

INSPECTION REPORT

EASTRINGTON PRIMARY SCHOOL

Eastrington, Goole

LEA area: East Riding of Yorkshire

Unique reference number: 117841

Headteacher: Mr L Jackson

Lead inspector: Mr M Thompson

Dates of inspection: 24th – 26th May 2004

Inspection number: 256028

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	121
School address:	Portington Road Eastrington Goole East Riding
Postcode:	DN14 7QE
Telephone number:	01430 410219
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Brophy
Date of previous inspection:	1 st June 1998

CHARACTERISTICS OF THE SCHOOL

Eastrington Primary School is a rural school situated seven miles to the north-east of Goole. It is smaller than most primary schools, and almost all its pupils are of white British heritage. Pupils are grouped into five classes. The proportion of pupils identified as having special educational needs is below the national average, as is the proportion with statements of special educational need. Pupils' special needs include moderate learning difficulties and physical impairment.

Children are admitted to the Reception class at the beginning of the school year in which their fifth birthday falls. Overall, the proportion of pupils joining or leaving the school between Year 1 and Year 6 is about average.

The home circumstances of the pupils vary but, overall, they are more favourable than the national average, and no pupils are entitled to free school meals. Children's attainment on entry to the Reception Year is in line with the national average.

The school was awarded Beacon status in 2002, and received a national Achievement Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2537 2	Mike Thompson	<i>Lead inspector</i>	Mathematics; Art and design; Design and technology; Music; Physical education.
1268 2	Jim Griffin	<i>Lay inspector</i>	
3054 4	Gill Battarbee	<i>Team inspector</i>	Special educational needs; English; Geography; History; Personal, social and health education and citizenship.
2264 4	Barbara Hill	<i>Team inspector</i>	Foundation Stage curriculum; Science; Information and communication technology; Religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Eastrington Primary School is a very good and **highly effective** school. Its success is built on the excellent leadership provided by the headteacher, very good teaching, a stimulating and exciting curriculum, good governance and an exemplary partnership with parents. As a result, pupils achieve very well. There is a clear commitment to continuous improvement. The school gives **very good value for money**.

The school's main strengths and weaknesses are:

- In Year 6, standards are well above average in English, mathematics and science, and above average in information and communication technology (ICT), design and technology, geography, and history.
- The headteacher's inspirational leadership promotes high levels of teamwork and enthusiasm among staff, and has had a significant impact on pupils' achievements.
- Teachers are very skilled at making learning exciting for their pupils.
- The curriculum is very good. The school makes excellent use of a wide range of expertise to motivate pupils.
- Pupils' personal development is very good. Pupils are very well behaved, and relationships between them are excellent.
- The school's excellent partnership with parents is a significant factor in the very good quality of education provided.
- Higher-attaining pupils are not always challenged well enough, particularly in the class for pupils in Years 1 and 2.
- Subject co-ordinators, particularly in English and mathematics, need to improve their monitoring to include a regular scrutiny of the work produced in pupils' books.

The school has made very good progress since its last inspection in June 1998. Standards have risen significantly because all elements of the quality of education provided for pupils have been improved. All the key issues for improvement from the previous inspection have been fully addressed.

STANDARDS ACHIEVED

Some caution needs to be exercised when interpreting the grades below, because in a small school such as Eastington only a relatively small number of pupils are tested each year. Consequently, small variations in the performance of individual pupils can have a disproportionate affect on overall grades. Nonetheless, standards have always been above or well above the national average for the past four years. In mathematics, for example, results in 2003 were well above the national average, and in the highest five per cent nationally when compared with the results of schools whose Year 6 pupils performed at a similar level when they were tested at the end of Year 2.

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

Science	A*	B	A	A
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*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.*

Inspection findings show that, overall, pupils **achieve very well**. Children are given a good start to their education in the Reception Year. They achieve well and, by the time that they move on to Year 1, attain standards that are above average in relation to the national goals that children are expected to reach. Overall, pupils in Years 1 and 2 also achieve well and, by the end of Year 2, standards are above average in English, mathematics, science and ICT, and average in all other subjects except music and physical education, in which no judgements could be made. In Years 3 to 6, pupils achieve very well and, by the end of Year 6, standards are well above average in English, mathematics and science, and above average in ICT, design and technology, geography and history. Although standards in art and design are average overall, some high quality pieces of work are produced by individual pupils. As in Year 2, no judgements could be made about standards in music or physical education. Standards in religious education in Years 2 and 6 are broadly in line with what is expected in the local Agreed Syllabus.

Overall, pupils' **personal development, including their spiritual, moral, social and cultural development, is very good**. Their attitudes towards learning are very good. Behaviour in lessons and around the school is also very good. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good.

Overall, **teaching is very good**. It is good in the Reception Year, and in Years 1 and 2, and very good in Years 3 to 6. No unsatisfactory lessons were observed. Where teaching is at its best, teachers have high expectations of their pupils' work and behaviour; they plan lessons carefully and explain tasks clearly to pupils. They work very closely with skilled teaching assistants to ensure that pupils' needs are properly met. As a result, the quality of learning is very good. However, teachers sometimes use photocopied worksheets too much, and unnecessarily require higher-attaining pupils to start their work at the same point as other pupils. Systems for assessing pupils' progress are good overall, and particularly good in English.

The curriculum is very good. Pupils are given a very good range of exciting and interesting activities to enrich their education, and thrive within the school's very caring environment. The school has developed an excellent partnership with parents and has very strong links with the local community and other schools.

LEADERSHIP AND MANAGEMENT

Overall, the **leadership and management of the school are very good**. The headteacher knows his pupils and their parents very well, has very high expectations for all members of the school community, and gives excellent direction for its work. Governors show a strong commitment to the school, and provide good support to the headteacher. Their efficient monitoring gives them a clear understanding of the school's strengths and weaknesses, and enables them to make well-informed decisions. Legal requirements are properly met in all areas.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils hold their school in very high regard. Their views are fully justified.

IMPROVEMENTS NEEDED

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

- Review the way in which photocopied worksheets are used, and ensure that higher-attaining pupils are regularly challenged from the start of each piece of work set for them.
- Ensure that the monitoring role of subject co-ordinators, particularly in English and mathematics, includes the regular scrutiny of the work in pupils' books.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in the Reception Year, and in Years 1 and 2, is good. It is very good in Years 3 to 6. Boys and girls generally achieve equally well, and pupils with special educational needs (SEN) achieve very well in all age groups. Taken as a whole, standards in Reception are above average in relation to the goals expected of children of this age. By the end of Year 2, standards are above average in the core¹ subjects, while in Year 6 they are well above average.

Main strengths and weaknesses:

- Since the previous inspection, standards in Year 6 have risen in all the core subjects.
- The school is currently the highest performing primary school within its local authority area, and is among the top performing schools nationally.
- The school is particularly successful in ensuring that almost all pupils achieve the standards expected nationally in Years 2 and 6. However, higher-attaining pupils, particularly those in Years 1 and 2, are not consistently challenged at a high enough level.
- Children in the Foundation Stage make good progress in developing personal and social skills and in acquiring early skills in English and mathematics.

Commentary

1. Since the last inspection in 1998, there has been a significant improvement in standards in the core subjects, and a good improvement in many other subjects. This is the result of the excellent leadership provided by the headteacher, the excellent partnership between the school and parents, and very strong commitment to continuous improvement evident throughout the school community. When governors were asked to give reasons why they thought that the school is so successful, they correctly cited the following reasons:

- * It is a vibrant school – an exciting and interesting place in which pupils enjoy their learning.
- * It is an open, welcoming school – in which staff know their pupils very well, and value the opinions and views of all members of the community. Consequently, there is a happy ‘family’ atmosphere in which every individual is important.
- * The very good publicity enjoyed by the school is a source of pride for all, and motivates everyone to do even better.

2. Inspection evidence that pupils achieve very well is borne out by the most recent analysis of the school contained in its annual Performance and Assessment Report, which judges its performance against all schools nationally and against schools from a similar context. In this report, the ‘value added’ measure, which compares the relative progress of pupils from Year 2 to Year 6, judges pupils’ progress overall to be well above average in comparison with all schools nationally and in comparison with similar schools. Furthermore, performance data produced by the

¹ English, mathematics and science.

Department for Education and Skills shows that the school's test performance in Year 6 has been 20 per cent higher than the national average for the past four years.

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

Standards in:	School results	National results
English	28.1 (29.0)	26.8 (27.0)
Mathematics	29.6 (29.8)	26.8 (26.7)
Science	30.4 (29.4)	28.6 (28.3)

3. Most children start school with average skills overall, and they firmly consolidate and broaden these as they move through the Reception class, because they are well taught and the curriculum is good. Children in Reception receive a good deal of individual attention. Adults, for example, converse regularly with each child and, by doing so, help to broaden children's vocabulary. Counting skills are similarly developed through frequent opportunities given for children to work alongside adults. The children's social development is enhanced by the very good individual care given to them. The good standards of personal development achieved provide the foundation for the very good behaviour and excellent relationships between pupils evident throughout the school.

4. The school's high level of performance in the national tests is underpinned by its success in ensuring that all pupils achieve at least average standards. It does this through clear, whole-class teaching of skills underpinned by effective assessment, which is followed by prompt action to address difficulties encountered by individual pupils. In Years 3 to 6, many pupils are successfully taken on from this platform of average attainment because of particularly good teaching and, in Year 6, pupils' awareness of the best ways for them to learn. However, on some occasions, higher-attaining pupils could do even better. This situation generally occurs in the core subjects when teachers set the same initial task for all pupils to complete, and most often occurs in Years 1 and 2. It often stems from an over-reliance on photocopied worksheets used as the basis for the recording of pupils' work. Invariably, higher-attainers are expected to complete the same initial task as their classmates before moving on to appropriately challenging work.

5. Further factors contributing to pupils' achievement stem from the excellent relationships throughout the school, which result in a very good climate for learning. Work in different subjects of the curriculum is interwoven very well. Older pupils clearly understand how the skills learnt, for example in science, are applied to assignments in design and technology. Opportunities to develop pupils' skills of historical enquiry through work in English are fully exploited and, as a result, pupils produce good quality work in history. Very strong emphasis is placed on developing pupils' skills in literacy through other subjects. Regular opportunities are given for pupils to listen to one another, to discuss issues and give reasoned answers. Pupils are also given the opportunity to undertake a wide range of written assignments. Further reasons for pupils' very good achievement in Years 3 to 6 lie in their mature response to their teachers' very high expectations of behaviour, particularly in Years 4 and 5.

6. Pupils with SEN achieve very well and make rapid progress. Their individual education plans give clear targets for them to meet, and they receive very good quality help in meeting these targets from their class teachers and skilled teaching assistants.

Pupils' attitudes, values and other personal qualities

Pupils show very good attitudes towards school and their work in lessons. Their behaviour is very good, underpinned by excellent relationships among pupils and with adults. Pupils' personal qualities are very well developed. Their attendance and punctuality are good.

Main strengths and weaknesses:

- Pupils enjoy their time at school and are keen to learn. They behave in a very sensible and mature way, and relate exceptionally well to one another and to adults.
- Pupils' personal qualities are very well developed; their social development is exceptionally good, their moral development is very good, and their spiritual and cultural development is good.
- Pupils' attendance and punctuality are good.

Commentary

7. The school plays an important part in pupils' lives, and nearly all pupils are proud of their school and enjoy attending. For example, when listing the important things in their lives, a group of pupils ranked school ahead of hobbies and friends, and only behind family. The key features that lead to pupils' very positive attitudes towards school are the excellent relationships among pupils and with adults, the very good range of activities provided for them outside of lessons, and the ways in which their teachers make learning enjoyable. In most lessons, pupils listen very well and show very good levels of interest, concentration and determination to complete the tasks set for them. Pupils respond particularly well when teachers' expectations are high, lesson tasks are demanding and they are given a variety of practical activities. Discussions with pupils confirm that they enjoy the full range of lessons, including English, mathematics and science.

8. Behaviour is very good in classrooms, during lunchtime and playtimes. Nearly all pupils are very keen not to let down their teachers or themselves. For instance, Year 6 pupils talk about the sense of responsibility they feel to set a good example for younger pupils. The very good and reliable behaviour of nearly all pupils is a key element in the exceptionally positive atmosphere for learning and social development that prevails. In the playground, for example, older and younger pupils happily play a variety of games, with mid-day supervisory staff sometimes taking part. Parents confirm that the rare incidents of bullying or other anti-social behaviour are taken very seriously and rapidly resolved by staff. The school has never needed to exclude any pupils.

9. Exceptionally harmonious relationships among pupils, irrespective of background, attainment or gender, are a very positive feature. Teachers value pupils' work and very effectively praise effort and good achievement. As a result, pupils feel comfortable when asking questions of teachers. This significantly assists their learning.

10. Most lessons, across the full range of subjects, contribute very well to pupils' excellent social development, their very good moral education and their good spiritual and cultural awareness.

11. Most pupils in all classes are noticeably calm, mature, happy and consistently well mannered. As a result, teachers can rely on them to work sensibly in groups during lessons. The school's use of 'circle time'², when pupils share their feelings and concerns, is an important contributor to pupils' exceptional social development. Pupils' self-esteem and confidence are strikingly positive features. Nearly all pupils have a very well developed sense of right and wrong. They hold the school's system of rewards in high regard and fully support the school's sanctions, where needed. Pupils justifiably talk of the confidence they get from teachers, who treat them as more grown-up as they get older. Nearly all pupils consistently show respect and care for others, for example they hold doors open for adults and are kind to classmates who are feeling unwell or left out. Older pupils exercise responsibility for themselves and others in a sensible way. When questioned in groups, pupils listen calmly and with respect to different views expressed by others.

12. Pupils' very positive attitudes to learning, together with the good opportunities for reflection in assemblies and lessons, make important contributions to their good spiritual development. Pupils'

² Circle Time is an activity in which pupils, seated in a circle, take turns to speak while others listen to what they have to say.

understanding of their own culture is very good, aided significantly by direct involvement in local church and village events. There are positive features in pupils' multi-cultural development, including pupils' exposure to the beliefs of the major world faiths in religious education and the teaching of French in Year 6. However, the school does not develop pupils' multicultural awareness as well as it could, for example through work in art or through its programme of educational visits. It is aware of this shortcoming and has plans to address this.

Attendance

Parents fulfil their key responsibility to ensure that their children attend school regularly and on time. For several years, attendance has been consistently above the national average. The table below provides attendance data for 2002-3.

Attendance in the latest complete reporting year (95.1%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very good** quality of education for its pupils.

Teaching and learning

The quality of teaching and learning is very good overall. Assessment is good.

Main strengths and weaknesses:

- The very good teamwork between staff contributes to the very good and inclusive climate for learning throughout the school.
- Pupils have very good attitudes towards their learning, and pupils in Year 6 are developing a good understanding of the way in which they learn.
- Teachers are very skilled at making learning exciting for their pupils.
- Higher-attainers are not challenged enough when the same basic task is given to all pupils, and when teachers use photocopied worksheets too much.

Commentary

13. The quality of teaching has improved significantly since the previous inspection. Teaching is generally very good in Years 3 to 6, and pupils learn very well as a result. Teaching is good in Reception, and in Years 1 and 2.

14. Although the majority of lessons seen were good, evidence from a wide range of sources, such as a detailed scrutiny of planning and pupils' previously completed work, indicates that teaching is most often very good, and pupils are provided with a high quality diet of exciting and interesting activities. The staff work hard as a very effective team to raise the standards of all pupils. Their very strong commitment to ensure that pupils learn very well stems from the excellent leadership of the headteacher.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	19	7	0	0	0

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

15. Children in the Reception Year are well taught and their needs are very carefully assessed. The teacher and Nursery nurse work very closely together to provide consistently high-quality learning opportunities for the children. They have a good knowledge of the development of young children, and good expertise in the nationally recommended Early Learning Goals³. Activities are securely based on very good assessment of each child and, as a result, children are keenly interested in their work and have an appetite for learning.

16. Where teaching is best in Years 1 to 6, teachers make their lessons interesting through their clear explanations and the crisp pace of their dialogue with pupils. Another important feature of these lessons is the way in which the challenge presented to pupils is carefully 'layered' and is gradually increased as the lesson develops. In most lessons, teachers plan thoroughly and successfully ensure that the wide range of pupils' needs is met. This is generally achieved through the very good quality help provided for lower-attaining pupils by skilled teaching assistants and through the additional challenges prepared for higher-attainers. However, these challenges usually follow on from work on a common initial task that is most often an inappropriately low starting point for the most able pupils. A further weakness of teaching is teachers' over-reliance on photocopied worksheets to provide a framework for pupils' recording of their work. Such an approach limits the opportunities for pupils to become independent learners and does not provide enough challenge for higher-attainers.

17. A high quality feature that underpins provision in Year 6 is the work that has been carried out to develop pupils' understanding of themselves as learners. Through this initiative, pupils identify their individual strengths and weaknesses, and are becoming confident in their own styles of learning.

18. In all lessons, teachers manage their pupils very well and create a very good climate for learning. The very good learning that takes place is also due to the very good behaviour of the pupils and the excellent relationships between teachers and pupils. This occurs because the teachers provide very good role models, command the respect of their pupils, and know them very well.

19. The school is a very inclusive community. This is particularly evident in lessons. Teachers are very aware of pupils' responses and ensure that everyone is involved in whole-class sessions. Introductions are relevant to all, as are the concluding plenary sessions, in which learning is reviewed at the end of lessons.

20. The teaching of pupils who have SEN is very good, and all teaching assistants make a significant contribution to this provision. Work is very well matched to meet pupils' needs, basic skills are very well taught and there are appropriate high expectations of what pupils are capable of achieving. Good use is made of individual education plans to produce short-term targets that are challenging but achievable, and these are reviewed regularly. Effective strategies are used to involve SEN pupils in whole-class sessions and to enable them to succeed.

³ The Early Learning Goals are standards for each of the six areas of learning for children in the Foundation Stage. Most children are expected to have achieved these by the time they start Year 1.

21. Assessment is very good in English and ICT, and is good in mathematics and science. The information that is gathered gives the teachers a clear picture of how well the pupils are doing, and is used well to plan the next stages of learning. Assessment systems and target setting are less well developed in other subjects but are satisfactory nonetheless.

The curriculum

The curriculum is very good. The school is satisfactorily staffed and has adequate resources overall.

Main strengths and weaknesses:

- The headteacher provides excellent innovative leadership of the curriculum and, as a result, the school gives its pupils a wide range of stimulating and exciting activities.
- The school is very good at ensuring that all pupils are included in the activities provided.
- The very strong links made between subjects help to make learning more relevant.
- The provision for pupils with SEN is very good.

Commentary

22. Pupils in Years 1 to 6 receive a very good curriculum underpinned by a very rich and varied range of activities. The headteacher identified the need to develop a more creative and exciting curriculum and, together with the staff, has worked hard to plan and organise 'themed' weeks, 'focus' days, visits, cross-curricular topics and the use of visitors. These provide all the pupils, including those with special educational needs, with a wealth of high quality, meaningful, learning opportunities.

23. The school's excellent partnership with parents contributes to the success of curricular initiatives. For example, the pupils in Years 4 and 5 created a 'Biscuit Factory' in order to raise funds for their class. The project was carefully planned by the class teacher to integrate learning in subjects such as mathematics, English, design and technology and ICT. Thanks to the support of parents, this enterprise resulted in the pupils not only making a profit, but also making very good gains in their learning and social skills because they were interested, motivated, and supported.

24. The curriculum planning has been reviewed and is currently providing well for both mixed-age and single-age classes. However, the headteacher has recognised the need to review its planning in order to meet future changes in class organisation and in the size of the school.

25. A good range of out-of-school activities, including sporting and creative activities, helps pupils to develop into confident, well-rounded young citizens. For instance, Year 6 pupils take part in a residential visit alongside pupils from other local primary schools. This not only contributes to their academic progress but also provides the pupils with very good opportunities to work and play with pupils who will be transferring to the same secondary school. This visit forms part of the excellent mechanism which is in place to ensure pupils' smooth transition to the next stage of their education.

26. Pupils with SEN have full access to learning both in and out of school, and their needs are fully considered when lessons are planned. Pupils' individual education plans highlight detailed targets and useful strategies. They are very well used by the dedicated and knowledgeable support staff during lessons. Careful records are kept on a daily basis, noting pupil progress, and these are shared with the teacher, and with other relevant support staff. This good communication ensures that pupils' progress is smooth and avoids unnecessary repetition or gaps developing in their learning. The school recognises the need to improve its provision for gifted and talented pupils since, on some occasions, higher-attaining pupils are not challenged enough.

27. The school has worked hard to recruit teaching staff, and there is a satisfactory match of teachers and support staff to meet the needs of the curriculum. The staff work very closely as a coherent team, and the teaching assistants make a positive contribution to pupils' learning and achievements. Overall, the school's accommodation and resources for learning are satisfactory. There have been significant improvements to the school's accommodation since the last inspection and this work is continuing.

28. The grounds are well maintained and the school makes good use of them to support and enhance pupils' learning. The premises are also well maintained, and are cleaned to a good standard. There are sufficient learning resources; these are well organised and of good quality.

29. Owing to the building programme underway at the time of the inspection, the library facilities for pupils were minimal, with no areas for pupils to sit, read or study individually. However, plans for the development show that this situation is to be remedied once the building work is complete.

Care, guidance and support

The school cares very well for its pupils. Pupils are given good support, advice and guidance. The school is very good at ensuring that pupils are involved in its work and development.

Main strengths and weaknesses:

- The excellent relationships throughout the school are reflected in the very caring environment.
- Health and safety procedures are very good.
- School regards the views of pupils as important to its work.

Commentary

30. Parents appreciate the high quality of care provided for their children, which is based on the strong emphasis given to treating each pupil as an individual. Staff know pupils very well and, where there are concerns, teachers and other staff, including outside specialists, work very closely with pupils and their parents to identify how concerns can be overcome. Staff act quickly if a pupil is unhappy or under pressure, and are careful to make sure that new arrivals are helped to settle in. As a result, pupils feel fairly treated, and have a good and trusting relationship with one or more adults. First aid and health and safety arrangements are clear and effective. Child Protection procedures are good.

31. The arrangements for induction to the Reception Year are very good. There are well established and highly effective systems for the transfer of pupils to secondary school.

32. The monitoring of pupils' progress is thorough, and the information gathered is effectively shared with pupils and their parents. The school uses information from test results to monitor achievement by both gender and attainment, and to ensure that it treats boys and girls equally. Teachers discuss the outcomes of tests with pupils, and regular, detailed marking of pupils' work provides helpful suggestions about how they can improve. Individual targets are very well used to guide the progress of pupils who are identified as having special educational needs. For other pupils, the use of individual targets is at an early stage of development. Whilst older pupils have individual targets for their personal development and academic progress, they are not involved in identifying their own targets. Pupils' work and achievements both in and out of school are very effectively recognised at 'celebration' assemblies.

33. The exceptionally good relationships between pupils and their teachers help create a very positive atmosphere in which pupils feel confident in expressing their views. Pupils in all year groups create a set of class rules at the start of each school year. 'Circle time' is a very well established feature in all classes. The school council has a very positive impact on pupils' education through, for example, fundraising and the identification of additional play equipment. Pupils are fully involved and informed of the outcomes of work on their learning styles. Not surprisingly, the great majority of pupils surveyed strongly agree with the statement that the school listens to their ideas.

Partnership with parents, other schools and the community

34. The school's excellent partnership with parents is a significant factor in the very good quality of education provided. Links with the local community make a very good contribution to pupils' personal development. Links with other schools and colleges make a very significant and growing contribution to staff development and the quality of the curriculum provided.

Main strengths and weaknesses:

- Parents are exceptionally positive about what the school provides and achieves, and contribute significantly to their children's learning.
- Visitors from and links with the community contribute strongly to pupils' personal development.
- 'Beacon' status has brought significant benefits to the school, its partners, and the local 'cluster' group of schools.

Commentary

35. Parents' very high levels of satisfaction with the school are evident in the fact that the school is over-subscribed in almost all year groups. The partnership between the school and its parents works exceptionally well, as both parties work on the basis that each has key roles in a shared enterprise. The school's key contributions to the highly successful partnership include:

- * The accessibility and openness of the headteacher and all staff.
- * The staff view that if something is important to a parent, it is important to them.
- * The very good level of care provided, based on treating all pupils as individuals.
- * The guiding principle that no decision with a parental dimension is taken without seeking parental views, including in some instances adopting a parents' viewpoint that differs from that of the headteacher.
- * Regularly seeking the views of parents and sharing the information gathered with parents.
- * Building parental suggestions, wherever possible, into school practice; for example, in order to maximise attendance at parents' meetings, each event now happens over three evenings
- * The quality of opportunities and materials provided to help support pupils' learning; termly parents' evenings, workshops on a wide variety of curriculum aspects and curriculum information, for each year group, are key features.
- * Sensible homework levels with clear arrangements, supported by suggestions for parents if needed.

36. However, there is some room for improvement in the quality of the written annual reports. They do not consistently provide parents with a simple indication of how pupils are getting on within a national context, nor do they identify key targets for improvement. As a result, reports are not as well matched to the needs of their audience as the other information provided.

37. Parents contribute significantly to the highly successful partnership. For example, they send their children to school regularly, leading to consistently good attendance rates. Through the 'Friends of Eastington School' association, parents organise successful social and fundraising events. These events also contribute to pupils' personal development and the very good sense of community that prevails, as staff, parents and pupils are involved in many of them.

38. The school plays a central part in village life. For example, the school choir sing at village events, the village hall is used for physical education lessons, and pupils take part in competitions as part of the Eastington Show. Pupils and senior citizens enjoyed an 'Open Day', when photographs

and other memorabilia from the old school were displayed. The school's news and achievements form an integral part of the parish magazine and local newspapers. There are close links with two local churches. Pupils attend church services and benefit from the use of the church as a resource in religious education, history, art and design, and geography lessons. The ministers take assemblies, and one serves on the governing body. Pupils' learning benefits from a very good range of visits and visitors, including a range of sports coaches and contributors to the series of 'themed' weeks. For instance, working with the local education business partnership, a 'World of Work' week provided pupils with exceptional insights into businesses and the public services. This experience was then used in a range of subjects, such as mathematics and design and technology. Public services, such as the police and fire services enrich the curriculum with contributions on personal safety. Pupils take part in a wide range of fundraising for charity. They also take part in competitive sports against teams from local schools.

39. Through its 'Beacon' status, the school has played a leading role within its local 'cluster' of schools through, for example, sharing insights on leadership and management as well as contributing, by organising training sessions, to the development of staff expertise in thinking skills and accelerated learning. These links have significantly increased the school's independence and assertiveness when seeking help and support from its partners and from the providers of staff development training. Regular headteacher meetings contribute to clearer thinking on issues such as workforce remodelling, staff professional development and residential visits for pupils. There are very good curriculum and pastoral links with the local secondary school to which nearly all Year 6 pupils transfer. Links with the local playgroup are close and contribute to the very good induction arrangements for children joining the Reception Year.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher's leadership is of the highest quality. The leadership provided by key members of staff is good overall, as is the management of the school. Governance is good.

Main strengths and weaknesses:

- The headteacher enjoys the full confidence of parents, and provides excellent direction for the work of the school.
- The governors have a thorough understanding of issues facing the school.
- There is very effective teamwork and a shared sense of purpose among staff.
- The monitoring role of subject co-ordinators needs to be improved.

Commentary

40. Parents who attended the pre-inspection meeting were greatly appreciative of the commitment and energy of the headteacher. These views are fully justified.

41. The leadership within the school is one of the areas of high quality celebrated through the school's status as a Beacon School. The headteacher has very high aspirations for the school and, under his leadership, standards have risen significantly. The headteacher is totally committed to the school and the community in which it is set. He has a very clear overview of everything that goes on in the school, and is an excellent role model for other staff. The headteacher knows the pupils and their families very well, and is always available to parents.

He has created an atmosphere in which staff value each other, work very well as a team for the benefit of the pupils, and make good progress in their professional development. Communication within the school is very good.

42. Through his monitoring of the quality of teaching and learning in lessons, the headteacher has a very good understanding of the strengths to be shared and areas that could be even better. Throughout the school, there is a strong commitment to continuous improvement. This is evident, for example, in the highly successful initiatives to provide a more creative and exciting curriculum.

43. Overall, the leadership and the management provided by members of the teaching staff are good in many of the areas for which they have responsibility. However, the monitoring role of co-ordinators needs to be broadened to include the regular scrutiny of work in pupils' books, particularly in English and mathematics.

44. The school's provision for SEN is well led. The relatively new co-ordinator has created a strong team that now meets on a weekly basis to review the pupils' progress. Her management is also good. She has introduced a new style of individual education plan, involved parents more fully in its completion, and is working towards the further involvement of pupils. These are very positive developments and have a significant impact on the cohesion of the school approach towards supporting pupils with SEN.

45. Governance of the school is good. Governors ensure that all legal requirements are properly met. They visit regularly, and successfully fulfil their role as 'critical friend' to the school through their monitoring of its work. Many of the governors are closely connected with the school through their families, and know it well through their day-to-day contact and their participation in social and fundraising events. Governors receive termly reports from the headteacher and meet regularly in committees, and as a full governing body, to oversee the work of the school and to evaluate progress made. Governors effectively use information gathered from their monitoring to inform their discussions, and apply principles of 'best value' well when making decisions.

46. School administration is efficient. It ensures that teachers are able to focus on their professional duties and are not diverted from their work by clerical or organisational tasks. The administrative staff know pupils and their families very well, deal competently with day-to-day queries, and contribute strongly to the smooth running of the school.

47. Financial administration is good. Governors are provided with regular statements of income and expenditure to help them to fulfil their responsibilities in monitoring the school's finances.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income*	384,641.00
Total expenditure	366,755.00
Expenditure per pupil	3,141.00

Balances (£)	
Balance from previous year	12,705.00
Balance carried forward to the next	17,886.00

* The total income figure includes the balance from the previous year.

48. Although unit costs are higher than average, they are not untypical of small schools. In view of its many strengths, including the high standards achieved, the school gives very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

49. Overall, provision in the Reception Year is good, with clear emphasis placed on learning through practical and play experiences. The teaching is good in all areas of learning, and children achieve well as a result. The teacher and teaching assistants have very good knowledge and understanding of the Early Learning Goals for children of this age. They enable children to attain the goals through an equal balance between activities directed by adults and those initiated by the children themselves. Provision for children with SEN is very good, and they make very good progress. Assessment is very thorough and constructive to ensure children make good progress in all six areas of learning. This area of the school is well led and managed, and there has been a good level of improvement since the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Children achieve well from an average starting point.
- Adults provide very good role models for the children.

Commentary

50. Children are taught well, learn well, and attain the goals expected by the end of the Reception Year. From tentative beginnings, when they first start school, the children learn to play together happily and share or take turns when using the toys and equipment. They concentrate well on activities led by adults, and sometimes spend sustained periods on tasks they have chosen themselves. For example, in outdoor play, children's interest in watching the builders working on the extension to the school triggered a lengthy period of independent learning. They used a toy tip-up truck in the sand tray to construct a farm by moving the sand into appropriate positions.

51. Adults provide very good role models for the children, treating them and each other with respect. This gives the children a strong message about how to behave and what is expected of them. They grow in self-confidence and show independence, enthusiasm and a willingness to help.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses:

- Children have well-developed speaking and listening skills.

- Imaginative language is developed through creative role play.
- There are plenty of opportunities for children to develop writing skills.

Commentary

52. From average attainment on entry, children make good progress, and the majority attain the expected goals by the time they move from the Reception age group to Year 1. Good teaching enables them to take part in conversation about characters and stories, such as 'The Hungry Caterpillar' and 'Goldilocks and the Three Bears', and helps them to develop speaking and listening skills.

53. Children learn to listen attentively and build up a good understanding of new words and imaginative language when adults join in the creative role play. Adults are skilled in helping children to extend their play by providing exciting resources.

54. Reception-aged children use full sentences when conversing with each other and adults. They enjoy the plentiful activities for writing. Effective planning and organisation provides notebooks, jotters, cards and books of different sizes, colour and shape. The children use them to make individual story books, such as 'Our hands' and 'This is the Bear'. Most hold pencils and felt pens correctly, and they concentrate hard when forming letters and writing short sentences. Imaginative teaching makes learning fun, such as playing letter-sound games and 'posting' words in the correct-sound letterbox.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses:

- Lessons are well planned and conducted at a lively pace.
- Children achieve well and most attain the expected standards.
- Staff work well as a team.

Commentary

55. Good teaching, with effective planning and organisation, enables the children to make good progress, and as a result they are on course to reach the goals expected by the end of the Reception Year. Teaching is lively and a crisp pace is sustained. Consequently, the children are interested to learn. They enjoy using a 'counting stick' or a 'number line' and reliably count up to 20 and back, with the higher-attainers capable of counting well beyond. Opportunities are used well to consolidate children's understanding of number throughout the day. For example, the story of 'The Hungry Caterpillar' was used to introduce the seven days of the week, and this learning was further developed through a game in which children were challenged to correctly order numbers to seven.

56. Good teaching has a positive effect on children's learning by extending their knowledge of number and shapes through songs and practical activities. The class is managed in a calm, orderly and friendly manner by a very effective team, established by the co-ordinator, that provides a welcoming environment and a very good inclusive atmosphere for both children and their parents.

57. Apparatus for counting, sorting, ordering and sequencing is well organised in the mathematical area. Staff use their observations very well to record the children's progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses:

- The very good range of learning opportunities provided helps children to achieve the expected goals.

Commentary

58. Children achieve well and attain the expected standards by the time they leave the Reception Year. They enjoy activities that increase their knowledge and understanding of the world. For example, in visits to the park, the village pond, the farm and the post office, the children observe and find out about the place where they live. Visitors to the school, such as the school nurse, a policeman and a vet, help them to learn about people's jobs. Children have a reasonable understanding about the changes which can occur with the passage of time, for instance when writing about things they did as a baby and things that they can now do. Spatial awareness is developed well through the use of construction activities. Assessments of children's work show, for example, that two children decided to make an elaborate house for the three bears, and had worked out that Goldilocks should have a smaller house. The children use technology with growing confidence when supported by an adult.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses:

- Children are enthusiastic and behave well.
- There is a wide range of indoor activities.

Commentary

59. The children have great enthusiasm for outdoor physical activities, being eager to go outside because they know there are many exciting things to do. The children can run, jump, slide, balance, climb and crawl with good control when using the large, fixed apparatus in the school playground, and they develop good skills in using small equipment such as balls. Good use is made of the small area for outdoor learning. There, the children successfully learn to handle tools, which they use in sand or water, and develop good control of their movements when painting or using apparatus such as bats and balls.

60. In the classroom the children further develop their manipulative skills successfully through cutting with scissors, rolling and moulding clay, and drawing and painting with pencils and brushes. 'Small World' equipment and building sets are effectively used to improve skills in construction. The children correctly follow suggestion cards displayed on the wall, such as, '*build a house for the teddies*'. By the time they move to Year 1, the children have exceeded the goals expected of them.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses:

- Children learn well through role play involving adults.
- There are good opportunities for children to explore colour, texture and shape.

Commentary

61. Children use their imaginations well in their play because the adults take part and help them to develop their skills in language. For example, children showed their enjoyment in learning the 'Teddy Bears Picnic' by acting out the story and having a picnic during their outdoor play activities. They were motivated by this activity to make houses and furniture for the bears, using pieces from a construction kit.

62. The children make good progress in drawing and painting through exploring colour and shape. They are proud of their colourful collage of 'Thomas the tank engine', which they made by using papers, materials and sponge paint. In music time they sing tunefully and enjoy playing the percussion instruments. By the end of Reception, they have attained the goals expected in this area of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses:

- By the end of Year 6, pupils achieve high standards in English because they want to learn, they are very well taught and their progress is very carefully monitored.
- The curriculum is very rich and stimulating, and encourages pupils to enjoy their learning and achieve well.
- High quality help is given to pupils with SEN, and this enables them to make very good progress.
- Where the same 'core' tasks are given to all pupils, and where photocopied worksheets are used excessively, higher-attaining pupils do not make enough progress. This is most common in Years 1 and 2.
- The new handwriting scheme is not consistently implemented to raise standards.

Commentary

63. Since the last inspection, there has been a very good improvement in the school's provision in English, and standards have risen significantly. Overall, standards are above average by the end of Year 2 and well above average by the end of Year 6. Pupils achieve well in Years 1 and 2, and very well in Years 3 to 6.

64. In Year 2 and Year 6, pupils' speaking and listening skills are well above the standards expected nationally and they achieve very well. In Years 1 and 2, pupils are encouraged to speak clearly and to listen carefully to each other. This increases their knowledge of sentence structure and their ability to converse very well. In Years 3 to 6, pupils are encouraged to talk about their work, and increase their knowledge, understanding, and use of vocabulary. Teachers make sure pupils understand the meaning of different words, teach them to use dictionaries as a matter of course, and develop their skills when speaking to an audience. For example, Year 6 pupils gave oral presentations of their detailed research into an aspect of Ancient Egypt. They demonstrated confidence and interest, and contributed well in an intriguing question and answer session, led by the pupils themselves, as they took on the role of resident expert. Pupils who have SEN also make very good progress because they receive very high quality support.

65. Pupils achieve very well in developing their reading skills, and standards are well above average in Year 2 and Year 6. The carefully structured reading schemes in Years 1 and 2 are used to ensure that pupils progress at a good pace. As their skills develop, pupils are encouraged to read increasingly more demanding texts. The guided reading sessions and the support that pupils receive from home also play important parts in pupils' achievement. Pupils enjoy reading, and talk confidently about their likes and dislikes. For example, a Year 2 pupil was keen to explain why he thought some dinosaurs were more intelligent than others, while a Year 6 pupil discussed the changes in atmosphere evident in some of JK Rowling's books. Although the lack of a library is being addressed through the building programme, the current situation is temporarily having an adverse effect on the development of pupils' library skills.

66. There has been a significant improvement in the quality of pupils' writing since the previous inspection. Standards in writing are above average in Year 2 and well above average in Year 6. Pupils achieve well in Year 2 and very well in Year 6. They are given very good opportunities to practise their writing skills for a wide range of purposes across all areas of the curriculum, and they receive good quality feedback from their teachers. The majority of pupils spell accurately, use punctuation correctly and produce well-crafted, interesting pieces of writing. For example, Year 3 pupils showed the ways in which they had changed the openings of their stories in order to gain the reader's interest, and some used computers to present finished pieces of work. However, the over-reliance on worksheets, particularly in Years 1 and 2, limits the achievement of the higher-attaining pupils. The school has recently introduced a new handwriting scheme, but this is not yet used systematically to encourage the pupils to develop a consistent joined style to be used across all subjects, and this hampers the pupils' progress.

67. Overall, the quality of teaching and learning is very good and has a significant positive effect on pupils' achievement. Discussion with teachers, analysis of data and scrutiny of pupils' work illustrated the detailed knowledge that teachers have of their pupils' progress and abilities, and the care with which they plan the curriculum to meet the pupils' needs. Teachers have high expectations of pupils' behaviour and organise their lessons well, ensuring that all the pupils are involved and make progress. Although teachers have high expectations for each of the different attainment groups within their classes, the system of giving all the pupils the same initial task limits potential progress, often for the higher-attainers, who spend too much time completing work that is too easy before moving onto more challenging work. To some extent, this occurs in all year groups. It happens more often in Years 3, 4 and 5 than in Year 6, and most often in Years 1 and 2.

68. The teachers of the oldest pupils set homework that reinforces the work done in lessons. This contributes to the high standards that pupils attain and the very good progress they make in their learning. Teachers ensure that the work is equally interesting for boys and girls. The school has looked closely at performance data, which suggests that there are differences between the performance of boys and girls, and has concluded that the data is misleading. This situation can occur when there are small year groups of pupils because the performance of individuals can disproportionately affect overall results. Inspection evidence confirms the school's view.

69. The school deploys its teaching assistants well. They provide high quality help for pupils, particularly those with SEN. As a result, these pupils make very good progress and achieve very well.

70. The systems to measure pupils' progress are thorough, and all pupils have targets to achieve. In the class for pupils in Years 4 and 5, the school is trying out a scheme in which pupils are given clear guidance about what they need to focus on next in order to make progress. These pupils were able to discuss their targets and were keen to achieve them and move on. This scheme makes a positive contribution to the pupils' high standards. The school has consistently exceeded its published targets and, in order to maintain its level of improvement has developed a new set of more challenging targets, particularly for the higher-attaining pupils. From the evidence seen during the inspection very good progress has been made and these targets are likely to be met.

71. The leadership and management of the subject co-ordinator are satisfactory. The headteacher drives much of the development to improve standards. He is supported by the subject co-ordinator, who completes an annual action plan and ensures that changes are implemented. The co-ordinator also monitors the assessment data for each class, checks the curriculum planning and has observed lessons. However, the weakness in management is that pupils' written work is not carefully scrutinised. Such a scrutiny would have shown, for example, the way in which pupils' writing could be improved in Years 1 and 2. The co-ordinator has led some initiatives for improvement such as the introduction of the new handwriting scheme. However, the impact of the scheme has not been checked to ensure that it contributes consistently to raising standards.

Language and literacy across the curriculum

72. Pupils make very good use of their English skills in other subjects. This is particularly evident in science, mathematics, design and technology, ICT, history and geography. The school makes excellent use of the carefully planned additions to the curriculum to make work exciting and interesting. For example, 'themed weeks', 'focus' days, visits, and cross-curricular projects provide excellent vehicles for developing a wide range of speaking, listening, reading and writing skills, and the school takes full advantage of these opportunities. For instance, pupils in Years 1 and 2 have been involved in sharing information about the school and themselves with another school in Hull, while Year 3's work on weather around the world has involved the pupils in a wide range of reading and writing tasks.

MATHEMATICS

Provision in mathematics is **good** and has improved since the last inspection.

Main strengths and weaknesses:

- Pupils develop very good skills in working with numbers.
- Overall, teaching and learning are good. However, higher-attaining pupils are not always given enough challenging work.
- Classroom assistants make a good contribution to the learning of children with SEN.
- Pupils' attitudes to learning are good.

Commentary

73. The school is particularly good at ensuring that few, if any, pupils in Years 2 or 6 fail to reach the nationally expected levels in all aspects of mathematics. In addition, the proportion

of pupils working at a level above that expected for these year groups is about average in Year 2 and well above average in Year 6. As a result, standards are, overall, above average in Year 2 and well above average in Year 6. Pupils achieve well in Years 1 and 2 and achieve very well in Years 3 to 6. The school's performance in mathematics is very good because pupils are keen to learn, they are taught well, the curriculum enables them to develop their skills in a logical and progressive way, and their parents are interested in what they are doing at school and support them in their learning at home.

74. Pupils' skills in numeracy are developed particularly well, and learning is given real relevance. For example, pupils progress from the accurate addition of two-digit numbers and simple subtraction in Year 2 to the competent use of numeracy in 'real-life' situations in Year 6. At this level, pupils successfully calculate, for instance, the percentage discount on a purchase of a TV in a sale, or the year-on-year depreciation in the value of a car.

75. The school's success in ensuring that all pupils achieve at least average standards can sometimes disadvantage higher-attaining pupils. Evidence from a detailed scrutiny of pupils' previously completed work showed a lack of consistently high-level challenges for the more able, often because of teachers' over-reliance on photo-copied worksheets, particularly in Years 1 and 2. This view was broadly confirmed in many of the lessons observed. In these lessons, teachers were good at ensuring that all pupils were fully included in the activities planned, and achieved this aim by setting the same 'core' task for all pupils. This strategy ensured that the introduction to the lesson was relevant to all, before the class was divided for work in different attainment groups, and everyone was able to participate fully in the plenary session when learning was reviewed at the end of the lesson. To help lower-attaining pupils, teaching assistants or, in one instance a graduate teacher-trainee, were deployed effectively to give extra help to those who needed it. However, the challenge provided for higher-attainers sometimes lies partly in the quantity of work produced because these pupils, unnecessarily, have to complete the same task as everyone else before going on to something more demanding.

76. Pupils with SEN achieve very well and make very good progress in mathematics. They are well supported through tasks aimed at specific individual and group needs, as well as through the good work of teaching assistants, who are well prepared by teachers for their role in each lesson and are given a clear focus for their group. They help pupils to break tasks down into smaller challenges and to be successful learners. Lesson introductions, class discussions and lesson endings include all pupils. Information and communication technology (ICT) is used well to help pupils with SEN to make progress. For example, the learning of a pupil from Year 1 was considerably enhanced through the use of an interactive white board⁴ when, with very good support and encouragement from a teaching assistant, the pupil was able to consolidate skills in sequencing numbers up to 20.

77. The leadership and management of mathematics are satisfactory. As in English, the headteacher tends to lead many of the initiatives in the subject, and is supported by the subject co-ordinator. The system for tracking the progress of individual children is well established and effective in its contribution to teachers' planning. Target setting for individual pupils is at an early stage of development, and a good system is being tried out in the class for pupils in Years 4 and 5. The co-ordinator's monitoring and evaluation of the quality of teaching and learning in lessons is well established, but she does not place enough emphasis on the detailed scrutiny of work in pupils' books. Such a strategy is likely to have highlighted the need for consistently better levels of challenge for higher-attainers, and provided an area for staff development specific to the needs of the school. In contrast, the current planning for staff training has been based on the outcomes of consultation within the school and dialogue with other schools in the local area, and has tended to focus primarily on developing staff confidence than on further raising standards.

Mathematics across the curriculum

⁴ These are large boards on which the screen display from a computer is projected. The technology enables the user to control the images on screen by touching it.

78. Pupils apply their mathematical skills very well in other subjects. For example, they use graphs and charts to record their findings in science and they use their skills in measuring when planning and making their assignments in design and technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses:

- Pupils achieve high standards because they are keen to learn and are very well taught.
- Good use is made of investigative work to increase pupils' understanding; however, too much use is made of photocopied worksheets.
- There are very good links with commerce and outside agencies.
- The subject is well led and managed.

Commentary

79. Standards are above average in Year 2 and well above average in Year 6. Overall, achievement is good in Years 1 and 2, and very good in Years 3 to 6.

80. Pupils enjoy lessons and achieve high standards due to the very good quality teaching. By Year 6, they have an extensive knowledge of living things through wide-ranging activities, such as investigating 'safe' food and learning about the harmful effect of some micro-organisms. In this activity, the pupils studied examples of mouldy food and animatedly discussed the appearance and quantity of mould on cheese, ham, bread, tomato and yoghurt. The relevance of the subject to their everyday experiences ensured very good levels of interest. They sensibly discussed the causes and offered very good suggestions about ways of keeping food fresh. For example, one pupil linked freshness to the temperature in 'fridges. Working independently, pupils made good searches on the Internet to find information on food standards and then were challenged to complete a quiz about food safety.

81. As they progress through the school, pupils use an increasingly wide range of methods to record their findings, with graph work being particularly good by Year 6, and make very good use of their skills in literacy and numeracy to help them with their work. Investigative work is a noteworthy feature of the school's provision. However, most of the tasks rely on the use of worksheets rather than independent research. Nevertheless, key skills such as the development and testing of hypotheses are developed from an early age. For example, pupils in Year 2 investigating the effects of forces were challenged to decide whether the statement: *'the steeper the slope, the further a toy car will travel'* is true or false. Working in groups, supported by the teacher and teaching assistants, the pupils studied the effect of a slope using planks and blocks to increase the angle of gradient. Then, through careful measurement of the distances travelled by the cars, the statement was tested.

82. The very good curriculum provided is enriched through very strong links with local commerce and the community. For instance, as part of a 'World of Work' week, an expert in electronics visited the school to work with the older pupils. In Year 2, as part of a design project, the pupils visited the local park to study the strength of the structures supporting the play equipment, and took photographs.

83. The subject is jointly led and managed well by the headteacher and a member of the teaching staff. They monitor planning, give advice to colleagues, and observe the quality of teaching and learning in lessons. Since the last inspection, there has been a very good improvement in the school's provision in science and in the standards achieved by pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses:

- Teaching is good.
- The curriculum is very good. Pupils experience a wide range of ICT and apply their skills well to support their work in other lessons.
- The subject is well led and managed.

Commentary

84. Pupils achieve well, and standards are above average in Years 2 and 6.

85. Pupils use computers independently and with confidence because teachers are very skilled in teaching and reinforcing the skills that pupils need, and because planning details the most effective steps needed to ensure the pupils' success. Pupils with SEN achieve well because of the good help given to them by teaching assistants or when working in partnership with classmates.

86. The ready availability of ICT equipment in the classrooms means that pupils have easy access to practise what they have learnt and to carry out research. The wide range of study planned for pupils includes the collection of data from a range of sources, such as the Internet. For example, pupils in Year 6 successfully interrogated a government website to find information about food safety. Pupils in Year 2 understand how to use technology to control events, and successfully programmed a robotic device to move in different directions. Part of this learning also reinforced mathematical concepts, such as 90 turns.

87. Leadership and management of the subject are good. Very good assessment procedures have been introduced by the recently appointed co-ordinator. Overall, there has been a very good improvement in the school's provision in ICT, and a good improvement in standards, since the last inspection.

Information and communication technology across the curriculum

The computer suite is used very well for the direct teaching of ICT skills and for the application of these skills to support learning in other subjects. For instance, pupils in Year 3 practise their skills in using 'drop-down' menus and in manipulating images on screen when using graphics software for the design of cards. While in Year 2, pupils use spelling programs to practise their knowledge of initial letter sounds and blends.

HUMANITIES

88. No overall judgement can be made about provision in geography and history because no lessons were observed in geography and only one history lesson was seen.

89. Evidence from the work in pupils' books, together with discussions with teachers and pupils, shows that standards have improved since the last inspection. In both geography and history, standards are average in Year 2, but above average in Year 6.

90. In **geography**, Year 6 pupils have made a competent in-depth study of the effects of water on the landscape. This work demonstrates their good understanding of the way water has formed different landscapes, the impact of water in different countries and various uses of water, such as hydroelectric power supplies. Good use was made of a visit to a barrage scheme to enrich pupils'

learning in this project. Very good opportunities are provided for pupils to develop their research skills, with the higher-attaining pupils being encouraged to consider the effects and arguments regarding human impact on the landscape, such as the flooding of a valley to form a reservoir.

91. Although there was limited recorded work available in Year 1 and 2, pupils' books show that they have made a thorough study of the local area and have formed links with a school in Hull, allowing the pupils to make comparisons between two areas.

92. In **history**, good emphasis is placed on developing pupils' skills of enquiry. For example, in their study of Ancient Egypt, pupils in Year 6 are encouraged to use a range of historical sources, to consider the impact of change and to develop a personal interest in a specific part of the topic. They speak knowledgeably and enthusiastically about their project and they take great pride in making their work attractive and informative. In the single lesson observed, the pupils achieved very well due to the very good teaching. They made detailed presentations to the class about an aspect of their work, such as make-up and tattoos, clothes or games. These presentations were well illustrated by the pupils through the use of the computer, artefacts, or replicas they had made in art or design and technology lessons or at home. A noteworthy feature of learning in Year 6 is that, through very well planned lessons, pupils are encouraged to question, to be independent learners, and to think about difficult issues.

93. Pupils in Years 1 and 2 have studied the history of toys and have created a classroom 'toy museum' with loaned contributions from many parents and grandparents. The study has involved the use of a toy museum website and had generated such enthusiasm that pupils re-created visual 'footprints' around the classroom as a guide to their museum.

94. The curriculum in geography and in history is very good. A particularly noteworthy feature of both subjects is the way in which the school makes very good use of the resources available within the community, and involves the community in pupils' learning. For example, medieval jousting on the school field became a village event and 'Mexican Week' brought a real taste of Mexican culture into the school. Events such as these add excitement and interest, and bring learning to life for the pupils.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses:

- The co-ordinator leads the subject well.
- The subject makes a strong contribution to the school's very good ethos.

Commentary

95. Pupils achieve well because of the good curriculum provided and because of their willingness to learn. Teaching is sound and the standards achieved by pupils in Years 2 and 6 are in line with those expected by the East Riding Agreed Syllabus.

96. The development of the subject has been well led by the co-ordinator in order to provide opportunities for pupils to consider the wonder of the world and develop an understanding of different faiths. Targets are set for pupils to learn, think and express their understanding of the richness of their own and other cultures. For example, through their exploration of different forms of worship, pupils in Year 4 understand the importance of ritual. They know that many faiths share a ritual that centres on friendship and welcome, but use different artefacts, symbols, special words and actions.

97. Year 2 pupils showed their appreciation of the world as a special place when they were challenged to design a 'new world'. They already knew that some faiths have special stories about creation after having listened to the stories read by their teacher. In their 'new world' creation, pupils were challenged to consider the things they would leave in and leave out, and showed their understanding and sensitivity of issues important to them through their choices. For instance, by leaving in kindness and sharing, and leaving out scaring people and fighting. One pupil wished that everyone should have a home.

98. Since the previous inspection, the recently acquired resources and the development of new teaching styles have improved the quality of provision in religious education, although standards are no higher than they were. The co-ordinator has established good links with local churches. In order to develop pupils' multi-cultural awareness, further plans include visits to other places of worship during the next academic year. In preparation, the co-ordinator has visited a temple in York and is planning a visit to a mosque in Bradford.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

99. Owing to the way in which the timetable was arranged, no lessons were observed in either art and design or music, and no judgement can be made about provision in either of these subjects.

100. The standards of work seen in **art and design** are broadly in line with what is expected nationally of pupils at the end of Years 2 and 6. However, there are a number of very good quality pieces of work produced by higher-attaining pupils, who are given good opportunities to develop their talents. The curriculum provides good breadth and reasonable balance between the required elements of the subject and, over time, enables pupils to experience work with a wide range of media. A particular strength of the subject is its very good use in enriching other areas of the curriculum. As a result, some good quality pieces of work have been produced. For example, a Year 6 history project about life in Ancient Egypt is well illustrated by a range of finely-detailed artefacts, such as cartouches, canopic jars, and amulets, made by pupils from plaster and clay. A 'Canadian Week' in Year 2 provided the stimulus for pupils to produce colourful masks and a well-proportioned totem pole. There are further samples of good quality work in pupils' sketch books. Those in Year 4, for instance, show that some pupils have a very good sense of perspective and proportion in their observational drawings and make good use of tone to give an impression of depth in paintings.

101. Pupils are given reasonable opportunities to study work produced in very different styles by a range of famous artists, such as Pablo Picasso and Paul Klee. However, art appreciation is not planned in a progressive and systematic way, and work produced by non-western artists is not much in evidence.

102. No judgement can be made about achievement or standards in **music**. A good feature of the school's provision is that the subject is taught by a teacher with specialist knowledge. The quality of work recorded in pupils' books is better than is normally seen in most schools, and shows that the subject is thoroughly taught and that pupils' skills are developed systematically as they progress through the school.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses:

- Good planning and teaching enable pupils to make good progress in developing their skills.
- Innovative work in Years 4 and 5 makes learning relevant and provides good levels of challenge for pupils.

Commentary

103. Only two lessons were seen, both of which were of good quality. Further evidence from previously completed work, together with planning and discussions with teachers and pupils, indicates that pupils achieve satisfactorily in Years 1 and 2, and achieve well in Years 3 to 6. Standards are average in Year 2 and above average in Year 6.

104. The subject's good leadership, curriculum and teaching result in a clear focus on developing pupils' skills in the subject's key elements of design, construction and evaluation. In Years 3 to 6, additional emphasis is placed on pupils' research into the purpose and function of the items to be made. For instance, pupils in Year 3 looked closely at the different ways in which photo-frames can be constructed, before they designed their own.

105. A particularly noteworthy feature of the school's provision is the way in which learning for pupils in Years 4 and 5 was given real relevance through a project to design, manufacture, and then market biscuits. This work provided valuable opportunities for pupils to develop their skills in almost all areas of the curriculum, and the class effort in making a net profit of almost £100 from this venture was rewarded through the purchase of a CD player. High-quality work, underway in this class during the period of the inspection, involved the use of cams. Particularly challenging activities for the higher-attaining pupils included the construction of a cam that would produce two upstrokes of its 'follower'⁵ per rotation.

106. Standards in Year 6 are higher than they were at the time of the last inspection, and good progress has been made in improving the school's provision in this subject.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses:

- The school works hard to overcome the limitations of its accommodation and, through good leadership, makes very good use of local facilities and expertise to enrich the curriculum.

Commentary

107. No overall judgement can be made about the standards attained or pupils' achievement because only games activities were observed. In these lessons, pupils showed levels of skill in movement, balance and control appropriate to their age. Their satisfactory levels of co-

⁵ This is the rod which is moved as a result of the rotation of the cam.

ordination between hand and eye enabled them to control the movements of large and small balls with reasonable accuracy.

108. On-site accommodation for physical education is unsatisfactory, since the school hall is too small to be used safely. The school tries hard to overcome this weakness, and provide its pupils with their full entitlement to the curriculum, by using the village hall for indoor physical education lessons such as dance and gymnastics. However, resources for these indoor lessons are inadequate, since the village hall has no large apparatus for gymnastics. The only equipment available for indoor lessons are the gymnastics mats, which the school stores in the village hall, together with any small apparatus, such as hoops or balls, which have to be carried to lessons.

109. Evidence from curriculum planning shows that pupils in Years 2 and 3 learn to swim during the course of the spring term. Assessment records show that about two-thirds of these pupils achieved a good standard for their age by the end of their course of tuition.

110. Teaching is good. Lessons are planned well and run smoothly because of the excellent relationships between teachers and their pupils, and the pupils' enthusiasm for the subject. A noteworthy feature of the school's provision is the leadership provided by the subject co-ordinator and the headteacher. Good use is made of the subject co-ordinator's expertise. She manages the subject well, and teaches pupils in Years 4, 5 and 6. Her good modelling of techniques ensured that pupils developed their expertise in, for example, throwing a ball with reasonable accuracy. Every opportunity is taken to enrich the curriculum for pupils through the use of local expertise, for instance through soccer and rugby tuition provided by staff from professional clubs.

111. Provision in the areas of physical education inspected is similar to that reported at the time of the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

112. Only two lessons were observed during the inspection and so no judgements can be made about the overall quality of provision. However, the caring and inclusive nature of the school is an important factor in the very good personal and social development of the pupils.

113. The school's curricular provision is based on 'circle time' and a scheme of work that includes sections about diet, health, sex, drugs and personal safety. This programme is very effectively supported by the wide range of additional opportunities and visits that enrich the whole curriculum. For example, pupils contribute to the Eastrington Show and have close contacts with the church. The well constructed curriculum helps pupils gain confidence, interact with others, contribute to society, and develop their knowledge about a safe and healthy life style. For instance, Year 2 pupils showed a good understanding of Stranger Danger and in 'circle time' pupils in Year 3 worked hard to understand the feelings of others and how they might be different from their own feelings.

114. Pupils' skills as independent learners are well developed. They are encouraged to be responsible for their own belongings, take great pride in their work, care for others and the environment, and contribute their ideas to lessons, such as the museum 'footprints' in Class 2 or the development of links with an owl sanctuary in Years 4 and 5. Pupils are proud to contribute to whole school ideas and improvements through the School Council, where they learn about democracy and the use of power. By Year 6, pupils take on a range of whole-school responsibilities and begin to think about themselves as learners. They are able to discuss their preferred learning styles and how these impact on the quality of their work.

115. The school has close contacts with the local primary and secondary schools. These provide pupils, especially those in Year 6, with very good opportunities to work and play alongside a wider range of young people and adults, and forms part of the careful preparation for the next stage of the pupils' education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
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	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
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	4
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	1
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	2
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).