior classes. However, in Year 6 overall standards are currently below average. This is because half of the pupils in this small year group have special educational needs. A thorough examination of the school's good assessment information shows that most of these have made progress since they took national tests at the end of Year 2 and their achievement is satisfactory. Some of them have made good progress; none of them have made less than satisfactory progress since that time. Pupils with special educational needs in other classes make equally good progress to their classmates as a result of the good support they receive from teachers and learning support assistants.



58 Teaching and learning are good throughout the school. Teachers are confident, having good subject knowledge and a good understanding of the national guidance for developing numeracy. They apply this guidance effectively. They plan work very well and organise their classrooms effectively. The interesting way in which teachers present work is motivating and helps ensure pupils enjoy mathematics. Teachers give clear explanations and use a range of resources well in order to help pupils understand mathematical ideas. This enables them to teach effectively classes made up of pupils of fairly wide-ranging ages and levels of attainment. Well-trained learning support assistants make a significant contribution to pupils' good learning. There are some inconsistencies in the way teachers mark books. Some teachers do this well, giving pupils a good indication of how well they are doing and what they can do to improve their work. However, not all teachers use marking as effectively as this.

59 In planning lessons teachers sometimes arrange to use computers to help pupils learn. These are used well by pupils, when for example, they organise large arrays of numbers and amounts in pictorial form by producing graphs. At other times, however, opportunities to use computers to help develop mathematical thinking are missed. There are limited ICT resources available at the present time, but the school is addressing this weakness with the provision of a new computer suite and computers.

60 The subject co-ordinator manages the subject well. There are good assessment procedures in place which the co-ordinator analyses effectively to find out what pupils need to learn to improve. This enables teachers to set realistic and challenging targets which are regularly reviewed. This makes a significant contribution to the good progress pupils make, particularly in Years 1 and 2.

### **Mathematics across the curriculum**

61 There is effective use of mathematics in other subjects. Pupils are introduced to timelines in history, so in Years 1 and 2, for example, pupils see the principal developments that have taken place in nursing since the time of Florence Nightingale displayed pictorially. In the same class pupils used their knowledge of mathematics to pictorially represent musical instruments in a range of categories. This led them to quickly understand that some fall into more than one category and that this can also be shown clearly in an appropriate diagram.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- ? Standards are good and pupils achieve well
- ? Pupils develop good investigative skills
- ? Teaching is consistently good as a result of specialist teaching
- ? Pupils with special educational needs are effectively supported and achieve well
- ? Leadership and management of the subject are good

### **Commentary**

62 Pupils achieve well in science because there is a well-organised curriculum, with a strong emphasis on practical activities, and good teaching. By the end of Year 2 standards are above average. Pupils' learning is good throughout the school and by the end of Year 6 most pupils achieve the expected level and a significant number exceed it. Consistently good teaching and the emphasis on the development of skills of investigation and enquiry contribute effectively to pupils' good achievement.

63 The same teacher teaches all pupils science. As a result she has good knowledge of their previous learning and what is required to move their learning on. Work planned closely meets the needs of all pupils. This is an improvement since the previous inspection. The teacher challenges all pupils and encourages them to be inquisitive. They are encouraged to use their existing knowledge to predict what will happen before they carry out an investigation. The emphasis on practical activities to enhance knowledge and skills was evident in a lesson on electricity in which Year 4, 5 and 6 pupils constructed simple electric circuits using batteries. They placed a bulb in the different circuits to find out how it would affect the intensity of light. These pupils had earlier shown a good knowledge of the insulation properties of a range of materials in responding to the teacher's questions.

64 The teacher and learning support assistants effectively help pupils with special educational needs participate fully in lessons. As a result of this support a significant number of them are making good progress and have knowledge levels that match those of other pupils in the same classes. All pupils respond well to the good teaching. They behave well and listen intently when either the teacher or other pupils are talking. This is an improvement since the last inspection.

65 The subject co-ordinator manages the subject well. In her planning she ensures that pupils make suitable use of their writing skills and their mathematical skills. For example, pupils in Years 4, 5 and 6 make notes as they undertake investigations of different circuits and in Years 1 and 2 pupils make measurements as they investigate the effects of changing the elevation of a simple ramp when sliding a toy car down. Good use is made of ICT in science. For example, Years 4, 5 and 6 use computers and heat sensors to record changes in temperature when carrying out investigations. This represents a considerable improvement since the last report. Unlike English, mathematics and the arts, links with the secondary school in science are not well developed. The pupils do not benefit from the additional expertise that such links offer.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- ? Resources for ICT have been improved significantly since the previous inspection
- ? Good arrangements for teaching and learning have ensured standards have risen
- ? The Creative Contexts for Learning projects are very successful in helping to raise the standard of pupils' ICT skills
- ? Teachers make insufficient use of ICT to promote learning across the curriculum

### **Commentary**

66 There has been significant improvement in provision for ICT since the previous inspection. This had been identified as a key issue in the previous two reports but has now been addressed satisfactorily, with plans for further improvement already in place. There are now sufficient and reliable computers in classrooms and in a very small additional room and these will be augmented very soon with the completion of a new computer suite, the resources for which are already in school.

67 A skilful ICT assistant works with all the pupils in developing their ICT skills. This works well because she follows programmes of study so that pupils' learning is carefully built up step by step in each aspect of the ICT curriculum. This is also a significant improvement since the previous inspection. Regular assessment indicates how well pupils are making progress and the assistant has good liaison with each class teacher, which ensures that there is careful tracking of pupils' progress. These improved arrangements for teaching and learning in ICT have ensured that standards have risen and that by the end of Year 2 and Year 6 pupils now achieve standards in line

with those expected of pupils their age. A substantial programme of staff training has been completed and this has also contributed to raising standards.

68 The school's participation in the Creative Contexts for Learning project has also enhanced pupils' skills in ICT very effectively. Various activities involving dancers, musicians and writers have provided the stimulus for pupils' writing. Not only has this been effective in raising the standard of their writing, the organisation and presentation of their completed work have involved pupils in developing or reinforcing a number of ICT skills very successfully. Younger pupils can choose a wide range of fonts of different sizes and colours to enhance the presentation of their work. Older pupils can add clip art or digital photographs to their work, sometimes superimposing their text on the picture. Working with an art program they can create posters and they have learned how to alter images using the various tools within the program. This close and exciting link between experiences in the arts and the development of pupils' skills in literacy and ICT is most effective in raising the standard of pupils' skills and enabling them to produce work of very high quality.

### **ICT across the curriculum**

69 Although there has been a significant increase in ICT resources recently, the planned computer suite is not complete so many of the new computers are not yet in use because there is no space in the classrooms for them. Pupils are taught how to use the computers to build graphs to display the results of investigations in science and they can use sensors to measure light intensity or temperature. At times learning in mathematics is reinforced with work on the computer and these uses of the computers are good. Although teachers also make good use of the computers to enhance pupils' writing and the presentation of their work, they are generally not yet able to make sufficient use of ICT to support pupils' learning in other subjects.

### **HUMANITIES**

70 It was possible to observe only one lesson in geography during the inspection and one lesson in history. It was not possible therefore to make a judgement about provision in these subjects.

71 In **geography**, discussions with pupils and analysis of their work indicate that standards are broadly average throughout the school. Teachers' planning shows that pupils receive a satisfactory range of learning opportunities. Pupils' completed work indicates that there is an appropriate emphasis on the development of mapping skills. Good opportunities are made to extend pupils' literacy skills in some lessons. In the one seen, for example, pupils used their note making skills as they learned about living conditions for a young child in a rural part of India from a video film. They were then able to use their written notes as they discussed comparisons with their own experiences of living in and around Burton Agnes. In such lessons teaching is good because teachers use a good range of resources to make them interesting and help pupils learn.

72 In **history**, most pupils reach standards expected for their age. Good teaching generates a real interest in the subject. In Year 2, for example, pupils are fascinated by their study of the life and work of Florence Nightingale, and this contributes to their secure understanding of some aspects of life in Victorian times. Teachers' planning is good, so throughout the school pupils enjoy a good range of activities related to the required study units. Good use is made of visits and visitors to extend learning in the subject. Pupils are helped to develop a sense of chronology, through the use of timelines for example, and good use of artefacts also supports pupils' learning well.

### **Religious education**

The provision in religious education is **good**.

### **Main strengths and weaknesses**

- ? Thorough planning now ensures that pupils acquire a good understanding of Christianity
- ? Pupils in Years 3 to 6 have a good understanding of the world religions they study, and visits to places of worship and visitors to the school enhance the pupils' learning opportunities further
- ? Pupils have little knowledge of religions other than Christianity in Years 1 and 2
- ? The co-ordinator leads the subject well and supports her colleagues well

### **Commentary**

73 Teachers plan lessons well, based on the requirements of the locally agreed syllabus, to ensure that pupils develop their knowledge and understanding of Christianity throughout the school and other religions in Years 3 to 6. It is evident from their planning that teachers understand what they have to teach and this enables them to help pupils achieve well. This is a good improvement from the last inspection when lessons lacked a clear focus. Pupils acquire a good knowledge of Christianity based on the requirements of the locally agreed syllabus. For example, pupils in Year 2 can explain the main events of Christmas and Easter. One pupil commented that Easter was very important for Christians because 'Jesus came back to life again.' By Year 6 pupils have a good understanding of some of the events of Jesus' ministry. They can explain the significance of some of the stories Jesus told. For example, one pupil said that the stories of the prodigal son and the good Samaritan 'show how God cares for everyone.' Pupils' knowledge of Christianity is further developed by visits from the vicar and members of other Christian denominations.

74 There are good opportunities for pupils to learn about other world religions in Years 3 to 6. By Year 6 pupils have a good understanding of Sikhism and Judaism. This is further enhanced by their visit to a Sikh temple and the Jewish synagogue in Bradford. Pupils talk enthusiastically about these visits and how it helped them to learn about the religions. They know why and how Jewish people celebrate Hanukkah and the importance of the Torah. Their knowledge of Hinduism was enhanced when a Hindu visitor talked about the customs of a Hindu wedding and other important Hindu celebrations. In the lesson seen, about the significance of the Christingle, the teacher made good links between different festivals of light, including Hanukkah and Diwali. This reinforced pupils' understanding of the similarities and differences of religions.

75 Discussions with pupils in Year 2 indicate that they have insufficient knowledge of religions other than Christianity. Their knowledge of celebrations from religions other than Christianity was limited as was their knowledge of Judaism, which is a religion they study. This aspect of provision for religious education is underdeveloped.

76 The co-ordinator leads the subject well and supports her colleagues effectively. She examines plans and also observes teaching in other classes so that she can track the progress pupils make and assess the standard of their work. She updates her knowledge by going to meetings with colleagues from different schools. Though resources in the school are adequate, good use is made of resources borrowed from the local secondary school to support teaching and learning about specific aspects of some religions. The co-ordinator understands the strengths and weaknesses in this subject and has appropriate plans to raise standards further.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

77 It was not possible to observe any lessons in art and design, music or design and technology during the inspection or to make a judgement about provision in these subjects. A small number of lessons were seen in physical education.

78 In **art and design**, pupils' completed work on display indicates that standards are above average by the end of Year 2, which is similar to that found in the previous inspection. They are well above average by the end of Year 6, which is a significant improvement since the previous inspection. Throughout the school the high quality of provision ensures pupils achieve very well. The wide range of visitors contributes very effectively to developing pupils' skills and understanding.

79 There is a strong focus on the arts in the school and a firm commitment to using pupils' art as a way to develop their confidence and self-esteem. The success of this has been demonstrated recently in the very good work produced by a group of pupils who had special educational needs. The co-ordinator has very good subject knowledge and her great enthusiasm infects pupils and colleagues and ensures art has a very high profile in the school. Throughout the school, pupils have rich opportunities to work individually and collaboratively to develop their skills and appreciation of art. The stimulating and striking displays around the school clearly indicate the development of their skills and good links to other subjects. For example, Year 2 pupils' paintings of characters from traditional stories show a developing understanding of proportion and details such as fingers. By Years 5 and 6 pupils' still life drawings show a good understanding of composition, colour and tone.

80 The Creative Contexts for Learning project provides pupils with very good opportunities to work alongside professional artists to improve their skills. For example, pupils worked with an artist who made felt pictures and sculptures, enabling them to create their own sculptures which were of a very high standard. Visits to places of interest offer pupils further opportunities to develop their skills. For example, pupils in Years 5 and 6 talked enthusiastically about the work of artists they had seen at the art gallery in Hull and the sketches they completed at the gallery. Pupils have recently created some very imaginative sculptures using natural materials in the grounds of Burton Agnes Hall. Such visits are also used very effectively as a stimulus for pupils' writing and on this occasion pupils produced some very exciting poetry. Involvement in the project has also resulted in an exciting exhibition of their work in Beverley Minister and a selection of pupils' work being exhibited at the Tate Modern Gallery in London.

81 In **design and technology** pupils achieve standards broadly in line with those expected by the end of Year 2, but by the end of Year 6 standards are above average. Pupils achieve well. Teachers' planning and pupils' work indicate that pupils have a wide range of good opportunities to design, make and decorate products. Good links are made with other subjects. Although standards are similar to those seen at the last inspection there have been other good improvements. Work is now planned so that pupils can build effectively on the skills they have previously learnt. Older pupils have good opportunities to use ICT to control devices. These improvements are due to the enthusiasm of the co-ordinator, who leads and manages the subject well, and has clear ideas how to raise standards further.

82 In **music** it was not possible to observe any lessons and so judge standards overall. Pupils enjoy singing, evident in their singing together in collective worship, for example, and at times as teachers introduce songs into other lessons. Planning and evidence of completed projects indicate that there is a rich variety of music-making opportunities provided for pupils throughout the school. The co-ordinated approach to provision for the arts and the involvement in the Creative Contexts for Learning project ensures that pupils have very good opportunities to work with a range of visiting musicians and dancers. This contributes effectively to the promotion of very positive attitudes and the development of pupils' skills. The music curriculum is also enhanced through pupils in Years 3 to 6 having the opportunity to learn to play the recorder; some pupils play instruments for which they receive specialist teaching.

83 In **physical education**, it was possible to observe only two lessons in dance, both of which were of high quality. In one, pupils in Years 1 and 2 responded well to music that excited them. They co-operated well exploring different ways to interpret the music through movement. The quality of their dance and movement was good. In the other lesson, Year 4, 5 and 6 pupils created a dance sequence to accompany a piece of percussion music they had previously composed and recorded. They worked co-operatively as a class and in small groups with good control and fluency in their movement. A feature of both lessons was the evaluation by pupils of their own work, as well as that of others, in a mature way that contributed to improvement. Pupils in Year 3 to 6 have good opportunities to participate in a range of sports after school. They can do this by attending clubs in football, netball and badminton. Some pupils get chosen to represent school in competitive team games against other local primary schools. All pupils in Year 3 to 6 are able to go swimming in the

summer term. The school records show that a significant number of Year 6 pupils are able to swim 25 metres unaided by the time they leave the school.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

84 It was not possible to observe any lessons in personal, social and health education or citizenship during the inspection. However, scrutiny of planning and discussions with teachers, pupils and parents indicate that the school makes effective provision and that this contributes positively to pupils' personal and social development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	3
The effectiveness of management	3

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



