

# INSPECTION REPORT

## **HERTFORD VALE CE PRIMARY SCHOOL**

Staxton, Scarborough

LEA area: North Yorkshire

Unique reference number: 121534

Headteacher: Mrs C M Simpson

Lead inspector: Dr J N Thorp

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> September 2003

Inspection number: 256407

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: 4 – 11  
Gender of pupils: Mixed  
Number on roll: 142

School address: Ings Lane  
Staxton  
Scarborough  
North Yorkshire  
Postcode: YO12 4SS

Telephone number: 01944 710273  
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Appropriate authority: The Governing Body  
Name of chair of governors: Mrs G Smith

Date of previous inspection: 29 June – 2 July 1998

## CHARACTERISTICS OF THE SCHOOL

Hertford Vale is a Church of England primary school located in the village of Staxton, about seven miles to the west of Scarborough. The new school opened in 1989 and serves a wide area, including the nearby villages of Flixton, Folkton, Foxholes and Ganton. There are 142 pupils on roll organised into five classes. There is significant mobility of pupils, with 17 (12 per cent) joining the school other than at the time of first admission during the previous school year. The area around the school is very mixed socially and there are wide variations in attainment on entry, but overall it is broadly average. There are currently 19 (13 per cent) pupils on the school's register of special educational needs, which is fewer than found in other schools nationally. Most of these pupils have learning difficulties. The school has recently been awarded the Basic Skills Quality Mark. It provides educational opportunities for the wider community, including the Family Learning Programme, and hosts St Peter's Church Rainbow Club.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6327	Dr J N Thorp	Lead inspector	The Foundation Stage curriculum; information and communication technology ; history; music.
11468	Mrs J Menes	Lay inspector	
25509	Mrs J Clarke	Team inspector	English; art and design; physical education; religious education; English as an additional language.
17681	Mr R Sharples	Team inspector	Mathematics; science; design and technology; geography; special educational needs.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** The very good leadership of the headteacher and very good management have ensured that there has been very good improvement since its previous inspection. The school is growing rapidly and pupils are entering with wide ranging attainment, which is reflected in overall standards. Teaching is consistently good and as a result pupils throughout the school achieve well. Standards in English, science and information and communication technology (ICT) are above average by the time pupils leave the school. The school provides **very good value for money**.

The school's main strengths and weaknesses are:

- ? The headteacher provides very good leadership; management of the school is very good
- ? The overall quality of teaching is good
- ? Provision for children in the Foundation Stage is very good
- ? By the age of 11 pupils do well to achieve higher than expected standards in English, science and ICT
- ? Standards in mathematics could be better throughout the school
- ? Pupils are not always sufficiently clear how to improve their work

There has been very good improvement since the previous inspection. Further training has boosted staff confidence and competence in ICT which, coupled with a substantial improvement in provision, have enabled pupils to achieve much higher standards. Teaching in Years 1 and 2 has improved considerably so teaching is now consistently good throughout the school. There is a clear programme for monitoring teaching and further staff training is closely linked to priorities in the school improvement plan. Time available for teaching and learning now meets recommendations. Standards in English and science have been maintained.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	C	C	A
Mathematics	C	D	C	D
Science	B	A	A	B

*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 average overall attainment, although there is a very wide spread. They achieve well, with the vast majority reaching the goals children are expected to reach by the end of reception. Achievement is good in Years 1 and 2, with standards above average in reading and writing. Pupils continue to achieve well in Years 3 to 6 and by the age of 11 standards are higher than expected in English, science and ICT. Throughout Years 1 to 6, pupils' achievement is not as good in mathematics, although this is identified as a high priority for improvement in the school.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is good.** Pupils' attitudes to learning are very good throughout the school. Relationships are very good and behaviour is good. Attendance is good overall, but there are a few pupils who are not as punctual as they should be.

## QUALITY OF EDUCATION

**The quality of education provided by the school is good.** Pupils benefit from the consistently **good teaching** and this ensures their **learning is good**. Teachers plan effectively, matching work accurately to what their pupils already know. They manage behaviour well and have very good relationships with their pupils, which helps promote very positive attitudes to learning. Teaching of literacy is particularly good, which contributes to improving standards and enables pupils to achieve well.

There is a most positive ethos that underpins all the work of the school. **High levels of care** ensure that pupils' varied needs are identified and met. There is an innovative approach to curriculum development. This is helping teachers plan a relevant and interesting curriculum, which is having a positive impact on teaching and learning. The school provides a **very good range of activities to enrich the curriculum**. Pupils are fully involved in the school; the School Council plays an important role in discussing aspects of school life and representatives work hard to ensure suggested projects succeed in improving them. The school has **very strong links with parents**, whose contribution to their children's learning at home is very good.

## LEADERSHIP AND MANAGEMENT

Overall **leadership and management are very good**. The **headteacher provides very good leadership**, with firm direction and clarity of purpose which is very effective in ensuring the school continues to develop and improve. There is strong teamwork and an impressive shared commitment to self-evaluation and improvement; there is a clear focus on high standards. **Management is strong**. Subject co-ordinators contribute effectively to managing the curriculum. The school's strategic planning for further development is very good. **The governing body fulfils its responsibilities very effectively**, making a significant contribution to the management of the school.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Parents have a very positive view of the school.** They are pleased with the progress their children make, believing the school promotes an interest and enjoyment in learning right from the start which enable them to do well. Parents indicate they receive very good information about both what their children are learning and how well they are getting on. They value the opportunities they have to learn about aspects of the curriculum. **Pupils have very positive views about school.** They value the opportunities they have to express their views through the pupils' questionnaire, suggestion box or the School Council. Pupils feel safe and well looked after in school; younger pupils remember how well they were helped to settle into school. Most pupils feel that teaching is good and that their teachers explain things clearly, helping them to learn effectively.

## IMPROVEMENTS NEEDED

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

- ? Further raise standards in mathematics
- ? Involve pupils more in understanding what they need to learn next and how they can improve their work further



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall pupils' **achievement is good** throughout the school, although pupils who start their education at this school do better than those who join later. Standards in English and science are above average by the ages of seven and eleven; standards in mathematics are not as high.

#### Main strengths and weaknesses

- ? Pupils in Years 1 to 6 could do better in mathematics
- ? Standards in reading and writing are above average
- ? Standards in science are consistently above average
- ? Pupils achieve well in ICT and standards are higher than expected by the age of eleven

#### Commentary

1. Children enter the school with very wide ranging levels of attainment, but it is broadly average overall. This is similar to that reported in the previous inspection. They make a good start to their time in school and achieve well. By the time they enter Year 1, most have achieved the goals children are expected to reach by the end of reception in each of the six areas of learning; a significant proportion have exceeded them. The very good provision made for these children contributes most positively to this good start. Children's achievement in personal, social and emotional development and in physical development is particularly good.

#### *Standards in national tests at the end of Year 2 – average point scores in 2002*

Standards in:	School results	National results
Reading	15.0 (17.4)	15.9 (15.8)
Writing	14.1 (15.1)	14.8 (14.4)
Mathematics	13.9 (16.8)	16.4 (16.5)

*There were 18 pupils in the year group. Figures in brackets are for the previous year*

2. This table shows that standards in 2002 were above average in reading and writing and similar to the average in mathematics. Test results in that year indicated that fewer than average pupils achieved the higher level 3 in the mathematics test. Results in 2003 were similar, with good standards achieved in reading and writing, but maintaining this trend of lower standards in mathematics. There are considerable fluctuations in standards at this stage from one year to the next. However, since the year groups taking the tests are relatively small, comparisons between them are less secure. Standards overall are broadly similar to those reported in the previous inspection.

#### *Standards in national tests at the end of Year 6 – average point scores in 2002*

Standards in:	School results	National results
English	28.6 (27.4)	27 (27)
Mathematics	26.4 (26.3)	27 (26.7)
Science	29.1 (30.4)	28.8 (28.3)

*There were 16 pupils in the year group. Figures in brackets are for the previous year.*

3. This table indicates that standards in 2002 were broadly average in English, well above average in science, but below average in mathematics. Results in 2003 indicate improvement in English, with a larger proportion of pupils achieving the higher level 5, but not in mathematics since relatively few pupils achieved this higher level. The previous year's high standards in science were maintained. Over time there have also been fluctuations in standards at this stage. A significant and growing contributory factor is the high mobility of pupils. In some years this has meant that as many as 50 per cent of pupils in a single cohort joined the school other than at the time of first admission. As a consequence a significant number of pupils, whose attainment has frequently not been as high as those who started their education at the school, have joined a relatively small cohort.
4. Pupils in Years 1 to 6 have not achieved as well in mathematics as they do in English or science. The school's own careful analysis of the reasons for this has revealed that in the past the teaching of methods of calculation has not been consistent across the school, which has confused some pupils. Firm subject leadership and further training has enabled teachers to address this weakness successfully. Inspection evidence indicates that there is now consistency in the way in which methods of calculation are taught, which is having an immediate impact on raising standards. The introduction of clear and comprehensive procedures for tracking pupils' progress is enabling the school to monitor this improvement closely.
5. Pupils achieve well in reading and writing because they are well taught. Standards are consistently above average across the school. There has been a significant improvement in the proportion of pupils achieving the higher levels since the previous inspection. By the age of seven pupils read appropriate texts accurately, often with good expression. By the age of eleven they have developed clear preferences and can discuss their favourite authors and books.
6. Throughout the school pupils achieve well in science and standards are above average by the ages of seven and eleven. This is because teaching is consistently good. Teachers challenge pupils effectively, providing good opportunities for them to investigate possible solutions practically. This ensures pupils acquire appropriate skills of enquiry, including conducting a fair test. This approach very successfully interests and engages pupils fully.
7. Pupils' achievement in ICT is good and by the time they leave the school at the age of eleven standards exceed those expected of pupils their age. Very effective subject leadership has contributed most positively to the major improvements in provision since the previous inspection. Teaching is also much better. Further training has enabled teachers to develop their skills and so they are much more confident in teaching the necessary skills and in using ICT to enhance teaching and learning in all subjects. Both of these factors are having a positive impact on pupils' achievement and the standards that they now reach.

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

Pupils' attitudes to school are **very good**; their behaviour is **good**. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**. Attendance is **good**, although a few pupils regularly arrive late.

### **Main strengths and weaknesses**

- ? Pupils have very positive attitudes to school and so make good progress in their learning
- ? Behaviour is consistently good
- ? Pupils develop confidence and independence right from the start
- ? A few pupils regularly arrive late in school

8. Pupils take a pride in their school and are very keen to attend and take part in the activities it offers. They work hard, take an interest in lessons, concentrate well and respond to questions thoughtfully and with confidence. They respond with enthusiasm to good teaching which enables them to make good progress in their learning.
9. The school has very good procedures to promote good behaviour which are clearly understood by pupils and are supported by parents. Pupils respond positively and behaviour is consistently good. The school works closely with parents to improve the behaviour of individual pupils when it causes concern and to deal with occasional instances of bullying. As a result, pupils are able to concentrate and learn without distraction in a calm and orderly environment.
10. Pupils learn to co-operate with each other and work well independently in reception, which helps them to achieve well as they move up the school. They are polite and friendly and relationships are very good throughout the school so that pupils joining the school are made welcome and quickly settle in. Pupils are willing to take on responsibilities such as helping younger pupils at break times, and show a strong moral sense, such as in their enthusiasm for raising funds for charities. The new School Council has been very successful in encouraging all pupils from Year 3 upwards to think constructively about the school and how they could make it better. The class representatives on the council take their responsibilities very seriously, work hard to carry out projects and take a pride in the difference they can make. The school also gives pupils opportunities to participate in events in the community, which develops their confidence and sense of responsibility.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.5
National data	5.4	National data	0.5

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

11. Attendance is generally good. However, there are a few pupils who regularly arrive late in school, or whose attendance gives cause for concern, which has an impact on their achievement. The school rigorously monitors pupils' attendance and punctuality and is working effectively with parents and the education welfare officer to overcome this problem.

## Exclusions

12. There have been no exclusions during the last school year.

### *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	141	0	0
Mixed – White and Black Caribbean	1	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education enabling pupils to learn well. The curriculum is **well organised** 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, although the teaching of children in the Foundation Stage is **very good**. Throughout the school teachers make **good** use of assessment to enable them to plan appropriate learning activities carefully. This ensures that pupils' learning is **good**, so they achieve well and in some important subjects attain standards which are better than average by the time they leave the school.

### Main strengths and weaknesses

- ? Teaching has improved significantly since the previous inspection
- ? The frequent very good teaching of children in the Foundation Stage ensures children make a good start to their life in school
- ? Teachers manage behaviour well
- ? Planning is good; teachers make good use of assessment to inform their planning
- ? Not all teachers make the learning objectives for lessons clear to pupils
- ? Pupils are not made sufficiently aware of the next steps in their learning

### Commentary

13. Teaching in the school is consistently of good quality; teachers are highly committed, hard working and skilful. Overall teaching has improved considerably since the previous inspection when a substantial proportion was judged unsatisfactory. In more than 8 out of 10 lessons seen in this inspection, teaching was good or very good; there were no unsatisfactory lessons. Such effective teaching has a considerable impact on pupils' attitudes to work and to the effectiveness of their learning throughout the school.

#### *Summary of teaching observed during the inspection in 29 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	15	5	0	0	0

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

14. Teaching in the Foundation Stage is very good. It ensures careful attention is given to the specific needs of these children and ensures proper emphasis is given to extending both their social and academic skills, for example by insisting that they listen carefully to their teachers and to one another. Teaching is very consistent, reinforcing expectations of how children should respond in lessons and this is enabling these new children to quickly understand and settle into classroom routines. Both the teacher and classroom assistant make very good use of the available resources, both inside and outside the classroom, to ensure that children have good opportunities to learn through practical activity and play. They interact effectively with individual children as they work, enabling them to provide further challenge or assess levels of understanding. This contributes effectively to children's good learning.

15. All teachers manage pupils' behaviour well. They are able to draw on a range of strategies to ensure that classrooms are orderly, and are insistent in communicating what they expect. This ensures that pupils are able to learn. Teachers are very good role models and have very good relationships with their pupils, which helps promote their very positive attitudes to learning.
16. Throughout the school teachers plan carefully and thoroughly, providing a good variety of activities to develop pupils' knowledge, understanding and skills. They manage discussions productively and pose questions very effectively to challenge pupils or to assess their understanding. While all teachers clearly identify specific and relevant learning objectives in their planning, based on the assessment of pupils' learning needs, not all of them make these clear enough during lessons. Consequently, pupils sometimes do not understand how well they are doing nor how their learning will develop.
17. All staff are fully focused on extending pupils' learning. Teachers use a variety of teaching techniques and approaches effectively to engage pupils' interest and enhance levels of understanding. Pupils find most lessons interesting and think that teachers explain things clearly. Teachers' monitoring of pupils' learning during lessons also contributes to the effectiveness of their teaching. The use of individual targets is at an early stage of development, but is helping teachers track pupils' progress effectively. Marking of pupils' work is consistent with the school's policy, but generally teachers provide insufficient guidance in their comments for pupils about what they could do to improve, develop or extend their work. As a result pupils have insufficient understanding of the next steps they need to take in their learning.

## The curriculum

The school's curriculum is **good**. The approach to curriculum development is **very good**. There are **very good** opportunities created to extend learning outside of lessons, which all pupils are enthusiastic about. Overall accommodation is **satisfactory** and resources for learning are **good**.

## Main strengths and weaknesses

- ? Pupils experience a rich diet of learning experiences; very good opportunities are made to enrich pupils' learning outside of lessons
- ? Curriculum development is very good; there is exciting work on creatively combining work in different subjects
- ? The provision for pupils with special educational needs is good
- ? Some classrooms are small, restricting teaching and learning

## Commentary

18. Teachers plan a good range of learning opportunities for pupils. In the Foundation Stage good use is made of the available resources to ensure that children have ample opportunities to learn through practical activity and play. Very good use is made of the outside area. In addition to the full range of National Curriculum subjects, pupils in Years 1 to 6 have lessons in French and Spanish. Very good opportunities are taken to enrich pupils' learning outside of lessons. The school makes very good use of visits out and visitors to the school to extend learning opportunities. Pupils in Years 3 and 4 enjoy a residential visit to East Barnby, for example, where they have the opportunity to increase their knowledge and understanding of the local environment. Pupils' awareness of environmental issues, extended during a talk on rainforests given by a visitor from Brazil, led to them requesting recycling bins from the local authority. Positive links with the community and the use of experts from outside the school contribute positively to extending pupils' learning and to their personal development.
19. The school's approach to curriculum development is very good. Strong teamwork has underpinned the substantial work being undertaken to develop planning, providing teachers with opportunities to combine teaching and learning in different subjects. This work is imaginative,

with specific themes used to link a series of lessons very effectively, as in the work on robots linking aspects of history, geography, design and technology, and ICT. The planning of subject content is no less rigorous however. In a Year 4 and 5 lesson, for example, science and design and technology activities were combined very successfully with pupils learning how to construct an electrical circuit and then considering how this could be used to design lighting for different purposes. This was extended in a lesson with Years 5 and 6 in which pupils used their mathematical knowledge to calculate the cost of the components of the electrical circuit. This approach is enabling pupils gain a clearer understanding for the purpose of their learning.

20. There is good provision for pupils with special educational needs. These pupils receive good support in lessons from classroom assistants and there are clear targets in their individual learning programmes. These targets are discussed frequently with the parents of the pupils.
21. There is limited space available in some teaching areas, which at times restricts possible learning activities. The mobile classroom is very crowded, because it is used as the computer suite and as the base for Year 5 and 6. At times, as in the hot weather during the inspection, it is extremely warm and uncomfortable. The temporary use of the hall as a classroom means that classes have to use the local village hall for physical education lessons.

### Care, guidance and support

The school's provision for the care and welfare of its pupils is **very good**. Teachers know their pupils well, and monitor their progress effectively enabling them to provide **good** support and guidance. **Very good** opportunities are created for pupils to express their views of the school and these are acted upon.

### Main strengths and weaknesses

- ? Very good care ensures pupils feel safe in school and can concentrate on their work
- ? Very good relationships with pupils enable staff to provide effective support and guidance
- ? Pupils are regularly consulted and feel that they are involved in the development of the school

### Commentary

22. Pupils say they feel safe in school and that people look after each other. All staff are very aware of the importance of health and safety in school and the care and protection of pupils are a priority at all times. This is of particular importance where classrooms are small for the size of the teaching groups. The school provides training for staff in health and safety and child protection. It consults closely with parents of those with special medical needs, and has developed links with social services and other specialists, such as a music therapist, to help it provide very good care for pupils.
23. The headteacher and staff are very good role models in showing respect for others and the importance of mutual support and trust. Teaching and support staff work well together as a team to promote the care and education of pupils and the respect they show to each other and to pupils is reflected in the respect and confidence which pupils show for all adults in the school. They feel that they can confide in staff and the headteacher ensures that staff are supported in providing help and guidance to pupils. The school works very well with parents to ensure children are well looked after when they start in reception.
24. Pupils feel that their views are important to the school and will be treated seriously. Their views are sought through the newly established School Council, which is very effective in consulting with fellow pupils and suggesting how to put their views into practice. A questionnaire to discover pupils' views on all aspects of school life was planned and carried out by the School Council and measures were taken by the school to improve areas causing concern. Pupils also use the suggestion box and are confident that all requests or suggestions will receive a helpful

reply and that privacy will be respected. They are encouraged to think of solutions to problems which have arisen, or improvements which could be made in the life of the school.

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

The school has developed a **very good** partnership with parents, which is enabling them to understand and support their children's learning. The school makes **good** use of its links with the community to add depth to the curriculum and promote pupils' personal development. There is **very good** co-ordination of provision for very young children.

### **Main strengths and weaknesses**

- ? The school makes sure parents are very well informed about the school and have very good opportunities to express their views and concerns about all aspects of school life
- ? The school provides very well for parents to become constructively involved in the education of their children so that they can help them with their work at home
- ? Provision of accommodation for the playgroup within school is a valuable community facility and enhances continuity with early years provision in school

### **Commentary**

25. Written information for parents is plentiful and well presented and gives a clear and useful guide to the school, the curriculum and the part parents can play in partnership with the school. Teachers provide parents with very good information on their children's progress; parents can share concerns with the child's class teacher at any time. The school makes good use of questionnaires to find out parents' views about the school and in addition uses meetings to consult on specific issues such as the proposed extension to the building. The headteacher regularly talks to parents informally so they have opportunities to mention any concerns, and the sharing of information helps the school to offer good support to pupils. She makes sure those who seldom come into school are also consulted and given opportunities to become involved through alternative meeting times and offers of transport. Where parents are worried or dissatisfied they are confident the school will respond to their concern and keep them informed on progress or how the issue has been resolved.
26. The school helps parents to be very effective partners in their children's education through workshops and the SHARE (a Community Education Development Centre family learning project) programme. For example 20 parents worked with their children at a mathematics workshop where they learnt how the school teaches methods of calculation so that they understood the methods to use when helping their children at home. Similarly the SHARE scheme has enabled many parents to plan activities, which are linked to their child's learning in school and to practise with their children at home. These initiatives are popular with parents and have helped them to build on their relationship with their children and become further involved with the school.
27. The school provides support for the community and continuity in the education of very young children through the playgroup which is accommodated in the building, and provision of the pre-reception facility. This means that children are already well known to staff when they enter reception and make good progress from the beginning.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good**. The headteacher provides **very good** leadership for the school ensuring a vigorous drive for excellence. Management systems in the school are **very good** and have a positive impact upon standards and achievement. The governance of the school is **very good**.

## Main strengths and weaknesses

- ? The headteacher's leadership is very good; she communicates a very clear vision for the further development of the school
- ? The chair and vice chair of governors have a very good strategic view of the school
- ? The governors are very clear about the strengths and weaknesses of the school
- ? The curriculum co-ordinators are fully empowered and managing their subjects very well

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	294898.00	Balance from previous year	37863.00
Total expenditure	308637.00	Balance carried forward to the next	51602.00
Expenditure per pupil	1667.72		

## Commentary

28. The headteacher has a clear vision for the further development of the school. She leads by example, providing an excellent role model for both staff and pupils. Team building has been a careful process. As a result the staff team work very effectively together to bring about improvements and standards are rising. Clear areas for improvement are targeted, for example in mathematics, and staff work hard to refocus their work. The headteacher strives to create an atmosphere where all can succeed. She has identified specific important areas, for example pre-school education, so that barriers to learning are broken down and children have the best possible opportunities. The commitment of support staff is evident and they play an important part in the work of the school. As a result a very positive climate for learning is created and achievement is good. The headteacher has a significant role beyond the school in management training and using her considerable expertise in helping other schools to improve.
29. The chair and vice chair of governors have a very good strategic view of the school. They share the high aspirations of the headteacher and work very effectively with her to secure the school's further development. They are frequent visitors and question, challenge and support the school in its work. They have a very good grasp of the immediate and future developments of the school. They are extremely well informed and proactive in bringing about improvements.
30. Governors are very clear about the strengths and weaknesses of the school. Individual governors have oversight of different subjects and many are linked to specific classes. Detailed information enables governors to identify areas for improvement and channel resources appropriately. Finances are very efficiently managed, with the substantial current balance already earmarked for the new building work about to start. The school improvement plan is a comprehensive document clearly focused on raising standards. School targets are reflected in teachers' individual improvement targets. Consequently all work with a common aim. The governors ensure that all statutory requirements are met, including the requirements of the race equality act. Further improvement in governor parent relationships is a high priority set by the governors. Parents' views of the school are actively sought by the governing body and suggestions quickly acted upon.
31. The curriculum co-ordinators manage their subjects very well. They lead their colleagues by example. All co-ordinators check teaching and learning in their subjects and there is consistent drive for improvement. Teachers are eager to learn from each other. The co-ordinators have a clear understanding of the way the pupils learn, and standards and achievement in their subjects, because they are rigorous in evaluating the work of the school.





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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision for children in the Foundation Stage is **very good**. All children whose fifth birthday falls within the school year begin their reception year at the start of the autumn term. With an inspection so close to this beginning, children in the Foundation Stage were in only their second week in school. As a result it has not been possible to make a judgement about standards in each area of learning. Judgements about the proportion likely to achieve the goals children are expected to reach by the end of reception are based on the achievements of pupils in Year 1, some of whom are in the mixed Reception/Year 1 class.

### Main strengths and weaknesses

- ? Teaching is consistently very good
- ? Very good classroom organisation contributes very positively to teaching and learning
- ? Children are enabled to become independent very successfully
- ? The outdoor area is used very effectively as an extension to the classroom
- ? Very good co-ordination ensures coherence and continuity in provision

### Commentary

32. The quality of teaching is consistently very good and has improved significantly since the previous inspection. Adults form very good relationships with the children, which in turn ensure they want to learn. The teacher provides a rich variety of well-planned activities, which stimulate learning across all six areas of learning. Both the teacher and classroom assistant interact very effectively with the children, which promotes their learning well and contributes very positively to the good progress they are making.
33. The classroom is organised very effectively to meet the learning needs of both the reception and Year 1 children. Careful planning and good flexibility ensure that children are provided with a good balance of short periods of direct teaching, intensive work with the teacher or classroom assistant in small groups and opportunities to make choices from a range of activities for themselves. This approach is well matched to the children's attention span and their need to learn through practical activity. This also successfully contributes to the good progress they make.
34. Children are enabled to become independent very successfully. There are clear routines for children selecting and working in the different areas of the room or with particular pieces of equipment. Children have already understood and act on these routines very well. The approach taken to involving children in managing resources and equipment for themselves is very good and already they are able to clear things away quickly and tidily when required.
35. The outdoor area is used very effectively as an extension to the classroom. There is a good range of apparatus and equipment, which stimulates activity and enhances children's learning across the curriculum. It is used well to promote learning independently and through directed activity.
36. Very good co-ordination ensures coherence and continuity in provision across reception, pre-reception and playgroup. The location of the playgroup in a separate room in the school is advantageous because it provides opportunity to use the room for a pre-reception group each afternoon. Very significantly, it also enables the reception class teacher to liaise very effectively with everyone involved in the education of children in the Foundation Stage. These close links result in a clear consistency in approach to teaching and learning which serves the needs of

these young children very well, and ensures they make a very smooth transition through each stage.

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

37. Provision in personal, social and emotional development is **very good**. As a result the majority of children achieve the early learning goals set for them in this area of their learning; a significant number exceed them.
38. Classroom routines have been quickly established and are helping these young children to work in various groups, to take turns and share. As a result of the consistent approach right through playgroup and pre-reception, children are growing in confidence and developing positive attitudes to work. They already understand classroom rules and routines and their behaviour is very good. The classroom has been carefully organised to enable children to select what they do from a planned range of activities and work independently using the available equipment, apparatus, computer, tools and materials. Children already make choices sensibly and most work confidently in the various areas of the classroom and outside. They concentrate for appropriate periods, at times sitting quietly or working as part of the whole class. Most children willingly share the resources available and take appropriate responsibility for putting away what they have used.

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

39. Provision in communication, language and literacy is **good**. Almost all the children achieve at least the early learning goals by the end of the Foundation Stage and some are likely to achieve levels beyond them.
40. Children grow in confidence in speaking to adults and to other children. Many can initiate conversation in their play. They enjoy listening to stories and sharing a book with an adult, sometimes joining in with familiar phrases or sentences or using the pictures to help them to tell the story. They know some letter sounds and can draw them with brush and water on the ground outside. Children understand that writing is used to communicate and at times they have opportunities to write during their role-play. Some can write their own names accurately.
41. The teacher models speaking and listening skills very well by listening carefully to what the children say, interacting with them as they work and, at times, in joining in with their activities and play. This has a positive impact on the progress children make. Some children already enjoy conversation and are beginning to take turns in speaking and listening, particularly with adults, and can use an appropriate range of vocabulary. Many are keen to answer questions and they are growing in confidence in speaking in front of the whole class.

### **Mathematical development**

42. Provision in mathematical development is **good**. As a result children are making appropriate progress in developing their awareness and understanding of mathematics. Most children achieve at least the early learning goals by the end of the Foundation Stage. They enjoy counting and many can count accurately to 10, some well beyond. The teacher makes good use of both number rhymes and a number stick to reinforce children's counting. Children count as they sort objects as they play and count down as they help to put the resources away.
43. Some children can already tackle simple addition questions, adding the total number of frogs on the lily pads for example, and can use appropriate vocabulary like *altogether* to express the answer. Children can also use simple mathematical vocabulary to compare the size of objects, using bigger or smaller and they know the names of some simple shapes.

## Knowledge and understanding of the world

44. Provision in knowledge and understanding of the world is **good**. As a result most children achieve at least the early learning goals by the end of the Foundation Stage. Good use of a range of materials successfully promotes children's interest and learning. They have been interested in their work on autumn, for example, and some are very keen to discuss the display of autumn leaves and conkers. Children are able to join materials together using sticky tape or glue. At times they work with intense concentration on their tasks, paying attention to small details.
45. Children use the computers with confidence, using the mouse to identify and move items on the computer screen, point to illustrations or turn the page in a talking story. Various programs are used well to promote the children's understanding in this area of learning.

## Physical development

46. Provision in physical development is **very good**. As a result children are on course to achieve at least the early learning goals by the end of the Foundation Stage and many will exceed them. Children move around the classroom, in the village hall and outdoors on the play equipment with growing confidence. They show an increasing awareness of space for themselves and for others, and confidence, as they move on the climbing frame for example. They use small equipment with increasing control, as they draw or write; some use letters of an appropriate size. Most are able to manipulate construction materials and simple musical instruments. Most children handle equipment with care, when using the spade or rake in the digging area, for example, and are aware of the need to do things safely.
47. In their physical education lesson indoors, children showed they are gaining good control over their movements. They control their bodies well, changing direction as they run, jump or hop. They are increasingly accurate as they throw a beanbag into a hoop. The very good use of the outdoor area ensures children have good opportunities to develop their skills outside.

## Creative development

48. Provision in creative development is **very good**. Most children achieve at least the early learning goals for this area of learning by the end of the Foundation Stage. Children enjoy a good range of well-planned art and craft and role-play experiences to stimulate their imagination. They concentrate well on these, making pictures and models with a variety of materials and paint. Children enjoy exploring the qualities of water and sand. They relate well to each other and share in imaginative ideas to create stories and events, as they play in the sand for example. In their music lessons they listen carefully to pieces of music, and they are confident to offer their ideas in response. Outside they enjoy exploring the sounds made by some unusual instruments. They respond to music by moving in time to the beat. Children sing with enjoyment.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision for English is **good**.

### Main strengths and weaknesses

- ? Standards in reading and writing are above average and achievement is good
- ? Pupils have very good attitudes to their work
- ? Teaching and learning are good and often very good
- ? ICT is used well to support the pupils' learning

? The co-ordination of the subject is very effective

### **Commentary**

49. Standards in reading and writing are above average and achievement is good. There has been good improvement, especially for numbers of pupils achieving at higher levels. By Year 2 pupils are developing good skills in reading, with higher attaining pupils beginning to read with good expression. Older pupils in Year 6 talk about their favourite books and authors. They read expressively with good levels of fluency. Lower attaining pupils talk knowledgeably about their choice of books. Writing is an area where the co-ordinator feels there could be still some further improvements. As a result teachers are looking in more detail at how the pupils plan and structure their writing. Pupils in Year 2 can write lists, higher attaining pupils writing more than the lower attainers. Pupils' spelling is generally phonetically accurate and their print clear. As yet they do not join their letters. In Year 6 the pupils' writing is interesting and readily engages the reader. Handwriting is fluent and joined, with a neat style. Spelling is generally accurate.
50. Pupils have very good attitudes to their work. They work hard with their tasks and demonstrate very good levels of application. When the pupils are asked to work together in groups they do so well and show that they are prepared to listen to others' ideas and suggestions. Speaking and listening skills develop well and pupils throughout the school are keen to answer the teachers' questions.
51. Teaching and learning are good and often very good. Where teaching is very good pupils are quite clear about their learning, the level of demand is very high and the pace of learning stretching. Where teaching is not quite so strong the pace of learning is sometimes not quick enough. Learning objectives are generally shared with the pupils at the beginning of lessons and so learning is focused. In some classes the pupils have individual targets for improvement. Pupils' work is marked well, but teachers' comments do not always inform pupils what they need to do next. Pupils enjoy their English lessons and talk about the interesting texts their teachers choose to share with them. It is clear the teachers motivate pupils well. Pupils of all levels of ability and those pupils who are new to the school, are thoroughly involved in lessons. Careful preparation means that each pupil is catered for and activities are well matched to their needs.
52. ICT is used well to support the pupils' learning. Pupils make good use of the computers to aid in the drafting and redrafting of their work, both independently and co-operatively. This is a very positive feature of learning. Good numbers of computers mean they are a valuable resource for learning.
53. The co-ordination of the subject is very effective. The co-ordinator has a clear grasp of standards, strengths and areas for development in the subject. Her observations of teaching and learning have helped teachers to improve. Teachers have particularly valued working alongside each other to share ideas and techniques.

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

54. Language and literacy are supported well in other subjects, for example in science, when pupils learn to use appropriate scientific vocabulary or discuss and record the findings of their experiments. Younger pupils in Year 2 have written letters to Greenpeace to ask for information about whales, while older pupils made good use of their literacy skills in their written comparisons of Scarborough past and present.

## **MATHEMATICS**

Provision for mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- ? Standards could be better in mathematics, particularly by the time pupils reach Year 6
- ? Pupils lack confidence in using their mathematical knowledge and understanding to solve problems
- ? Co-ordination of this subject is very good, with a high priority given to raising standards
- ? Careful and detailed analysis has identified aspects of teaching and learning which need to improve
- ? There are good procedures in place for assessing and tracking pupils' progress

### **Commentary**

55. Standards overall in mathematics could be better. In Years 1 and 2 pupils engage in an appropriate range of mathematical activities, including various counting, sorting and number activities. They have good opportunities to practise and develop their skills in mental arithmetic. They make appropriate progress in their understanding of basic number operations because they have ample opportunities to practise and consolidate these skills. In Years 3 to 6 there is also a strong emphasis on number work and pupils do have opportunities to use their skills to solve problems. In a Year 5 and 6 lesson, pupils were set an interesting task to price a list of parts needed to build a model car for example. They had to use several calculations in order to complete the activity. The good levels of concentration and the buzz of industry in the classroom illustrated the pupils' obvious enjoyment in the activity. However, this is not always the case and in some lessons pupils experience more difficulty in completing problem-solving activities. When talking to the pupils, inspectors found that they were able to give quick and accurate answers to questions involving times tables or decimals but were less sure when the question involved more complex calculations. This contributes to the fact that fewer than average pupils achieve higher levels in mathematics tests.
56. The school has made the raising of standards in mathematics a high priority for improvement. Strong leadership and management have ensured a careful audit of provision and evaluation of teaching and learning. One shortcoming identified was the lack of consistency in teaching methods of calculation in different classes, which caused confusion for some pupils. As a result, the co-ordinator has organised a range of further training opportunities for teachers and provided information for parents, to ensure consistency in the way that all pupils are taught methods of addition, subtraction, multiplication and division. Observation of lessons during the inspection indicated that pupils in all classes are now less confused and are confident in using the same methods of calculation. This approach to evaluation and planning for improvement is good and has already brought success.
57. To support the further development of teaching and learning in mathematics, the co-ordinator has devised a very comprehensive system for checking pupils' progress. Although this is at an early stage in its introduction, it is enabling teachers to focus planned learning activities on the needs of individual pupils. Along with the careful assessment of individual needs, this is also useful when pupils enter the school in different year groups.

### **Mathematics across the curriculum**

58. Pupils use their knowledge and understanding of mathematics effectively in other subjects. There are good opportunities for them to use data in science and geography, for example, with findings being accurately displayed in various graphs and charts. Pupils also have opportunities to reinforce their mathematical skills during other lessons, as when they measure accurately in design and technology or in science.

## SCIENCE

Provision for science is **very good**.

### Main strengths and weaknesses

- ? Pupils consistently achieve high standards throughout the school
- ? Teaching is good and very effective use is made of practical investigations in lessons
- ? The planning for teaching science alongside other subjects is good

### Commentary

59. Pupils consistently achieve high standards in science because teaching is good. Teachers pose interesting challenges for pupils and provide opportunities for them to explore solutions through the use of well-structured practical investigations. In one lesson with pupils in Years 1 and 2, for example, the teacher pretended that Barnaby Bear needed a new raincoat and hat. In order to make the hat and coat pupils were challenged to undertake a series of tests to discover which materials are waterproof. Pupils displayed great enthusiasm in discovering which was the best material with which to make the clothes. High standards in science have been maintained since the previous inspection.
60. The subject is well led, ensuring that science is fully part of curriculum development across the school. In Years 4, 5 and 6 the teachers have creatively linked science, design and technology and mathematics activities. Work on one chosen theme involved pupils in building a simple electrical circuit, costing the components and considering how it could be used to design different lights. The pupils were very effectively challenged by the range of the planned activities and highly motivated in their work towards solving the problems posed.
61. In all the lessons that were seen during the inspection the pupils showed good development of social and collaborative skills as they conducted practical activities with a partner or in small groups. Before the pupils start an investigation they are given the chance to predict what they will discover and, when they have finished, see if their predictions were correct. The work in pupils' books is neatly presented and of a very good standard. Although the work is marked according to the school's policy there are limited comments to assist the pupils to improve the quality of their work. The method of checking pupils' progress in mathematics provides a good model for the development of a similar system to monitor progress in science.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

### Main strengths and weaknesses

- ? Pupils achieve better than expected standards by the time they leave the school
- ? Very good subject leadership has ensured very good improvement since the previous inspection
- ? Monitoring of teaching is not as effective as it could be
- ? The location of the ICT suite does not enable the school to get the best use out of it
- ? Teachers use ICT effectively to promote learning across the curriculum

### Commentary

62. Pupils make good a good start to their work in ICT right from the outset in the Foundation Stage, where they quickly gain confidence in using the computers. They make steady progress through Years 1 and 2 and by the age of seven pupils achieve standards in line with those expected for their age. They make good progress through Years 3 to 6 so by the age of eleven

many achieve standards better than those normally expected. The very good provision and good teaching contribute most positively to pupils' achievement.

63. The ICT co-ordinator provides very good subject leadership, which has ensured very good improvement since the previous inspection. He has considerable expertise and has used this most effectively. Resources for ICT have been improved dramatically and the co-ordinator has been instrumental in ensuring that all staff acquire the skills to use them effectively. This has contributed very effectively to the significantly improved teaching. Appropriate priorities for further development are included in a comprehensive development plan.
64. While the co-ordinator has worked closely with all staff and successfully addressed their further training needs, the monitoring of the quality of teaching is not as effective. It is insufficiently rigorous in identifying aspects where further support and development are needed to ensure that standards improve even further.
65. The siting of the ICT suite in a classroom restricts the opportunities when other classes can use it. As a result the school is not getting the best possible use out of it, particularly for younger pupils. It also results in significant overcrowding in the classroom itself and contributes to the problem of overheating.

### **ICT across the curriculum**

66. Teachers throughout the school make good use of ICT to support pupils' learning in other subjects, especially so in Years 3 to 6. All teachers use the available resources effectively to enhance their lessons. Pupils have good opportunities to use the computers in their classrooms for individual and small group work, to investigate aspects or complete work in other subjects. At times, when the room is not in use as a classroom, teachers also make use of the computer suite for whole-class teaching of skills. Older pupils, in particular, benefit from good opportunities to present their work using the computers, as they did in their *PowerPoint* presentations to the class about their work on the Greeks in history.

## **HUMANITIES**

### **Geography**

67. It was not possible to observe any lessons in geography during the inspection. There was insufficient other evidence available to support a judgement about provision and standards in geography.
68. Teachers' planning indicates that all pupils receive an appropriate range of learning activities and the work on display and in the pupils' books confirms this fact. Some interesting work in Years 1 and 2 has involved pupils in writing a letter about the conservation of whales based on *Dear Greenpeace*. They have linked their work on local issues with mathematics in conducting a local traffic survey, for example. These pupils have also written their own accounts of their visit to the *Endeavour* at Whitby and compared their school with the old school in Staxton.
69. Pupils extend their work effectively, in developing links with a school in Spain in Years 3 and 4, for example, or in visiting Sheffield in Years 5 and 6 to study the steel industry. Pupils are well aware of environmental and conservation issues, illustrated in their work on the preservation of the rainforests and the need for re-cycling.

### **History**

70. It was possible to observe only one lesson in history during the inspection. The available evidence indicates that provision is satisfactory, but there was insufficient other evidence to support a judgement about standards.



71. Teachers' planning indicates that all the required study units are included. Good opportunities are made to enhance pupils' skills. Pupils satisfactorily develop a sense of chronology in a variety of activities and the use of timelines of different lengths supports this effectively. Visitors into school provide opportunities for oral history, helping pupils understand more about the past. Pupils are aware of changes over time and they can make meaningful comparisons between past and present, as they think about differences in their school and that of the former school in the village for example. Good use is made of stories to extend pupils' knowledge of the past, for example through their work on the lives of some significant people from the past, like Florence Nightingale, Captain Cook or Vivaldi. Good use is made of ICT to promote learning in history, particularly with older pupils. Pupils in Year 5 and 6 use the computers confidently and competently to search for information about the Victorians, for example, and the *PowerPoint* presentations pupils prepared following their work about the Ancient Greeks, were very good.

## Religious education

Provision in religious education is **good**.

## Main strengths and weaknesses

- ? Pupils achieve well in lessons.
- ? Good teaching enables the pupils to learn well.
- ? Visitors to the school make a positive contribution to the pupils' learning.

## Commentary

72. Pupils achieve well in lessons. Two lessons were observed during the inspection in two of the junior classes. School documentation, pupils' work and a *PowerPoint* presentation completed by the pupils were examined. Discussions with pupils and teachers allowed a clear picture to emerge about the good levels of coverage of the subject, although there was insufficient work to make a clear judgement on the pupils' attainment.
73. Good teaching enables the pupils to learn well. In Years 1 and 2 the pupils visited St Peter's church and acted as detectives as they found out all about the church. They looked at a wide range of artefacts and had an opportunity to ring the church bells. In Years 3, 4 and 5 the pupils achieve well because of an interesting and relevant syllabus which engages the pupils and helps them to understand about themselves. For example, in one lesson the class teacher told the story of a young girl who saved her money for six years so that she could buy a Bible. This was the most important thing in her life and she treasured it greatly. The teacher skilfully explained that everyone had things that were special to them. The pupils thought about this and said that their families, friends, school and books were all special to them. Teaching is successful because the teachers work effectively to develop pupils' interests. For example, in a Year 4/5 lesson the teacher helped the pupils to learn about how a number of different cultures explained the Creation. Here the pupils recognised that although the stories were often very different there were also many common threads running through them.
74. Visitors to the school make a positive contribution to pupils' learning. The oldest pupils spoke about a visitor who talked to them about being a Buddhist. The pupils learn about a wide range of different faiths, maintaining a strength noted in the last inspection. Resources for multi-faith teaching and greater use of other subject areas to support religious education have improved the provision in the school. The older pupils have made a *PowerPoint* presentation on the computer, reflecting the Jewish way of life. The Rainbow Club is a very popular after-school activity. The pupils enjoy attending not only because of the good biscuits and drinks but also because of the activities they do. This club, run by the members of the congregation of St Peter's Church, makes a positive contribution to pupils' understanding of the Christian way of life. Curriculum leadership is good because the subject co-ordinator has given good support to her colleagues and has a good overview of religious education throughout the school.

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

### **Art and design**

75. There was insufficient evidence available and only two opportunities to observe teaching and learning to support a judgement about provision and standards in art and design. Pupils spoke about their learning and displays of pupils' work were observed.
76. The teachers throughout the school clearly focus on developing the pupils' art and design skills. Pupils in Years 1 and 2 learn how to mix four different colours of powder paint to make different shades of brown, carefully building their skills from a previous lesson where they combined two colours together to create shades of orange. In Years 4 and 5 the pupils have learnt how to construct portraits. They looked carefully at the position of their eyes, mouth, nose and ears. Then they used pastels and charcoal to highlight and shadow the features of their faces. The older pupils in Years 5 and 6 learn how to scale up a range of different illustrations. The pupils said they found this particularly difficult but with skilful teaching they achieved well.

### **Design and technology**

77. It was not possible to observe any lessons in design and technology during the inspection. There was insufficient other evidence available to support a judgement about provision or standards in design and technology.
78. By looking at a few examples of pupils' work and photographs it can be seen that the pupils have been involved in designing and making activities. Younger pupils have made a moving picture using cardboard and sticks, for example. They have been taught how to saw with a hacksaw and learn to sew using different materials and stitches. By Year 6, pupils have designed and constructed bird tables which they sell to parents. They use good imagination and creative design ideas to make moving robots from a range of waste materials by incorporating electrical circuits and motors.

### **Music**

79. It was possible to observe three lessons in music during the inspection and extra-curricular music making. Provision in music is good. However, it was not possible to make a judgement about standards because there was insufficient opportunity to hear pupils' work in each of the elements of music.
80. Pupils experience a well-balanced programme of musical activities. They have good opportunities to listen to music and non-specialist teachers are doing well to develop pupils' skills of appraising. In one lesson the teacher did well to simplify the rhythm pattern as pupils listened to *Mars* from Gustav Holst's suite *The Planets* and this enabled them to go on and compose their own patterns. There are good opportunities to perform music in a variety of settings on different occasions, some of which are used to forge close links with the villages from which the pupils come to the school.
81. Pupils have good opportunities to be involved in other music-making activities outside of lessons. There are clubs for recorder players and instrumental tuition is available from visiting teachers.

### **Physical education**

82. During the inspection one lesson of physical education was observed. Discussions with the pupils and observations of photographs gave a clear picture of the good provision in the school.

83. In physical education lessons the pupils are encouraged to develop and improve their skills. In photographs of a Year 6 gymnastics lesson it was apparent that the pupils were encouraged to hold good body positions. The pupils talked enthusiastically about their swimming lessons and the survival courses they had taken. When the pupils go on residential visits they have the opportunity to do adventurous activities such as canoeing and shelter building. The younger pupils remembered with great enthusiasm their aerobic lessons with *Freddy Fit*. In a Year 4 and 5 lesson the pupils learnt the skills they needed to play a game of netball. They were taught the correct way to throw the ball and quickly developed accuracy in throwing and catching. At present the pupils are having their gymnastics lessons in the village hall as the school hall is being used as a classroom. In this way the school is making good provision for the pupils' gymnastics lessons.

## 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	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<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	3
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	2
The quality of the school's links with the community	3
The school's links with other schools	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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