

INSPECTION REPORT

KING EDWIN PRIMARY AND NURSERY SCHOOL

Edwinstowe

LEA area: Nottinghamshire

Unique reference number: 122639

Headteacher: Mr P Dalby

Lead inspector: Derek Watts

Dates of inspection: 10th – 13th October 2003

Inspection number: 256612

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	329
School address:	Fourth Avenue Edwinstowe Mansfield
Postcode:	NG21 9NS
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Appropriate authority:	The governing body
Name of chair of governors:	Eleri de Gilbert
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

King Edwin is a larger than average primary school serving the village of Edwinstowe in Nottinghamshire. At the time of the inspection there were 329 pupils on roll. Most of the pupils come from white, British backgrounds. About 16 per cent of the school population have been identified as having special educational needs and this is below the national average. The nature of pupils' special educational needs is mostly moderate learning difficulties. The number of pupils with a Statement of Special Educational Needs is below the national average. The school has a few pupils with English as an additional language but they are not at an early stage of language acquisition. The proportion of pupils eligible for free school meals is broadly average. Pupil mobility is below average. The current head teacher took up the post in January 2001. The school had been under the leadership of two different acting headteachers between September 1999 and December 2000. There has been a high turnover of teachers in Years 1 and 2 in recent years but the staffing is now more settled. At the time of the inspection new school premises were about to be built on the existing site. Children's attainment on entry to the Nursery is generally below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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12594	Marina Jeavons	<i>Team inspector</i>	Mathematics, art and design, physical education, special educational needs.
31742	Jan Marsden	<i>Team inspector</i>	Science, information and communication technology, religious education.
23658	Stephen Parker	<i>Team inspector</i>	English, history, music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound and improving school that provides satisfactory value for money. Pupils are very happy at school; they have very good attitudes and behave very well. Pupils' achievement is good overall. The leadership and management of the school are satisfactory overall with the headteacher providing good leadership.

The school's main strengths and weaknesses are:

- The headteacher provides good leadership and clear direction for the school.
- Teaching and the curriculum are good in the Nursery and Reception classes and children achieve well.
- By the end of Year 2, standards are well below average in English and below average in mathematics, science and information and communication technology.
- Assessment and the use of assessment in Years 1 and 2 are unsatisfactory.
- There is not enough good teaching in Years 1 and 2.
- By the end of Year 6, standards are above average in art and design, history and physical education.
- Teaching and learning are good in Years 3 to 6 and all pupils achieve well.
- Pupils' attitudes and behaviour are very good throughout the school because of the school's very positive ethos and the very good provision for spiritual, moral, social and cultural development.
- The school is not communicating curricular information or consulting parents well enough.
- The school offers a good range of extra curricular activities particularly in sport.

The school has made sound improvements since the last inspection in March 1998 and has responded satisfactorily to recommendations for action. School improvement planning, standards and provision in information and communication technology, the planning of the curriculum and physical education resources have all improved. However, the school has not made sufficient improvements in assessment. The quality of teaching has improved with more good and very good teaching. Pupils' attitudes and behaviour have improved to very good levels. Standards by the end of Year 2 are generally lower than those reported during the last inspection but there have been improvements in standards in history and art and design in Year 6.

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	E	D	B
mathematics	D	D	C	B
science	E	E	E	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.*

Pupils' achievement is good overall. In the 2003 tests for Year 6, the results were similar to those in 2002 in English. Results fell in mathematics but improved in science. Standards are better in the current Year 6 because this is a higher attaining year group. Standards are average in English, mathematics and science and pupils achieve well. The girls perform better than the boys particularly in English, but the school is taking effective steps to address this.

Standards in the current Year 2 are well below average in speaking and listening, and in writing. They are below average in reading, mathematics and science. National test results have been well below average in reading, writing and mathematics during the last three years and pupils' achievement has been unsatisfactory. This has been mainly due to a high turn over of teachers in Years 1 and 2 leading to variations in teaching and assessment. There is now a new team of teachers in these classes and pupils are achieving satisfactorily. Children in Nursery and Reception achieve well in all areas of learning due to good teaching and a well-implemented curriculum.

Pupils' personal development is good overall. Their attitudes and behaviour are very good.
Spiritual, moral, social and cultural development is very good. Attendance is satisfactory.

QUALITY OF EDUCATION

The school provides a good education. Teaching and learning are good overall. Teaching is good and sometimes very good in Nursery and Reception. Children are provided with an interesting and stimulating range of activities. Teaching and learning are satisfactory in Years 1 and 2. The new team in these years is not yet firmly established. Unsatisfactory assessment in these years means that work is not always well matched to pupils' different abilities. Teaching is good in Years 3 to 6 with examples of very good and excellent teaching. Teaching is often lively and tasks are well matched to pupils' abilities. The school's curriculum is satisfactory overall. It is enriched with a very good range of extra curricular activities. The Foundation Stage curriculum for Nursery and Reception is good. Not enough use is made of information and communication technology across the curriculum.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are satisfactory overall with good features. The headteacher provides good leadership and clear educational direction. Teamwork among the staff is strong and a very positive school ethos has been created. The monitoring and development of teaching is good but the school is not analysing performance data sufficiently well, particularly in Years 1 and 2.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents generally hold positive views about the school but they do have a few concerns, which the inspection team agree with. Parents would like more information about what children will be learning and about standards attained. Pupils are very pleased with the school and the activities on offer.

IMPROVEMENTS NEEDED

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

- Raise standards in Years 1 and 2.
- Increase the proportion of good teaching in Years 1 and 2.
- Improve assessment procedures in Years 1 and 2 and the use of assessment to guide future planning and teaching.
- Introduce effective ways of seeking parents' views and give more information about what pupils will be learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well overall and standards are broadly average by Year 6 in English, mathematics and science. Standards are average overall in Years 3 to 6. Achievement in Years 1 and 2 is satisfactory and standards are below average overall. Children achieve well in the Foundation Stage. Throughout the school, the girls achieve better than the boys particularly in English.

Main strengths and weaknesses:

- Standards are above average in art and design, history and physical education by the end of Year 6.
- Pupils in Years 3 to 6 achieve well because of the good teaching they receive.
- Standards are well below average in speaking and listening, and in writing by Year 2.
- Standards are below average in reading, mathematics, science and information and communication technology (ICT) by Year 2.
- Children in Nursery and Reception achieve well.

Commentary

1. Children's attainment on entry to the Nursery is generally below average with a significant number of children with low levels of language and numeracy skills. Children are well taught in the Nursery and Reception and are provided with an interesting range of learning activities. Most children, including higher attainers and those with special educational needs, achieve well and are on course to meet the expected standards in all areas of learning. However, because of their low starting point, a significant number are unlikely to reach these in communication, language and literacy, and in mathematical development.

2. During the last four years the school's Year 2 National Curriculum test results have been well below average in reading, writing and mathematics except in 2000 when results were below average in these three areas. In 2002, results were still well below average when compared with similar schools. Test results were similar in 2003, but national data is not yet available. In the 2002 tests, the boys' and girls' performance was similar in reading but the girls performed better than the boys in mathematics and much better than the boys in writing. The test results indicate that pupils' achievement in the past has been unsatisfactory. This was mainly due to a high turnover of teachers in Years 1 and 2, which led to variations in the quality of teaching and assessment. Furthermore the teamwork among the teachers in these years was not as effective as in other parts of the school where the staffing was more settled. There is now a new team of permanent teachers in Years 1 and 2 and there are positive signs that teamwork and consistency in procedures are improving. Teaching and pupils' achievement are improving but the positive changes are too recent to influence standards.

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

Standards in:	School results	National results
reading	14.1 (13.2)	15.8 (15.7)
writing	13.0 (12.6)	14.4 (14.3)
mathematics	14.7 (14.7)	16.5 (16.2)

There were 50 pupils in the year group. Figures in brackets are for the previous year

3. In the 2002 National Curriculum tests for Year 6, results were below the national average in English, average in mathematics and well below average in science. Pupils achieved well in English and mathematics from their prior attainment in Year 2 but satisfactorily in science. Test results in 2003 were similar in English. Results fell a little in mathematics but improved in science. National comparative data is not yet available. In the national tests, the girls performed much better than the boys in English and science and better than the boys in mathematics.

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

Standards in:	School results	National results
English	26.5 (24.1)	27.0 (27.0)
mathematics	26.5 (25.4)	26.7 (26.6)
science	26.7 (25.4)	28.3 (28.3)

There were 38 pupils in the year group. Figures in brackets are for the previous year

4. In Years 1 and 2 the school is beginning to address the weaknesses in pupils' learning but standards still remain well below average in speaking and listening and in writing. Teaching is satisfactory and pupils, including higher attainers and those with special educational needs, are achieving satisfactorily. Standards in reading, mathematics and science are below average and pupils are achieving satisfactorily. Standards and pupils' achievement are hindered because effective assessment procedures are not yet established in Years 1 and 2.

5. Standards in Year 2 are below national expectations in ICT and geography. Pupils are attaining expected standards in art and design, design and technology, history and religious education. Judgements could not be made about standards in music and physical education in Year 2 as no lessons were seen.

6. The current Year 6 is a higher attaining year group than in previous years. In the current Year 6 standards are broadly average in speaking and listening, reading and writing. Standards are also average in mathematics, science and ICT. Pupils are achieving well from their prior attainment in Year 2 because they receive good teaching. Pupils with special educational needs (SEN) and those with English as an additional language (EAL) are also achieving well because activities and tasks are well matched to their needs.

7. By the end of Year 6 standards are above national expectations in art and design, history and physical education. Pupils are achieving well in these subjects as they move through Years 3 to 6. The good and very good teaching contributes significantly to the above average standards and the good achievement. Standards are in line with those expected in design and technology, geography, ICT, music and religious education by the end of Year 6.

8. Pupils apply and develop their reading and writing skills well across the curriculum by the end of Year 6. They produce clear and structured accounts in different subjects such as science and history. The school has introduced a 'story box initiative' where pupils design and build a scene and then create a story around it. This has been successful in motivating boys to write. The school is increasing the range of technical and adventure books in order to inspire boys. Pupils have sound skills in finding information from books but the lack of a library limits independent study skills.

9. Numeracy skills are satisfactorily applied and developed in other subjects with good examples of pupils recording and presenting results of science investigations in Years 5 and 6. Pupils apply measuring skills appropriately in art and design, design and technology and physical education. In the main, pupils use ICT insufficiently to support their learning in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities are good overall. Their attitudes and behaviour are very good. Pupils' attendance is satisfactory, and punctuality is good. Spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses:

- There is very little lateness, pupils are keen to come to school, and parents make every effort to get their children to school on time.
- Pupils' attitudes to school are very good; they enjoy school and the many interesting activities that are provided.
- Pupils' behaviour is very good.
- Pupils' spiritual, moral, social and cultural development is very good. This underpins the school's very positive ethos.

Commentary

10. Attendance is in line with the national median for 2001/2002. Pupils' eagerness to come to school and good parental support are reflected in pupils' good punctuality.

11. Pupils' attitudes to school are very good. Behaviour in and out of the classrooms is also very good. Relationships amongst themselves and with adults are very good and this results in a caring and considerate community. Pupils are keen to learn and are particularly stimulated when teaching is brisk and challenging like that seen in a Year 4 mathematics lesson on the measurement of perimeters. The excellent teaching and excellent pupils' attitudes led to pupils of all abilities achieving very well, learning securely, and taking pride in the presentation of their work. Older pupils respond well to the challenge of researching projects independently: for example by using the Internet for design ideas for puppet making, and producing high quality work which retains their individuality.

12. School and community facilities provide pupils with a full programme of activities from eight o'clock in the morning until six at night. Apart from the breakfast and after-school clubs, which are managed separately, there is a wide range of extra-curricular activities that are enthusiastically supported. One hundred and twenty-three pupils were counted on one evening during the inspection, fully engaged in one or other of these activities. At lunchtime there is also a good take up of clubs and organised games. Pupils are successful in sporting events such as local football leagues and the area cricket tournament. There is a good range of educational visits including a residential trip for Year 6 pupils, which they regard highly.

13. Pupils' spiritual development is very good. They subscribe to a set of principles that clearly distinguish right from wrong and contain an awareness of others. The school promotes this well by challenging pupils to put themselves in the position of others, such as assuming the identity of a monk at Whitby Abbey and writing an account from his perspective, or assuming the role of an immigrant child. Pupils demonstrate an expressive and creative impulse when interpreting Van Gogh's paintings in their own style, or representing the Rainbow Fish from the book of that name. They also demonstrate their spirituality in the appreciation they hold for the fabric of the school, not least the magnificent field. Put simply, they display a love for their school.

14. Moral development is also very good. The school's code of behaviour is consistently applied and staff provide very good role models. Care and consideration is reinforced through the curriculum, in assemblies, and in relationships. The personal, social and health education (PSHE), curriculum prompts pupils to explore ethical issues, and to understand that rights go hand in hand with responsibilities. A Year 6 class successfully discussed 'What do we mean by local community?' and concluded that the effectiveness of any community ultimately rests on the behaviour of the individual.

15. Pupils' social development is very good. They may not always demonstrate confidence in speaking but quickly become confident members of the school community. This reflects the school's effectiveness in raising their self-esteem by valuing and celebrating the contribution of each pupil. The deployment of a play leader who organises games at lunchtime has had a particularly good effect on team building and social skills. Pupils are able to work in groups or pairs without direct supervision, exercise responsibility, and show respect for the views of others. They have opportunities to contribute their own ideas for improving the school, because relationships with staff are so good.

16. Cultural development is very good despite the school serving a mainly white community. This is because the pupils are receptive and interested in learning about other cultures and because the school ensures that other faiths and traditions are celebrated through the religious education curriculum, and by visits and visitors, including parents from ethnic minority families. Pupils are also introduced to a broad range of artists and take inspiration from the clothes worn by cultures different to their own. Particularly good examples were seen in the Nursery with children dressing up in saris, and celebrating Diwali by sampling chapattis made in their area by a parent volunteer.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.3
National data	5.4

Unauthorised absence	
School data	0.8
National data	0.5

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
Chinese

No of pupils on roll
327
2

Number of fixed period exclusions	Number of permanent exclusions
4	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 for its pupils.

Teaching and learning

The quality of teaching and learning are good overall. Assessment is satisfactory overall.

Main strengths and weaknesses:

- Teaching and learning are good in the Foundation Stage with very good examples in the Nursery.
- There is not enough good teaching in Years 1 and 2.
- Teaching is good in Years 3 to 6 with examples of very good and excellent practice.
- Assessment procedures in Years 1 and 2 are unsatisfactory.

Commentary

17. The quality of teaching and learning are good overall with several examples of very good teaching. However teaching is not yet consistently good throughout the school. Teaching was judged to be good during the last inspection but it has improved because the school has increased the proportion of good and very good teaching and eliminated unsatisfactory teaching.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	15 (29 %)	18 (35 %)	17 (33 %)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

16 Teaching and learning in the Foundation Stage is never less than good with very good examples in the Nursery. Lessons are well planned and children are provided with an interesting and stimulating variety of learning activities. Children are motivated and inspired to learn. Nursery practitioners and teaching assistants are experienced, effective and make a significant contribution to children's learning. Teachers and support staff work as a cohesive team. In both Nursery and Reception there is an effective and manageable system for assessing children's attainment and progress in all areas of learning. This information is used well to guide future teaching and learning.

17 In Years 1 and 2, teaching and learning are satisfactory. Of the lessons seen during the inspection, one third were good and two thirds were satisfactory. Whilst no teaching is unsatisfactory, the proportion of good teaching is less than in other areas of the school. The team of teachers in Years 1 and 2 has only been in place since September. They have a sound command of the National Curriculum subjects and encourage their pupils well. Teachers' instructions and explanations are generally clear. However, introductions and direct teaching to the whole class are sometimes too long and this leads to restlessness. On these occasions teaching assistants are not as well deployed as they could be. Furthermore, questioning is not always sufficiently skilful in engaging all pupils. Assessment procedures in Years 1 and 2 are not yet firmly established and are therefore unsatisfactory. As a result, activities and tasks are not always well matched to pupils' different attainment and needs so not all are appropriately challenged, particularly higher attainers. Pupils make sound rather than good gains in their learning.

18 Teaching and learning in Years 3 to 6 are good. Of the lessons seen, over a third were very good and a third were good. An excellent mathematics lesson was seen in Year 4 and the other lessons were satisfactory. The effective teaching in Years 3 to 6 results in pupils making good gains in the acquisition of knowledge, skills and understanding. All pupils, including higher attainers, those with special educational needs and those with EAL achieve well as they progress through Years 3 to 6. Teachers have a good command of the National Curriculum subjects and religious education. Lessons are well planned and structured. Expectations of behaviour and learning are high and the pupils respond very well to these. Learning time is used well and lessons maintain a good pace. Teaching assistants are effectively deployed and contribute significantly to pupils' learning particularly to those with special educational needs. In the best lessons, teachers are lively and enthusiastic and this motivates the pupils. Skilful questioning from the teacher challenges the pupils and checks their understanding. In the best questioning, the teachers are particularly effective at engaging all pupils in discussion, especially some reluctant boys. Systems for assessing pupils' attainment in Years 3 to 6 are satisfactory overall and good in English and mathematics. In these subjects teachers have a clear view of pupils' attainment and use this information to guide future planning and teaching. As a consequence, activities and tasks are well matched to pupils' attainment and all are suitably challenged, their interest is maintained and they are productive. The ends of lessons are used effectively to review and share learning and to reinforce teaching points. Assessment systems are less well developed in other subjects particularly in science and religious education.

The curriculum

The curriculum is satisfactory overall, and good in the Nursery and Reception classes. Learning is extended through a good range of out-of-class activities.

Main strengths and weaknesses:

- The Foundation Stage curriculum is stimulating and very well supported by teaching assistants.
- Not enough use is made of ICT through the curriculum.
- Good provision is made for pupils' PSHE.
- Provision of after-class sports activities is very good.
- More pupils would benefit from individual educational plans (IEPs).

Commentary

19 The curriculum is broad and balanced, with appropriate emphasis on English and mathematics. Topics are successfully planned on a two-year cycle to avoid repetition by pupils in mixed age classes. Planning for all subjects is based on official guidance and this is an improvement since the last inspection.

20 The scheme of work for ICT has improved and is now satisfactory. There are insufficient opportunities for pupils to acquire and apply ICT skills in other subjects.

21 Learning is extended effectively through a good range of special events, focus weeks and visits. The Year 6 visit to Robin Hood's Bay last year, for instance, was used well to broaden pupils' experience and to focus their learning. A good range of well-developed work across several subjects was the result. Overall, pupils are well prepared for their transfer to secondary education.

22 There is good provision for PSHE, and teachers are given detailed guidance. Topics covered through the curriculum include sex education, and a range of visitors help to develop pupils' understanding of the responsibilities of citizenship. Older pupils benefit from a substantial course on drugs awareness run by the police.

23 The school takes good care to ensure that all pupils have equal access to the curriculum. Pupils with SEN are provided with IEPs with clear targets to guide their progress. These targets are focused on their identified needs and adjusted in the light of assessments so that they make sound progress as their needs change. However, the number of pupils recorded on the SEN register is below average, and this does not reflect the low standards at the lower end of the school. Assessment information suggests that more pupils would benefit from early identification of their needs, leading to IEPs to guide their development.

24 There is a good range of clubs and other after-class activities. They are well attended and meet with widespread parental approval. The list of clubs includes art for younger pupils, and French and dance for older pupils. Very good provision for sport includes football clubs for boys and girls, netball, cricket and athletics. School teams are successful in area competitions. Some activities take place at lunchtimes so that pupils taken home immediately after school are not always disadvantaged. The school also hosts breakfast and after-school clubs, with the overall effect that the premises are used for the benefit of pupils from 7.30 a.m. until 6.00 p.m. and during the summer holidays.

25 The school is appropriately staffed, and has an additional teacher who provides cover for absence. The Nursery and Reception classes are very well served by teaching assistants. Throughout the school, teaching assistants play a good supporting role in lessons, particularly with lower attaining groups.

26 Work is shortly to begin on a new school building in the existing grounds. Staff show considerable skill in setting up attractive displays in all areas to make the old building attractive and interesting to the pupils. Lack of physical education equipment was a weakness at the last inspection but learning resources are now satisfactory in this and all other subjects. The computer suite is a useful addition, though it is not fully used to support learning in other subjects. The lack of a library limits pupils' opportunities for personal study and research.

Care, guidance and support

The school provides well for pupils' health and safety. Policies and procedures are secure. Monitoring of pupils' progress is satisfactory. The involvement of pupils in the shaping of the school is satisfactory although a school council has yet to be established.

Main strengths and weaknesses:

- Procedures to ensure that pupils work in a safe and healthy environment are good.
- Good and trusting relationships are maintained between pupils and teachers and other adults who work in the school.
- Pupils have access to well-informed support and guidance on pastoral issues, but academic monitoring is not always undertaken consistently, particularly in Years 1 and 2.
- Induction arrangements are good overall. They are very good in the Nursery.
- The school has been slow to establish a forum for seeking pupils' views but does listen to pupils and has initiated improvements as a result.

Commentary

27 The school has clear policies and procedures to manage the safety of the pupils. There are regular risk assessments, and the local education authority conducts an annual inspection. Child protection procedures are clear; the person responsible has had recent training.

28 Secure and trusting relationships are a feature of the school and this ensures that pupils have an adult to turn to if they need support. Induction arrangements are good, all new entrants to the Nursery receive a home visit and children transferring to the Reception class become familiar with their class teacher when she visits the Nursery. Meetings are arranged for parents so that they are able to provide support during this sensitive period.

29 Pupils' personal development is recorded in files and on record cards, and helps teachers compile the summaries included in annual reports. Apart from the Nursery, where progress is carefully monitored and informs teaching, assessment is not always effective in identifying individual targets for pupils unless they have been identified as having special educational needs, and have IEPs. Practice improves as pupils move up the school so that, overall, satisfactory academic guidance is provided.

30 The school has recently introduced a school council. Year 6 pupils have been elected and are being prepared to explain the workings of a school council to other pupils. Because of the good relationships that exist between them, pupils have been able to put forward ideas to their teachers and some have been taken up. These have included the wish for more extra-curricular activities. The school and some parents have responded well to this.

Partnership with parents, other schools and the community

The school has good links with parents, the community, and other schools and colleges. The information provided to parents is satisfactory but there is a weakness in the way the school seeks the views of parents. The school is better at informing parents about what is going on in the school

than in providing information about the curriculum, which could improve parents' ability to support their children's education at home. Parents have expressed positive views about the school in their pre-inspection questionnaires, in written comments, and in conversations with inspectors. These support the very positive comments of the pupils.

Main strengths and weaknesses:

- Inspectors agree with those parents who feel that they could be better informed about their children's progress.
- Pupils benefit from community links, and from the contribution made by external agencies. This is having a positive impact on pupils' attitudes.
- The arrangements for pupils transferring to secondary school are good. Links with other schools and colleges are productive: the school finds places for trainee Nursery nurses and childcare students, and benefits from their presence in the classroom.

Commentary

31 Links with parents are good. Parents who completed their pre-inspection questionnaires appear to be very happy with the school. The only significant concern of a small minority of parents is about the information they are given about their children's progress. All parents agree that the school expects their children to work hard and that staff treat pupils fairly.

32 Pupils' annual reports are quite rigidly structured and, whilst they give a concise overview of curriculum coverage and provide targets for improvement, there is insufficient information provided about standards in a national context.

33 There is a good flow of information about school life contained in regular newsletters that keep parents informed about what is going on in school. There is less information about the curriculum and the school has identified this as an area for development in the school improvement plan. The school has tried to provide curriculum workshops for parents so that they are better prepared to help their children at home but the times of meetings have been inconvenient for many working parents.

34 Although staff and governors are approachable and listen to what parents have to say, there is no formal consultation of parents' views. This is unsatisfactory. Nevertheless, parents working with the school have successfully lobbied for the local education authority to provide coaches with seat belts for pupils travelling to the swimming baths.

35 Good benefits derive from the school's links with the community. These include the breakfast and after-school clubs, a holiday club, help in school from parents and friends, and support for extra curricular activities from local sports clubs. The Friends of King Edwin regularly raise over £2,000 per year, which is used to provide resources for pupils such as the drinking stations which are situated around the school. There are good links with a range of external agencies that support vulnerable pupils to be fully included.

36 There are good and productive links with local schools and colleges. Teachers from The Dukeries Community College, which is now the main receiving secondary school, come into local primary schools to help prepare pupils for transfer and plan with primary teachers to ensure curriculum continuity. Management of transfer arrangements is good: pupils visit the secondary school to see productions, there is an induction afternoon, and a meeting for parents. The transfer of data is effective: it helps in the creation of tutor sets and informs Year 7 teachers of any pupils' with SEN.

37 The school provides places for trainee Nursery nurses and child care students through its links with colleges of further education. Pupils benefit from additional adult support in the classroom, especially in the Nursery. Many of the child-care students are parents of children at the school who had their interest awakened when providing voluntary support.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. Leadership is satisfactory with good leadership by the headteacher. The management and governance of the school are sound.

Main strengths and weaknesses:

- The headteacher provides good leadership and clear educational direction for the school.
- Teamwork is a strength and the headteacher and staff have created a very positive school ethos.
- The monitoring, evaluation and development of teaching are good.
- The analysis of National Curriculum test results in Year 2 is not sufficiently rigorous to guide improvements.

Commentary

38 The governance of the school is satisfactory. Governors are supportive and have a sound knowledge and understanding of the school's strengths and weaknesses. For example, they are very much aware of the need to raise standards in Years 1 and 2 and know that the girls perform better than the boys, particularly in English. Statutory duties, including promoting a quality education for all groups of pupils, are carried out. Much of the governors' time and attention has been devoted to the planning and organisation of the new school building but they have still remained focused on pupils' achievement and on improving the quality of education.

39 The headteacher provides good leadership and clear educational direction for the school. He has been particularly successful in creating effective teams. Teams in the Foundation Stage and Years 3 to 6 are established and work well together in planning the curriculum and carrying out assessments. Teamwork in Years 1 and 2 has been less strong due to a high turnover of teachers and this has led to inconsistencies in teaching and procedures. As a result, provision and pupils' achievement have been unsatisfactory. The school now has a new team of permanent teachers in these year groups and teamwork is developing in line with the rest of the school. The headteacher and staff have been successful in creating a very positive and attractive learning environment for pupils. As a result, the school ethos is very good and all pupils are included equally in activities.

40 The management of the school is satisfactory. The headteacher has improved the organisational structure of the school and roles and responsibilities of senior staff and subject co-ordinators have been clarified. There are effective systems in place to help to ensure the smooth day-to-day running of the school. The headteacher has taken effective action in reorganising the staffing in Years 1 and 2 in order to raise achievement in these year groups. However, the changes are too recent to have yet influenced standards.

41 The school's self evaluation is satisfactory overall. The monitoring, evaluation and development of teaching are effective and these contribute to the good teaching. The proportion of good and very good teaching has improved since the last inspection and unsatisfactory teaching has been eliminated. The headteacher, deputy headteacher, senior teacher and local education authority inspectors and consultants have carried out classroom observations. There are plans to increase the opportunities for subject co-ordinators to support and observe teaching as this is an underdeveloped area for a number of co-ordinators.

42 The school is beginning to analyse National Curriculum test results more effectively. The analysis of data for English and science in Year 6 tests is good. The analysis of Year 2 test results is not yet sufficiently rigorous and robust to help guide improvements. There has been insufficient detailed analysis about the difference in performance between the boys and the girls and the tracking of pupils' progress has been unsatisfactory. The school is taking effective steps to address this.

43 Financial planning and control are sound. Spending is appropriately linked to the school's priorities in the school improvement plan. The school has increased the number of teaching assistants particularly in Years 1 and 2 to help raise standards. Specific grants for pupils with SEN and for ICT have been used effectively.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	758,932.00
Total expenditure	760,635.00
Expenditure per pupil	2,196.00

Balances (£)	
Balance from previous year	-1703.00
Balance carried forward to the next	0.00

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in Nursery and Reception is good with some very good features in the Nursery. Children enter the Nursery the term after their third birthday for afternoons only. Four year olds attend the Nursery in the mornings before they enter the Reception class. Induction procedures, including home visits, are very effective and help to ensure that children settle into school quickly. Children's attainment on entry to Nursery varies from year to year but is generally below average, particularly in language and numeracy skills. All children achieve well because they receive good teaching. Teaching is frequently very good in the Nursery. The curriculum is well planned with an interesting and stimulating range of activities provided. Nursery practitioners and teaching assistants are experienced and effectively deployed so they make a significant contribution to children's learning. The accommodation and learning resources are good. Since the last inspection the school has further developed its effective provision. The curriculum is better planned.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Teaching and learning are good and all children achieve well.
- Teachers and support staff are very good role models and have created a stimulating environment for children's learning.
- Relationships are very good between adults and children and between children.
- Children are enthusiastic and interested about learning.

Commentary

43 Children achieve well and are on course to reach the standards of the early learning goals by the end of Reception. Teachers and support staff have been particularly effective in creating a stimulating and positive environment for children to learn. Displays, particularly in the Nursery are bright, attractive and reflect the interesting range of work undertaken. All adults are very good role models for children and the relationships between staff and children are very good. Children in both Nursery and Reception show considerable enthusiasm and interest for the learning activities provided. They take turns and work and play together well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses:

- Teaching and learning are good.
- Most children achieve well but a significant number are unlikely to meet the standards of the early learning goals by the end of Reception.
- Good opportunities are provided for children to acquire and develop language and writing skills.
- The girls perform better than the boys in this area of learning but effective steps are being taken to address this.

Commentary

44 A significant number of children, particularly boys, have low levels of communication and language skills when they enter the Nursery. Because of their low starting point, not all will reach the expected standards by the end of Reception. Effective assessment systems enable teachers to match activities to children's attainment and needs. Children in both Nursery and Reception are provided with good opportunities to listen and talk. However, despite the encouragement and good provision, some children, particularly boys, are not clear and confident speakers. The teachers have identified that the boys perform less well in this area of learning than the girls. The school is addressing this by developing language skills through play. In the Nursery the children listened carefully to a Nursery practitioner telling the story of Sita and Rama. The story was told with enthusiasm and animation. It is further brought to life with the use of Indian dolls to represent the characters. The children listened with excitement learned new words such as Diwali, sari and diva. Most showed a clear understanding of the story and its characters.

45 Teachers and support staff are effective in the teaching of letter sounds. For example one group of children with the teacher explored items such as cups, a toy dog, model dinosaur in order to develop words beginning with 'c' and 'd'. Computer programs are used well in the Nursery to help children to learn and to reinforce letter sounds. By Reception higher attaining and average children begin to recognise familiar words. Flash cards and illustrations are used well by the teacher to promote word recognition. Higher attaining children share books in a group with a Nursery practitioner and talk about the pictures and identify familiar words.

46 In the Nursery, children are given good opportunities to develop writing skills. A good range of writing implements is available including chalk and large felt pens. The teacher and staff target children effectively for additional support. Higher attainers are beginning to write their names. Similarly, children in Reception have good opportunities to write. The teacher demonstrates well the formation of letters and children practise these. Lower attainers use large pen and letter guides to form simple letters while some higher attainers write simple phrases.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses:

- Children achieve well and most are on course to reach the standards of the early learning goals by the end of Reception.
- Teaching is good and good opportunities are taken to promote children's numeracy.

Commentary

47 Teaching and learning are good and most children achieve well and are on course to meet the expected standards by the end of Reception. A few children are unlikely to meet these because of their low starting point. Lessons are well planned with interesting learning activities to promote knowledge and understanding of number. Teachers and support staff grasp numerous opportunities to promote children's mathematical development. For example, in the Nursery during registration, the names of the children present were on 'flash cards' and displayed on a large board. Children had opportunities to identify names and to count the cards. A number of four year olds counted to ten while higher attainers counted cards up to 13. When children listened to the story of Sita and Rama, a model of 'Ravana' was produced and children counted the ten heads of this monster. By Reception most children can count to ten with higher attainers recognising and counting numbers to 20. Lower attaining children count up to six and practise counting by placing beads or cotton reels onto thread. In Reception, activities and tasks are well matched to the children's stage of development so all make good progress. Computer programs are used well for lower attainers and those with special educational needs to help them with number recognition.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses:

- Teaching and learning are good.
- A wide range of activities is provided involving members of the local community.
- All children achieve well.

Commentary

48 Teaching and learning are good and sometimes very good. Children are given interesting opportunities to find out about the world around them. They achieve well and most are well on course to attain the expected standards of the early learning goals by the end of Reception. Children in the Nursery gain a good knowledge and understanding of the Hindu festival of Diwali. They study costume and different foods and some make and shape divas using modelling clay. Another group in the Nursery make drums and other instruments using reclaimed materials and some assistance from a parent helper. Children were fascinated when an Asian visitor demonstrated the art of henna painting on the children's hands.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses:

- Teaching and learning are good and children achieve well.
- The outdoor play area is well organised and provides good opportunities for physical development.
- There are very good examples of the teaching of dance.

Commentary

47 The teaching is good with examples of some very good teaching of dance in the Nursery. Children achieve well in physical development. The outdoor play area is a good facility. It is well organised with a large sandpit, climbing apparatus and a clear area for riding tricycles. Good use is made of the hall. In a very good lesson in the main hall, four year olds in the Nursery moved confidently to music and showed sound awareness of space. They moved around the hall to Indian music and raised their arms to express the flickering flame of a candle. The teacher's own enthusiasm and skills inspired the children and her demonstrations were fluent and imaginative. Children, both boys and girls, made very good gains in physical and creative skills. In Reception, children throw and bowl small sponge balls with reasonable accuracy and control. Higher attaining children strike the ball cleanly with a small bat. Others show good balance and control as they move across a low narrow beam.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses:

- An interesting and stimulating range of activities is provided.
- Teaching and learning are good and children achieve well.

Commentary

48 Most children are on course to reach the early learning goals by the end of Reception. Children in the Nursery make and decorate Diwali cards while others produce drawing of 'Ravana' the ten-headed monster. In Reception, children explore with paint and produce large attractive portraits of classmates. Children have good opportunities for role-play for example in the home corner in Nursery or the shop in Reception.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good** in Years 3 to 6 and **satisfactory** overall.

Main strengths and weaknesses:

- Pupils achieve well in Years 3 to 6 because of good teaching.
- Standards at the end of Year 2 are too low.
- Assessment procedures in Years 1 and 2 are unsatisfactory.
- Reading books are well chosen to catch pupils' interest.
- Pupils in all years are keen to succeed and show strong interest.

Commentary

49 Results of national tests in reading and writing at the end of Year 2 have generally been well below the national average since the last inspection. Results in 2003 were similarly low, and pupils made unsatisfactory progress through Years 1 and 2. Their work shows that tasks were not matched closely enough to their needs and expectations for progress were not challenging enough. The school has begun to address these weaknesses, but standards in the present Year 2 remain well below average in reading and writing, and this is a cause for concern. Standards are below average in listening but well below average in speaking.

50 Pupils make good progress and achieve well in Years 3 to 6. Test results at the end of Year 6 have generally been below the national average since the last inspection, but there has been a good improvement over the last two years. This is because assessment information has been closely analysed to identify pupils' weaknesses, to set challenging targets and to guide improvements in provision. Teachers have high expectations and monitor pupils' progress rigorously. As a result, standards in the current Year 6 are average in speaking, listening, reading and writing.

51 Pupils with SEN in language are given extra help and make sound progress. However, the number on the SEN register is low compared with the high number whose standards are well below average. As a result, not enough pupils benefit from an IEP with language targets to guide their progress.

52 The school has recognised that the boys perform much less well than the girls overall and has begun to tackle the problem. However, approaches are not consistent and best practice needs to be identified and shared across the school. Successful actions include:

- Planning teaching around books and writing tasks that have wide appeal.
- Building boys' confidence through partner talk before whole-class discussions.
- Note-making by pupils on individual writing tablets during discussions to ensure active listening and to allow understanding to be quickly checked.
- Creating homework reading packs on themes that boys find interesting.

53 Pupils in Years 1 and 2 have good attitudes and are keen to take part in lessons. They listen attentively, though their range of vocabulary and sentence patterns is generally below average, limiting their understanding and affecting the quality of their writing. Some do not hear or say clearly all the sounds in each word and this affects their progress in reading. Most speak quietly in class discussions. This reflects a lack of confidence, which continues, to some extent, through the school. By Year 6, most speak clearly before the class, expanding their ideas when prompted. However, many have difficulty in explaining complex processes, for instance in science. There is no scheme of work or assessment procedure to guide progress through the school, and more use could be made of the final review in the literacy hour to develop speaking skills.

54 Pupils in all years are interested in reading, and this reflects effective action taken by the subject leaders to improve the range and quality of reading books. The adoption of an officially recommended phonics scheme has set a clear path for progress in Years 1 and 2, and this is being well taught. Early reading books have recently been sorted into levels according to difficulty. Nevertheless, the levels are wide and the lack of small steps makes it difficult to monitor early progress exactly. There is wide variation in standards in Year 2, with one higher attaining boy reading at the level expected of pupils two years older. By contrast, two boys classed as average are confident when reading texts they have practised but cannot sound out simple but unfamiliar words. Pupils' skills need to be much more rigorously and regularly checked. Effective instruction in the literacy hour, guided group reading sessions and regular homework ensure that, by Year 6, all pupils read silently with good concentration. They read aloud with expression and explain the meaning clearly in fiction and non-fiction books.

55 It is a strength of the curriculum that pupils write for a wide range of interesting purposes from Year 1 onwards. A few pupils in Year 2 write at length, using a sound range of vocabulary, spelling common words correctly and using punctuation accurately. Most write briefly and spelling is generally weak, even though lists of common words are taught. Not enough use is made of marking to identify individual weaknesses and set following work. In Years 3 to 6, confidence develops well. By Year 6, most write confidently and neatly in ink in a joined style. They use dictionaries to find correct spellings and a thesaurus to extend their vocabulary range. The Year 6 residential visit was used very effectively to stimulate a wide range of writing, including poetry, imaginative writing and factual accounts, which benefited from a careful sequence of planning, drafting and proof-reading.

56 The overall quality of teaching is satisfactory in Years 1 and 2, with two good lessons seen. Teaching is good overall in Years 3 to 6, with two very good lessons seen. All lessons seen were satisfactory or better. Teachers and teaching assistants have good relationships with their classes and pupils want to do well as a result. Instruction is generally well focused on language features, using interesting texts. Pupils pay attention during instruction, but boys are noticeably more reluctant than girls to volunteer answers. In the most effective lessons, instruction is energetic and at a very brisk pace, with a clear focus and high expectations of an active response from all pupils. The material is challenging but teachers check that all have understood and take action if they have not before going on. In some lessons though, teachers do not actively involve non-volunteers, who therefore do not have the practice they need in working out and expressing their ideas under pressure. Tasks are not always adjusted finely enough for different groups, and this is a weakness when the expectations for each group are not clear or emphatic and their progress is not closely checked. Pupils in all classes are quick to settle to work and behave well. Teachers and teaching assistants give good guidance to individuals and groups as they work, though not all teachers focus their help by working intensively with a different group in each lesson.

57 The subject leaders show strong commitment to raising standards, but their role in monitoring teaching and learning is under-developed. A recent design and technology project of making model scenes in a shoebox has had a good impact in encouraging story telling and writing, and this was an effective whole-school initiative. Otherwise, links between Years 1 and 2 and other years are not strong enough. Improvements in provision in Years 1 and 2 have been limited by inadequate assessment procedures, which do not give teachers enough information on individual needs to plan appropriate work and remedial action. By contrast, assessment information is used well in Years 3 to 6 to set an agenda for each pupil's progress. The school has set challenging

targets for the next Year 6 tests and teachers of older pupils show an impressive determination to meet them. Throughout the school, pupils' best work is well displayed to motivate them and celebrate their achievements.

Language and literacy across the curriculum

58 Reading and writing opportunities in other subjects are developed well overall, with some use of word-processing. By Year 6, factual accounts are well structured using paragraphs. The lack of a library limits pupils' understanding of how to find books, but they have sound skills in finding information in reference sources.

MATHEMATICS

Provision in Mathematics is **satisfactory**.

Main strengths and weaknesses:

- Standards have improved in Year 6.
- Standards by end of Year 2 are below average.
- There is not enough good teaching in Years 1 and 2.
- Teaching is good in Years 3 to 6 with examples of very good and excellent teaching.
- Pupils in Years 3 to 6 achieve well.
- Boys' achievement is significantly below that of girls.
- Assessment and the use of assessment are good in Years 3 to 6 and work is well matched to pupils' attainment and needs.
- Assessment and the use of assessment are unsatisfactory in Years 1 and 2 and as a result, work is not sufficiently well matched to pupils' attainment and needs.

Commentary

59 National test results during the last few years have been well below average in Year 2. Results have also been well below average when compared to similar schools, thus indicating under achievement. This was because of a high turnover of staff in Years 1 and 2 leading to inconsistencies in teaching. A new and more settled team has now been appointed to these year groups. Standards in the current Year 2 are below average and pupils are now achieving satisfactorily. Standards in Year 2 are lower than those reported during the last inspection.

60 In Year 6, national test results have gradually improved since the last inspection rising from well below average in 1999 to average in 2002. Standards in the current Year 6 are average and pupils are achieving well because they receive good teaching and opportunities to apply and develop numeracy skills in other subjects.

61 The quality of teaching in Years 1 and 2 is satisfactory and pupils, including those with SEN do make satisfactory progress. The teaching team in this area of the school is new and there are positive indications that teaching and pupils' achievement are improving. Teachers show good subject knowledge, have good relationships with their pupils and manage them well. This results in good behaviour. However, introductions and direct teaching are sometimes overlong and pupils become restless, particularly the higher attainers. In group work, the pace of lessons is not brisk enough and work is not always sufficiently well matched to pupils' different abilities. In particular, higher attaining pupils are not always sufficiently challenged. This is because assessment procedures are not sufficiently established in Years 1 and 2 and assessment is not used effectively to guide future teaching and learning. Whilst teaching assistants generally work hard to make sure that pupils are attentive during teacher-led sessions and that they are following the lesson and learning, there are times when they could be more actively engaged in helping pupils.

62 Teaching in Years 3 to 6 is good overall, with examples of very good and excellent teaching. Pupils make good gains in their learning and achieve well. Teachers know their subject well and plan interesting lessons that proceed at a lively pace. Teachers continually assess their pupils' progress and use this to inform future planning. Relationships are good: pupils are well behaved and keenly interested in their lessons so that they learn well and make good progress. Pupils with special educational needs are fully included and make as good progress as their peers. In the excellent lesson seen, pace was brisk and pupils were engrossed for the whole of the lesson time. The teacher built on previous knowledge that was fully tested at the start of the lesson to ensure pupils could make good progress. Misunderstandings were thoroughly explored and explained, so pupils learned by their mistakes. The worksheet exercises were effectively matched to pupils' different attainment and needs. They tested and reinforced understanding very well so that pupils made very good progress. Active interaction between peers to explain strategies was encouraged and enhanced learning.

63 Leadership of the subject is satisfactory overall. Assessment procedures are good in Year 3 to 6 but unsatisfactory in Years 1 and 2. The school is now aware of the difference in achievement between boys and girls and steps are being taken to address the issue. With new systems in place to monitor and improve the provision the school has a good capacity to improve further.

Mathematics across the curriculum

64 Mathematics is used satisfactorily across the curriculum with good examples of tables and graphs seen in science in Years 5 and 6. Also, measuring is used effectively in art and design, design and technology and sport.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses:

- The school has improved provision, particularly in Years 3 to 6, and has raised standards.
- Pupils in Years 3 to 6 are achieving well and attain average standards by Year 6.
- Teaching in Years 3 to 6 is good and sometimes very good.
- Standards are below average in Year 2.
- Information and communication technology (ICT) is used insufficiently to support teaching and learning.
- Assessment is not fully integrated and used to plan development of the subject.

Commentary

65 By Year 6, pupils attain average standards and are achieving well. Standards in Year 6 have improved recently and this has been achieved through good teaching and by targeting particular groups of pupils for extra support. However, standards by Year 2 are still below average. Past teacher assessments indicate that pupils have not achieved as well as they should. With a more settled teaching team now in Years 1 and 2, there are signs that teaching and achievement are improving. The school has developed strong links with the local comprehensive school and their Advanced Skills Teacher (AST) has assisted staff with the science curriculum and has also worked with pupils. The school makes good use of its grounds and local visits extend pupils' knowledge in the subject.

66 In Year 2, most pupils discuss some of the criteria used to identify living and non-living things. They classify food using their own criteria and pupils of higher ability begin to develop quite sophisticated methods of reaching a consensus within their groups. They discuss a healthy diet and talk about the importance of selecting foods from all the different groups. This work links well to their development in PSHE. Most pupils in Year 3 understand the need for fair testing. They plan and

carry out an investigation to discover the best type of paper for mopping up spills. Some Year 4 pupils compare results with their predictions and discuss what they have learnt using correct scientific language. They suggest further investigations and ways in which they could modify or change their approach when re-testing. Pupils in Year 6 know that drying is the result of evaporation, or the changing of a liquid into a gas. They measure changes and plot their results on a graph.

67 The quality of teaching seen was good overall with very good examples in Years 3 to 6. Where teaching is very good, teachers have high expectations and a secure knowledge of the subject. They use good questioning techniques to develop pupils' reasoning, help them correctly interpret their findings and draw the right conclusions. The use of mathematical tables, charts and graphs is an integral part of the teaching of science in Years 5 and 6 and this reinforces numeracy skills effectively. Work in books is generally very well presented and is regularly marked. In some classes and year groups there are suggestions for how pupils can improve their work but this is not consistently used throughout the school. Information and communication technology (ICT) is not used sufficiently support work in science.

68 The science co-ordinator is aware of the need to improve standards, particularly in Years 1 and 2. She accepts the need to increase the number of pupils attaining Level 3 in Year 2 and recognises the benefits to be gained by building more effectively on the very good early science work carried out in the Foundation Stage. The co-ordinator believes that improving pupils' literacy skills (including the ability to record their work more systematically) in Years 1 and 2 will have a positive impact on standards. She realises there is a need to develop the curriculum by including more challenge for these pupils and for ensuring appropriate progression across the school and consistency between parallel age groups. Staff changes have recently been made in order to give the co-ordinator a flexible teaching role. This will enable her to give more time to monitoring the subject and to developing more systematic formative assessment. There are plans to update her training through a course on assessment.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses:

- Standards by the end of Year 6 are broadly in line with those expected nationally.
- Pupils are achieving well in Years 3 to 6.
- The school has made satisfactory progress since the last inspection.
- The subject is well led and managed.
- Improved resources have had a positive impact on provision.
- Training for staff has resulted in improving standards of teaching and learning.
- Teaching in Years 3 to 6 is good and sometimes very good.

- Standards at the end of Year 2 are below the expected level for pupils of this age.
- Generally there is insufficient opportunity for pupils to use ICT skills to support other subjects of the curriculum.
- Best use is not made of the computer suite or of computers in classrooms.
- Pupils have insufficient opportunities to acquire and develop data handling skills.

Commentary

69 At the last inspection, standards in ICT were below those expected nationally in Year 2 and well below in Year 6. Current findings indicate an improvement. Standards of work seen were in line with those expected nationally at the end of Year 6, although standards by the end of Year 2 were still below.

70 Pupils achieve well in Years 3 to 6 and those of below average ability and others with special educational needs are well supported. Achievement of pupils in Years 1 and 2 is only satisfactory as there are too few opportunities to practise skills using classroom computers. In the ICT suite not all computers have the appropriate software for Years 1 and 2 and in some cases there is inadequate support. This slows pupils' progress and pace of learning whilst they wait for help or undertake another unrelated activity. Throughout the school insufficient use is made of classroom computers to support or enhance work in other curriculum areas and links with other subjects are not always fully explored.

71 The quality of teaching in Years 1 and 2 is satisfactory. In Years 3 to 6 teaching is good and sometimes very good. Good and very good lessons were well planned and interesting and tasks were well matched to pupils' attainment and previous learning. Teachers' secure subject knowledge and the challenging pace of lessons ensured that pupils of all abilities made good progress.

72 Pupils of average ability in Year 3 log on to and out of the correct program in order to use ICT for musical composition. Most of them save their work in the correct location despite recent changes to the filing system because this is clearly and effectively explained. They confidently use the software to create, organise and reorganise sounds and this also reinforces and extends their learning in music. Pupils of higher ability are challenged and quickly progress to composing more complex patterns. In Year 5 pupils of average ability develop a sound understanding of the need to use formulae in spreadsheet work. They begin to understand the way in which the computer adjusts the total when information is changed. Higher attaining pupils begin to apply this knowledge to the next stage of their learning and make suggestions on how to enter the information.

73 The subject is well led and managed by two co-ordinators, one of whom is a newly appointed Year1/2 teacher. These two combine experience and a fresh approach to leading the subject. They are aware of the need to raise standards in Years 1 and 2, to improve teaching in the subject and to address underdeveloped areas of the curriculum such as data handling. They aim to do this by further training and support for staff, increased monitoring of teaching, more effective use of assessment and better organisation and deployment of resources. There is an appropriate scheme of work but as yet no portfolio of work for teachers to use as an example of expectation or as a record of achievement.

Information and communication technology across the curriculum

74 In the main, pupils have insufficient opportunities to acquire and apply ICT skills through other subjects. Both the computer suite and computers in the classrooms are under used for this.

HUMANITIES

75 In humanities, history and religious education were inspected in full and are reported below. Geography was sampled and only one lesson was seen.

76 In **geography**, the study of pupils' work in last year's Year 2 shows that standards are below national expectations and achievement has been unsatisfactory. This is because the learning opportunities provided in the past have been insufficient for pupils to acquire the expected knowledge, skills and understanding. Provision in the current Year 2 is better and pupils are now achieving satisfactorily. Pupils look at photographs and postcards of places around Britain. They say why they would like to visit these and express views about a location. In Year 2, pupils have sound opportunities to write in geography but the low literacy skills limit the output. By Year 6,

pupils attain expected standards and are achieving well. A very good lesson was seen in Year 6. Following a visit to a local secondary school site, pupils produced a clear plan using symbols and a key correctly. They studied the detailed plans of the new building for King Edwin School and identified the main features. Higher attainers showed awareness of how factors such as the slope of the site, traffic noise and people's views influence planners' ideas and intentions.

History

Overall, provision for history is **good**.

Main strengths and weaknesses:

- The curriculum is well planned and wide-ranging.
- Pupils achieve well, reaching standards above expectations by the end of Year 6.
- Standards are below expectations by the end of Year 2.

Commentary

77 Overall, standards are below the expected level in Year 2, and this is lower than at the last inspection when they met expectations. A good collection of old toys in the classroom is successfully stimulating pupils' interest at present. In discussion, many pupils show good interest but limited understanding. They successfully identify toys that are old but lack understanding of how materials change and the vocabulary to explain what they see. Low literacy standards are reflected in written work, which generally lacks factual detail. Work from last year is very limited in scope, with little expansion of detail beyond labelled diagrams even by higher attaining pupils.

78 Pupils achieve very well through Years 3 to 6 and attain standards above national expectations by Year 6. This is an improvement since the last inspection when standards met expectations. Pupils learn successfully to record their findings in a good range of ways, including detailed commentaries, time-lines and labelled diagrams. This ensures that pupils across the ability range are fully included. Pupils in Year 6 benefit from studying three topics, ending with elements of local history on their residential visit. This wide experience helps them to develop confidence in recording and explaining their findings, so making a good contribution to their literacy skills. Their creative writing, seeing life at the time through the eyes of a witness, is particularly impressive.

79 Lessons seen were well resourced. In the good lesson, pupils worked very well together to identify distinctive features in pieces of Roman pottery. The subtle differences made them concentrate hard and they made good progress. The teacher prompted them to work out from their evidence what the original pots were used for, and this careful focus led to a good understanding of key features of life in Roman Britain. In the other lesson, good use was made of a word processor to challenge two higher attaining pupils. Others, though, did not have enough time to record their observations or have enough literacy support, such as a list of key words.

80 The subject makes a very good contribution to pupils' cultural development.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses:

- Standards in Years 2 and 6 are in line with those set out in the locally Agreed Syllabus.
- The provision for the study of faiths other than Christianity is good.
- Pupils develop well spiritually.
- Teaching is very good in Years 5 and 6.
- Year 6 pupils' achievement is very good.
- The scheme of work requires further revision.
- Assessment is not yet fully in place across the whole school.

Commentary

81 By Year 6, pupils attain standards similar to those seen nationally. At the time of the previous inspection the school was revising its scheme of work to meet the requirements of the new County Agreed Syllabus. Although this interim measure was carried out, the situation is still similar because work on the new Syllabus has only recently been completed. There is therefore now a need to further revise the scheme in the light of any recent variations.

82 There has been satisfactory progress since the last inspection. Previously there were insufficient artefacts from faiths other than Christianity and visits were made only to Christian places of worship. This has now been addressed and pupils visit Muslim and Hindu places of worship in addition to the local church. They also have a good range of religious artefacts from other major world faiths and a sufficient number of books depicting a range of cultures and religious traditions. At the time of the previous inspection there was no systematic assessment of pupils' understanding. Some progress has been made in this respect but assessment procedures are not consistent and effective across the school. Religious education contributes well to pupils' spirituality and their social, moral and cultural development.

83 Year 2 pupils know that Christians are baptised and they discuss the symbols of water and light. Pupils in Year 3 know the major Christian festivals and they are able to explain why church is important to Christians. They are able to remember some of the miracles Jesus performed and they know what a parable is. An eight year old pupil with SEN was able to explain that when people die their 'feelings go up' whilst the body remains in the ground. A pupil of higher ability described God as Jesus' spiritual father. Despite living in a mainly white community with very few pupils from other racial groups in the school, pupils respect the beliefs and faiths of others. In Year 6, pupils achieve very well in their study of Islam. When listening to traditional Muslim tales that teach morality, pupils empathise with the feelings of others. They reinterpret well and relate the message to their own lives and relationships and to the modern world.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84 Art and design and physical education were inspected in full and are reported below. Design and technology and music were sampled.

85 In **design and technology** pupils in Year 2 and Year 6 attain nationally expected standards. Most pupils are achieving satisfactorily in the development of designing, making and evaluating skills. Nationally expected standards have been maintained since the last inspection. In Year 2, pupils measure, cut and make a large Joseph's coat of a neutral coloured fabric. They make brightly coloured squares from different fabrics and these are stitched to the coat. Also in Year 2, pupils design and make a wind up mechanism to raise and lower 'Incey Wincey Spider'. Pupils in Years 3 and 4 design and make different kinds of money containers. Also in Year 4, pupils apply their

knowledge of electric circuits when designing and making torches and use simple pneumatics to make moving toys. In Year 6 pupils design and make slippers to be warm, comfortable and fashionable. A range of materials is chosen including wool, velvet, elastic and rubber. They evaluate and make modifications as the product progresses. There is no evidence of Year 6 pupils working with projects involving gears and motorised vehicles. The school has adopted the national schemes for its planning and has an appropriate system for assessing pupils' attainment. However, assessment is not yet consistently implemented throughout the school.

86 In **music**, only one lesson was seen and pupils were observed singing in assemblies, but not enough evidence was gathered to make a secure judgement on standards at the end of Years 2 and 6 or on the quality of teaching. At the last inspection, standards met national expectations at the end of Year 2 and were above them at the end of Year 6. The standard of singing in assemblies is average, though pupils generally lack confidence in reaching for high notes. Teachers give a strong lead and pupils respond well to encouragement. They show pleasure in singing familiar songs and older pupils successfully hold parts in a round. Pupils in Year 4 made good progress overall in the lesson seen, and very good progress in playing percussion instruments. They show good knowledge of technical terms, using them correctly to appreciate a piece of recorded music. They handle tuned and un-tuned percussion instruments with care, playing sensitively to show contrasting moods. The teacher very skilfully developed the quality of their playing through a sequence of practices, followed by evaluation before finally tape-recording a class performance. Her coaching of the fine detail of individual performances was particularly impressive, together with the very brisk pace that made the lesson a rewarding experience. Pupils spoken to were clearly very pleased with their own progress. The subject co-ordinator is very well informed and has reviewed the scheme of work and resources effectively to ensure teachers are well supported in planning. Music chosen for assemblies makes a good contribution to music appreciation and pupils' cultural development. Many pupils receive instrumental tuition by visiting specialists: the range offered is wide, including violin, guitar and flute. There is also a recorder club, and a school choir which performs within the local community.

Art and design

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

Strengths and Weaknesses:

- Standards are above national expectations by the end of Years 2 and 6.
- Pupils achieve well across the school.
- Teaching and learning are good, and sometimes very good, in Years 3 to 6.
- Pupils show enthusiasm for the subject.
- The subject is well led and managed.
- A system for assessing and recording pupils' attainment has not yet been established.
- Some lessons are too short for pupils to complete their tasks.

Commentary

87 No art and design lessons were seen in Years 1 and 2, but the study of pupils' work, viewing displays around the school, and discussions with teachers show that standards are above national expectations by the end of Year 2. Standards have improved since the last inspection when they were judged to be in line with expectations. By the end of Year 6, standards are above national expectations. Since the last inspection, standards in Year 6 have improved from below expectations to above. Throughout the school pupils are achieving well in art and design.

88 In Years 3 to 6, the teaching is good with examples of very good lessons. Teachers show very good subject knowledge and plan their lessons well. They impart their skills and enthusiasm to their pupils by giving good demonstrations, focused tasks and interesting activities. All pupils including those with special educational needs make good progress. They thoroughly enjoy their art

lessons and show considerable enthusiasm. In Years 5 and 6, pupils show that they have a good appreciation of how to produce different colours and texture effects in their paintings and their sketchbooks show clear progress. In Years 3 and 4 pupils experience a good range of skills and techniques as they contribute towards a windowpane of their playground. However, in one lesson, the time allocated to art and design was too short and so the class made limited progress. Pupils apply the skills they acquire in art and design when illustrating in English, history and geography.

89 The leadership and management of the subject are good and this contributes to the good teaching and achievement. The curriculum is well planned with an interesting range of learning opportunities but the school has not yet established a consistent system for assessing pupils' attainment and progress. Overall, the school has made good improvements since the last inspection.

Physical education

Provision for physical education is **good**.

Strengths and weaknesses:

- Pupils are enthusiastic about physical education.
- There are many extra-curricular activities to enrich the physical education programme.
- Teaching is good.
- Resources are good except for outdated hall equipment.

Commentary

90 Standards are above average by the end of Year 6 and pupils are achieving well. No lessons were observed in Years 1 and 2 but, from discussions with pupils, the provision for physical education is good and pupils' achievement is at least satisfactory.

91 In Years 3 to 6 pupils make good progress as they learn and practise ball skills and space awareness for invasion games. They make very good progress in swimming and most can swim 25 metres by the end of Year 4. Year 6 pupils have the opportunity for a residential visit to Robin Hood's Bay where they undertake a range of outdoor activities, while other year groups have day visits within the area. There is a good range of extra-curricular activities at lunch times and after school including football, netball, high five and dance. All pupils, including those with SEN, are fully included.

92 The subject is well led by an enthusiastic co-ordinator. There is no formal assessment as yet and no monitoring of teaching has been carried out.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

The quality of provision is **good**.

Main strengths and weaknesses:

- Personal, social and health education has a high profile in the curriculum and throughout the life of the school.
- Pupils become mature and responsible.
- Staff provide very good role models for being responsible and caring citizens.

Commentary

93 There is good provision for pupils' PSHE and citizenship. Aspects are taught in separate lessons or within other subjects, notably science and religious education. Provision is guided by a scheme of work and commercial materials that give teachers good guidance in planning appropriate activities. Older pupils benefit from a substantial course in drugs awareness organised by the police. Parents are properly consulted on the programme for sex education.

94 Teaching was good in the two lessons seen. Topics are well chosen to be interesting and relevant. To this end, the Year 6 lesson was very well resourced with cuttings from the local press about vandalism. Teachers do well in prompting pupils to draw on own experiences and consider the consequences of different courses of action. All pupils take an active part in discussions, with care taken to include pupils with SEN or lower attainment. They work well together, trying hard to reach agreed conclusions. They show good awareness of the responsibilities of citizenship and strong moral values in condemning anti-social behaviour.

95 Staff create good opportunities for pupils to take initiatives in the wider life of the school. Among these are the many fund-raising events for charity, Christmas performances for senior citizens and the fun-sports event organised by Year 6 for the school. Pupils learn about the democratic process when they vote for school council members through whom they can make their views known. Such opportunities make a very good contribution to pupils' personal development and attitudes towards school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
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).