

# INSPECTION REPORT

## **KELDMARSH PRIMARY SCHOOL**

Beverley

LEA area: East Riding of Yorkshire

Unique reference number: 133481

Headteacher: Mrs C Padgett

Lead inspector: Bernice Magson

Dates of inspection: 8<sup>th</sup> and 9<sup>th</sup> December 2003

Inspection number: 256582

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:	Foundation
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	132
School address:	Woodmansey Mile Beverley East Riding of Yorkshire
Postcode:	HU17 8FF
Telephone number:	01482 873131
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Appropriate authority:	Governing body
Name of chair of governors:	Mr H Bottomley
Date of previous inspection:	N/a

## CHARACTERISTICS OF THE SCHOOL

A small primary school situated in Beverley, a market town in East Yorkshire. It admits pupils from the surrounding area, aged from 4 to 11 years of age. The school opened in September 2002 with 66 pupils. In the first year pupil numbers have increased by 50 per cent, with many joining in year groups above the reception class. There are now 132 pupils on roll, with significantly more boys than girls overall. Social indicators of the area are good. Attainment on entry to the reception class is above average and remains above average in all areas of learning at the start of the National Curriculum in Year 1. Almost all pupils are of white British origin with a very small number of pupils of Asian or mixed ethnic origin. None of the pupils are at an early stage of English language acquisition. Twelve per cent of pupils have special educational needs. Two pupils with hearing difficulties have formal statements for their special educational needs.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18143	Bernice Magson	Lead inspector	English, art and design, music, Special educational needs
19431	John Holmes	Lay inspector	
18998	William Andrews	Team inspector	Mathematics, geography, history, religious education
30781	Wendy Richardson	Team inspector	Science, design and technology, physical education, the Foundation Stage
29686	Stefan Lord	Team inspector	Information and communication technology, citizenship

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **satisfactory** quality of education for its pupils. They **achieve satisfactorily overall** and attain average standards by the age of seven and 11. The quality of teaching, learning, leadership and management are **satisfactory**. The school provides **satisfactory value for money**.

The school's main strengths and weaknesses are:

- The provision for children in the Foundation Stage is very good and they achieve well
- There is a very good school ethos in which pupils have positive attitudes to learning and appreciate the contributions of others
- There is a strong commitment to developing an effective school by all pupils, teachers, governors and parents
- By Years 2 and 6 standards are below average in information and communication technology (ICT), and in religious education by Year 6
- Whole school assessment systems in Years 1 to 6 are at early stages of development restricting the school's ability to track pupils' progress
- Leadership teams and coordinators are newly appointed and are still developing their roles in monitoring and evaluating the quality of the curriculum, and teaching and learning

This is the first inspection of this school, which opened in September 2002.

### STANDARDS ACHIEVED

The table shows the standards achieved by pupils at the end of Year 6 based on average points scored in National Curriculum tests

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

*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.*

Judgements on standards and achievement are based on a limited evidence of only one year. Currently, **the achievement of pupils is satisfactory overall**, and it is good in the Foundation Stage and in Years 1 to 3. In the reception class most children attain standards above the nationally expected learning goals appropriate for their age by the start of Year 1. A small number of more able children are already exceeding them. **Overall standards are average by Years 2 and 6**. Currently, it is difficult to make any meaningful comparison of results in national tests, as all pupils have joined the school recently, and there are greater variations than in most schools in pupil numbers, gender differences, and in pupils with special educational needs. In 2003, in the Year 2 cohort, there were twice as many boys as girls, and in Year 6 there were only 11 pupils in the cohort. Moreover, a third of Year 2 pupils had special educational needs. In the 2003 national tests, Year 2 pupils attained average standards in mathematics compared to all schools nationally and to similar schools. In reading and writing, standards were well below the national average, and in reading well below the average of similar schools. In Year 6, standards were above the national average in English and well above the average of pupils in similar schools. Standards in science were average, and below average in mathematics. Standards seen by inspectors in the current Years 2 and 6 are average in English, mathematics and science. Standards are judged to be below average throughout the school in ICT, and in religious education by Year 6. Year 2 pupils attain average standards in art and design, and religious education, and Year 6 attain average standards in history and art and design. Due to insufficient inspection evidence, no judgement could be made about standards in other subjects.

The **pupils have very good attitudes to school**. They enjoy coming to school, participate keenly in all activities and develop very good relationships with others. Pupils **behave very well** in lessons and around the school. Their **spiritual, moral, social and cultural development is good**. **Attendance is good and punctuality very good**.

## QUALITY OF EDUCATION

**The quality of education is satisfactory. Teaching and learning is satisfactory overall**, but very good in the Foundation Stage and good in Years 1 to 3. In the reception class there is a very good challenge in the children's independent learning and in the focused teaching activities. In all good lessons, teachers have high expectations and are very skilled at encouraging and engaging pupils by using a very good range of teaching styles. Pupils work very well independently and cooperatively, so that they make progress at a rapid rate. **Assessment** is at early stages of development, and some is still being collated from feeder schools. Currently assessment procedures are insufficient to inform teachers about pupils' standards, or on-going progress. There is a lack of challenge for pupils of differing abilities in some lessons and especially of the more able pupils. Assessment is very good in the reception year and the challenge in lessons is very good.

The school has a **satisfactory curriculum overall**, with a good curriculum in the Foundation Stage. The very attractive learning environment enhances the provision. Resources are currently satisfactory, and are increasing appropriately as the curriculum is developed. Teachers know pupils well and provide good care and support. The school is effective in seeking pupils' views through the recently formed school's council. **Links with other schools, colleges and the community are developing successfully and are currently satisfactory. Links with parents are good**. They make a good contribution to children's learning in the home.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are satisfactory**. The headteacher has established a clear direction for the school and is effectively engendering a strong sense of purpose and vision among the staff teams. The governing body supports her and shares her vision. **The governance of the school is satisfactory**. The governing body was appointed in the Autumn term to replace an interim group. Most statutory duties are in place and others are to be completed shortly. There are financial difficulties to address associated with the opening of a rapidly expanding school.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The **parents have very positive views** about the school. They are eager to support its development. Pupils are happy and have positive views of "their school." They are eager to offer suggestions for its development.

## IMPROVEMENTS NEEDED

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

- Raise standards in ICT throughout the school and in religious education by Year 6
- Develop assessment systems in Years 1 to 6 to ensure that pupils of all abilities are challenged appropriately
- Develop the roles of the recently established leadership teams and coordinators

And to meet statutory requirements:

- Ensure all the required policies and procedures are in place.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

The achievement of pupils is satisfactory. Currently in the Foundation Stage and in Years 1 to 3 achievement is good. However, there is limited evidence on which to make judgements about standards and achievement, as all pupils joined the school during the last year, making any meaningful comparisons unreliable, either nationally, or with similar schools. At present standards are satisfactory overall. In the 2003 national tests the pupils in Year 6 attained above average standards in English, average standards in science and below average standards in mathematics. Standards by Year 2 were average in mathematics, and well below average in reading and writing. Girls performed better than boys in tests in all core subjects and at both key stages, but with the small numbers of pupils involved in the tests, the results should be treated with some caution.

#### **Main strengths and weaknesses**

- Pupils have above average skills in speaking and listening;
- Pupils have good skills of independence in their learning;
- In the Foundation Stage pupils achieve well and attain standards above the nationally expected early learning goals, which are appropriate for their age;
- Standards are below average in ICT, and in religious education by Year 6.

#### **Commentary**

1. Children start school in reception with standards above those expected for their age in all areas of learning. They achieve well and by the end of the reception year they are attaining above the early learning goals for their age. Older pupils are achieving particularly well because they have a greater length of time in the reception class. For example, all of the current cohort can write their names and some more able can write simple sentences. All pupils are prepared very well for their next stage of learning.

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

Standards in:	School results	National results
Reading	14.6	15.7
Writing	13.5	14.6
Mathematics	16.4	16.3

*There were 20 pupils in the year group.*

2. Standards in Year 2 are average. In the 2003 national tests pupils achieved average standards in mathematics with a third of pupils achieving the higher Level 3, which is a greater proportion than did so nationally. In reading, a quarter of the Year 2 pupils did not reach nationally expected levels, and writing standards were below national expectations for almost a third of pupils. However significant factors have had an effect on results. In the Year 2 cohort, test results were distorted by an above average numbers of pupils with special educational needs. An analysis of test data shows that the small number of girls in the cohort performed significantly better than boys particularly in reading and writing, but in mathematics boys enjoyed problem-solving tasks and achieved well.



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

Standards in:	School results	National results
English	28.1	26.8
Mathematics	25.9	26.8
Science	28.6	28.6

*There were 11 pupils in the year group.*

- Standards by Year 6 are average. In the 2003 national tests standards were above average in English, average in science and below average in mathematics. Almost all the cohort of 11 pupils achieved national expectations in English and science, although in mathematics there was considerable underachievement with a third of pupils attaining below average standards. An analysis of test results has identified a weakness within the cohort in their understanding and use of basic numerical concepts in problem solving. In core subjects all pupils achieved their predicted targets and the standards of more able pupils were close to the national average.
- Pupils with special educational needs are achieving similarly to all other pupils. They are well-supported appropriately to their learning needs. There are high numbers of adults working in the school and as a result these pupils benefit from working in small groups.
- Throughout the school standards are average in art and design. They are also average in religious education by Year 2, and in history by Year 6. Because of insufficient inspection evidence, no judgement could be made about standards in other subjects.
- In ICT standards are below average in both key stages. Although the computer suite is now operational, earlier difficulties of installation have restricted pupils' progress. In each year group there are various levels of expertise among pupils in word-processing, graphics and data handling, but pupils' standards are generally below that expected for their age in all ICT skills. Additionally, older pupils have limited skills for their age in control technology.
- In religious education standards by Year 6 are below expected levels as pupils have only a basic understanding of Christianity and other world faiths.

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

The pupils have very good attitudes and behaviour, which makes a significant contribution to their learning and achievement. The good provision for developing personal qualities including, spiritual, moral, social and cultural development, enables pupils to become very caring, thoughtful and responsible. The attendance at the school is above national average with very few pupils late in the morning. The school has good procedures to monitor and promote attendance.

### **Main strengths and weaknesses**

- Pupils' attitudes to learning are very good; they show a keen interest in lessons and in the other activities provided.
- Pupils behave very well, both in and out of lessons.
- Very good relationships exist between pupils and adults, encouraged by the school's emphasis on harmony.
- The cultural diversity of this country is not celebrated as much as it could be.
- The punctuality is very good with very few pupils late.

## Commentary

8. Pupils enjoy coming to school, respond enthusiastically to the tasks set and listen attentively. Pupils with special educational needs have the same very good attitudes and values as their peers. During the lessons observed, pupils participated eagerly, keen to answer questions and concentrating well for extended periods. However, when learning is more passive older pupils do show some restlessness. Despite the instability created by the present rapid increase in numbers pupils behave very well. The school is an orderly community. The pupils know what is expected of them and have a very good understanding of right from wrong. During the inspection a group of pupils showed contrition and were extremely apologetic after misusing playground toys and promised to use them well in the future. On the few occasions when pupils show inappropriate behaviour, staff deal with issues quickly and effectively. No instances of oppressive or bullying behaviour were observed during the inspection.
9. Pupils' awareness of social and community matters are effectively developed through assemblies. For example, in one assembly younger pupils discussed how they might help people who will be cold, hungry and lonely at Christmas time. Advent candles are lit in the assembly and used effectively to foster an ethos of spirituality.
10. The mutual respect between pupils and adults creates very good relationships throughout the school and these have a positive impact on pupils' learning. Pupils of all ages and both genders mix well together and happily discuss their school work. Values are promoted through the programme for personal, social and health education and in religious education, teachers explain beliefs and customs. As a result pupils have a satisfactory awareness of differences in cultural beliefs, although their knowledge and understanding of life in a multi-cultural society is limited. Artists and authors visiting the school and visits to Beverley Minster, have enhance pupils' understanding of their own culture, as do extra-curricular activities, charity work and community involvement.

## Attendance

The attendance is above the national average and is good. The level of unauthorised absence is below national average, with few parents failing to contact school about absence. Few pupils are late in the morning. The school carries out a regular analysis of attendance. There are a number of pupils who are taken out of school for annual holidays in term time; and there is evidence that it is having an adverse effect on their attainment. The school has good procedures and strategies in place to encourage children to attend on a regular basis.

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

Authorised absence		Unauthorised absence	
School data	4.0	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.*

## Exclusions

No pupils have been excluded from the school

### **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	131	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	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 satisfactory quality of education for its pupils. Teaching and learning and the curriculum are satisfactory overall. Assessment is satisfactory. Assessment procedures are still being established. In the Foundation Stage teaching, learning and assessment are very good. The curriculum in the Foundation stage is good. The quality of accommodation and resources are good overall. Teaching areas are spacious and resources are of good quality. The outdoor provision for children in the Foundation Stage is developing, but is not yet fully operational. Although resources are generally good, the quantities of resources in some curriculum areas are restricted because of increased numbers of pupils. There are good partnership links with parents, which is enhancing the curriculum provision.

### **Teaching and learning**

The quality of teaching and learning is satisfactory overall. During the inspection a quarter of teaching was very good and most teaching was good or better. There was no unsatisfactory teaching. The school's assessment procedures are satisfactory overall. They are very good in the reception year.

### **Main strengths and weaknesses**

- In the Foundation Stage teaching and learning are consistently very good and pupils achieve well
- Teachers and support assistants are effective teams ensuing all pupils are encouraged to learn through a well-constructed and continuous approach
- Teachers are developing pupils' learning by using various methods, for example pupils are involved in techniques to accelerate their learning, either independently, or collaboratively
- In Years 1 to 6 assessment systems are at early stages of development; there are some inconsistencies in teacher's marking and in the quality of target-setting

### **Commentary**

#### **Summary of teaching observed during the inspection in 26 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	8	12	0	0	0

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

11. In the reception class the teacher and her Nursery Nurse have a very good understanding of how children learn and this strengthens the quality of the teaching and learning. Using a calm and firm approach a very good ethos has developed within which children are happy and secure and are gaining rapidly in confidence. Through the teacher's skilful questioning they explore and discover the world around them. Children have a very good understanding of what is expected of them and they work hard to succeed. There is a very good emphasis on incorporating real-life role-play situations to make learning meaningful. For example children measured and weighed baby dolls after watching a health visitor. They used mathematical terminology appropriately and improved their number and measurement skills. In all lessons learning is built very successfully on children's prior attainment because of the use of very good assessment procedures.
12. In Years 1 to 3 the teaching and learning is good overall. The teachers have established very good relationships with the pupils and they are keen to learn. Clear routines have been established and pupils settle quickly to their learning tasks. There is very good teaching of basic skills with a well-planned structure to the learning, that builds successfully on prior knowledge. Pupils are taught a range of learning cues very effectively, which remind them of basic routines. After a very good demonstration of shared writing, the Year 1 teacher asked pupils "What do we do now?" and pupils were reminded of the writing process as they chorused "We re-read it." In Years 1 to 3 the teachers make good links between subjects to improve the pupils' literacy and numeracy skills. In history, Year 3 pupils in writing the "Keldmarsh Chronicle" included many factual accounts of World War 2, and there was good evidence of empathy developing in their writing. In their independent work Year 3 pupils understand very clearly what is expected of them because the teacher uses a target board effectively to list her expectations very clearly for pupils of differing abilities. As a result they respond well. In Years 1 to 3 pupils are encouraged to record their work in a variety of ways, such as by independent writing, or diagrams, pictures or graphs. This teaches them to think about the information they have and the best way to organize it.
13. In Years 4 to 6 the teaching and learning are satisfactory. In Year 4 the teacher has been at the school less than a term and is still getting to know the pupils and establish her routines. Currently, the challenge in some lessons is insufficient especially for the higher attaining pupils. In a mixed class of Years 5 and 6 pupils, the teaching is mostly satisfactory. It is difficult for the teacher to maintain a continuous approach as pupils are arriving continuously, changing the composition of the group. Ten additional pupils had joined the Year 5 cohort during the Autumn term, for example. Gradually the teacher is establishing routines so that pupils understand and respond appropriately to her expectations. There is some use of assessment information in planning work, but it is insufficient to ensure all pupils are challenged appropriately. It is made more difficult when the school's own assessment systems are not yet fully established and assessment records are still arriving from feeder schools. The marking of pupils' work in Years 5 and 6 is good and these pupils have a clear understanding of how to improve. Satisfactory links are made to ICT, especially in literacy, both as a method of recording and for research, and this is particularly valuable for the lower attaining pupils.

## **The curriculum**

The school offers a **satisfactory** range of learning opportunities through a balanced and broad curriculum that caters for the needs of all pupils. The curriculum for the Foundation Stage is good and planned effectively to the nationally agreed early learning goals. Accommodation and resources are good.

## **Main strengths and weaknesses**

- The curriculum is broad and balanced and is regularly reviewed
- It is an inclusive curriculum for all pupils, including those with special educational needs
- There are inconsistencies in covering some elements of ICT

## Commentary

14. Under strong leadership from the headteacher the school has established a satisfactory curriculum, which includes a sound range of learning opportunities for all pupils. It meets statutory requirements, although elements of the ICT curriculum are not well enough covered due to insufficient resources. Currently teachers plan their coverage of the curriculum independently of each other at all levels. They make good use of commercial schemes of work to ensure knowledge and skills are taught systematically. However these do not always sufficiently address the learning needs of all pupils. In all year groups the development of writing skills is a priority. Some early use of mathematics across the curriculum is also having a positive effect on achievement.
15. In the Foundation Stage children benefit from a very good range of learning opportunities that develops their knowledge and understanding well across all the recommended areas of learning. They take part in a wide range of planned and structured activities and experiences, which gives them a very positive start to their education. The provision for outdoor play is being developed but at present does not fully meet the children's developmental needs.
16. The provision for pupils with special educational needs is good because of the good leadership by the special educational needs' coordinator. These pupils are fully involved in all school activities, because appropriate support and guidance is provided. The good provision results in pupils making good progress.
17. Provision for pupils' personal, social, health and citizenship education is good. The school places a strong emphasis on this aspect of the pupils' education and they have a good understanding of the effects of their own life style and that of other people. Very good use is made of outside visitors who support work on healthy lifestyles, dental hygiene and alcohol and drug awareness.
18. Extra-curricular activities already form an established part of the life of the school and include clubs for choir, cross-country, football and netball for the juniors. The school makes good use of a broad range of visitors and arranges a wide variety of educational visits to enrich the curriculum. In the Spring term visitors are to organize an ICT workshop using control technology equipment for pupils in Years 3 to 6. Overall there is satisfactory enrichment of the curriculum.
19. Pupils are adequately prepared for secondary education and the school is developing strong pastoral links with the local high school.
20. There are currently sufficient teachers to meet the needs of the pupils. They all have at least satisfactory and at times good knowledge and understanding of the subjects being taught. Teaching assistants are deployed well and work effectively with teachers. They support group work and whole class activities. The very good accommodation, including good spaces for group work, is used effectively to aid pupils' learning. The school is generally well resourced, although the constantly increasing pupil numbers is making it difficult to maintain appropriate quantities of resources in some subjects. To overcome difficulties in the resourcing of ICT, arrangements have been made to loan equipment from a local high school.

## Care, guidance and support

The school ensures good care of the pupils. Staff knows the pupils well and pupils are generally happy to approach staff for guidance and advice. There are effective procedures for child protection. The school carries out all health and safety statutory procedures.

### **Main strengths and weaknesses**

- Pupils with special educational needs are well supported in lessons and care and guidance given to them is good
- The school council enables pupils to express their ideas and opinions
- Very good relationships exist between staff and pupils.

### **Commentary**

21. The school provides a safe and secure environment. The school is new and is well maintained and cleaned to a high standard. All statutory checks have been carried out on equipment.
22. There are adequate numbers of first aiders on duty at lunchtime to deal with minor incidents. The school policy on prescription medicines is adequate with staff trained to ensure they are safely administered. The pupils have access to healthy snacks at break time and all pupils have water bottles available in the classrooms.
23. The teachers know the pupils well and are able to give them sound support and guidance, although there is no formal assessment and monitoring of personal development. Pupils report that they have a good level of trust in teachers and would go to them for advice and help. Pupils with special educational needs are happy and well- integrated in their peer groups. They are given good advice and support, as necessary. A good induction programme is effective for children in the Foundation Stage and they are happy and secure. A link governor is monitoring the child protection procedures.
24. The school canvases the opinions of pupils and acts on the findings. The pupil questionnaire indicated that they are happy with the school and the only area that gave concern was the occasional mis-behaviour of some pupils. The school council is well-established and members are articulate and able to express their views clearly. They help with the strategies to improve behaviour, for example in the use of games at break times. Circle time builds pupils' confidence and gives each class member an opportunity to express their opinions. Pupils are consulted and negotiate class rules, which are displayed in the classroom.

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

The parents are very satisfied with the school and the school has established good links with them, giving good information about children's progress. The school has good induction procedures for new pupils. There are satisfactory links with the community and other schools.

### **Main strengths and weaknesses**

- Parents are very supportive and help their children learn at home
- School provides good quality of information to parents.
- The Parent and Friends Association is well-established and effective in raising funds and organizing social events

### **Commentary**

25. The parents are very happy with the school and are encouraged to help in classrooms. The responses to the parental questionnaire showed very good support for the school. The only parental concerns were about homework, but they acknowledged that the school deals with

anxieties quickly. Parents are supplied with regular newsletters. They receive a good report on their child's progress in the summer term and have an opportunity to discuss his or her progress twice annually. There is good attendance at consultation evenings. The reports contain targets for what pupils need to do to improve.

26. The annual report to parents and prospectus are informative about what the school has done in the previous year and gives clear information about the school and its expectations in its' development. There is good guidance to parents on the curriculum. Some omissions from both the prospectus and the annual report are being corrected. The identification of the areas of learning at the Foundation Stage is omitted, although the National Curriculum is described in detail.
27. The school provides a good induction programme for new pupils. The school has good links with the pre-school providers to enable a smooth transition. There are good links with the local high school and Year 7 teachers regularly teach mathematics and design and technology to Year 6 pupils. The school has some early links with other primary schools in the area. A home/school agreement is in place and most parents are generally happy with the homework arrangements.
28. The school was built at the instigation and with the support of the community. It is developing its community links, and is using these links to involve the community in the life of the school. The school facilities are used by local organisations three nights each week and the local football club have made links with the school, visiting as part of a programme on healthy lifestyles.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The leadership of the headteacher is good. **The governance of the school and work of key staff are satisfactory.** Most governors and key staff are newly appointed this term.

The **leadership and management of the Foundation Stage are good.**

### **Main strengths and weaknesses**

- There is a good partnership between the headteacher, staff and governors who have been effective in establishing the ethos of the school;
- There is a strong commitment to ensure that the needs of all pupils are addressed, including those with special educational needs;
- The roles of the recently appointed leadership teams and coordinators in monitoring and evaluating the quality of the curriculum and teaching and learning are at an early stage of development

### **Commentary**

29. The headteacher was appointed to the school prior to its opening in September 2002. Since that time she has been instrumental in appointing staff, guiding teachers and interim governors in decision-making, and then in welcoming pupils. The headteacher has a clear vision and a good understanding of the school's current strengths and weaknesses. There is an air of pride and commitment among all members of the school community as new ideas are discussed, and aims and policies agreed. A one-year improvement plan has identified immediate priorities and is proving effective in the short-term. The school plans to extend its planning at all levels, and also its monitoring and evaluation procedures. Although it is a positive sign of parental interest, the continually increasing numbers of pupils is making it difficult to manage and plan for the future, and this is causing the new leadership teams some early difficulties. Financial restraints have prevented the appointment of a deputy headteacher, and the headteacher has many responsibilities as well as a part-time teaching role. As a result, there has been little opportunity for the headteacher to monitor the

curriculum. Nevertheless she has effectively monitored teachers' planning and scrutinised pupils' work, and is already identifying weaknesses in pupils' performance. For example, weaknesses in pupils' writing skills have been identified from the most recent national tests for seven and 11 year olds. Strategies have been introduced for more frequent writing practice in order to raise attainment. However it is too early to judge the effectiveness of these recently introduced procedures. Coordinators are now appointed to lead and manage each curriculum area, and more detailed monitoring of the curriculum and teaching and learning has started.

30. The leadership and management of the Foundation Stage and provision for pupils with special educational needs are good. Effective arrangements are in place to support pupils with special educational needs and they are achieving well. For example, sound systems have been put in two classrooms and in the hall, so that pupils with a hearing impairment have equal opportunities to learn. The school has identified additional funding from its capital budget to extend this facility. The good leadership and management of the Foundation Stage have meant that the youngest children in the school are achieving well.
31. An elected governing body has taken over from an interim body in the Autumn term. They are eager to develop their roles and are working hard to fulfill all statutory duties. Committee structures have been established and terms of reference agreed. There is a very good consensus among governors about the way forward, and the procedures they must establish to become an effective group. Currently, they have a satisfactory understanding of their role, but they recognise that training is needed and have begun a programme of development. Governors are fully supportive of the headteacher and her newly appointed management team. Although many of them have not been involved in the school's initial development plans, they are in agreement with its aims and are actively involved in developing its priorities. Links have been made between governors and subject coordinators so that they can give each other mutual support in the development of each curriculum area. Some governor responsibilities are incomplete, as the timescales to complete some tasks have been insufficient. There are some policies and performance management procedures still to be completed. The improvement plan includes detailed arrangements to overcome these omissions.

### **Financial information**

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

Income and expenditure (£)		Balances (£)	
Total income	145,274	Balance from previous year	N/a
Total expenditure	175,601	Balance carried forward to the next	-30,327
Expenditure per pupil	1951		

32. During the rapid increase in pupil numbers, and in consultation with the local authority, financial plans have been agreed to correct the budget deficit, and ensure that the school manages a balanced budget in the next financial year.



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

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

Provision for children in the Foundation Stage is **very good and is a major strength in the school**

Children are prepared well for transfer to Year 1. Children start attending the reception class in the term in which they have their fifth birthday. The children are taught with some Year 1 pupils during the autumn term. The majority of children have attended some form of pre school provision. Children enter the reception class with attainment above the level expected for their age. They achieve well because the teaching is very good. The curriculum provides a wide range of interesting and relevant activities matched to children's needs. There is a very good balance of teacher led and child initiated activities. As a result, children are very independent and work productively at the many learning experiences provided for them.

Adults working in the reception class are good role models and work as a strong team, carefully assessing children's progress. There is a good ratio of adults to children, which means that their individual needs are met successfully. The accommodation inside is very good but access to the outdoors is unsatisfactory due to the distance between the outside door and the secure play area. The safety of children going from the classroom to the outdoor area is difficult to supervise as the view is restricted therefore the children do not have continuous access to the space outdoors. This means that child initiated activities and daily opportunities to improve co-ordination, control and effective movement of their bodies are limited.

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

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

#### **Main strengths and weaknesses**

- Children achieve well because of the very good teaching and high expectations of the staff
- Children are safe, happy and confident learners, they enjoy coming to school
- Every opportunity is taken to enhance children's development and encourage independence

#### **Commentary**

33. Children enter the reception class above the level expected for their age in personal, social and emotional development. They respond well to the high expectations of the staff and behaviour is very good. They know the routines of their class settle quickly to tasks and clear away sensibly and quietly. The very good relationship between the teacher and the classroom Nursery Nurse provides a good role model of working harmoniously together. Children play well together, initiate conversations with each other, show interest in what they are doing and concentrate well. There is a calm, ordered atmosphere and children are eager to learn even when not working directly with adults. They take a pride in their work and are eager to discuss it.
34. Children are encouraged to share and take turns amicably and know to put up their hands when the teacher asks a question. They are confident to ask questions or suggest answers, knowing that each contribution will be valued. Adults working in the class skillfully encourage children to consider the needs and feelings of others. Children are open and friendly to each other and to visitors in the classroom. The gains in learning are evident as almost all children are on target to meet this area of development. Many children are already exceeding the level expected.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Every opportunity is used to develop the children's language skills
- Systematic teaching of phonics and other early reading skills is very good
- As a result of very good teaching children are above the level expected for their age in this area of learning

### **Commentary**

35. Children achieve well. Some children are already exceeding expectations in this area of learning and almost all are also on course to reach or exceed the expected level by the time they finish their reception year. Reading strategies are taught systematically and pupils know many sounds and letter names. Games, which help to reinforce the learning of sounds, for example letter sound puppets engage the children's interest and ensure very good progress. The supportive atmosphere ensures children have the confidence to talk. Insistence on high standards of behaviour means that they listen and learn well.
36. The majority of children already know their alphabet and are beginning to spell three letter words. They can write their first names and some write their surname. More able children are beginning to write short sentences and all have the confidence to attempt writing in the many opportunities open to them either in play or in more formal written exercises. Children talk confidently and their vocabulary is promoted through effective questioning. They enjoy sharing a class book, which helps to teach them letters and sounds to support their early reading. They listen carefully to the story and can suggest words, for example that begin with 'sh' or 'y'. There is a good stock of fiction and non-fiction book and there are opportunities for children to look at books themselves. They can choose a book and handle it with care, appreciating that text is read from left to right.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Mathematics is systematically reinforced during the school day
- Children are achieving above the level expected nationally
- There is very good support for children learning mathematical skills

### **Commentary**

37. Planning, teaching and learning are very good. Children are encouraged to use numbers during the day as for example in working out how many children are left in the class when one is away. The teacher skillfully uses number songs and action to support their learning. All children can sing the days of the week in the correct order. Most know which day follows, for example, Friday or Monday but a minority are less sure. Children can count to 20; they can work out what is one more and one less than a number and are confidently writing and recognising numerals. Children make very good progress; the more able can write and calculate simple addition sums.
38. Children using play dough name the shapes they have made; triangles, stars, diamonds, squares and circles. In the 'Baby Clinic' a child reads the weight of a doll in grams on the scales and measures its head using a centimetre tape. Many children are already exceeding

the level expected for their age in mathematical development and almost all will reach the nationally agreed learning goals by the time they leave reception class.

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

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

### **Main strengths and weaknesses**

- A range of interesting activities is planned to promote learning in this area
- Children are confident to use the computer
- There is very good teaching in this area of development

### **Commentary**

39. Children come into reception class working above the level expected for their age in this area of learning. They make good progress and achieve well. They can use the computer to create pictures using a paint program and select tools and colours to make a picture of a bonfire and fireworks. They can use the mouse confidently, drag and drop when 'dressing' Barnaby Bear on screen and close a 'window' to start a new picture. In a topic on weather they test waterproof materials and decide which is the best material to use. They make and test wind chimes out of doors. They learn about their bodies and the use of electricity and the 'daily question' stimulates their thinking skills.

40. Guests teaching the class such as the health visitor enhance the curriculum in this area of learning and extend children's knowledge of the world beyond school. The role-play area promotes further learning as they practise routines used in the clinic. The activities planned for knowledge and understanding of the world emphasise the way that all areas of learning are developed effectively alongside each other.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Teachers make the most of the spacious hall to provide opportunities for physical development and overcome the lack of provision outdoors
- There is no continuous access to an outside play area so opportunities for development are restricted
- The difficulties of safe access to the outdoors limit large scale, child initiated activities

### **Commentary**

41. Only one hall session was seen and no outdoor activities but teaching in the lesson was very good. Indications are that children are on line to meet the expected goals by the end of the year. Teachers work hard in their planning to ensure that children use the hall at least twice a week and develop skills in running, jumping, climbing and using equipment such as bats and balls. The opportunities to take part in dance link well with the development of their creative ideas. Children move in time to the music, stretching and spreading their bodies into different shapes. They are involved in appropriate warm up and cool down activities, which teach them about their bodies' response to exercise. Children develop their manipulative skills well by handling brushes, dough, scissors, pencils and small construction equipment.

42. There are still limited resources for outdoor activities. This is an area for development. The school is still implementing planning for outdoor play and considering how to overcome the difficulty of not having direct access to the designated area.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Teachers' planning ensures that opportunities for children to use their imagination and creativity connect with all areas of learning
- Children's art and design work is valued and imaginatively displayed
- Children take part in child initiated activities indoors and play well while enhancing their learning

### **Commentary**

43. When children start school they are above the level expected for their age in this area of learning. Standards are good and they achieve well. Almost all children will meet or exceed the national goals for learning by the end of the year. Teachers and teaching assistants provide a wide range of interesting creative activities. Children work in the "baby clinic" in the role of health visitors or parents, create shapes in play dough, and enjoy using coloured water and sand activities. Children use pens, crayons, scissors, glue sticks and collage materials. They select paper, look at stimulating winter pictures for ideas then create their own winter painting.
44. They are fully independent, naming their pictures and placing them in the paint dryer. In dance activities they create shapes and movements while keeping in time to the music. They enjoy familiar rhymes and songs, joining in with actions and words when they can. They can keep a steady beat by tapping their knees or clapping their hands whilst learning a new song.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is satisfactory

#### Main strengths and weaknesses

- In Years 1 and 2 the teaching of basic skills in reading and writing is good
- The curriculum is enriched with good range of learning experiences in reading which interest pupils
- Assessment is used insufficiently to match work appropriately and challenge pupils of differing abilities.

#### Commentary

45. By Years 2 and 6 standards are average overall. They are above average in speaking and listening throughout school, and by Year 6 pupils are articulate and can explain their ideas logically and with a good command of subject specific vocabulary. In reading and writing standards are average by Years 2 and 6. In 2003, the national tests were unreliable as indicators of school standards, as they included a significant number of pupils with special educational needs in Year 2, gender differences in the Year 6 cohort, and consistently increasing pupil numbers during the school year. As a result it is difficult to establish any early strengths and weaknesses in pupil performance. Nevertheless national tests and school-based testing have identified a problem in pupils' writing skills across the school, and various strategies have been introduced to raise attainment. Each class has introduced a regular writing session where skills are practised in a writing task. Pupils in Years 1 and 2 write confidently, and a scrutiny of pupils' exercise books in Year 6 shows a good improvement this term in the style of writing for different audiences. Very few pupils in Years 2 and 6 are attaining at higher levels in writing.
46. Overall the quality of teaching is satisfactory, but good in Years 1 to 3. In lessons seen the majority of teaching was good or better and no teaching was unsatisfactory. Teachers have good subject knowledge and lesson plans include a good variety of teaching methods so that pupils remain interested and eager to learn. For example in a good lesson in Year 2, pupils read an acrostic poem about "The Pied Piper of Hamelin," had a lengthy discussion about rats, took part in an enactment of the poem, and then, as mayor or piper, wrote their own speeches practicing the use of speech marks. The lesson had good pace, with skilful questioning so that pupils all contributed and extended their learning rapidly. Regularly, the teachers ask "why?" and "how?" so that pupils extend their thinking beyond literal meanings. At the start of all lessons the teachers give a clear explanation of the learning objectives so that pupils understand what learning is to take place, and later can evaluate their success.
47. English has a high profile in the school. The curriculum is focused towards the extension of literacy skills and a third of teaching time each week is devoted to English. The school recognizes that this emphasis comes at a cost to other subjects and is to review time allocations next term. Special focus days are increasing the pupils' interest in, enthusiasm for and enjoyment of literacy. The aptly named "poe-tree" in the hall includes a poetry contribution from all pupils. The favourite poems of the staff have been shared and a display reminds pupils of "teacher favourites." The invitation to the author Mairi Hedderwick to participate in the school's opening ceremony has enthused older pupils about life as a writer, and younger pupils in Years 1 and 2 about the "Katie Morag" stories. There is a wide selection of reading and writing material available and appropriate for each age group. The library is inviting and the good quality reading material is available for home and school use.
48. Leadership and management of the subject are satisfactory. Similar to all other National curriculum subjects there has been a general agreement among the staff about the

development of the subject. There has been some good moderation of work among staff, but systems and practices are still being established. There are some inconsistencies in practice, which the coordinator plans to address. For example teacher marking and target-setting are variable in quality and there is insufficient guidance to pupils about how to improve

## Language and literacy across the curriculum

Links between literacy and other subjects of the curriculum are satisfactory. However, there are examples of some good links, which are developing pupils' skills in speaking and listening, reading and writing. Through the school council and in circle time all pupils have opportunities to discuss their ideas and share their achievements and fears, successfully extending their speaking and listening skills. Good links have been made with ICT and religious education as Year 6 pupils have retold "The Christmas Story" in print. In Year 2 following a reading of "Funnybones" by J. and A. Ahlberg, the pupils made skeleton pictures using art straws learning the technical terms for different human bones. However teachers do not plan these links sufficiently to ensure that their full potential is exploited.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Pupil' achievement is improving
- Pupils have a good attitude towards mathematics
- The monitoring of teaching and learning is not sufficiently developed
- Pupils are not clear about what they have to do to improve

### Commentary

49. Standards attained by Year 2 pupils in the 2003 national tests were broadly in line with the national average and more than three quarters of pupils achieved the expected standard. However standards attained by Year 6 pupils were below the national average with only two thirds achieving the expected standard. Standards are improving as school policies impact on pupils' achievements and in both Year 2 and Year 6 pupil's attainment is average. Pupils mostly enjoy mathematics, particularly when there is a good balance of oral and written work. They record their work tidily in the main and have a good attitude towards the subject. They work well in pairs and groups and are able to work for long periods with sustained concentration.
50. During lesson introductions, pupils are keen to answer and many are ready to respond when given sufficient thinking time by the teacher. When given the opportunity to explain their chosen method, many of the pupils are able to put into words the calculations, which they have performed in their heads. There are good visual reminders of number facts in classrooms. These are used both to stimulate interest through displays and to assist visual patterning and recollection with such things as large number lines, 100 squares and multiplication tables.
51. By the end of Year 2, most pupils can do basic calculations with two-digit numbers and enjoy simple problem-solving. They recognise and name common two-dimensional shapes, make simple measurements using length and time and read simple scales. Some children can mentally add and subtract 1, 2, 5 or 10 using numbers up to 100. Their confidence with the manipulation of number is growing but they experience some difficulty in using their basic skills in calculations, problems or investigations. More able pupils are encouraged to develop their skills and can, for example, use analogue and digital time such as "half past" and "0:30" and mentally solve number problems involving more than one step.

52. Older pupils are generally able to carry out straightforward calculations but work slowly when more than one mathematical operation is required. By Year 6, higher attaining pupils have a reasonable understanding of ideas, such as common multiples, fractions and percentages. The work on shape and space is generally well done throughout Years 3 to 6, but number patterns, larger calculations, methods for mental calculations and problem solving strategies, such as estimation or trial and error, are not well understood. Knowledge of multiplication tables is not yet strong enough by Year 6, and pupils find mental calculations using larger numbers difficult.
53. The standard of teaching is good in Years 1 to 3 and satisfactory in Years 4 to 6. In the more successful lessons, pupils are given sufficient opportunity to explain what they are doing and discuss their reasons for giving particular answers, and the summary sessions at the end of the lesson are used well to discuss and reinforce the learning points. In satisfactory lessons, some of the work is too easy, as is shown when pupils make very few mistakes in their books. Work is regularly marked but rarely helps pupils know what to do to improve. The challenge demanded of the more able pupils is insufficient. For example these pupils have too few opportunities to explore mathematical patterns, relationships and problems, including using their own recording methods. There are insufficient problem solving activities in some lessons, although pupils enjoy this kind of challenge.
54. The co-ordination of mathematics is under developed and very little monitoring of mathematics teaching takes place to identify and share good practice. This reduces the effectiveness of leadership. Pupils' performance is not assessed regularly and targets are set, inconsistently across the school.

### **Mathematics across the curriculum**

There are some opportunities to use mathematics across the curriculum but they tend to occur incidentally rather than as part of systematic planning.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Main strengths and weaknesses**

- There is good emphasis on the use of specific vocabulary, which ensures that pupils understand scientific terms;
- Standards in investigative science are below the level expected;
- There is a lack of opportunities to devise fair tests, predict outcomes and record results in a variety of ways.

#### **Commentary**

55. Standards in science are **satisfactory overall**. However pupils have a limited knowledge about how to set up a fair test so that their results are scientific. Teaching and learning in science are satisfactory. Teachers have satisfactory subject knowledge, but lack confidence in the teaching of investigative science. The majority of the curriculum is planned to cover knowledge-based aspects of science, and there are insufficient occasions for pupils to plan independently, carry out investigations and foster their enquiry skills. In some investigations there is a lack of challenge for more able pupils. Additionally the use of commercial worksheets restricts opportunities for higher attaining pupils to write about their investigations and findings. Links to other subjects, such as ICT and mathematics, are underdeveloped and this is limiting the way pupils record the results of their investigations.

56. In the lessons seen teachers were concentrating on ensuring that pupils learn facts about their teeth or their heart. Pupils generally showed a good interest but the length of time spent sitting on the carpet meant that some pupils ceased to listen properly and their attention wandered. There were opportunities for pupils to carry out practical tasks such as measuring their pulse or making a cardboard model of a tooth. These tasks lacked challenge and resulted in learning that was only satisfactory. Lesson planning includes some opportunities for pupils' own investigations but tests are superficial and do not encourage pupils to put forward their own theories. As a result, opportunities are lost to use thinking skills in good quality discussions about possible outcomes and the evaluation of results.
57. Written marking does not consistently record the next steps in learning so pupils understand what they need to learn next. There remain some areas for development. There are no rigorous assessment procedures for the experimental strand of the subject to help teachers have a clear view of pupils' attainment in this important element of the curriculum. As yet there has been no monitoring of teaching and learning in science to identify areas that need to be improved.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The good quality equipment is having a positive impact on raising standards.
- Older pupils have insufficient experience of presenting information in a variety of ways and they lack skill in the control and monitoring strands of ICT.

### **Commentary**

58. Standards are below nationally expected levels at the end of both key stages. As only one lesson was seen in ICT, additional evidence was taken from discussions with pupils and staff, an analysis of pupils' work, a scrutiny of examples in the ICT portfolio, and from work on display.
59. Throughout school pupils' achievement is unsatisfactory. By Year 2 pupils make pictures successfully controlling the mouse to select tool buttons, and they have developed appropriate word processing skills, writing simple words and sentences. However some Year 2 pupils are not yet confident in saving, retrieving and printing their work. In Year 3, pupils make satisfactory progress in spreadsheet modelling. In the one lesson observed, in the computer suite, the teacher effectively used a Smartboard to guide the pupils in the use of a chart wizard to create a graph from the data they had entered on to a spreadsheet. Quickly pupils grasped the skills of highlighting a field on the spreadsheet and produced a graph using the wizard, with most needing little support from the teacher. Less able pupils were well supported and made good progress. This lesson illustrated how access to the computer suite, along with effective, confident teaching had a positive impact on the rapid development of ICT skills and pupils' achievement. The pupils were keen to learn, behaved very well and co-operated with one another by offering to help less confident peers.
60. By Year 6 pupils mainly use computers to develop word processing skills to organise, amend and present their ideas. They know how to enter a web site address to search for information. Overall, their achievement is unsatisfactory; as they lack confidence, knowledge and skills in presenting information in a variety of ways. A scrutiny of the timetable shows that currently there has been insufficient opportunities for them to become proficient in the control and monitoring strands of ICT, although the school plans to address this issue next term with a practical workshop.



61. The newly appointed coordinator has good expertise and is enthusiastic about developments in this subject, although leadership and management is not yet satisfactory. A commercial scheme has been introduced, which follows national guidelines. This system has the potential to provide pupils with a range of appropriate experiences and also provide a method of recording the acquisition of skills. Currently the school has no assessment systems to record the skills the pupils have acquired and, consequently, pupils do not always build up their skills in small steps of learning, based upon experiences received both at home and at school. The Internet policy is being implemented gradually, and currently pupils' only have access to the web under supervision.

### **Information and communication technology across the curriculum**

62. This aspect of the work is underdeveloped. Links are inconsistent. Within Years 1 and 2 pupils had a good opportunity to use simple software to link to a science topic on "Moving Toys." In Years 3 to 6 pupils have used the Internet connection for research in history, such as to find out about John Lennon. However, there are few opportunities for pupils to apply their ICT skills to support their learning in other subjects. During the inspection, on many occasions, computers in classrooms and the suite were not in use. The school has identified a need to improve software provision to develop ICT across the curriculum, to support mathematics for example.

### **HUMANITIES**

63. In humanities, work was sampled in **history** and **geography**, with only two history lessons seen in the juniors and no geography lessons seen in either infants or juniors. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from discussions with pupils and looking at their work, that standards in history are broadly average by Year 6.

64. In history it is clear that visits and visitors play an important part in making the work interesting and relevant. Pupils described the 'activity' day they had 'living' the life of an evacuee during the Second World War. From discussions with pupils in Year 3 and 4 many enjoyed their history work and spoke enthusiastically about their current history topic. They described how the nearby city of Hull had been bombed and the impact this had had on the people who lived there.

65. Subject coordinators are newly appointed and their roles are underdeveloped. The monitoring of teaching and learning in history and geography is very limited.

### **Religious education**

Provision in the subject is **satisfactory in the infants**, but is **unsatisfactory in the juniors**.

### **Main strengths and weaknesses**

- Pupils in Years 1 and 2 are encouraged to apply religious understanding to their every-day lives.
- By Year 6 pupils have insufficient knowledge and understanding of the world religions they are studying
- There are no assessment procedures and no monitoring of teaching and learning.

### **Commentary**

66. Standards of attainment are in line with the expectations of the locally agreed syllabus in Years 1 and 2, but below expectation by the end of Year 6. Only two lessons were observed. As much of the work covered in religious education includes discussions, there is limited recorded work to examine. However, talking to pupils indicates that achievement is sound by Year 2 but unsatisfactory by Year 6.
67. In the two lessons seen teaching was good, and pupils were gaining a good understanding of Christianity. Discussions with pupils in Year 6 showed that they lack a basic understanding of world religions. They lacked the associated subject specific vocabulary and had limited understanding of the part played by symbolism. A scrutiny of teachers' planning indicates that the older pupils are not being given opportunities to discover the meaning behind religions as well as facts. Younger pupils in Years 1 and 2 learn about symbolism in Christianity through 'Christingle' ceremonies and use drama to help understand the relationship between the visit of the Three Kings to Jesus in Bethlehem, and why Christians give gifts at Christmas. Good use is made of visits to Beverley Minster and York.
68. The curriculum is planned on a two-year cycle to accommodate the mixed-age classes. However, the coordinator has had no opportunities to monitor teaching and learning in order to have a clear picture of standards across the school.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. Insufficient evidence was seen during the inspection to make a secure judgment on provision or standards in **music, design and technology** and **physical education**.
70. In **music** no lessons were seen, although in assemblies standards in singing were satisfactory. Throughout the school, pupils can sing tunefully and have good diction. Some pupils learn to play musical instruments taught by specialist staff. All pupils have opportunities to listen to performances by visitors into school, such as a string quartet, who introduced pupils to a range of musical instruments and musical styles. The school has a range of good quality tuned and un-tuned percussion instruments for whole class use. There is good evidence of pupils linking music to other curriculum areas. For example Year 4 pupils have improved their understanding of rhythm through a study of rap in a literacy lesson. They looked for the repeating pattern in the rap "Hip Hoppy Kid" and then created rhythmic pattern in their own "Clean School Rap." Apart from in the specialist lessons the progress of pupils in music has not been assessed or monitored. Leadership and management of the subject have been informal during the initial phase of the school's development. A coordinator is now appointed to develop the subject.
71. In **physical education** two lessons were seen in Year 1 and 2. In Year 1 pupils are achieving above the expected level for their age. Pupils use their imagination to create sequences of movement using jumping, landing and bouncing. They take part in suitable warm up activities but do not yet appreciate why it is necessary to warm up muscles before exercise. Pupils are aware of the space around themselves and run and dodge safely. They can jump and bounce with appropriate landing technique and are listening to their teachers advice on improving technique. Their ability to sequence movements and skill on the apparatus is above the level expected for pupils in Year 1. In Year 2 pupils took part in a dance lesson based a commercial scheme. Their movements are skilled but the constraints imposed by the prescriptive nature of the lesson limits creativity, and prevents some pupils from achieving standards matched to their ability. There was some high quality movement of individuals within this lesson showing imagination and flair. In Year 2 standards are at the expected levels. Teaching of physical education in lessons seen was satisfactory or better. Teachers use pupils to demonstrate good practice. In the lessons seen there were few opportunities for pupils to use their thinking skills to work out what is needed to improve performance. Indications are that there is limited use of pupil evaluation of performance overall.

72. No lessons of **design and technology** were seen during the inspection. Samples of work from Year 2 show pupils are using sticking, joining, and sewing to design and make hand puppets. In the work seen standards in Year 2 are at the level expected for their age overall. Current work in science on 'Forces' is complemented by pupils designing and making cars in balsa wood and card, with moving wheels and axles. This work is of a good standard. Year 3 to 6 undertake their design and technology lessons in blocks of time at certain parts of the year and no work samples were available to scrutinise for inspection purposes. Planning is based on national schemes of work and covers the programmes of study with some good links to other subjects. In Year 2 and 3 there are good examples of design and technology linked effectively to other subjects.

## **Art**

Provision in art is **good**.

### **Main strengths and weaknesses**

- The study of famous artists is effective in encouraging pupils to learn new techniques;
- Displays are encouraging pupils to have a love of art
- There are limited opportunities for pupils to work independently to extend their imaginative and creative skills

### **Commentary**

73. Standards are in line with national expectations in both key stages. Pupils enjoy art and are proud of their own work and appreciative of the achievements of others. These displays have encouraged pupils to recognise and appreciate the development of art in Europe. Pupils encourage visitors to look at the school art gallery. They talk knowledgeably about the key features of many displays, including some from the local art gallery.

74. In the small number of lessons seen the quality of teaching was satisfactory. However, discussion with pupils and a scrutiny of teachers' planning, pupils' sketch books and displays shows that teaching and learning is good overall. Older pupils in Years 3 to 6 have a good understanding of paint mixing, and use shades of colours effectively. Younger pupils in Years 1 and 2 paint confidently and in making collages choose materials wisely. Teachers make good links to other subjects of the curriculum to support the development of art skills. For example links to ICT, history, geography and science have extended pupils' learning. Linked to history, pupils in Years 5 and 6 have made collages depicting "Schools in the 1950's" and, linked with mathematics, they have created attractive symmetrical patterns in black and white. In Year 2, as part of a topic on the local area and following a visit to the Minster, pupils have painted pictures to represent stained glass windows. Because the teacher had used the digital camera very effectively to provide various designs on which pupils could base their own work, the resulting designs were accurate and effective. By Year 2, pupils are able to copy with some accuracy rather than drawing and painting from memory. By Year 3 pupils work in greater detail. They have examined a display of portraits and identification of the key features of portraits has led to some good work in which the pupils have sketched Sir Winston Churchill as part of a class topic. The final results indicate that Year 3 pupils have a good understanding of proportion to use in drawing facial features, and additionally have achieved well in the use of line and tone.

75. Art and design is taught as a specialist subject and pupils learn techniques in a series of activities and then practice skills in a final piece of work. Good attention is given to providing a good range of activities so that pupils have a balanced curriculum. Included in the art curriculum are studies of art from around the world. For example, pupils in Years 5 and 6 have looked at the work of the Japanese artist Hokusai and in creating their own pictures as

copies of “the Wave “ have learnt about perspective. In Year 3 pupils have studied the work of Paul Klee and successfully created their own designs using graphics software programs.

76. The leadership and management of art and design are developing gradually. Initially teachers used national guidelines to agree the focus of the art to be studied in each year group. With the development of the school a coordinator is now appointed and an appropriate scheme of work is evolving, based on pupils’ prior attainment and introducing new techniques systematically. Assessment is informal and currently is not consistently informing lesson planning.

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

77. Only one lesson was seen in this area of the school’s work so no judgement can be made on overall provision.
78. The school sees pupils’ personal development as an important part of its work and is effectively formalizing its initial plans and procedures. Teachers are trialling the local authority programme of work for personal, social and health and citizenship education (PSHCE). The programme helps pupils develop a safe life style, gain confidence and interact with others. Pupils work very well together in a supportive and caring way. Already pupils of all ages show a very good awareness of how to behave in a community. Sex, drugs and health education are taught in conjunction with the science curriculum. There has been wide consultation with parents before its introduction. Although no citizenship lessons were on the timetable during the inspection, main issues are explored and promoted throughout the school week in lessons, circle times, assemblies, school council meetings and, incidentally, at other times. There are no formal arrangements in place to monitor the curriculum or pupils’ progress.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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

