

# INSPECTION REPORT

**SKIPSEA PRIMARY SCHOOL**

**DRIFFIELD**

LEA area: East Riding of Yorkshire

Unique reference number: 117882

Headteacher: Mrs J Cameron

Lead inspector: Mr D Byrne

Dates of inspection: 15<sup>th</sup> –17<sup>th</sup> March 2004

Inspection number: 257488

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 - 11
Gender of pupils:	Mixed
Number on roll:	56
School address:	Hornsea Road Skipsea Driffield
Postcode:	Y025 8ST
Telephone number:	01262 468394
Fax number:	01262 468394
Appropriate authority:	Governing body
Name of chair of governors:	Mrs M Newton
Date of previous inspection:	18 <sup>th</sup> May 1998

## **CHARACTERISTICS OF THE SCHOOL**

This is a very small school in a rural seaside location. It educates 56 boys and girls aged from 3 to eleven years of age. The children of nursery age attend the local education authority managed peripatetic nursery housed within the school. The school serves an area that relies on the holiday trade and as a result there are high levels of pupil mobility, especially in Years 3 to 6. A high percentage of pupils start and leave school at times other than the normal times of admission and departure. All pupils are of White British ethnic background and none speak English as an additional language. The attainment of children when they start the school in the nursery varies from year to year but is well below average overall. The majority of pupils come from relatively disadvantaged backgrounds. The percentage of pupils known to be eligible for free school meals is well above the national average. The percentage of pupils identified as having special educational needs, including Statements of Special Educational Need, is just below the national average. The school qualifies for a grant to reduce the impact of socio-economic deprivation on pupils' education. The school has gained the accolade of being judged to be a healthy school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28076	Mr D Byrne	Lead inspector	Mathematics, science, information and communication technology, geography, history, physical education, special educational needs.
9224	Mr M Vineall	Lay inspector	
31807	Mr D Carpenter	Team inspector	Foundation Stage curriculum, English, art and design, design and technology, music, religious education, personal, social and health education and citizenship.

The inspection contractor was:

Altecq Education Ltd  
102 Bath Road  
Cheltenham  
Gloucester  
GL53 7JX

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## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

This is a **good** school that effectively meets the needs of a diverse and constantly changing school population. Although the percentage of pupils reaching national expectations in Year 6 is below average, the pupils achieve well in English and mathematics from the often very low standard at which they start. Good teaching promotes good attitudes, behaviour and levels of personal development amongst pupils. The school is well governed and the headteacher provides effective management and strong leadership. The school gives good value for money.

#### **The school's main strengths and weaknesses are:**

- There is a warm, caring ethos that pervades the school.
- Pupils achieve well overall in English, mathematics, religious education and art and design.
- Standards of writing across the curriculum could be higher and pupils could do better in geography.
- The school is effectively led and managed by a head teacher with a strong sense of purpose and a supportive and knowledgeable governing body but procedures for monitoring, standards, teaching and learning in some subjects are unsatisfactory.
- Good teaching and the very good support of classroom assistants ensure that the diverse needs of pupils are met effectively.
- Not enough attention is given to enabling children in the Foundation Stage to develop their creativity nor for pupils in Years 1 to 6 to develop their investigational skills in mathematics and science.
- Good provision for spiritual, moral, social and cultural development results in pupils developing good attitudes, behaving well and forming good relationships with others.
- Good strategies for reducing absence are effectively tackling issues related to attendance although it is still not good enough.
- The curriculum is well planned so that the needs of pupils in mixed-age classes and the demands of high pupil mobility are met.
- The school makes good efforts to involve parents in their children's education and pupils benefit from good links with other schools and with the local community.

The school has made good improvement since the last inspection in 1998 and it is now more effective. The impact of leadership and management on the school is now good. Improvements have been made in the way the curriculum is planned across the school, there is much better provision for promoting good behaviour amongst pupils and gaps in provision for aspects of pupils' care and welfare have been filled. Even though attendance remains below average, effective measures have been taken that are significantly reducing absence. The governing body now takes a much more active role and is much better and is closely involved in the school's financial management.

## STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	D	E	E	A
Mathematics	E	E	E	C
Science	E	E	E*	C

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average; E\* – very low. Similar schools are those whose pupils attained similarly at the end of Year 2.*

The number of pupils in individual year groups are so small and the impact of high levels of pupil mobility into and out of the school so significant, that all statistical data has to be treated with great caution.

Achievement overall is **good**. Inspection evidence is that the overall attainment of children when they start school is well below the expectations for their age. In the Foundation Stage, children do well and achievement is good in each area of learning except creative development where they could do better. Despite the good progress of children in the Foundation Stage, by the end of their time in the reception class the large majority have still not reached the standards expected for their age. In Years 1 and 2, pupils continue to achieve well in reading, writing and mathematics, given the low level of prior attainment. Despite this, standards at the end of Year 2 are currently below the national average in reading, writing, mathematics and science. By the end of Year 6, the pupils who stay in the school make good progress and achieve well in English and mathematics but standards remain below average overall. Pupils could do better in writing across the curriculum and in mathematical investigations. In science, pupils achieve satisfactorily in terms of their knowledge but unsatisfactorily in their ability to perform scientific investigations. Pupils achieve well in religious education and art and design and satisfactorily in information and communication technology. Throughout the school, pupils with special educational needs achieve well and make good progress towards the targets in their individual education plans.

Pupils' spiritual, moral, social and cultural development is **good**. Pupils have good attitudes to their work and behave well. Attendance is unsatisfactory, in spite of the school's good efforts.

## QUALITY OF EDUCATION

The quality of education is **good**. The quality of teaching and learning is **good** with effective procedures for assessing pupils' attainment and progress. Very good support by teaching assistants makes sure that the wide range of ages and abilities in each class is generally well met. There is a good curriculum that makes learning stimulating for pupils. The school enhances learning well by making good provision for after-school clubs and effective use of educational visits. The accommodation and range of learning resources are good. Pupils receive good levels of care with good attention to their health and safety. There are effective systems for supporting new arrivals to the school. The school involves pupils well in the day-to-day running of the school and listens to their views and opinions. Good partnerships exist with parents, the local community and other schools.

## **LEADERSHIP AND MANAGEMENT**

The overall leadership and management of the school are **good**. The head teacher provides **good** leadership. All staff work together well to contribute to the wide range of management responsibilities and also provide good leadership. The management of the school and its governance are both good.

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

Parents have good levels of satisfaction with the school. They feel the school provides a good quality of education that ensures that their children achieve well. Pupils enjoy school and are happy with the quality of teaching and what they are taught. They feel they are involved in the running of the school.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in writing across the curriculum and improve pupils' achievement in geography.
- Improve the provision for children's creativity in the Foundation Stage.
- Raise standards of pupils' performance in mathematical and scientific investigations.
- Devise and implement a clear strategy for the way that standards, teaching and learning are monitored in subjects other than English, mathematics and science and information and communication technology.
- Continue with current strategies to keep absence to a minimum.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils start school with standards that are **well below** average. In their time in the school, pupils make good progress and **achieve well** by the end of Year 6 in English and mathematics. Standards at the end of Year 2 and Year 6 are currently, however, **below** the national average in English, mathematics and science.

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

- Pupils achieve well in English and mathematics.
- Pupils achieve well in religious education and art and design by the end of Year 6 but the achievement in geography is unsatisfactory.
- Pupils with special educational needs achieve well.
- Most children and pupils work hard but could be more creative in the Foundation Stage.
- Pupils in Years 1 to 6 could make better use of their initiative in learning aspects of mathematics and science.

#### **Commentary:**

##### **Foundation Stage**

- 1 Children start in the nursery with standards that are well below average, particularly in their communication, language and literacy and their knowledge and understanding of the world. By the end of the reception class, children achieve well in their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. They achieve satisfactorily in their creative development. By the end of the reception class, children reach the standards expected for their age in their personal, social and emotional development. In the other areas of their learning, despite the good progress made in the reception class in particular, most children do not reach the standards expected for their age by the time they move on to Year 1.

##### **Key Stage 1**

- 2 In 2003, three pupils took the national tests at the end of Year 2. This very small number of pupils makes any analysis of data from national tests unreliable and the test results, therefore, are not published.
- 3 Inspection evidence shows that by the end of Year 2, pupils achieve well overall in English and mathematics and satisfactorily in science. In English pupils make good progress in their reading and writing but, despite this positive picture, pupils do not make up enough ground to reach the standards expected for their age by the end of Year 2 and standards are below average. Pupils do better in reading which is a result of the high profile that reading is given in the curriculum. Standards of writing, in particular standards of presentation, could be better and the school is taking effective measures to improve matters. In mathematics, pupils make good progress in their time in Years 1 and 2 and improve their knowledge and understanding of basic numeracy. The majority of pupils, however, achieve standards that are below the

national average by the end of Year 2. Whilst there is a good emphasis given in mathematics lessons to the development of numeracy skills, not enough time is given for pupils to perform mathematical investigations and solve mathematical problems. In science, pupils do well in improving on their low levels of knowledge and understanding of the world when they start Year 1 and by the end of Year 2 they have a satisfactory knowledge of basic scientific ideas. Strategies for developing pupils' enquiry skills are, however, not consistently applied and this reduces the standards in this area of science. Pupils with special educational needs are given good support and make good progress towards the targets in their individual education plans.

## **Key Stage 2**

- 4 In 2003, seven pupils took the national tests at the end of Year 6. This very small number of pupils makes any analysis of data from national tests unreliable. In Years 3 to 6, there are high levels of movement of pupils into and out of the school and for some pupils, high levels of absence. This has a negative impact on the standards achieved at the end of Year 6 and reduces the validity of data used to indicate how much learning occurs between Year 2 and Year 6. There are variations in learning amongst pupils who are new arrivals in school with many not doing as well as those children who have been in the school for some years.
- 5 Inspection evidence shows that a high proportion of pupils in the current Year 6 class have special educational needs and this, coupled with the impact of pupil mobility, depresses the overall standards attained. Standards in English, mathematics and science are below average overall. The pupils who start and complete their education in the school make good progress and achieve well in English and mathematics and satisfactorily in science. In English, pupils develop a secure knowledge and understanding of reading by the end of Year 6 and reach standards that are average for their age, but they could do better in writing. In mathematics, children develop a secure knowledge and understanding of numeracy but the application of this knowledge to solve mathematical problems could be better. In science, pupils develop a basic knowledge of scientific ideas but lack suitable skills of performing scientific investigations. The weakness in pupils' abilities to perform mathematical and scientific investigations is because recently introduced strategies to promote independent learning in these subjects are too recent to raise standards. There is no statistically significant difference between the performance of boys and girls. Pupils with special educational needs are given good support and make good progress towards the targets in their individual education plans. The small minority of higher-attaining pupils are given suitably challenging work and achieve well overall.

## **Subjects other than English, mathematics and science:**

- 6 The limitations of time for the inspection mean that it was only possible to make judgements about the quality of provision in information and communication technology and religious education. Inspection evidence shows that by the end of Year 6, pupils achieve well in art and design and religious education. In both of these subjects standards at the end of Year 6 are above expectations for pupils of their age. Pupils achieve satisfactorily and attain expected standards at the end of Year 6 in information and communication technology and physical education. In geography, pupils' knowledge and understanding of basic facts and of geographical skills are below average and pupils' achievement is unsatisfactory. It was not possible to make secure judgements about standards or provision in history and music.

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

Pupils' spiritual, moral, social and cultural development is **good**, promoting amongst pupils **good** attitudes, behaviour and levels of personal development. Attendance is **unsatisfactory**.

### **Strengths and weaknesses**

- Good relationships ensure that pupils feel safe and secure in school.
- Pupils are very keen to learn and work very well with others but have limited chance to develop their use of initiative to support aspects of learning.
- Incidents of bullying or harassment are very rare and pupils behave well.
- Attendance levels have been significantly improved by well-directed and imaginative work and continue to improve.

### **Commentary**

- 7 The provision within the school for promoting good standards in terms of their attitudes, behaviour and personal development has improved significantly since the last inspection. The head teacher has developed and implemented a wide range of effective strategies to boost pupils' self-esteem, confidence and sense of pride.
- 8 Most children enjoy coming to school and thrive on the exciting and stimulating lessons and activities provided for them. Pupils feel safe and secure as a result of the good relationships established between teachers, support staff and pupils. The headteacher provides good leadership in promoting pupils' spiritual, moral, social and cultural development. There are effective, whole-school strategies that develop a heightened sense of spirituality and a good awareness of the pupils' own culture and that of others from different cultures and religious faiths. The good spiritual, moral, social and cultural development of pupils contributes to the way that pupils develop good attitudes to learning. Pupils develop good social skills and a sense of morality. The high levels of tolerance and care between pupils demonstrate this. The strong ethos of care generated throughout the school coupled with a consistently applied strategy for promoting good behaviour are key factors in a lack of any significant bullying or harassment.
- 9 In the Foundation Stage, children achieve the expectations for their age in personal, social and emotional development and develop good attitudes to working and sharing with others. These skills continue to develop in Years 1 to 6 with most pupils showing an interest in their lessons and a willingness to learn. The majority of pupils behave well in lessons although a small but significant number of pupils, mainly in Years 1 and 2, can be disruptive in lessons when there is no additional adult support. Behaviour out of class is good in the playground and at lunchtimes. By the time pupils reach Year 6, most have developed good attitudes to school work and concentrate for extended periods of time during lessons. Most pupils have good research skills, for example, in using books and computers to locate information but there are low expectations for pupils to work independently in mathematics and science. This reduces the level of initiative that pupils have in these aspects of their learning. There have been no exclusions in the last year.

### **Attendance**

- 10 The school faces a number of special circumstances locally, including seasonal holiday worker parents who take their own holidays in term time. The impact of this

has led to attendance levels that have been well below the national average in recent years.

- 11 Attendance is now improving as a result of a concerted drive by the school supported by a local education authority educational welfare officer. Effective actions have been taken. These include first day checking on unexplained absences, a range of rewards, for example certificates for good attendance, and a drive to convince parents of the importance of good attendance. In the first half of this school year, there has been a particularly significant improvement in attendance with levels up by nearly 2 per cent and no unauthorised absence. Procedures for completing and monitoring attendance registers have improved since the last inspection and now comply with regulations. Most pupils are punctual and arrive at school on time.

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

Authorised absence		Unauthorised absence	
School data:	7.5	School data:	0.45
National data:	5.4	National data:	0.4

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

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education is good.** The quality of teaching and learning is **good** overall. There is a **good** curriculum with **good** levels of curriculum enrichment. There are **good** levels of care and support. **Good** partnerships exist with parents, the community and other schools.

#### Teaching and learning

**The quality of teaching is good with satisfactory teaching overall in the Foundation Stage.** The majority of pupils learn at good rate. Assessment is used effectively to inform staff about the standards and progress of pupils.

#### Main strengths and weaknesses

- Pupils learn well overall with better progress made by pupils who stay in the school throughout their primary education.
- Very effective teaching of pupils in Years 5 and 6 challenges pupils to think for themselves but across the school, not enough time is given to promoting pupils use of initiative.
- Good use is made of assessment to guide planning and to identify the needs of new arrivals.
- Reading is taught well but, until recently, expectations for writing have been too low.
- Very good support by teaching assistants ensures that all pupils are effectively included in all aspects of the curriculum.
- Expectations are too low for children in the Foundation Stage to use their imagination and creativity.
- In Years 1 to 6, there is not enough emphasis given to developing pupils' enquiry skills in mathematics and science.

## Commentary

- 12 Teachers are very caring and supportive of pupils both in terms of their academic and their personal development. Staff work hard to effectively meet the challenge presented by the high mobility and above average levels of absence of pupils. Strong teamwork between teachers and teaching assistants ensures that lessons are generally effectively organised and managed so that the wide range of ages and abilities within each class is fully met. Teachers are very effectively supported by teaching assistants in maintaining a good focus on promoting pupils' knowledge and understanding of English and mathematics.

### Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	9	9	0	0	0

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

- 13 In the Foundation Stage, the quality of teaching is satisfactory overall. It is satisfactory in the nursery class and good for children in their reception year. The teaching of personal, social and emotional development is good overall. Teachers and support staff make good use of the mixed-ability groupings in Class 1 to promote children's social development. In this class, reception children benefit from working alongside pupils from Years 1 and 2. Good teaching of children's knowledge and understanding of the world is based upon the provision of a good range of activities including contact with visitors to school. In terms of the development of children's communication, language and literacy and mathematical development, satisfactory teaching of nursery children and good teaching of reception children result in children achieving well overall. Children's physical development is effectively taught. In creative development, there is a tendency for teachers to overemphasise the teaching of basic skills and not enough time is given for children to develop their creativity or to use their imagination.
- 14 In Years 1 to 6, there is a strength in the way that teachers use direct, class teaching methods which results in most pupils successfully acquiring knowledge. At times however, not enough emphasis is given to providing pupils with activities to develop their independent learning skills. Teaching is particularly strong in Years 5 and 6 where there is some very good teaching. This is typified by the setting of high expectations for pupils to work things out for themselves by applying their knowledge of different subjects. Throughout Years 1 to 6, teachers have a secure knowledge and understanding of the National Strategies for Literacy and Numeracy. They make sensible adaptations to each strategy to meet the particular needs of the school's pupils. Reading is taught particularly well and pupils develop good skills of using books for research as well as for pleasure. There have been weaknesses in the past in the teaching of writing, and particularly in accepting work that is untidily presented. With the recently gained stability in terms of the permanent teaching staff, expectations are now higher and standards are rising as a result. Numeracy is effectively planned and taught and a recent emphasis on promoting pupils' thinking skills is successfully developing pupils' mental arithmetic skills. However, not enough attention is paid to encouraging pupils to apply their knowledge and understanding of mathematics to undertake mathematical investigations and solve problems. There is a similar weakness in the teaching of science. Whilst knowledge is effectively taught, strategies are weak for teaching pupils how to perform scientific investigations and experiments.

- 15 Both religious education and art and design are taught well. Pupils are provided with a good range of exciting and relevant activities that challenge and extend pupils' existing knowledge, understanding and skills.
- 16 Throughout the school, pupils with special educational needs are taught well with very good support provided by teaching assistants. The pupils are fully included in all aspects of school life and make good progress towards the targets in their individual education plans. The needs of higher-attaining pupils are mostly well met, particularly in Years 5 and 6 but in other classes there are occasions when these pupils are not challenged enough.
- 17 The majority of pupils benefit from the good teaching and learn well. During lessons they usually work hard and try their best. The high number of pupils who join school at times other than the normal point of admission often struggle to adjust to the pace of work and tend to have lower levels of attention during lessons. Overall, however, pupils enjoy lessons and show good levels of motivation and a desire to learn but low expectations for pupils to work independently in mathematics and science reduce their use of initiative in some aspects of their learning.
- 18 Teachers make effective use of assessment to gauge pupils' achievement and progress. Particularly good use is made of assessment of new pupils arriving during the course of the year so that the individual need of these pupils can be identified and planned for.

## **The curriculum**

The curriculum is **good** and is enriched by a **good** range of learning experiences. Accommodation and resources are **good**.

## **Main strengths and weaknesses**

- Good emphasis is given to reading, writing and mathematics.
- Staff effectively evaluate the strengths and weaknesses of the curriculum and successfully implement a number of curriculum innovations.
- Subjects are mostly well planned but not enough time is built in to developing children's creativity in the Foundation Stage and to developing pupils' skills of investigation in mathematics and science in Years 1 to 6.
- Pupils with special educational needs benefit from well-planned individual education plans that are effective in guiding their learning.
- Pupils benefit from a good range of educational visits and have access to a very good range of extra-curricular activities.
- The school buildings are very well maintained and pupils benefit from access to good outdoor facilities.

## **Commentary**

- 19 The curriculum is well planned to meet the needs of the pupils. Overall, the curriculum has improved since the last inspection with better planning in all subjects and a sharper focus given to the basics of reading, writing and mathematics. A number of innovations have been made to the way subjects are planned with good use of blocked time for subjects such as art and design and design and technology. Pupils in Years 3 to 6 are also introduced to French with pupils in Years 5 and 6

benefiting from effective liaison with the French department of the local high school. The head teacher and staff carefully evaluate what is taught and, after analysing the school's assessment information, identify ways of adapting the curriculum. A flexible approach is sensibly taken with regard to curriculum planning in order to cope with the needs arising from the constant movements of pupils.

- 20 A satisfactory curriculum is provided for children in the Foundation Stage. Children are provided with a suitable range of activities that match the recommendations for their age. In the nursery class, however, not enough time is given to developing children's creativity and imagination. Pupils in Years 1 to 6 receive a good curriculum overall. The school has placed great emphasis on the development and adaptation of the National Strategies for Literacy and Numeracy. Other subjects are planned effectively although some gaps in geography for example in developing field study skills, reduce the knowledge and achievement of pupils. In mathematics and science, the time given to developing pupils' skills of independence is unsatisfactory. The school has just gained the accolade of qualifying as being a healthy school. Issues related to pupils' personal development in terms of sex education, drugs awareness and the need to consider others are effectively planned for.
- 21 A priority for the school is to link subjects together and make sure that the skills of English, mathematics and information and communication technology are planned and taught alongside the foundation subjects. Good progress is beginning to be made, but better monitoring is needed in some foundation subjects to forge even better links. The school makes good use of a range of resources to extend learning inside the classroom. The local environment and educational visits are effectively used to extend and enrich the curriculum. Visitors to the school introduce pupils to activities such as the creation of outdoor sculptures. Pupils benefit from a good range of extra-curricular activities outside the normal school hours.
- 22 The provision for pupils with special educational needs is good with very good support by the teaching assistants. Pupils have good quality individual education plans to meet their needs.
- 23 The quality of accommodation and resources is good overall. The accommodation for children in the Foundation Stage includes good access to a safe and secure outdoor play area. Buildings are well maintained and spacious enough for the number of pupils in the school. At times, however, there are minor levels of disruption to learning resulting from the need for pupils and adults to walk through classrooms to access all parts of the building. Pupils benefit from large grassed sports and play areas. The playground facilities are of a very good standard and contribute to good relationships amongst pupils at play. The hall is small and makes some elements of indoor physical education difficult to manage but good use is made of the local sports centre to relieve the problem. Resources are good overall although reception aged children have access to a limited range of role-play resources and games. Resources to support learning in information and communication technology are good. The school is adequately staffed by suitably qualified teachers and teaching assistants.

### Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**. The school provides **good** support, advice and guidance and has **good** procedures for seeking the views of pupils.

## **Main strengths and weaknesses**

- Good strategies exist that ensure that all pupils enjoy a safe, secure and healthy school.
- There is good involvement of pupils in the running of the school.
- There are good procedures for the transition of pupils when they start and leave school.

## **Commentary**

- 24 Throughout the school, staff are vigilant in ensuring that all pupils are carefully supervised and safe at all times. The provision has improved significantly since the last inspection when there were a number of weaknesses. The head teacher and staff have taken very effective action that ensures that all weaknesses have been fully addressed. Child protection is now the specific responsibility of the head teacher. Good links with social services have ensured that all staff in the school are aware of the correct procedures regarding child protection and their own responsibilities. Health and safety issues are well managed by staff and the governing body. An attentive caretaker keeps a close eye on any possible risks and takes prompt action in the event of any concerns. Accidents are rare and detailed records are kept that enable the school to find ways of remedying any causes. All procedures regarding the administration of medicines are effectively managed.
- 25 The school values the good levels of maturity of its pupils. Pupils are encouraged to develop a sense of responsibility through a variety of strategies. For example, a pupil is appointed to monitor behaviour on the school bus and pupils take responsibility for ensuring that every pupil's birthday is celebrated. The school has good procedures for listening to pupils' views. The recently formed school council contributes to aspects of the school's management by considering many whole-school issues. As a result, several improvements have been implemented, for example, the introduction of a playground buddy system, sharpening the behaviour policy and developing better play facilities in the playground.
- 26 The school has a strong family ethos and good relationships at all levels. Staff work well together to support all pupils in their learning. There are effective systems for supporting new arrivals to the school of whom there are many at many different times during the school year. The school has good procedures for easing the trauma when children start school and for their transition to secondary schools.

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

**Good** partnerships exist with parents, the community and other schools.

## **Main strengths and weaknesses**

- There is good communication with parents.
- The school makes good efforts to engage parents in the life of the school and their children's work but the high levels of mobility makes this difficult to achieve.
- The school is responsive to the views and needs of parents.
- There are beneficial links with local primary and secondary schools.



## Commentary

- 27 Parents express supportive views of the school. Much effort has been made by the school to develop a partnership with all parents but the high levels of pupil mobility makes a true partnership difficult to develop. Not all parents show a willingness to respond to the school's efforts but a significant number are very supportive of the school and are well engaged with their children's learning. The school's communications with parents are good, with a sharp, informative, fortnightly newsletter that includes the listing of pupils rewarded for good work, effort, behaviour and attendance. Reports to parents are also good with individual, diagnostic comments, a rating for effort and targets. Regular parents' evenings enable parents to get involved in helping their children work towards the targets for their academic and personal development. Many parents attend school events that involve their children. For example, parents are invited to an assembly each month and workshops are provided to explain to parents how subjects are taught and suggestions about how parents can help their children's learning at home.
- 28 Good links have been made with the Hornsea Secondary School. These include imaginative induction procedures where, for example, pupils in Year 6 participate in a curriculum project that is continued and developed in Year 7. Work experience students from Hornsea regularly come into school. Good links with the pyramid of local primary schools make a positive contribution to aspects of staff development and to the education of pupils for example, by enabling them to participate in sports tournaments.
- 29 The school enjoys a good relationship with the village community. Pupils visit both churches and benefit from resources for indoor physical education at Skipsea Sands. The curriculum is also enhanced through visits to various venues including Hornsea Theatre, Hull Stadium, York Viking Centre and a church in Beverley. A number of visitors come into the school to support a variety of curriculum projects for example the arts project involving the creation of outdoor sculptures.

## LEADERSHIP AND MANAGEMENT

The leadership and the management of the school are **good**. The head teacher and her staff provide **effective** leadership and ensure that the school is **well** managed. The governing body provides **good** governance.

### Main strengths and weaknesses

- The headteacher's good leadership ensures steady improvement in the quality of education.
- The unavoidable division between the management of nursery and reception reduces the impact of the Foundation Stage curriculum.
- English, mathematics and science and information and communication technology are managed well but the monitoring of provision in most foundation subjects is unsatisfactory.
- The school has good levels of inclusion with good management of the provision for pupils with special educational needs.
- Governors are active in monitoring what goes on in the school and seek ways of making it better.
- Financial management is good although the fluctuating pupil numbers makes the long-term planning of finances difficult.

## Commentary

- 30 The headteacher is an effective leader with a good knowledge and understanding of the needs of the diverse, and constantly changing, range of pupils in the school's care. She ensures that the resources of the school and the expertise of staff are effectively directed to meet the needs of all pupils. Despite the considerable demands of a class teaching responsibility, the headteacher has developed and maintained a good ethos within the school. Effective leadership has successfully brought the school through a time when significant staff absence and changes depressed some aspects of the quality of education provided. The school is currently moving forward steadily as the impact of strong leadership by the head teacher and good teamwork between staff take effect.
- 31 The impact of leadership and management on the quality of the school's provision has improved significantly since the last inspection. Effective actions have been taken that have improved pupils' attitudes and behaviour, reduced the high levels of pupils' absence and improved the quality of pupils' care, welfare, health and safety. In addition, a good focus has been given to raising standards, especially in the core subjects of English and mathematics. An effective system has been established to evaluate how effective the school is, with good use of assessment data in English and mathematics to show variations in progress and the achievements of different pupils and year groups. These procedures are useful for evaluating the effectiveness of the school's provision. The school is not complacent and is currently seeking ways to build on its current stability in staffing so that further improvements can be made.
- 32 The school is efficiently managed by effective teamwork between the headteacher and her teaching and support staff. There is a helpful school development planning process that successfully involves consultations with all key people, including staff and governors, to create a manageable set of educational priorities for the school's improvement. Teaching staff work together to effectively manage English, mathematics and science and information and communication technology but the co-ordination of other subjects is underdeveloped. This relative weakness in monitoring reduces the way that the school can identify how well some subjects are taught so that future areas for development are identified. The management of the Foundation Stage is satisfactory. The fact that the school does not manage the nursery reduces the effectiveness of the strategy and policy for the Foundation Stage curriculum. The provision for special educational needs is effectively managed so that additional support is efficiently directed to meet the individual needs of pupils.
- 33 Key policies are in place and regularly evaluated to ensure that they are influencing the quality of the school's provision. The headteacher works closely with the governing body in ensuring that performance management procedures are fully implemented and staff reviews are used to establish a meaningful staff development strategy.
- 34 The governing body is a supportive and effective group. The governors are well organised to make sure all statutory requirements are met. Good levels of contact between governors and staff and visits to the school make sure that governors have a secure picture of the school's strengths and weaknesses. The governors are very closely involved in developing strategies to strengthen the overall quality of provision in the school as exemplified by the recent moves to improve the accommodation and to stabilise staffing. Governors keep a close eye on the school budget and demonstrate a good awareness of the importance of strategic planning of finances. There are effective procedures for ensuring that the school gets the best value out of its budget.

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

Income and expenditure (£)		Balances (£)	
Total income	236 763	Balance from previous year	29 388
Total expenditure	228 751	Balance carried forward to the next	37 400
Expenditure per pupil	3 313		

- 35 Financial management is good. Because of the constant changes in terms of pupils starting and leaving the school, funds vary significantly from year to year. A large surplus is maintained in order to manage unforeseen events arising from the constant flux in pupil numbers. Funds received are well managed overall and the head teacher makes sure that effective procedures are in place to get the best value for spending in terms of the benefits to the pupils' education. Many pupils live in economically and socially deprived circumstances and these, coupled with the high levels of pupil mobility and levels of pupil absence combine to act as significant barriers to learning.

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

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

The overall provision in the Foundation Stage is **satisfactory**.

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

- Children achieve well in relation to their very low attainment on entry.
- Leadership and management lack cohesion because of the split responsibility for the nursery and reception.
- Teaching of creative development tends to be too instructional and reduces the children's levels of creative and imaginative thinking
- Children in the reception class receive very good support from their learning support assistant.

#### **Commentary**

- 36 At the time of the inspection there were three full-time reception aged children being taught in a class alongside pupils in Year 1 and Year 2. In addition there were 12 children attending the nursery on a part-time basis each day of the week. Although based in the main school building, the nursery is part of the local education authority peripatetic nursery service and is financed and managed separately from the school budget. The nursery was in place at time of the previous inspection but was not reported on and it is therefore not possible to make a judgement about any improvement in the quality of nursery provision. The quality of provision for reception aged children has improved. The inspection evidence available indicates that children enter the school with attainment that is well below average although there is a wide range of ability with a small number of children being average or above. By the time they reach the end of the reception year, children achieve well but despite making good progress in the reception class, most children do not reach the standards expected for their age by the start of Year 1.
- 37 Satisfactory teamwork between the class teacher and the teaching assistant in the nursery and access to suitable resources and accommodation provide children in the nursery with a satisfactory start to their education. When children move into the reception year, they are taught alongside pupils in Years 1 and 2. The very small number of reception children mix well with their older classmates. When the reception children are taught as part of a whole class, for example in physical education, they benefit from being with older pupils. However, in the classroom, they do not always benefit from being taught as part of a whole class because teaching tends to focus on the older pupils. This is generally overcome by the very good contribution to the children's education provided by the teaching assistant. This enables the reception children to be provided with suitable activities for their age within the mixed-age class. When the children are taught as a small group, they make better progress.
- 38 Assessment information is collated effectively for the small numbers who transfer from nursery to reception each year. When they transfer to reception, the children lose their regular access to the secure play area and this reduces their progress in their physical development. The quality of the curriculum is satisfactory and the overall provision is satisfactorily managed but because the nursery is not managed by

the school. This makes it difficult to create and implement a cohesive Foundation Stage.

- 39 In the area of **personal, social and emotional development** teaching is good overall and the children achieve well. Some good aspects of social and emotional development emerge from the mixed-age reception, Year 1 and Year 2 class. Children have good attitudes to the work they do and they behave well. They show a good knowledge of personal hygiene and can be creatively independent in the ways they find of dressing themselves or donning outdoor clothing. Teaching establishes good role models for the children to follow and the children know what is expected of them. By the end of reception, children have a satisfactory sense of independence and confidence in their status and achieve the standards expected for their age.
- 40 Children achieve well in **communication language and literacy** given the low attainment on entry. Some children enter nursery with very limited skills in this area of their development and this is a priority area for teaching. The quality of teaching and learning is satisfactory overall with good teaching of the reception aged children. For some of the children however, the whole class sessions are too demanding of their limited skills in communication. They do better in a group setting where good support from the teaching assistant ensures that children are given a good range of opportunities to develop their letter sounds and to practise their language skills. Good opportunities are provided for role-play as an area for the development of language. Early reading skills are effectively supported by links between the home and school.
- 41 Pupils achieve well in terms of their **mathematical development** as a result of good teaching in the reception class. Teaching in the nursery is satisfactory. In the sessions observed insufficient use was made of the incidental opportunities that arose for encouraging and reinforcing knowledge of number. Children in the reception year benefit from the work of teaching assistants who provides a good range of activities that develop children's understanding of mathematical ideas. Children's use of mathematical vocabulary develops well. Despite the good progress made by children in reception, standards at the start of Year 1 are below the expectations for their age.
- 42 Children achieve well in the way they develop their **knowledge and understanding of the world**. When children start school their knowledge and understanding of the world is poor. Good teaching overall involves children in a good range of activities to kindle their interest and involvement with the world around them. Higher-attaining children have a good level of confidence in the use of computers and are confident in the technology of phone calls in their role-play. Children in both the nursery and reception have contact with visitors such as nurses and parents with babies and toddlers. Despite the good provision, by the time children enter Year 1, standards are still below the expectations for their age. The provision for religious education meets statutory requirements. Children have a good knowledge of some of the key stories from the Bible and know of the love of God. The extensive school grounds provide a source of knowledge and understanding of the world of nature.
- 43 Children achieve well in **physical development**. Many children start school with standards that are below the expectations for their age but, despite the good progress they make, by the end of their time in reception, standards are still below expectations. The quality of teaching is good overall with the provision of a good range of learning activities. These engage pupils in using tools and equipment with confidence and dexterity. Nursery children make good use of the secure outdoor play area where they have access to a range of mobile equipment although they lack fixed

climbing apparatus. When they transfer to reception, the children have limited opportunities for using the play area and this depresses the achievement of these children in this area of learning.

- 44 Teaching and learning in **creative development** is satisfactory and children achieve satisfactorily. There is a good emphasis given to developing children's skills associated with art and design, construction and making and appreciating music. Good use is made of songs, rhymes and stories. Not enough time, however, is given to providing activities that promote the development of creativity and imagination. There is a strong element in teaching across the Foundation Stage of directing and instructing pupils, rather than enabling them to create things for themselves.

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

### **ENGLISH**

Provision in English is **good**.

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

- Pupils achieve well in relation to their prior attainment.
- Pupils with special educational needs achieve well.
- There is good teaching that effectively deals with the demands of the many pupils who have limited language.
- The use of writing across the curriculum is unsatisfactory.
- Assessment procedures are effectively used to inform planning to meet the needs of pupils.

#### **Commentary**

- 45 The number of pupils in each year group is very small and in Years 3 to 6 in particular, there are very high levels of pupil mobility and above average levels of absence. This means that the standards gained in the national tests are unreliable indicators of the overall level achieved in the school. Inspection evidence shows that currently, pupils achieve well at the end of both Year 2 and Year 6, given their low levels of prior attainment, but standards are below the national average. Pupils with special educational needs are achieving as well as their classmates. There is no evidence of a difference between the performance of boys and girls.
- 46 Speaking and listening skills at the end of Year 2 and Year 6 are in line with expectations. In discussions pupils in Year 6 respond maturely to questions. The vast majority of pupils throughout the school listen attentively to each other and their teachers. From a very low baseline the school has concentrated on pupils' skills in comprehension and interpretation. As a result pupils in Year 6 are able to tackle their limitations in language with confidence. Standards in reading are currently average in the present Year 6 group. Pupils exhibit a wide range of preferences for books and authors although current bestsellers figure high in their list of favourites. Standards of writing across the curriculum are below expectations and the quality of presentation of pupils' work is often unsatisfactory. Writing is a priority in the development plan for English and recent measures taken by the school to raise standards are working. There has been a good increase in the amount of emphasis given to practising and improving writing skills but the impact on standards is not yet fully evident.

- 47 The quality of teaching and learning is good overall and is strongest in Year 5 and Year 6. The majority of pupils learn well as they progress through the school. There are variations in learning amongst pupils who are new arrivals in school with many not doing as well as those children who have been in the school for some years. The particularly good features of teaching are illustrated by high expectations, particularly in reading. Occasionally, however, the pace of lessons is slow and pupils are not sufficiently challenged. In all classes pupils respond well to the good relationships with teachers and support staff and have the confidence necessary for making mistakes and learning from them. The support of the teaching assistants in Years 1 to 6 is a very good feature of teaching. This particularly benefits the teaching of pupils with special educational needs. The needs of these pupils are effectively planned for so that they achieve as well as others. Homework is effectively used across the school, but especially in Years 3 to 6, to promote and extend learning at home.
- 48 Assessment procedures are good and provide teachers with valuable information from which to plan for future learning. Until recently planning has lacked an emphasis on extended writing and non-fiction writing. The action plan for English now recognises the need for placing a greater focus on writing in the foundation subjects and pupils are being given more opportunities for writing in subjects such as history and religious education. It is too early to make an assessment of the success of this strategy but in discussion pupils in Year 6 show a knowledge that has come from a more purposeful approach to interpreting information in a range of subjects. Marking does not always address the need for improvement in standards and too often targets are set and reset without a positive response from pupils. Where it is at its best, in Year 5 and Year 6, marking is oriented towards assisting pupils to set targets to improve the standards they achieve.
- 49 Leadership and management are good. An accurate evaluation of the strengths and weakness of the school's provision has been made and used to create an effective action plan for further improvement. Following a period of frequent changes of staff the school is now poised for a more stable future and the opportunity for implementing its action plan for English. Resources are satisfactory overall and teachers and teaching assistants make good use of them. More use could be made, however, of the good quality computer facilities. In discussion with pupils, they indicate an appreciation of the small but well-chosen library stock. Improvement since the time of the previous inspection has been satisfactory.

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

- 50 The use of writing across the curriculum is unsatisfactory. The quality of writing varies considerably from pupil to pupil and is often untidy. Pupils make good use of reading, however, to support learning in many subjects, but the planning of such links is not consistent and tends to be rather ad hoc. This lack of a coherent planning model limits the opportunities for pupils to raise the quality of their written work in particular.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Pupils achieve well given their prior attainment but standards are below national average.
- In Years 5 and 6, good teaching results in higher-attaining pupils being challenged but in Years 3 and 4 higher-attaining pupils are not always given enough challenge.
- Assessment is an effective tool for tracking pupils' progress, but pupils could be more involved in setting targets and monitoring their progress towards them
- Effective leadership and management has raised the profile of mathematics in the school and improved standards as a result.

### Commentary

- 51 The very small numbers of pupils in each year group makes the analysis of data from national tests unreliable. Inspection evidence shows that pupils achieve well but standards are currently below the national expectations for their age at the end of both Years 2 and 6. This is primarily because of the relatively low natural ability of the pupils but also, in Year 6, as a result of the negative impact of the high levels of mobility within Years 3 to 6. Whilst pupils generally do as well as they can in developing a secure knowledge and understanding of basic numeracy, they could do better in applying these skills to undertake mathematical investigations. Across the school, pupils with special educational needs receive good support in class and achieve as well as other pupils. There is no evidence of a difference between the performance of boys and girls.
- 52 The quality of teaching and learning is good overall with very good teaching in Year 5 and Year 6. Teachers have a secure knowledge and understanding of how to teach the National Numeracy Strategy so that it is adapted to meet the needs of all pupils. The good quality of teaching in Year 5 and Year 6 is a major factor in the pupils' good achievement by the end of Year 6. The good lessons were very well planned to meet the needs of all pupils and very well paced so that pupils knew that they were expected to be productive. There are high expectations for pupils to work things out for themselves and this motivates pupils in this class to work hard and to do their best. Pupils generally enjoy their lessons, work hard, sustain concentration and show very good attitudes to learning although a small number in Years 1 and 2 work quite slowly. At times, lessons are too strongly teacher directed and this results in pupils losing concentration. There are occasions when higher attaining pupils in Years 3 and 4 are not given sufficiently challenging work. The quality of marking is satisfactory overall and good in Year 5 and Year 6. The strengths in marking are that pupils are regularly provided with constructive and helpful comments in their books. This is not always the case in other year groups where opportunities are not consistently taken to involve pupils in setting mathematical targets for improvement. Homework is effectively used to promote and extend learning at home. Pupils in Years 3 to 6 enjoy attending an extra-curricular mathematics club which provides a range of very challenging activities for pupils to exercise their mathematical knowledge and understanding.
- 53 Leadership and management are good. The head teacher has worked hard to raise the profile of mathematics and to improve achievement throughout the school. This has resulted in a greater emphasis being given to developing pupils' mental arithmetic



skills. There is an effective strategy being developed to promote the development of pupils' skills for solving mathematical problems, but this has not yet had a full impact on standards. Procedures for assessment are effective in enabling staff to identify the school's strengths and weaknesses in the quality of its mathematics provision. There has been a good improvement in provision since the last inspection.

### **Mathematics across the curriculum**

- 54 Satisfactory use is made of numeracy to enable pupils to apply their knowledge and understanding of mathematics to other subjects and contexts. Information and communication technology is used well as a mathematical teaching aid. Pupils often use mathematical programmes independently to represent data on spreadsheets and as graphs and charts.

## **SCIENCE**

Provision in science is **satisfactory**

### **Main strengths and weaknesses**

- There is a relative strength in the way that pupils are taught about life processes and living things.
- Scientific knowledge is generally taught well, but higher expectations are needed regarding the development of pupils' expertise in performing scientific investigations.
- The standard of presentation of pupils' work and the range of recording is unsatisfactory.
- Good links are made between science and aspects of pupils' personal development.

### **Commentary**

- 55 Pupils achieve satisfactorily in science. In their time in school, pupils do well in improving their knowledge of scientific ideas but could do better in their skills of performing scientific investigations. The very small number of pupils in each year group and the high levels of pupil mobility make an analysis of data from national tests unreliable. The high level of pupil mobility and relatively high levels of absence amongst some groups of older pupils also reduces the overall standards attained by the age of eleven. Inspection evidence indicates that standards in science are currently below national expectations at the end of both Years 2 and 6. Pupils with special educational needs receive good support in class and achieve as well as other pupils. There is no evidence of a difference between the performance of boys and girls. Standards are similar to those at the time of the last inspection.
- 56 The quality of teaching and learning in the lessons observed during the inspection was good but when the whole picture is taken into account, including the examination of pupils' written work, teaching and learning is satisfactory overall. Pupils enjoy science lessons and most have a keen interest in finding out about the world around them. There is a relative strength in the teaching of ideas related to life processes and living things and to materials and their characteristics but not enough is done to develop practical activities related to physical science. In Years 1 and 2 pupils are given a satisfactory grounding in the knowledge of science but more could be done to develop pupils' practical skills. Teachers tend to be directive and do not plan enough activities for pupils to use their own initiative and to try out their own ideas. In Years 3 to 6, pupils make satisfactory progress. They are encouraged to develop basic skills

of gathering scientific data through measurement but expectations for accurate measurement are too low. Teachers could do more to enable pupils to apply the skills of numeracy to science. The quality of pupils' recording is unsatisfactory because it is often untidy and the range of recording is very narrow. The quality of marking is satisfactory with comments aimed at challenging what pupils do and to involve pupils in setting their own targets.

- 57 Science is satisfactorily led and managed. The curriculum is planned satisfactorily and the science policy has been improved since the last inspection. There is a clear, structured policy and guidance for promoting the growth of pupils' knowledge, but not enough guidance about how to develop skills of performing scientific investigations. Good links are made between science and personal, social and health education for example through the way the subject includes work on drugs awareness and sex education. There are satisfactory ways of monitoring pupils' attainment and progress and effective strategies are in place to prepare pupils for the end of Year 6 national tests. The quality of provision has been maintained since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers are secure in their knowledge and skills of using the computer and it is used effectively as a teaching tool.
- Pupils could do better in using the computer for control and sensing.
- Effective management makes sure that the quality of provision is steadily improving.

### **Commentary**

- 58 The limitations of the time available for the inspection meant that judgements for information and communication technology are based on observations in Years 3 to 6. Secure judgments could not be made about standards and achievement at the end of Year 2. Inspection evidence is that by the end of Year 6, pupils achieve satisfactorily and reach standards that are in line with the national expectations for their age. Standards have been maintained since the last inspection.
- 59 The quality of teaching and learning is satisfactory. Staff are confident to use the computer themselves and in this they act as a good role model for pupils. During lessons, good use is made for example, of an interactive whiteboard to demonstrate to pupils a range of teaching points. Pupils enjoy using computers and are confident in doing so to support learning across the curriculum. By the end of Year 6, pupils develop a secure knowledge and understanding of skills of word processing and a range of techniques for editing and adapting text. Pupils are adept at selecting images and photographs from a variety of sources including the Internet and importing them into pieces of text. Effective procedures are employed by pupils to create and interrogate databases using spreadsheets. These are applied to support learning in subjects such as science and geography. The school has a protected and filtered Internet system and pupils regularly use the Internet to locate information to assist in curriculum projects. Using a computer programme pupils develop satisfactory techniques for controlling the directions of a programmable object. There is a weakness in the pupils' experience of using information and communication

technology to control and direct moving mechanisms or in gathering data about the environment.

- 60 The subject is effectively led and managed. Since the last inspection, a sharper and more relevant policy and scheme of work has been developed and implemented. Resources are better and there is an annual review to identify what is needed. An Internet access policy has been devised which is communicated clearly to parents and pupils. The overall provision for information and communication technology is better than it was at the time of the last inspection.

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

- 61 Information and communication technology is used satisfactorily to support learning across the curriculum. Pupils successfully use programs to store and then interrogate data gathered, for example, as part of science activities involving the comparative measurements of pupils' bone lengths. Search facilities gained through the school's internet connection and CD ROMS are effectively used to locate information associated with geography and history and word processing activities enable pupils to develop literacy skills. Pupils with special educational needs make good use of a spelling programme designed to improve their knowledge and understanding of words and how they are spelt.

## **HUMANITIES**

A judgement about the quality of the provision was not possible in either geography or history because insufficient evidence was available.

- 62 In **geography**, one lesson was observed, pupils' work was sampled and discussions were held with Year 6 pupils. This range of evidence, indicates that standards are below national expectations at the end of Year 6 and pupils' achievement is unsatisfactory. Pupils have a very limited knowledge and understanding of geographical facts and have weak skills for finding information from practical work in the classroom or outdoors. Pupils are very unsure of the way their locality differs from another different one in the United Kingdom or abroad and are very unsure of how to use maps to locate places. Pupils' knowledge and understanding is weak about the different sorts of world terrain, for example savannah or desert, and they struggle to name continents, seas and oceans and the major physical features. There is great uncertainty amongst pupils of the major features within their local area and they have limited knowledge and understanding of using field study skills to learn about their environment. Changes and uncertainty in staffing have resulted in a lack of direction and leadership in geography.
- 63 In **history** no lessons were observed. However, by speaking with pupils about their work and looking at curriculum planning and analysing pupils' work on display it is clear that the school is providing pupils with relevant experiences in history. All the requirements of the curriculum are taught. There is a strength in the use of the local area for example by studying the excellent example of a motte and bailey castle in the village and of making good use of educational visits to enhance lessons. Pupils develop good research skills to locate and interpret historical facts and events involving the use of the Internet, CD-ROMs and reference books.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Pupils achieve good standards by the end of both Years 2 and 6.
  - Visits are effectively used to enrich learning.
  - Religious education makes a good contribution to pupils' spiritual, moral, social and cultural education.
- 64 Pupils achieve well and reach standards at the end of both Years 2 and 6 that are above the expectations of the locally agreed syllabus. This represents an improvement since the time of the previous inspection.
- 65 By the end of Year 2, pupils have developed a good understanding of some of the main festivals and customs of the Jewish faith. They relate this to significant Christian festivals with which they are familiar. Pupils demonstrate a good understanding of the way that religious customs act to unify people of the same faith. In Years 3 to 6, pupils develop well their knowledge and understanding of other religions and faith groups. Pupils have access to a small but well-chosen library of books on other faiths which contributes to their good knowledge and understanding of other faiths and cultures. Pupils in Year 6 are able to name the significant festivals in four of the main religions and have a working knowledge of other faiths.
- 66 The quality of teaching and learning is good overall. Lessons are carefully planned and good efforts are made to bring learning alive by visiting places of worship in the area. Teachers organise visits to Christian and other centres. Pupils are developing a good sense of tolerance and respect for beliefs and practices other than their own. As part of their work they have come to a realisation that cultural differences are part of a rich tapestry of social organisation but they also know that similarities are also important. During lessons pupils work hard and develop their sense of spirituality in a religious sense. The quality of written work could be better and the standard of presentation is at times untidy.
- 67 The subject is well managed and led. Regular reviews are made of the curriculum and its relevance to the locally agreed syllabus. A reasonably good range of resources has been developed and, when necessary, these are supplemented by loan materials. There is a suitable policy that guides what is taught.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in **design and technology** and **music**. In both **art and design** and **physical education** one lesson was observed in each key stage. It is not therefore possible to make a firm judgement about provision in any of these subjects. In addition to observing lessons, inspectors spoke to the staff team about how they manage and lead each subject and looked at pupils' work available in the school.

- 68 In **art and design** the range of work available around the school indicates that standards are good and pupils are achieving well. This is an improvement since the time of the last inspection. The quality of teaching in the two lessons seen was good. The lessons were well planned and enabled the pupils to exercise their creative imagination whilst being well supported by teachers. Analysis of work in the wider

context of displays and discussions with pupils indicate a broad understanding of art in the European tradition. Pupils in Year 6 are able to discuss the work of a number of well-known figures for example, Picasso and Lowry and can state which styles they prefer. Their appreciation of art is enriched by visits to galleries and museums. Older pupils have recently been involved in a project in which a sculptor worked with them to create large scale outdoor clay sculptures. Art and design work is displayed throughout the school in a way that gives a sense of the progress made by pupils over time. As part of their study of art and design pupils begin to understand that art represents many different cultural experiences and this aspect of their studies forms part of the good provision for spiritual, social, moral and cultural development.

- 69 In **design and technology**, discussion with pupils showed that they are gaining experience of a range of materials and techniques and developing the expected subject skills through designing and making a variety of products. Younger pupils have designed and made slippers of a good quality and older pupils have designed and made water containers. It is clear that pupils use initial research to gather ideas for their designs and evaluate how well they have done. This is a similar position to that found by the last inspection. Resources are sufficient and adequate for current use but the use of information and communication technology to support learning either through planning, modelling or control is at an early stage.
- 70 In **music**, it was impossible to observe any music lessons and as such judgment cannot be made about standards or provision. A review of school documentation shows that the subject is taught according to the syllabus and pupils have a suitably broad and balanced curriculum.
- 71 In **physical education**, the school works hard to ensure that each pupil receives two hours of sport each week. From viewing planning and discussions with teachers and pupils it is evident that all strands of the subject, including outdoor and adventurous activities, are regularly taught during the course of the two-year cycle. From the observations made during the inspection, the quality of teaching and learning is satisfactory. This is a position similar to that found by the last inspection. Pupils are provided with a suitably broad and balanced curriculum. Pupils develop satisfactory levels of co-ordination and balance and good skills of playing games for example, basketball and netball. Good links with nearby primary schools enable pupils to participate in competitive sporting events. Pupils benefit from good outdoor games facilities but the school hall is small and makes indoor games difficult to manage. A satisfactory range of after school clubs develops games skills further.
- 72 Teachers work together to effectively **lead and manage** each subject. Staff are enthusiastic about developing each subject and ensure that statutory requirements are met but there is a weakness in the procedures established within the school for monitoring and evaluating the standards and progress of pupils.

### **Personal, social and health education and citizenship**

- 73 It was not possible to gather enough information to form an overall judgement about provision. Inspection evidence, however, shows that the school follows the local authority scheme for personal, social and health education and citizenship. Pupils are regularly given time to share their thoughts and emotions with each other and to discuss events that matter to them. The school promotes positive attitudes to healthy eating and has effective procedures to develop the pupils' awareness and sensitivity to issues about sex and relationships and to the importance of resisting drugs.

Teachers effectively lead many class discussions so that pupils develop a good awareness of the importance of valuing others. Racial awareness is promoted effectively. Pupils are encouraged to judge others by what they do and say rather than by their looks or beliefs. Citizenship is effectively promoted and there is a strength in the way pupils are encouraged to be aware of the importance of nature and the need to protect and care for the natural environment.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

