

# INSPECTION REPORT

**KIRBY HILL CHURCH OF ENGLAND (VOLUNTARY  
CONTROLLED) PRIMARY SCHOOL**

Boroughbridge

LEA area: North Yorkshire

Unique reference number: 121504

Headteacher: Mrs J Warburton

Lead inspector: Mr J J Peacock

Dates of inspection: 16<sup>th</sup> – 18<sup>th</sup> September 2003

Inspection number: 256638

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	122
School address:	Church Lane Kirby Hill Boroughbridge York
Postcode:	YO51 9DS
Telephone number:	01423 322713
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Pickering
Date of previous inspection:	March 1998

## CHARACTERISTICS OF THE SCHOOL

This Voluntary Controlled Church of England primary school moved into a new building provided under a private finance initiative by Accord plc in April 2002. A new nursery was opened shortly afterwards in September 2002. The school serves a fairly affluent rural area and is smaller than other primary schools with 130 pupils on roll. This includes 24 children who attend the nursery each morning. The number of pupils living in homes of high social class is above the national average and only 1 per cent are eligible for free school meals, which is well below average. The attainment of most pupils on entry to the nursery is above average. There are no pupils from a minority ethnic background. The proportion who have special educational needs (SEN) is below average. The school very effectively provides for most on the register but additional help has been sought from specialist teachers for a few with moderate learning difficulties and social, emotional and behavioural problems. Although the mobility of pupils is not a significant issue, there is occasionally some disruption during term time caused by service families from the nearby Dishforth airfield moving into or out of the area.

Governors, parents and staff are very proud of their school and the achievement of its pupils. They strongly maintain that the building may be new but the school is every bit as good as it always was. Staff are involved in a 'Lets Think' pilot scheme within the Local Educational Authority which is developing Thinking Skills as part of the curriculum. It is hoped that this will impact positively on the quality of education provided and unlock individual pupils' potential.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25344	Mr J J Peacock	Lead inspector	Science Information and communication technology Geography History Physical education Special educational needs
9039	Mr B Eyres	Lay inspector	
30954	Mr B Ashcroft	Team inspector	Mathematics Music Religious education
17685	Miss L Spooner	Team inspector	English Art and design Design and technology The Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school** providing good value for money. The school is exceptionally well led by a gifted headteacher, who leads by example and succeeds in inspiring pupils and staff. Governance is of the highest standard. The quality of teaching and the climate for learning in this brand new building, provided under a Private Finance Initiative, are very good, ensuring all pupils achieve well in relation to their prior attainment. One view, expressed by a governor, that it is a pleasure to be part of this school, is echoed by just about everyone in the school community, including the pupils. They are still excited about their new school and attendance figures show they hate having to miss school and all that it offers.

The school's main strengths and weaknesses are:

- The well above average standards pupils attain, particularly in the core subjects of English, mathematics and science;
- Children are given a very good start to their education in the nursery and reception classes;
- Leadership and management continue to be strengths of the school;
- The quality of teaching and learning are also strengths as they were in the previous inspection. As a result, all pupils achieve well in most subjects;
- Attendance is very high compared to other schools. Pupils enjoy coming to school, have a very good attitude towards their learning and behave very well;
- The breadth of curricular opportunities and the enrichment provided by activities outside of the school day are remarkable for such a small school. The accommodation provided by the new building is excellent;
- The partnership with parents and the community, reported as a strength in the previous inspection, remains just as strong today.

The level of improvement from the previous inspection has been good, showing that the school's effectiveness has been maintained since 1998. There was only one key issue in 1998, to develop multicultural education, and this has remained at the forefront of the school's priorities. Pupils now have a good awareness of their own and others' cultural traditions. There are no key issues for the school to address this time.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	B	A	A
mathematics	A	A	C	E
science	C	C	B	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 of all ages and abilities achieve well** at the school because of the high quality of provision. Standards in Year 2 and Year 6 in English and mathematics are above average and in science, well above average. Pupils throughout also do well in history, geography and music and in physical education in Year 6. Music is a particular strength of the school. Standards in information and communication technology (ICT) are satisfactory. The preliminary national test results for 2003 show a big improvement on the previous years. In mathematics, for example, standards are likely to be well above average with almost half of the pupils attaining at the higher Level 5. The targets for English and mathematics in 2004 have been raised to 100 per cent reaching expected levels and at least half doing better. The figures for science are similar.

In the Foundation Stage, which comprises of the nursery and reception class, children rapidly achieve the goals they are expected to reach well before the end of their reception year. This is due most of all to the exceptional quality of teaching provided by highly skilled teachers and teaching assistants.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. The quality of teaching is very good.** This has been maintained since the previous inspection. During this inspection, in just over half of the lessons seen, the quality of teaching was either very good or excellent. This has a major impact on pupils' learning, which is also very good. The expertise available for teaching music, for example, results in every pupil being able to read music and most are keen to learn to play an instrument. Only one lesson was less than satisfactory. Pupils did not respond well to the task set and poor concentration led to very little learning being achieved. Provision for pupils with SEN is of a high standard. All teachers work closely with the special needs co-ordinator to set targets and care is taken to include these when planning pupils work. It ensures that all pupils are fully included in lessons and the tasks they are set are challenging. Children in the Foundation Stage benefit from the teaching of an advanced skills teacher and make good progress.

**Provision for pupils' personal development, including their spiritual, social, moral and cultural development is very good,** resulting in high standards of behaviour and tolerance and respect for others. The breadth of curricular opportunities and range of sporting and other activities show teachers commitment to provide a worthwhile curriculum for all pupils. In partnership with Accord plc, the private finance initiative partner, the school ensures that pupils' care, welfare, health and safety are very carefully monitored. Provision in all these areas is very good.

## **LEADERSHIP AND MANAGEMENT**

**The quality of leadership is excellent and the quality of management is very good.** The governance of the school is in the hands of exceptionally committed governors and is excellent. Governors are very pro-active and fully involved in strategic planning and in formulating policies. The quality of leadership provided by the headteacher is also **excellent**. She makes an outstanding contribution. Leading by example, her clear vision, sense of purpose and high aspirations, inspire both staff and pupils. Overall, the effectiveness of management is very good. It is a credit to everyone that the transition from the old to the new building was managed with the minimum amount of disruption to pupils' education.

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

Parents are very supportive of the school and most appreciate the quality of provision. The response to the parents' questionnaire, sent out prior to the inspection, for example, was very positive. There was no significant disagreement with any of the 15 statements. 'Teaching is good' and 'staff expect pupils to work hard' got a very high 98 per cent agreement.

Pupils are justifiably proud of their new school building. One pupil, when asked how she liked the new school, said she was pleased that the toilet doors lock and there are no big spiders inside!

## **IMPROVEMENTS NEEDED**

No key issues were found. However, there are some areas that merit the attention of staff and governors in order to further enhance the quality of education and raise standards even higher. Each of these already features in the current School Improvement Plan, showing how well staff and governors know their school.

The things the school should do to improve further are:

- Ensure that more opportunities for creative writing are provided for pupils in the infant classes.
- Make more use of computers to support pupils learning in lessons, particularly in mathematics.

- Adopt a more consistent approach to the assessment of pupils' attainment and progress in all subjects except English, mathematics and science where procedures are very good.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are **above average** in most subjects and all groups of pupils achieve well throughout the school. The very good quality of provision, very high attendance rate and pupils' willingness to work hard in lessons, means that standards are rising steadily. Evidence of this is seen in the school's improving performance in the national tests for pupils in Year 2 and Year 6.

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

- Pupils perform well in the national tests for 7 and 11-year-olds;
- Careful tracking of individual pupils' progress shows that all make significant improvements in the standards that they attain in English, mathematics and science as they move through the school;
- Standards are above average in geography, history and music throughout the school and in physical education in Year 6;
- Pupils with SEN make good progress because of the strength of the provision for them;
- Children in the Foundation Stage make good progress and many achieve the goals they are expected to reach in the six areas of learning well before the end of their reception year;
- More opportunities need to be provided for pupils in Years 1 and 2 to use their literacy skills in creative writing;
- At this early stage in the term, computers were not used much to support learning in the lessons seen.

#### **Commentary**

1. At this early stage in the school year, inspection evidence shows that standards in Year 2 and Year 6 in English and mathematics are above average and in science, well above average. Pupils are fully on course to achieve well above average standards in each of these subjects, reflecting the good progress pupils make and the school's well above average performance in the national tests last year. The scrutiny of pupils completed work from last year also confirmed the standards being achieved. However, inspectors were surprised at how few opportunities there were in evidence for pupils in the infant classes to use their writing skills in creative writing. Pupils produce a lot of written work to support their studies in history and geography. It is neatly presented and of an above average standard. In physical education in Year 6, the above average standards are mostly due to the quality of teaching and pupils' very good attitudes and behaviour in lessons. Music is a particular strength of the school with virtually every pupil being able to read music and many learning to play an instrument. There was insufficient evidence for inspectors to make a reliable judgement about standards in religious education, art and design and design and technology at either Year 2 or Year 6 and in physical education at Year 2. Many of the models and much of the artwork produced by pupils had been taken home. In ICT, computers were not used in many of the lessons seen. However, the new computer linked 'smartboards' were used extensively and to good effect. Standards, from an analysis of completed work, are in line with those expected. Staff are confident that with the wealth of resources available, standards will improve further. Records show that almost all pupils achieve the standard expected in swimming.

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

Standards in:	School results	National results
English	29.5 (28.2)	27 (27)
mathematics	26.5 (28.2 )	26.7 (26.6 )
science	29.5 (28.5 )	28.3 (28.3 )

*There were 12 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
reading	17.9 (17.8)	15.8 (15.7)
writing	16.9 (17.7)	14.4 (14.3)
mathematics	18.6 (18.4)	16.5 (16.2)

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

- In the 2002 national test results, pupils in Year 2 did very well, with no significant difference in the performance of girls and boys. Standards achieved in writing were in the top 5 per cent nationally and standards in reading and mathematics were well above average. In comparison with schools in similar contexts, pupils' performance was well above average in all three areas. Teacher assessments for science show pupils performance was also in the top 5 per cent nationally for those achieving the standards expected and above average for those achieving at the higher Level 3. The preliminary national test results for 2003 show Year 2 pupils have at least maintained the high standards in the national tests.
- In 2002, only 12 Year 6 pupils were tested and about a quarter of this year group were on the register for pupils with SEN. Despite this, their overall performance compared to all schools nationally in English was well above average, in line with the average for mathematics and above for science. This was a creditable performance given the relatively small numbers tested and the learning difficulties experienced by some pupils. Girls did much better than boys, particularly in mathematics in this year group, as it was mainly boys who were on the SEN register. In 2003, the preliminary test results show that pupils' performance improved significantly in all three subjects with no significant difference in the performance of girls and boys. In mathematics, for example, standards are on course to be well above average with almost all attaining the expected level and half attaining at the higher Level 5. The targets for English and mathematics in 2004 have been raised to 100 per cent reaching expected levels. About half are expected to achieve the higher Level 5 in English and three-quarters in mathematics. The trend in the school's results over time is continuing to improve steadily.
- It is a credit to everyone involved at the school that the inevitable disruption caused by the move to the new school building was not allowed to have an adverse effect on pupils' education. The impact of the excellent facilities the new building provides, coupled with a recognised strength in the quality of teaching is ensuring that high standards are being maintained. The motivation provided by the energetic and talented headteacher inspires both pupils and staff to strive for perfection in all areas. For example, resources for ICT are exceptionally good and staff have undertaken hours of training to keep abreast of new technology. As a result, the standards pupils are achieving in ICT are currently in line with those expected and improving rapidly.
- Pupils with SEN take a full part in all lessons. The quality of teachers' planning ensures that they have suitably challenging work and teaching assistants give valuable support in many lessons. In a Year 3/4 science lesson, for example, pupils were able to complete a

worksheet on the human skeleton and closely examine bones using powerful magnifiers when the computer linked microscope crashed. The conscientious special educational needs co-ordinator consults class teachers when drawing up specific targets for pupils' individual education plans. Care is taken to incorporate these in lesson planning. As a result, pupils' achievement is good.

6. In the Foundation Stage, which is comprised of the nursery and reception class, children rapidly achieve the goals they are expected to reach in all six areas of learning, well before the end of their reception year. This is due most of all to the exceptional quality of teaching provided by highly qualified teachers and teaching assistants.

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

The attitudes and behaviour of pupils are **very good**. Their spiritual, moral social and cultural development is **very good**. Attendance and punctuality are **excellent**.

### **Main strengths and weaknesses**

- A keen sense of pride in their new school building;
- Consistently positive and helpful attitudes towards other pupils and adults;
- All pupils show a maturity and sense of responsibility beyond their years;
- The standard of behaviour is very good;
- Pupils work very hard in the vast majority of lessons;
- All show respect for the customs and traditions of different cultures and faiths;
- All have a clear understanding of right and wrong.

### **Commentary**

7. The pupils in this school feel secure and valued. When children enter the nursery they settle quickly into a stimulating learning environment and they adjust to classroom routines quickly. Consequently, they make rapid progress and most achieve their early learning goals well before the end of their reception year. All are keen to learn and are given a very good start to their education in the nursery and reception class.
8. All pupils display a keenness to attend school and this is reflected in the very high rate of attendance. No lateness was seen during the inspection, allowing lessons to start on time. Pupils are encouraged to be enterprising and inquisitive. They are good conversationalists who feel confident enough to express their opinions. The school regularly seeks the views of pupils by using questionnaires, for example. The latest, conducted for OFSTED prior to the inspection, is very positive on nearly all aspects. There was only one area where pupils responded negatively in significant numbers; is there an adult you would go to if worried? An analysis of the responses for this question shows that it was mostly the independently minded older pupils in Years 5 and 6 who said 'no.' A school pupil council has recently been formed and a 'buddy' system of support for pupils is available. Pupils are keenly interested in the 'learning through landscapes' project. There are plans to create three distinct environments within the school grounds so that each can become an extension of the classroom and provide a valuable additional learning resource. The school's pupil council has a budget allocation which they spend wisely to improve playground facilities.
9. Behaviour management has a high priority and the school is currently revising its policies to ensure full compliance with recently published national guidelines. Several parents expressed concern about a recent spate of inappropriate acts mostly at the end of the summer term (some of which occurred away from the school premises). With the support of the governing body, this matter has been resolved by staff, with full parental consultation where this was deemed to be appropriate. The inspectors also judge that the school has

resolved this issue successfully and the pupils are now responding very well to the high expectations of behaviour. Relationships between pupils and with staff were a particularly strong feature noted by inspectors during the inspection. Pupils show a maturity beyond their years, for example, when working in groups away from the direct supervision of their teacher.

10. Pupils work together very well. Discussions with them confirm that they have a good understanding of the importance of festivals and the traditions of other cultures. They are developing sensitivity for those less fortunate than themselves. Fine examples of work were seen to explain that complex historical matters relating to Judaism and Islam in the holy sites around Jerusalem are a cause of current tensions. The previous inspection report suggested that more could be done to extend cultural awareness. The School Improvement Plan and the latest governors' report clearly shows the importance the school now places on this particular aspect of pupils' personal development.

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

Authorised absence	
School data	2.9
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

#### **Exclusions**

No pupils have been excluded in the past two years.

#### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
126		
6		
1		
1		

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

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

All pupils, including those with SEN, benefit from the very good quality of education provided throughout the school. Children in the Foundation Stage are given a very good start to their education.

#### **Teaching and learning**

The quality of teaching and learning is **very good** throughout the school. The main contributory factors for this are the very good quality of support provided by extremely conscientious teaching assistants and on occasions, parent volunteers; the quality of the accommodation and the plentiful resources. The quality of assessment of pupils work in the core subjects of English, mathematics and science is very good. Assessment procedures are satisfactory for all other subjects.

## Main strengths and weaknesses

- Teaching is of a very high quality in the Foundation Stage and as a result, children achieve well;
- The provision for pupils with SEN is very good, ensuring that they are fully involved in all lessons;
- The quality of teaching provided by all the class teachers is of a high standard. They are supported very well by teaching assistants. As a result, all pupils make good progress in their learning;
- Pupils apply themselves very well in lessons as a result of the lively and stimulating quality of teaching. They produce lots of very neat work.
- More consistency is needed in assessing pupils' progress in subjects other than English, mathematics and science;
- More use could be made of pupils' literacy skills in creative writing in the infant classes;

## Commentary

11. The previous inspection in March 1998 described teaching as a strength of the school. The very good quality of teaching has been maintained since then. During this inspection, in just over half of the lessons seen, the quality of teaching was either very good or excellent. All the class teachers produced teaching of this high standard. In fact, in nearly nine out of ten lessons, teaching was good, very good or excellent. This has a major impact on the quality of pupils' learning, which is also very good. The expertise available for teaching music, for example, results in every pupil being able to read music and most are keen to learn to play an instrument.
12. Two excellent lessons were seen, both in the Year 3/4 class. A dynamic approach and very high expectations coupled with an excellent knowledge of science and geography ensured that learning was very effective. All teachers plan their lessons very carefully, matching work to the ability level of all pupils and at the same time providing sufficient challenge to maintain interest. Class teachers insist on high standards of behaviour and enjoy very good relationships with their pupils. Pupils work hard and inspectors were able to make judgements about standards in subjects such as history and geography from the volume of neat work produced. Only one lesson was less than satisfactory when pupils failed to respond well to a task set for them. Pupils' poor concentration led to much inattention and very little learning being achieved in the lesson. The headteacher, who would normally have been available to intervene, was being observed at the same time in another lesson.
13. Provision for pupils with SEN is of a high standard. All teachers work closely with the experienced special needs co-ordinator to set targets and care is taken to include these when planning pupils' work. This ensures that all pupils are fully included in lessons and that the tasks they are set are challenging.
14. Children in the Foundation Stage benefit from the teaching of an advanced skills teacher and other dedicated staff. Children settle in quickly and make good progress in all areas of learning. Nearly all of the teaching seen in the nursery and reception classes was very good. The excellent accommodation and range of resources in this key stage is an added benefit. Good use is made of computers in this section of the school. In other lessons seen during the inspection, pupils had few opportunities to use computers to support their learning. In the scrutiny of completed work in mathematics, little work could be found to show that computers were being used effectively. In some classes, for example, pupils had only graphs drawn by hand in their books. However, in most other subjects, there was sufficient evidence to show that pupils do make satisfactory use of computers.
15. The assessment of pupils' attainment and progress is undertaken regularly and in depth for the core subjects. Results of assessments made of progress in pupils' termly work and their performance in the national tests are carefully analysed. Assessment information is used to

modify the planning for future work and to track progress from year-to-year. In the non-core subjects, a variety of approaches were being used. Teachers still assess progress in each subject but it is difficult to compare progress as some teachers check on coverage of the subject and the whole class's progress rather than focusing on individual pupils. Standardising practice is already identified as a priority for the school in the current School Improvement Plan.

### **Summary of teaching observed during the inspection in 24 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (8%)	11 (46%)	8 (33%)	2 (8%)	0 (0%)	1 (4%)	0 (0%)

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

### **The curriculum**

The school provides a broad range of worthwhile curricular opportunities that cater for the interests, aptitudes and particular needs of pupils, and ensure progression in pupils' learning. The school provides very good opportunities for enrichment, including through extra-curricular provision. The quality of accommodation is excellent and together with the very good level of resources at the school, it makes a very high contribution to the quality of the curriculum.

### **Main strengths and weaknesses**

- The curriculum for the core subjects of English, mathematics and science is strong;
- Provision for pupils with SEN is of a high standard;
- The curriculum in the Foundation Stage is interesting and relevant;
- Teacher expertise in music is used well to enrich the curriculum;
- There are many opportunities for pupils to take part in extra-curricular sporting activities;
- There are many opportunities for visits and visitors to add interest;
- Pupils benefit from a residential trip;
- The teachers and support staff have high levels of expertise and work very effectively as a team;
- The high quality of the accommodation is excellent and with the plentiful resources, it helps teachers to deliver a worthwhile curriculum.

### **Commentary**

16. The curriculum meets all statutory requirements and all the subjects of the national curriculum are taught, including provision for religious education and collective worship. It is fully inclusive and ensures equality of access and opportunity for all pupils. The provision for SEN is very good. The dedicated and experienced SEN co-ordinator consults with staff, governors and parents regarding individual education plans for pupils. Targets are known and included in teachers' lesson planning. This ensures that all pupils are fully included in all aspects of the curriculum. The comprehensive planning and very good teaching in the Foundation Stage, ensure that the pupils get off to a very good start. This curriculum is developed throughout the rest of the school to ensure that the pupils reach high standards particularly in the core subjects of English, mathematics and science. Music is a strength of the curriculum and teacher expertise is used very well to enrich the provision for all pupils.
17. The school offers a very good range of additional learning opportunities for pupils outside lessons through its interesting range of extra-curricular activities. Many pupils attend a variety of musical and sporting clubs which add to their skills in these areas. A particular

- strength is the annual residential trip for Year 6 pupils in which they are able to experience a wide range of new activities.
18. The expertise and experience of the teachers and support staff ensure that the learning needs of all children in the Foundation Stage and pupils throughout the school are fully met. In addition, the reception teacher is an Advanced Skills Teacher and three of the four teaching assistants also have Advanced Skills qualifications. As a result, all pupils achieve well, including those with SEN and higher ability pupils. Administrative, lunchtime and maintenance staff make a very good contribution to the provision made for the children. The school has ensured that the hours worked by the outstandingly efficient school secretary enable the headteacher to fulfil her leadership, managerial and teaching roles very effectively.
  19. The recently completed building offers an extremely high quality environment for learning and is very well maintained. Staff ensure that it is stimulating through very attractive displays, and space has been carefully thought out to meet the needs of small group work as well as class teaching. For example, during the planning stage, the school staff redesigned the computer suite to offer more space for practical activities. The Foundation Stage area is attractive and provides good outdoor space. Plans are currently in place to develop this area even further to customise it to the changing needs of the curriculum. The school is also poised to develop the school grounds as an extended resource for learning. The pupils are very enthusiastic about their 'new' school building and take great care of it.
  20. The resources ensure that pupils have all they need to support learning across the school and in all subjects. The resources for ICT are of a very high quality. These include electronic whiteboards in each mainstream classroom. Teachers and support staff use these 'smartboards' very effectively to support teaching and learning. Little evidence of computers being used to enhance pupils' learning was seen during the inspection. However, evidence from the scrutiny of work shows that teachers do make satisfactory use of them in most subjects. The school library is attractive and carefully organised to provide comfortable browsing space and reading areas for children

### **Care, guidance and support**

The school fully and effectively ensures that there is a safe and healthy working environment. Legal and moral responsibilities to protect children from harm are fully in place. Pupils are valued as individuals and the school ensures that pupils of all abilities are very well supported. There are very effective induction arrangements for pupils.

### **Main strengths and weaknesses**

- There are very good arrangements to ensure that pupils can share confidences or concerns with adults;
- Pupils feel trusted and respected and enjoy excellent relationships with their teachers;
- Health, safety and welfare arrangements, including the day-to-day working arrangements with the private funding body are of high quality;
- Staff training and governor support ensures that care practices and procedures are up-to-date;
- SEN are well met because individual education plans have specific guidance and targets;
- Teachers have a high level of awareness of the needs of each individual;
- Training and involvement of the midday supervisors ensure consistent guidance and support;
- Staff are trained to respond to medical emergencies such as allergic reactions;
- Pupil records include comprehensive confidential family and medical information;
- Pupils' views are canvassed via the school council and by regular questionnaires.

## Commentary

21. The high standard of care in the school is made possible because all adults work together to ensure compliance to regulations and guidelines. Outside agencies are used appropriately and there is a secure working relationship with the private funding partner, Accord plc. Governors provide additional expertise and they evaluate management procedures to ensure effectiveness. In the majority of lessons observed by the inspectors, secure and trusting relationships provided a very good climate for learning and high achievement. The school regularly seeks the views of its pupils through pupil questionnaires and in discussions with school council members. This adds to pupils' sense of responsibility and makes them feel that their views are valued.
22. Provision for pupils' personal development, including their spiritual, social, moral and cultural development is very good, resulting in high standards of behaviour and tolerance and respect for others. The arrangements to ensure that pupils, who arrive in school during the day or mid-term are warmly received, are very good. Parents say that the warmth of the welcome for their children makes it possible for them to settle happily and quickly. This is underpinned by the efforts made to gather background information, including information from previous schools, so that support is specific. In the nursery, parents are encouraged to stay in the classroom with their child for the first few days. This arrangement is valued highly, especially when the family is new to the area.

## Partnership with parents, other schools and the community

Links with parents and the community are very good. A trusting and supportive relationship exists and this is a strong contributory factor to account for the standards pupils achieve at the school. The school has close ties with other local schools and staff are often called upon to share their expertise in areas such as the Foundation Stage and the use of the new 'smartboards'.

## Main strengths and weaknesses

- Regular questionnaires are sent out to parents to solicit their views;
- The annual reports parents receive about their child's progress reflect the individual well;
- The prospectus and governors' reports are very well set out and contain the full range of information required;
- Newsletters and topic information is sent out regularly;
- Parents are encouraged to visit the school to discuss pastoral or other matters;
- Parent governors perform their role effectively;
- There are strong and beneficial links with the church;
- The parent teacher association is very active;
- There is an effective exchange of knowledge, skills and techniques with other schools;
- A few parents' questionnaires indicated that the school does not work closely with parents. Notwithstanding this, discussions with inspectors confirms that the vast majority value very highly the standards the school promotes.

## Commentary

23. Parents say that this is a happy school where their children thrive. They are delighted with the facilities offered by the new school building and they rate the relationships between them, the headteacher and their child's class teacher and support staff very highly indeed. They judge that the information provided is helpful and consequently, parents know how their children are progressing. The headteacher and governors continue to explore more effective ways to fully engage all parents' support and understanding and this is reflected in the School's Improvement Plan. Parents' views are actively sought and valued. Along with the



formal approach through questionnaires, the open relationship the school enjoys with parents in this close rural community facilitates much dialogue between parents and staff.

24. The work done by the parent teacher association combines very well the twin objectives of raising additional funds with social involvement. Numerous examples were cited; for example a 'bunny drive' designed to raise a modest sum of money but whose primary purpose was to meet the social interest of 'newer parents'. Funds raised are used wisely to improve educational provision. Since the school relocated to its new site, purchases have included TV and computer equipment. To achieve this, an auction of 'promises' solicited very generous support. Parents are sensitive to the needs of other organisations in the community and there is an understanding that the church should also be supported in a major fund raising project. This indicates a good understanding of social obligations.

## **LEADERSHIP AND MANAGEMENT**

**The quality of leadership is excellent and the quality of management is very good.** The governance of the school is in the hands of exceptionally committed governors and is excellent. The quality of leadership provided by the headteacher is also **excellent**. Overall, the effectiveness of management is very good. It is a credit to everyone that the transition from the old to the new building was managed with the minimum amount of disruption to pupils' education.

### **Main strengths and weaknesses**

- The governing body is fully involved in strategic planning and in formulating policies;
- Governors keep in very close touch with all aspects of school life and are very well aware of the strengths and weaknesses of the school;
- Governors were very pro-active in the PFI project;
- The headteacher has a very clear vision for the school and leads by example;
- Staff work exceptionally well together as a team to monitor and evaluate all aspects of the school. Prompt action is taken to correct any identified weaknesses;
- Financial management is strong;
- There is a strong commitment to the professional development of all staff.

### **Commentary**

25. The governing body plays a full and active part in school life. It is very well organised and efficient. Committees and governors with specific roles deal very competently with the curriculum, financial and school matters and ensure that all statutory requirements are met. Governors are very well aware of the school's strengths and weaknesses and there is excellent dialogue with the headteacher when discussions take place. The governing body has been very pro-active and supportive during the transition to the new premises and the establishment of the PFI partnership.
26. The gifted headteacher makes an outstanding contribution to the life of the school. Her clear vision, sense of purpose and high aspirations ensure that all aspects of school life are improving at a fast rate. This clear vision is evident in the very comprehensive School Improvement Plan, which sets out a very good programme of action to deal with relevant priorities. The headteacher leads by example and has developed a collegiate style of management where everyone feels valued. The co-ordination of subjects is shared and although each teacher has at least two and sometimes more subjects to manage, all staff lend their support when a subject is one of the school's priorities for improvement. The SEN co-ordinator is meticulous about maintaining the register for pupils with SEN and records of pupils' progress towards the specific targets set for them. As a result of this successful management style, the performance of pupils in the national tests is improving steadily. Detailed tracking of individual pupils' achievement confirms that standards are rising steadily.

27. The professional development of all staff has a high priority and reflects the needs of the individual and of the school. The recruitment of a professional Bursar to manage the financial affairs of the school helps to ensure that financial management is of a high standard, and this helps the school to achieve its educational priorities and to apply the principles of best value at all times.

## Financial information

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

Income and expenditure (£)	
Total income	329,911
Total expenditure	327,999
Expenditure per pupil	2,603

Balances (£)	
Balance from previous year	28,708
Balance carried forward to the next	30,620

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

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

Provision for children in the nursery and reception is **very good** and is a strength of the school.

- The children's attainment on entry to the school is above average although the full range of ability is represented;
- Teaching is of a very high quality and as a result, the children achieve well. Many are well placed to reach or exceed the early learning goals before the end of the reception year in most areas of learning;
- Teachers and teaching assistants work very effectively as a team ensuring consistent, high quality provision;
- Planning is carefully structured and fully meets the learning needs of all children, including those who have special learning needs and higher ability children;
- Assessment procedures are of a very high quality. Teachers closely monitor the children's achievements and the information gathered is used very effectively to set the next targets for learning;
- The accommodation and resources are of the highest quality and are carefully planned to meet the children's learning needs;
- Relationships with parents are very good. Parents and staff are genuine partners in the children's education;
- The Foundation Stage co-ordinator has a clear commitment to high quality care and high achievement for each child. She has a very clear overview of provision and is a very effective model for teaching;
- There was no nursery at the time of the previous inspection. The quality of provision in the reception has further improved since then, when it was judged as good;
- Good use is made of the outdoor learning area. Occasionally, when the nursery and reception class are outside together, there are too many children for the space available. This results in an unstructured playtime rather than providing a space for specific planned activities.

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

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

- Teachers and support staff have a very good understanding of the needs and interests of young children and ensure that they feel safe and secure;
- Many opportunities are provided for the children to learn about themselves and others. Staff are very good role models through what they say and do;
- Routines are well established so that the children know what is expected of them. This results in very good relationships and behaviour;
- Staff listen carefully to what the children have to say and provide many opportunities for them to speak and this promotes confidence;
- A carefully planned balance between adult support and self-choice activities, results in the children developing good independent learning skills.

28. The children come into school happily and are eager to learn. They settle happily to the wide range of activities provided. They are very well behaved and many are quite mature in their relationships and attitudes. Carefully balanced opportunities for the children to make choices results in most being very willing to take on responsibilities. For example, even at this early stage in the school year, the new children in the nursery quickly respond to the music that

tells them it is time to tidy up! The children are confident and quite willing to talk about what they are doing and ask and answer questions. Independence skills are promoted well, for example, through self-registration in the nursery where all are encouraged to read their name from their name card and share their news.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

- Many opportunities are planned and provided for the children to speak and listen;
  - Activities are exciting and stimulating and are planned very effectively to capture the children's interest;
  - Teachers and teaching assistants provide good listening and speaking models and this helps the children to use language socially, descriptively and for thinking skills development;
  - A love of books and the systematic development of reading skills are carefully planned, promoted and children achieve well in this area of learning;
  - Children are provided with many opportunities to understand about writing as a method of communication and to develop their writing skills as they move through the Foundation Stage.
29. Children in the nursery are quickly developing confident speaking skills. For example, they are encouraged to speak in a clear voice to the rest of the class as they share their news. This is successfully developed in the reception class. Plenary sessions at the end of the lesson, offer very good opportunities for the children to explain what they have been doing. A particular strength lies in the reception teacher's skills in responding to individual children. Plenty of time is given and each child knows that he or she is special and has something important to say.
30. Reading skills are promoted very well through many opportunities to respond to stories and other written text and through reading sessions between an adult and individual child.
31. The large majority of children are already well on the way to achieving the early writing targets before the end of the reception year. Evidence from work done last year confirms the high standards being achieved with the large majority of children having reached the expected learning goals and working within the National Curriculum well before the end of their reception year.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**

- Mathematics is made purposeful through a wide range of focused learning and play activities and this helps the children to enjoy it as they learn;
  - Mathematical skills and language are systematically taught.
32. Most children are in line to attain or exceed the learning goals in this area before the end of reception. Children in the nursery recognise numbers to 5 with some higher ability children able to work out how many more monkeys are needed to make five. Many children in the reception class are already confident with numbers to 20. They count in twos and are developing an early understanding of place value through practical activities.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

- Children are provided with a wide range of carefully planned and stimulating activities. This builds well on their previous experiences and helps them achieve well;
  - The development of technical language and language for thinking is carefully planned into activities through discussions and skilful questioning;
  - Computer skills are taught effectively and this enables the children to become more independent and confident as they use the mouse to work through a range of programs;
  - Effective use is made of the outside environment, both in school and in the wider locality.
33. Computers are always available and programs are well prepared to help the children develop ICT skills or to reinforce learning.
34. Children in the reception class used accurate terminology well to describe how they made mini pizzas in a baking activity and were confident to identify the different ingredients - from sweet corn to mushrooms.
35. Activities, such as the very well planned sensory trails set up in the outdoor learning area ensure that the children are provided with exciting and stimulating opportunities. Not only do they find out about their senses but they also develop and use language effectively to describe their feelings, what they see, taste and hear.

## PHYSICAL DEVELOPMENT

Provision in this area of learning is **good**.

- Most children will attain the learning goals by the end of the reception year. Some will exceed these, particularly in the development of skills that require finer, more precise movements, such as using scissors and pencil control;
  - Children are given time to explore in activities in the classrooms and through the provision of regular opportunities to play and learn outside;
  - The indoor and outside learning environments are well resourced;
  - Skills are carefully built up and this helps the children to be confident.
36. Children in the nursery are developing appropriate skills in running, climbing and controlling a range of wheeled toys. No physical education lessons or movement activities were observed in the reception class. Fine motor skills, such as cutting out shapes and controlling pencils, crayons and brushes are well developed.

## CREATIVE DEVELOPMENT

Provision in this area of learning is **very good**.

- The children are provided with high quality time to experiment, communicate, be imaginative and discover things for themselves;
  - A good balance between adult involvement and independence results in children confidently building up their skills and being able to make their own choices;
  - Good quality resources and exciting role play areas encourage the children to relate well to others as they develop language, imagination and practical skills.
37. Activities, such as the Jungle Den in the outdoor play area, are imaginative and enjoyable as the children explore - exciting times for soldiers in camouflage! The children enjoy singing

and joining in with the actions. In reception they are provided with good opportunities to decide what they are going to use to make collage self-portraits.

38. Role play opportunities are carefully planned to provide opportunities for the children to develop their imagination and to relate to the wider world. In the reception class 'hospital' a patient whose leg was carefully bandaged was told he was going to have to stay in hospital for seven days and seven nights!

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**.

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

- Standards are above average at 7 and 11;
  - Teaching is of a very high quality and as a result, all pupils achieve well;
  - Planning is very effective in meeting the needs of all pupils, including pupils who have SEN and higher ability pupils;
  - Good use is made of the pupils' writing skills in other subjects, particularly history and geography and this contributes to the above average standards in these two subjects;
  - Pupils' attainment is very rigorously monitored and assessment information is used very effectively to inform planning;
  - The subject is led and managed very successfully;
  - The library provides a good learning resource and is well organised to meet the needs of all pupils;
  - As a result of this high quality provision, pupils are well placed to achieve the very high targets set for the end of the school year;
  - Teachers make good use of the interactive whiteboards and this promotes learning.
  - Better use could be made of the pupils' very good writing skills in Years 1 and 2 through the provision of more opportunities for creative writing;
  - In the lessons seen, more use could have been made of the classroom computers.
39. Good improvements have been made in both standards and provision since the previous inspection. In the national tests for 11-year-olds, for example, standards over the past four years alternate between above and well above average. This coincides with the proportion of pupils with SEN in each relatively small year group. Standards in speaking and listening, reading and writing are above average at both Years 2 and 6 and because of the very good quality of teaching across the school, pupils are well placed to achieve even higher standards by the end of the school year. The school places great emphasis on English as a subject in its own right. Reading and writing skills are very well taught and teachers ensure that pupils learn in a stimulating literacy environment.
40. Most pupils are articulate and fluent. They show interest in what others have to say. Their answers show a good understanding of the main points of a discussion. Their good listening and speaking skills owe much to the many opportunities to share their ideas and opinions in class discussions and small groups. In the Year 5/6 class, for example, pupils worked in pairs to discuss their views on how the character in the stories they were writing might be developed through the use of language. With the teacher's help they quickly learned to be more precise in their use of language; for example, two pupils shared how language can create mystery and tension - 'The stranger walked slowly and quietly and said, 'Why not, it's my house!' In the Year 1/2 class, pupils listen carefully to the story at the start of literacy lessons and are keen and confident to talk about how the story develops. Teachers in all

classes are very skilful in using questions to check what pupils have learned. They expect pupils to use the right technical terms to explain what they know both in literacy and in other subjects.

41. Inspection evidence shows that pupils in Years 2 and 6 are well placed to attain standards in reading that match or exceed the high standards in the 2002 national reading tests and the 2003 tests, yet to be validated. This is because reading skills are taught skilfully and systematically. Pupils throughout the school enjoy reading and it is a natural part of the school day. In literacy lessons in Years 1 and 2, teachers reinforce the pupils' knowledge of letter sounds and encourage them to become confident, independent readers. By Year 2, most pupils are able to use their skills to read a range of fiction and non-fiction writing and apply their alphabet knowledge when looking for information.
42. Pupils continue to achieve well in the junior classes as they read with very good fluency and expression from a wide range of fiction and non-fiction text. The library provides a good learning resource area where pupils have sufficient room to browse and study from the good range of books available. This is a major improvement since the previous inspection when library resources were judged as an area for improvement. The school is currently preparing to introduce the Dewey system to help pupils find books more efficiently.
43. The school emphasis on teaching writing results in very good skills in grammar, punctuation and spelling by the end of Years 2 and 6. Most of the Year 2 pupils are already working at the expected level in writing and half are very well placed to attain higher standards. Evidence in pupils' books indicates that more opportunities could be made in Years 1 and 2 for pupils to use their very well developed technical skills to further develop imaginative and creative writing. The school has already identified writing as a priority in the School Improvement Plan.

Teaching is very good because:

- Teachers have very good subject knowledge and lessons progress at a brisk pace. This ensures that pupils' learning is fast and accurate;
  - Planning sets challenging targets with carefully thought out activities for all pupils, including pupils with SEN and higher ability pupils and as a result all pupils achieve well;
  - The pupils' work is very rigorously assessed and analysed and teachers make very effective use of this to decide what pupils need to learn next;
  - Teachers promote very high quality relationships resulting in pupils having very good attitudes to their work and enabling them to work harmoniously and with good levels of independence;
  - Teaching assistants are very skilful in supporting individual pupils and groups in lessons and this helps them to be as successful as others in the class;
  - Teachers make very good use of other resources, particularly the computer linked 'smartboards'. However, little use was seen of the classroom computers for research and processing writing.
44. The subject is very well led and managed. The co-ordinator has a high commitment to raising standards and sets a very good model for teaching. She has very good subject knowledge and a clear overview of standards. English lessons are carefully monitored to evaluate the quality of teaching and learning and best practice is shared with all staff.

## **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

45. Good opportunities are provided for pupils in all year groups to develop listening and speaking skills, reading and writing in other subjects. This is particularly effective in history and geography where the quality and quantity of writing makes a very good contribution to the above average standards attained in these two subjects.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- The high standards achieved by the pupils;
- The National Numeracy Strategy has been effectively implemented;
- The very good quality of teaching and learning. Lessons are well planned and incorporate a good variety of activities;
- Pupils' work is analysed regularly so that strengths and weaknesses in learning are identified;
- Teachers and teaching assistants work well together providing effective support for pupils, particularly those with SEN;
- Good opportunities are provided for pupils' to use their mathematical skills across other areas of the curriculum;
- Teachers could make more use of computers to support pupils' learning during mathematics lessons;
- On occasions, too much individual questioning in the mental arithmetic part of the lesson wastes valuable time.

### Commentary

46. Since the previous inspection standards in mathematics have improved. Over time, results in the national tests in Year 2 have been well above the national average and well above those of similar schools. A similar picture was seen in the national tests for Year 6 pupils until 2002, when the results were in line with the national average, and well below those of similar schools. The school quickly analysed this significant dip in standards. There was a relatively small number of pupils in the academic year group, and about a quarter were pupils with SEN. A failure to attain expected standards by one or more pupils had a major effect on the percentage figures, explaining the drop in overall standards. An early review of test results for 2003, indicates that standards have improved dramatically. Work seen during the inspection indicates that standards are above average in both key stages and the very high targets set for this coming year are likely to be achieved. All pupils, including those with SEN, make good progress. There is no significant different between the standards reached by boys and girls throughout the school.
47. Throughout the school pupils are developing a good knowledge of number and numeracy processes are taught well. The mental part at the beginning of the lesson is used to provide a good focus for counting and using number multiples. When pupils use individual whiteboards to write down their answers the level of engagement is high, but when teachers question individual pupils and try to give everyone a turn to answer, the pace of the lesson slows and some pupils tend to switch off occasionally.
48. The quality of teaching and learning is very good. Lessons are well planned and teachers set challenging work for each age group within each class. For example, in a good lesson seen in Year 5/6 when the pupils were working out problems, the higher attaining pupils had to work out examples using much higher numbers than the rest of the class. This helped to extend their knowledge whilst the rest of the class were still able to consolidate their own understanding of the processes involved in calculating the answers.
49. Teachers use good open ended questions to test the pupils' previous knowledge and consolidate their learning. Opportunities are given for the pupils to explain their answers that show their understanding. Teachers know the pupils very well and have formed very good relationships with them. This motivates the pupils and makes them willing learners. They enjoy mathematics and work hard in the lessons. The varied activities planned ensure that



no time is wasted and pupils settle down quickly to begin their work after the tasks have been explained.

50. Leadership and management of mathematics are good. The experienced and well-established co-ordinator has worked hard to ensure that the above average standards are maintained. Some monitoring of teaching has taken place to see where improvements could be made. Results of tests are analysed and rigorous assessments identify the pupils' individual needs.

### **Mathematics across the curriculum**

51. All areas of the mathematics curriculum are taught and good opportunities are given for pupils to extend their mathematical knowledge whilst using mathematics in different situations. In science, for example, the pupils arrange information in charts and graphs. More use could be made of ICT to support pupils' learning in mathematics lessons. Not enough opportunities are given to the pupils to use selected programs to develop their mathematical skill.

### **SCIENCE**

Provision in science is **very good**.

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

- The very good quality of teaching and learning;
- The high standards pupils achieve throughout the school;
- Good opportunities to conduct experiments and investigations.

#### **Commentary**

52. Standards in the national tests in 2002 were above average for Year 2 and Year 6 pupils. They improved for both year groups in 2003 to well above average.
53. Teacher assessments show that every pupil achieved the expected level in Year 2, placing pupils' performance in the top 5 per cent nationally. One-third of pupils achieved at the higher Level 3. In the national tests for Year 6 pupils, standards in 2002 were above average. Almost six out of ten pupils achieved the higher Level 5. The preliminary results for 2003 show that the very good provision for science has continued to raise standards.
54. Although only two science lessons were seen, there was an extensive amount of pupils' completed work available from the previous year which confirmed that pupils achieve very well in science. Detailed assessments show that all pupils, including those with SEN make very good progress as they move through the school.
55. In the lessons seen, work was very well planned and teachers made good use of resources such as the new 'smartboards', and carefully graded worksheets for pupils to complete. In the Year1/2 lesson, feely bags captured pupils' interest as they explored the sense of touch and completed a simple database to classify the objects by their texture. Year 3/4 had X-rays of the bones from every part of the body displayed on the class windows and really enjoyed using magnifiers to look at the excellent array of animal bones and skulls. 'Henry' the large human skeleton helped with locating the position of bones. Pupils knew many by their correct name.
56. The scrutiny of work showed that all aspects of the curriculum were covered in some depth and that pupils had lots of opportunities to conduct experiments or investigations for themselves. There were records of pupils' attempts to separate mixtures by filtering, for

example, and investigations involving sound, the length of shadows and in growing plants. Pupils work hard and obviously take pride in their work, which was very neatly presented. There were some good examples of pupils using computers to support their learning in science with graphs and databases completed and accounts of experiments written up using a word processor. Good use is also made of pupils' literacy and mathematical skills. Overall, the quality of teaching and learning is very good.

57. The subject is well led and managed. The standards pupils achieve in the national tests and the quality of the work they produce each term are assessed very rigorously. Any areas of weakness are quickly identified and staff act as one to put things right. There are plans to develop three distinct areas within the school grounds to add to the already impressive resources available for pupils to study science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **very good**. The new building, with its wireless technology for all computer systems and the latest interactive 'smartboards' in every class, apart from the nursery, represents an outstanding level of improvement in provision since the previous inspection. However, insufficient evidence was available so early in the school year to ascertain if the above average standards, reported in the previous inspection, have been maintained. Standards at this early stage in the term are at least in line with those expected for pupils of all ages.

### **Main strengths and weaknesses**

- The level of resources is excellent;
- All staff have benefited from an extensive training programme. Teachers used the new computer-linked 'smartboards' in each class well to add interest to lessons;
- Teachers' planning includes good opportunities for modern technology to be used to enhance pupils' learning in all subjects;
- Pupils show a very good attitude to learning;
- In the lessons seen, little use was made of computers to support pupils' learning.

### **Commentary**

58. As a result of an extensive and by all accounts very intensive training programme, the considerable variation in the levels of expertise among staff, reported in the previous inspection, have been eliminated. Staff have bought a scheme called the Digital Excellence Awards in which pupils will work towards gaining badges for competency skills. Staff begin using it this term and it will provide valuable assessment information on individual pupils progress and their achievements. All teachers confidently made use of the 'smartboards' to display learning objectives or provide visual images, such as map symbols, in most of the lessons seen. The school spent thirty seven thousand pounds last year to ensure that all pupils would have access to the most modern and up-to-date computers. The ratio of one computer for every two pupils is excellent and far better than that seen in most schools. However, at this early stage in the term, little work was available on which to make a judgement about the standards being attained throughout the school.
59. No overall judgement can be made about the quality of teaching as only the nursery and reception children and Year 1 pupils were seen using computers. Teachers appeared to be pre-occupied with using the new 'smartboards' at the expense of computers in most classes. In the nursery, the computer was in constant use. Interest was sustained exceptionally well by one boy making patterns using cube shapes. His control of the mouse key was remarkable for his age.

60. Year 1 pupils showed a similar level of interest and skill as they worked on a number program. Teachers' planning is detailed and includes the progressive development of basic skills and opportunities for pupils to make use of their computing skills in most subjects. Completed work available for scrutiny had examples of pupils work from a range of subjects and showed at least a satisfactory level of skill and knowledge. Year 6, for example, combined pictures and text in presentations of work following their geography trip to Filey and in their diary of the week spent at the East Barnby Outdoor centre. There was also evidence of data handling in science in Year 2 as graphs were produced on favourite fruits and in Year 3/4 for the classification of rocks.

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

61. It was evident from teachers' planning and a scrutiny of completed work from last year that computers are used extensively to support pupils' learning. The latest acquisition is a music program to introduce pupils to composition. In literacy and numeracy, computers are often used and there were many examples in pupils completed work of stories, newspaper articles and poems being written on computers. Pupils use the Internet regularly to research information about the human skeleton, toys in history or find out what life is like in India.

## **HUMANITIES**

### **History**

Provision in history is **good** and as a result, standards throughout the school are above average. This shows that standards have been maintained at Year 6 since the previous inspection but it represents an improvement for Year 2, as standards were in line with national expectations in 1998.

### **Main strengths and weaknesses**

- The quality of the curriculum, resulting in pupils, particularly in Year 2 producing a substantial volume of work;
- Assessment procedures need to be more consistent from class to class.

### **Commentary**

62. History and geography are taught alternatively and as geography was the main focus for this term, no history lessons were seen during the inspection. However, all the completed work for each class from last year was available for inspectors to analyse. Pupils in each class had produced lots of neat work covering a range of topics such as the ancient Greeks, the Vikings, the Tudor and Victorian periods as well as studying the history of the local area. The work on the Fire of London in 1666 by pupils in Year 2 showed that teachers encouraged pupils to make good use of the Internet for research and computers to record their work. Good links are also made with other subjects. Year 6 were made aware of the dangers of drugs when working on their topic about John Lennon, for example, and Year 2 pupils put their literacy skills to good use when writing articles for the London Gazette about the Great Fire of 1666.
63. Subject management is effective. Standards are regularly monitored by all teachers examining pupils' books together and the co-ordinator and headteacher monitor the quality of teachers' termly planning in depth. Assessment has been identified as an area for improvement. At present, it is not consistent, making it difficult to track individual pupils' progress as they move through the school. The new system, once established, has the potential to enable teachers to assess the progress and attainment of individual pupils at the end of each topic against the identified key objectives for learning. The quality of teaching is assessed through an evaluation of pupils completed work and some classroom observations.

## Geography

Provision in geography is equally as **good** as it is in history. Standards throughout the school are above those normally seen. The improvement in standards at Year 2 from the previous inspection follows the same pattern as for history. Year 6 pupils have maintained previous good standards.

### Main strengths and weaknesses.

- The high quality of teaching, particularly in the Year 3 and 4 class;
- The broad range and very good quality of resources;
- The effective links made with other subjects;
- Assessment procedures are vague and need to be made more effective.

### Commentary

64. As in the previous inspection, only one geography lesson was observed. Year 3/4 pupils were studying the weather at three very different places around the world; a desert, the Polar Regions and an area of rainforest. The quality of teaching was excellent. Throughout there was a rapid and purposeful pace and very good links were made with other subjects. Pupils had to utilise their literacy skills to describe the weather conditions expected and write a list of travel requirements for each region. Excellent use was made of the new computer linked 'smartboard' to display weather symbols and show temperature charts. Computing and mathematics skills will be put to the test when pupils create a database on each area and produce graphs to show rainfall and temperature figures.
65. Each class follows a range of topics in geography and a scrutiny of work from last year shows that the work produced by pupils of all ages is of an above average standard, reflecting the quality of teaching. Year 6, for example, studied Whitby following a visit there and made detailed comparisons with their own area. The outstanding quality of teaching in Year 3/4 was evident from the extensive amount of work produced and the high standard attained by most pupils. Topics on India and the science based Rocks and Soil showed that good use was made of computers and skills from other subjects. Pupils used the Internet, for example to research styles of Indian clothing for men and women and mathematical skills to produce graphical representations of the number of rocks that contained crystals. Year 2 clearly understand maps and showed that they had a good knowledge of their local area.
66. The quality of teaching and learning is very good. Key strengths contributing to the high standards are:
- the effectiveness of teachers' planning;
  - their high expectations of pupils;
  - the level of challenge in the work provided for pupils of all ability levels.
67. Pupils of all ability levels work hard and produce lots of neatly presented work. In the lesson observed, all were able to concentrate for long periods and behave very sensibly when working as part of a group.
68. The subject is well managed. Teachers' planning, which is very good, is closely monitored by the headteacher and co-ordinator. There are plans to further develop the excellent accommodation to provide an outdoors 'classroom' within the spacious grounds as an added resource for subjects, such as science, geography, art and design and physical education. Resources for geography are very good. There was no hesitation about throwing out a set of dated atlases, for example and purchasing new ones. As part of a whole-school review, assessment procedures are to be improved this year. Teachers currently assess the success of their teaching at the end of each termly topic but the quality of information for

individual pupils lacks detail, making it difficult to track progress accurately. The headteacher and co-ordinator have responded to comments in the previous report about monitoring classroom practice more often, in particular the quality of teaching and learning. Monitoring visits are regularly made and the frequency increased when the subject features in the School Improvement Plan. The Individual targets for teachers are often discussed following these monitoring visits.

## Religious education

Provision in religious education is **satisfactory overall**. At the time of the previous inspection standards were judged to be above average at Year 2 and Year 6. During this inspection, there was insufficient evidence to make a reliable judgement about overall standards or the quality of teaching and learning. No obvious strengths or weaknesses were observed.

69. Two lessons were seen, one in an infant class and one in a junior class. In Year 2, pupils were keen to answer questions on the theme, 'Who made the world in which we live?' and showed a satisfactory level of knowledge and understanding. The lesson in the junior class was poor because many of the pupils found great difficulty settling down at the end of the school day. They were not sufficiently motivated by the story of the Good Samaritan to discuss sensibly in groups 'who is my neighbour?' or to settle and write a modern day version of the story. As a result, there was a significant level of under achievement and many made little progress due to their poor attitudes and behaviour.
70. Management of the subject is satisfactory, overall. The school follows closely the locally Agreed Syllabus and lesson planning is thorough. However, thought needs to be put into the timing of religious education lessons.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. At this early point in the school term, there was insufficient evidence to make an overall judgement on standards and provision in art and design and in design and technology.
72. **In art and design**, subject planning follows the national guidelines. The scheme of work is due to be reviewed and adapted to meet the needs of the school more fully. Some attractive displays of pupils work were seen in classrooms and corridors. There are no agreed assessment procedures in place for this subject. The school acknowledges this and has identified establishing consistency from class to class in all the foundation subjects as a target for improvement in this year's School Improvement Plan.
73. **In design and technology**, virtually all of the models and artefacts produced by pupils had been taken home before the summer holidays. Subject planning follows the national guidelines. The scheme of work is due to be reviewed and adapted to meet the needs of the school more fully. Each class teacher conducts an assessment of pupils' progress but the assessment procedures vary. The school acknowledges this and has ensured that assessment is a target in this year's School Improvement Plan.

## Music

Provision in music is **very good** and is a strength of the school.

### Main strengths and weaknesses

- The wide range of experiences offered to the pupils;
- The expertise of the staff within the school;
- The good standards achieved by the pupils;
- The expertise of the subject co-ordinator ensures that music has a high profile in school.

## Commentary

74. Standards are above average at the end of Year 2 and Year 6. These standards have been maintained since the previous inspection. All pupils, including those with SEN, make good progress.
75. Pupils are given many opportunities to perform and appreciate music. The after school 'Music makers' club when the pupils were practising the 'William Tell Overture', showed their enthusiasm for the subject. Large numbers of pupils learn the recorder. Their ability to read music is developed from work begun in the Infants. Staff throughout the school show their obvious enjoyment of the subject when they share their musical expertise with the pupils.
76. In the lessons observed throughout the school, teaching was always very good. Pupils achieve well because they learn from each other and are given many opportunities to learn from practical experiences.

## Physical education

Provision in physical education is **very good**.

### Main strengths and weaknesses

- The accommodation provided by the new building and very good level of resources;
- Teachers expertise, particularly in the Year 5/6 class;
- Pupils' interest and involvement;
- The exceptional range of opportunities for sport including those outside normal school time;
- Good provision for swimming;
- Good subject management.

## Commentary

77. Standards in Year 6 are above those normally seen. There was insufficient evidence to make a judgement about standards in Year 2 as the only gymnastics lesson was not observed. In the previous inspection, standards were above national expectations throughout.
78. Although only two lessons were seen, both with Year 5/6 pupils, it was clear from pupils very good behaviour and excellent relationship with their teacher that they thoroughly enjoy physical education lessons. Boys and girls were equally enthusiastic during a dance lesson, for example, where sequences of movements were being developed to depict the shapes found in ornate seashells and the movement of these in the tide. The teacher constantly challenged pupils and expected high standards of behaviour. Her undoubted subject expertise ensured that skills were successfully developed in a progressive way as pupils first worked individually and eventually ended up in a group of eight. It was a pleasure for all to work barefoot on the beautiful new wooden floor in the spacious hall. All pupils showed above average skills when holding a balance position or moving in unison with others of their group. Evaluation was carried out sensitively, the teacher reminding pupils to say something positive about one another's performance before suggesting areas for improvement. The same high standards were seen in a netball coaching session outdoors. Younger pupils also benefit from the spacious accommodation and very good resources available.

79. The quality of teaching and learning is very good. Strengths are:
- teachers' subject knowledge;
  - their planning which sets out high expectations and challenge for pupils;
  - an insistence on high standards of behaviour;
  - the encouragement and engagement of pupils;
  - the use of resources.
80. The key aspects, making the most significant impact on pupils learning are:
- the relationships between pupils and their teachers;
  - pupils exceptionally good behaviour;
  - their capacity to work collaboratively or independently.
81. For a relatively small school, the range of sporting activities is very good. The football and netball teams play against other schools, and last year the netball team was undefeated. Athletics, quick cricket, cross-country running and table tennis are also taught throughout the year. In a local competition, pupils became area champions at table tennis. The good attainment in swimming, reported in the previous report has been maintained with all able to reach the required standard by the time they leave school. Year 6 pupils have the opportunity to go on a residential visit and take part in a range of adventurous activities such as canoeing and orienteering. The school also uses the 'Top sport' bags scheme to introduce pupils to activities such as lacrosse, hockey and baseball. Pupils' competitive spirits are fostered well and individual pupils are successfully developing their talents in trials biking, junior triathlon events and national orienteering competitions.
82. The subject is well managed by a co-ordinator who demonstrates a high level of expertise and shares good practice ensuring that all teachers teach all aspects of physical education competently. The satisfactory assessment procedures for physical education are being reviewed along with those for all the non-core subjects, to give teachers a clearer picture of each individual pupil's attainment and progress following each terms teaching programme. The quality of teaching is evaluated from time to time but specific strengths or targets for improvement are not recorded for individual teachers at present.

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

Provision for personal, social and health education and citizenship (PSHCE) is **good**.

### **Main strengths and weaknesses**

- Relationships between staff and pupils are excellent, enabling pupils to talk openly and frankly;
- Pupils are very considerate of one another. Most have a mature outlook on life beyond their years;
- All pupils have very good listening skills and the confidence to express themselves.

### **Commentary**

83. The development of the provision for pupils' PSHCE is an ongoing priority for the school. The aim is to promote greater involvement of pupils in their learning and in school self-review. The school's pupil council is active, discussing a range of issues with fellow pupils and staff. Year 5 and 6 pupils have recently been introduced to philosophy on their weekly timetable and all classes benefit from discussion time called 'circle time' where topics such as feelings and moral issues are covered.

84. As part of this development, the school has become involved in a local pilot scheme called 'Lets Think'. Sessions to develop thinking skills only feature in the infant classes at present but there are plans to extend these into the junior classes. Only one lesson was observed involving pupils from Year 1. Pupils were divided into three groups of five and in the lesson observed, five pupils were with their teacher. Good opportunities for pupils to learn a democratic approach to making decisions were provided as pupils decided how they would like to amend the rules of the game they were about to play. Pupils are developing very good speaking and listening skills in these sessions and gaining the confidence needed to express their views to others. The extension into the junior classes has the potential to be worthwhile.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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