

# **INSPECTION REPORT**

## **THRUMPTON PRIMARY SCHOOL**

Retford

LEA area: Nottinghamshire

Unique reference number: 122559

Headteacher: Mrs S E Allen

Lead inspector: Mrs J E Platt

Dates of inspection: 17 – 19 May 2004

Inspection number: 258201

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:	4 to 11
Gender of pupils:	Mixed
Number on roll:	144.5
School address:	Whinney Moor Lane Retford Nottinghamshire
Postcode:	DN22 7AF
Telephone number:	01777 702092
Fax number:	01777 711879
Appropriate authority:	Governing body
Name of chair of governors:	Mr A Murray
Date of previous inspection:	1 June 1998

## CHARACTERISTICS OF THE SCHOOL

Thrumpton Primary school is smaller than most schools, having 145 boys and girls on roll. Few come from minority ethnic backgrounds and none of these need help because English is not their first spoken language. An average (22%) number of pupils are known to be eligible to free school meals and this is slightly higher than the national average. The area surrounding the school is socially and economically disadvantaged. Attainment on entry to the school is well below average. A high number of pupils (33%) are on the school's register of special educational needs and many are identified as having social, emotional and behavioural difficulties. A significant number of pupils leave and enter the school between Years 1 and 6. The school building is in poor condition and the school is preparing to move into a new building in the very near future.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11565	Mrs J E Platt	Lead inspector	English Music Physical education English as an additional language
9399	Mr R Watts	Lay inspector	
22740	Mrs M Leah	Team inspector	Science Art and design Design and technology Religious education Areas of learning in the Foundation Stage
27777	Mr Rob Greenall	Team inspector	Mathematics Information and communication technology Geography History Special educational needs

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

The school provides **an acceptable quality of education** with some good features. Achievement is good in the Foundation Stage<sup>1</sup> and the infants. Pupils in Year 2 reach the standards expected for their age. Although most pupils make satisfactory progress in the juniors overall standards are below average in Year 6. Teaching and learning are satisfactory overall. The school is competently led and managed with strengths in the purposeful leadership of the headteacher. Many recent changes are starting to have a positive effect on standards. It is a caring community which provides particularly well for pupils with special educational needs. **Value for money is satisfactory.**

The school's main strengths and weaknesses are:

- Practical activities and imaginative teaching in the Foundation Stage ensure children get a good start to their education.
- Effective teaching leads to good progress in reading, writing and mathematics in the infants.
- Standards in English and mathematics are below average in Year 6 and science is below average throughout the school. Higher attaining pupils in the juniors are not making enough progress.
- All staff show a genuine concern for the well being of every pupil. This is most beneficial for pupils with special educational needs who participate fully in school life and make good progress.
- Attendance is below average.
- Assessment information is not always used effectively to match work to pupils' ability or to identify the school's future priorities.
- Information and communication technology has improved with a new suite but teachers do not make full use of the computers in school to promote learning in all subjects.

The school has made satisfactory progress since the last inspection. Results have risen faster than the national trend in the infants and have kept in line with it in the juniors. The imminent move to the new school fully resolves previous concerns about accommodation. Procedures to assess progress have improved although more effective use needs to be made of assessment information. More remains to be done to make school priorities sharper in the school's plan for improvement.

## STANDARDS ACHIEVED

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

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

### Overall achievement is satisfactory.

Test results in Year 6 last year were well below the national average in English and science and below the national average in mathematics. However, compared with similar schools, standards were average in English and science and above average in mathematics. This shows pupils were

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<sup>1</sup> Foundation Stage starts when children start school and ends when they leave the reception class.

generally doing as well as expected and better in mathematics. The school has given considerable attention to mathematics and this is now reaping benefits in standards. However, in all three subjects few pupils exceeded the level expected for their age. This continues to be the case and higher attaining pupils are underachieving. Although overall achievement is satisfactory current standards remain below average in English and mathematics and well below average in science because of the high number of pupils with special educational needs. These pupils make good progress against the targets set for them. Achievement is good in the infants and pupils reach average standards in reading, writing and mathematics although standards in science are below average. Children in the Foundation Stage make good progress. However, they do not reach the goals children are expected to reach by the end of the reception year except in their personal, social and emotional development and their communication, language and literacy.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory** with a strength in social development. Pupils respect the feelings of others. Attendance is below average. Most pupils arrive punctually and lessons start promptly.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education.**

**The overall quality of teaching and learning is satisfactory** with some good features. Teaching is good in the Foundation Stage and Years 1 and 2. Lively and practical activities are used effectively to teach basic literacy and numeracy skills and are reaping benefits in pupils' early reading, writing and problem solving skills. Although some good teaching was seen in Years 3 to 6 it is more variable than in earlier years and overall it is satisfactory. Shortcomings are in the pace of lessons and the lack of challenge for higher attaining pupils. Teaching in English and mathematics is satisfactory but is not always inspiring pupils and especially in writing this leads to a lack of imagination in their work. Throughout the school teachers are supported by skilled classroom assistants who provide very effective support for pupils with special educational needs. Teaching of information and communication technology is satisfactory in the suite but teachers do not promote computer skills in other subjects. Satisfactory assessment procedures mean teachers are aware of the ability of their pupils. This knowledge is not always being used well when planning lessons. Individual targets are being set in literacy and numeracy and are helping pupils to understand how to improve their work. However, there are too many targets for teachers to follow up and check that pupils are focusing on the identified priorities. The curriculum is satisfactory with good features in the range of extra-curricular activities, visits and visitors. Accommodation is unsatisfactory but is soon to be replaced. Care and support are good and pupils are actively involved in the work of the school. The school has sound links with parents, other schools and the community.

## **LEADERSHIP AND MANAGEMENT**

**The overall quality of leadership and management is satisfactory.** Leadership provided by the headteacher is purposeful and she has developed a determined team all committed to raising standards. The school is committed to enabling all pupils to participate in school life. Management is satisfactory although action plans are not always clearly focused and science has not received enough attention. Governors are supportive. Governance is satisfactory and statutory requirements are met.

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

Parents are positive about the education of their children and raised no important concerns. Pupils say they enjoy school; work hard and teachers listen to their ideas. Almost a quarter of pupils said they were unsure who to approach for help if they were worried. During the inspection this was not seen as a problem with ample caring staff being readily available to offer help.

## **IMPROVEMENTS NEEDED**

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

- raise standards in English and mathematics in the juniors and in science throughout the school;
- ensure higher attaining pupils make enough progress in the juniors;
- make more effective use of assessment information in lessons and in identifying school priorities;
- improve attendance;
- use information and communication technology to better effect in all subjects.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Overall achievement is satisfactory.** Achievement in the Foundation Stage and infants is good. Standards in Year 2 are average in reading, writing and mathematics. Achievement is satisfactory in the juniors but standards are below average in English and mathematics and well below average in science.

#### Main strengths and weaknesses

- Children in the Foundation Stage achieve well overall and make very good progress in personal, social and emotional development and in their language and communication skills.
- Pupils in Years 1 and 2 make good progress in reading, writing and mathematics.
- Standards in science are below average in Year 2.
- Higher attaining pupils are underachieving in the juniors.
- Pupils with special educational needs make good progress against the targets set for them.

#### Commentary

1. Many changes have taken place to improve provision for the youngest children in school not least because they now start earlier and are supported by a teacher. This has proved very successful. From a well below average starting point, the children in the Foundation Stage make good progress although they do not reach the early learning goals<sup>2</sup>. Teaching of communication, language and literacy is very good and children do very well and reach the level expected for their age and a few exceed this level. They enjoy using their skills in early reading and writing activities. The focus on personal and social skills is also very effective. Consequently, children have good attitudes to their work, relate well to each other and enjoy school. This provides a very good basis for their future education.

#### *Standards in national tests at the end of Year 2 – average point scores<sup>3</sup> in 2003*

Standards in:	School results	National results
Reading	14.6 (15.1)	15.7 (15.8)
Writing	14.1 (13.3)	14.6 (14.4)
Mathematics	17.1 (16.0)	16.3 (16.5)

*There were 15 pupils in the year group. Figures in brackets are for the previous year*

2. In Years 1 and 2 pupils continue to make good progress. Achievement is good and standards in Year 2 are average in reading, writing and mathematics. Standards in reading and writing are higher than the school's results in national tests shown in the grid above because of a slight increase in the number of pupils exceeding the national average. Standards in

<sup>2</sup> Early learning goals are the expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

<sup>3</sup> The average point score provides schools with a single statistic to compare the overall grades by all of their pupils with the grades attained by all pupils in another similar school as well as an average for all schools nationally. The score is obtained from the National Curriculum level attained by pupils in the national assessments. For example, in mathematics pupils are awarded 9 points for a level 1, 15 points for level 2 and 21 points for level 3. The average score is then calculated by adding up all of the points and dividing by the number of pupils who were tested.

mathematics last year were especially good and were above average and compared with similar schools were well above average. This was the result of effective leadership and management in recent years and adjustment to the curriculum to resolve weaknesses. The vast majority of pupils continue to reach the level expected for their age but overall standards are not as high as last year because not as many pupils are working at above average levels. Nevertheless, from a low starting point achievement is good. This is because in Year 1 and 2 teachers give particular attention to basic literacy and numeracy skills. Through practical activities pupils not only learn these skills but also put them to good use in their early reading, writing and problem solving. This effective teaching is consolidating standards in the infants and improvements in test results have been better than the national trend.

3. Science has not benefited from the same attention as English and mathematics and although achievement is satisfactory standards are below average.

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

Standards in:	School results	National results
English	25.1 (24.9)	26.8 (27.0)
Mathematics	26.4 (28.2)	26.8 (26.7)
Science	27.0 (25.6)	28.6 (28.3)

*There were 28 pupils in the year group. Figures in brackets are for the previous year*

4. In Year 6 current standards in English and mathematics are slightly better than the results in national tests last year but remain below average. Science is well below average. A contributory factor to these standards is the high numbers of pupils who leave and enter the school between Years 3 and 6. This disrupts the continuity of their learning. Overall achievement is satisfactory and the school has kept pace with the national trend. However, standards are being held down by the low numbers of pupils exceeding the level expected for their age. This is because the school's assessment systems have not been effective in identifying the higher attaining pupils and challenging them and over time and they have therefore underachieved. The opposite is the case for the pupils with special educational needs, they are spotted promptly and make good progress throughout the school against the targets set for them. Test results suggested boys have been performing better than girls but with small numbers this information is not reliable and no evidence of inequality was observed or evident in current standards.
5. The school does not identify any pupils as academically gifted in the current intake. However, the school recognises the need to work more with these pupils and is liaising with a nearby school to help gifted mathematicians. Pupils talented in sport benefit from the school's variety of clubs and coaching from local football clubs.
6. Achievement in information and communication technology (ICT) is satisfactory and most pupils reach the level expected for their age. Some updating of resources has been put on hold until the school moves to the new school next term. Standards and achievement in other subjects, including religious education, are satisfactory.

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

Attendance is **unsatisfactory** but punctuality is **satisfactory**. Pupils' personal development, including their behaviour and attitudes are **satisfactory**. The spiritual, moral, social and cultural aspects of their personal development are **satisfactory** overall with a strength in social development.

## Main strengths and weaknesses

- Overall attendance is below the national average.
- Children in the Foundation Stage and pupils in the infant classes have generally good attitudes and behaviour but the behaviour of a few junior boys sometimes causes disruption.
- From a low starting point, the development of social skills is good.
- Pupils lack awareness of other cultures in modern Britain.

## Commentary

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

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.4
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.*

- Attendance fell last year, with no single significant reason. Many parents take holidays in term time, although the school requires them to seek permission and limits the number of days authorised. The school rewards good attendance and is in close contact with welfare services to visit families where there is a problem. Recommended procedures for contacting parents on the first day of unexplained absence and maintaining a record of pupils who leave the premises are not rigorously applied.
- Responses from the parent and pupil questionnaires indicate that most pupils like school. Whilst attitudes to learning are satisfactory overall, they are better in the reception and infant classes and in those lessons in the juniors where the teacher motivates them with exciting activities. Younger pupils are keen to answer questions start their individual work quickly and with enthusiasm. Children in the reception class have quickly learnt to get the best out of the teaching and make very good progress in their personal and social skills. They relate well to each other and work co-operatively. In the daily sessions revising their knowledge of letters and sounds they are alert and determined to respond correctly. However, in some lessons for the older pupils, where the teaching style does not stimulate them sufficiently, they become lethargic, insufficiently attentive and lack concentration when asked to work on their own. Pupil reports indicate that many of these older pupils, even the more able, lack confidence and willingness to take the initiative in their own learning. On the other hand, many willingly accept responsibility, for example as school councillors or helpers in class.

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – Irish
Mixed – any other mixed background

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
130	2	0
2	0	0
1	0	0

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

9. Most pupils behave well in lessons, around the school, in the dinner hall and the playground. Behaviour overall for younger pupils, like their attitudes, is good. However, a few junior boys do not behave well and disrupt lessons or cause trouble in the playground. The school is alert to the needs of these pupils, many identified as having emotional and behavioural difficulties, and it has been successful in limiting disturbances. The school has developed good strategies for dealing with poor behaviour in lessons and the effect on the learning of others is restricted so that lessons generally run smoothly. In order to protect the staff and pupils from violence, the level of exclusions has remained well above average for a primary school.
10. Many pupils have poor social skills when they start and the school works well to improve these. This is achieved successfully through specific lessons in personal and social education which help pupils appreciate the impact of their actions on others and come to terms with their own and others' feelings. Whilst this may not have been effective for the excluded pupils, the vast majority show concern and care for their peers and the staff. Pupil mediators are trained to resolve simple conflicts and playground pals befriend those who have no-one to play with. Every pupil in the school has a 'buddy' - pairing old with young, which gives many pupils the responsibility of helping others and is making the school a happier place.
11. Spiritual and moral development is satisfactory. Singing in the school assemblies raises the feeling of belonging to a community and the need to support each other. However, in the hymn practice observed, which acts as a daily act of worship, opportunities for reflection were brief. However, this aspect of pupils' development is more evident in other aspects of the curriculum. For example, young children show an awareness of the natural world because of the stimulating experiences provided. They were amazed at the intricacies of the spider's web which they observed closely.
12. Pupils meet their own culture within lessons like English, art and religious education and learn about the history of Retford. Their knowledge of more formal culture is advanced through listening to music in assemblies, studying the works of Shakespeare and great artists. They are also aware of other cultures in the world through links with Zimbabwe and Japan. However, they have few opportunities, in this largely white school, to learn at first hand about other cultures found in modern Britain. Whilst their knowledge of English culture through Christian festivals is strong, gained, for example, from religious education lessons, the impact of other religions, such as Islam, on the way of life in other parts of the country is less well developed.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **satisfactory**. Teaching and the curriculum are **satisfactory**. The range and quality of extra-curricular activities is good. **Good** attention is given to the pupils' welfare and safety. Links with parents, the community and other schools are **satisfactory**.

### Teaching and learning

The overall quality of teaching and learning is **satisfactory**. The use of assessment is also **satisfactory** overall, although there are some weaknesses.

### Main strengths and weaknesses

- Teaching is closely linked to children's age and ability in the Foundation Stage and learning is good.
- Good attention is given to teaching early literacy and numeracy skills in Years 1 and 2.
- Teachers and support staff provide effective help for pupils with special educational needs.

- Teachers' expectations are high in the Foundation Stage and infants but are not always high enough in the juniors, especially of the higher attaining pupils.
- Assessment information and target setting are not always being used effectively.
- The literacy and numeracy hour are adapted well to meet the pupils' needs. Planning to promote literacy, numeracy and ICT in other subjects is not yet in place.

## Commentary

### ***Summary of teaching observed during the inspection in 27 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	10	12	2	0	0

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

13. In the majority of lessons seen the teaching was satisfactory and often better. Teaching is not as good as it was at the time of the previous inspection when the overall quality was good. The school has responded satisfactorily to the weakness in the last inspection to identify assessment in planning. These procedures now give teachers a clearer picture of standards of their pupils but this is not always being used effectively in lesson planning. This is a contributory factor to some unsatisfactory lessons in the juniors. In these lessons tasks were not sufficiently challenging to ensure the effective learning of higher attaining pupils.
14. Teaching and learning in the Foundation Stage are good. Teaching is often very good, ensuring children get off to a good start to their education. The effect of this good teaching is now filtering through to the standards seen in Years 1 and 2. The classroom for the children in the Foundation Stage is very well organised and resources are imaginative. Consequently, children arrive at school eager to learn and find out what new activities are planned for the day. Expectations are high of children's academic and personal development and they quickly grow in independence and settle to school routines.
15. Teaching in the infants is good with strength in the teaching of reading, writing and mathematics. Every morning small groups are taught their letters and sounds through games, rhymes and activities closely matched to their ability. Similarly, in numeracy lessons the focus is on learning through practical tasks. As a result, learning is fun so that pupils not only learn these skills but apply them successfully in their reading, writing and problem solving. Time is used well in the infants with teachers often setting time constraints so that pupils settle to work quickly.
16. In Years 3 to 6 teaching and learning are satisfactory but the pace and variety of teaching methods seen in the other classes are less evident and pupils are less motivated to learn. Whilst the teaching of English and mathematics is satisfactory, tasks are not always moving pupils on at a fast enough rate, especially higher attainers. In English tasks are not always capturing pupils' interest and this leads to writing lacking in imagination. Teachers do not plan specifically to promote literacy and numeracy in other subjects. The management of behaviour is satisfactory although occasionally the management of poor behaviour disturbs the learning of other pupils.
17. Throughout the school, teachers have a good command of the subjects they teach and use questions effectively to extend pupils' learning. Training has been beneficial in ICT and teachers are confident teaching in the ICT suite. All lessons are organised well and have clear learning outcomes. In the best lessons seen teachers share these with pupils so they are clear about the purpose of their tasks. Resources are generally well prepared although computers are underused and pupils have too few opportunities to use their growing ICT skills to support their work in other subjects. The school is aware of this and is waiting until after the move to the new school to update ICT resources.

18. Teachers make effective use of support staff and this makes a significant contribution to the good teaching of pupils with special educational needs. They link activities to the well-written individual education plans and support them effectively individually and in small groups. Staff have attended additional training to enable them to meet the needs of some pupils with complex difficulties. This allows them to participate in lessons and work alongside their classmates. Staff are especially patient with pupils with social and behavioural difficulties and go to great lengths to discuss their difficulties with them so they learn how their actions affect others.
19. Overall assessment procedures are satisfactory and are improving as the school introduces new systems particularly in English and mathematics. Teachers use assessment information well to set pupils' literacy and numeracy targets. The value of these targets varies between classes and is best when teachers refer to them in lessons and in their marking. This is particularly true in the infants. The progress of pupils as they move through the school has not been monitored thoroughly enough. As a result, higher attaining pupils have not always been identified early enough to enable teachers to meet their needs and they are underachieving in English, mathematics and science. A contributory factor to this mismatch of work to ability for older pupils is the lack of identifying progress in lessons. Teachers often evaluate how the lesson went but do not identify individual needs or show how future lessons will be adjusted. Systems to assess progress in other subjects are satisfactory. However, in science, ICT and religious education they are relatively new and when teaching in ICT was unsatisfactory it was linked to a weakness in assessment as the teacher lacked sufficient evidence to plan closely for pupils' needs.

### **The curriculum**

The curriculum is **satisfactory** overall. It is enhanced by a **good** range of extra learning opportunities. Staffing and resources are **satisfactory**. The accommodation is **unsatisfactory**.

### **Main strengths and weaknesses**

- For children in Reception and Years 1 and 2, the curriculum is good.
- A good range of popular clubs and out-of-school activities extends pupils' learning opportunities.
- Literacy, numeracy and ICT skills are not fully promoted across the curriculum.
- Good support and planning help pupils with special educational needs to achieve well in developing their personal, social and academic skills.
- Personal, social and health education and citizenship are given high priority in the curriculum.

### **Commentary**

20. The curriculum throughout the school meets statutory requirements and consistently follows national or, in the case of religious education, local guidance. In some areas, most notably in the strategies for literacy and numeracy, the school has been innovative and effective in adapting this guidance to the particular needs of its pupils. This is effectively raising standards in the infants. The promotion of literacy, numeracy and ICT needs more attention to ensure pupils have opportunities to extend these skills.
21. The exciting curriculum in the Foundation Stage imaginatively overcomes restrictions in accommodation and meets children's needs well. It enables them to make good progress, particularly in developing their personal and social skills and verbal communication. It strongly promotes their growing independence and their eagerness to learn, and ensures that they make a smooth transition to Year 1 and the National Curriculum.

22. In Years 1 and 2, a programme of rich and stimulating activities builds well on this good start. The quality and range of opportunities consistently engage and challenge all pupils, irrespective of differences, and enable them to achieve well. In Years 3 to 6, this quality is less consistent, particularly for the more able pupils. The work set for these pupils does not always inspire them to work hard or enable them to develop independent learning skills.
23. The school is strongly committed to inclusion and to achieving an ethos that respects the individual and values difference. All staff set an exemplary standard in this respect, and teachers strive to plan a curriculum that is equally interesting and accessible to every pupil. Recent arrangements with a partner school to enable gifted mathematicians to work together at their best level show the school's determination to improve its provision for these pupils. Similarly, pupils with talents in sport benefit from the school's links with professional coaches.
24. The school makes good provision for pupils who have special educational needs. Their needs are carefully assessed and individually precise and demanding targets set which are supported by resources and staff. A strength of this provision is that it gives these pupils full and consistent access to learning opportunities alongside their classmates, at the same time as addressing their particular difficulties.
25. Provision for extra-curricular activities and out-of-school learning is good. After-school clubs are popular with pupils and cover a good range of interests in sports, music and exercise. Professional coaches, for example from Nottingham Forest Football Club, give an occasional boost to confidence and skill. Good use of the local area supports learning in geography, history and art. Educational and residential visits further a field, for example to Robin Hood's Bay, contribute to pupils' academic and cultural development as well as to their growing social skills and independence.
26. Good attention is given to pupils' personal, social and health education and citizenship. The school sees the development of this area as central to its work. Teachers' planning follows the latest national guidance and is supported by weekly opportunities for pupils to discuss themes and concerns that are important in their lives. A range of other good initiatives promote awareness of healthy lifestyles, and assemblies often extend pupils' awareness of their social and personal responsibilities.
27. The accommodation is unsatisfactory, particularly in the fabric and layout of the buildings. However, the imminent move to a new building on the same site provides an ideal solution to this problem. Resources are just satisfactory overall. New items are available for when the school moves. The school has enough appropriately qualified teachers and a good number of well-trained support staff to provide effectively for the demands of the curriculum and pupils' needs.

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

The school has **good** standards of care, welfare and health and safety. It gives **satisfactory** support and guidance for pupils based on the monitoring of their achievements. The involvement of pupils in the life of the school is **very good**.

## **Main strengths and weaknesses**

- Health and safety procedures are thorough.
- Pupils who have personal and academic problems are well supported.
- The school council is a very good vehicle for gaining pupils' views.
- Pupils with special educational needs receive additional help when they transfer to their next school.
- Pupils are not always clear enough about their individual targets and what they need to do to achieve them.

## **Commentary**

28. Staff and governors complete and act on health and safety risk assessments and examine and maintain equipment. They work well together to keep the premises safe. Although the building will shortly be replaced, the school nevertheless ensures that repairs required for continuing safety are carried out promptly. When pupils are taken off-site for educational visits, appropriate written risk assessments are completed and precautions taken to avoid mishap. Child protection procedures are satisfactory and staff take good care of pupils who have accidents.
29. Teachers generally manage behaviour well although there are a few pupils identified as having emotional and behavioural difficulties who require considerable support. When pupils are excluded, the correct procedures are followed. Staff plan re-integration so that the risk of re-exclusion can be minimised. Staff know pupils well and give perceptive pastoral support taking every opportunity to discuss issues worrying pupils. Staff are often seen in discussion with pupils patiently discussing how their actions affect others and enabling them to learn how to act responsibly. When bullying occurs, it is dealt with well. Pupils appreciate the part that other pupils play, for example as playground pals, in making their school lives happy and secure. Academic target setting for individual pupils in English and mathematics is in its early stages and is not yet effective in telling pupils about how to improve their work.
30. Pupils with special educational needs are well supported because individual education plans are carefully personalised and followed so that each pupil can experience success and play a full part in school life. Good arrangements with the secondary school prepare these pupils sensitively for transfer to Year 7.
31. The school council is set up on sound democratic principles, with pupils having to stand for election and issue manifestos. The meetings are run by the pupils and the agenda set from suggestions made by 'constituents'. The school has adopted several of their resolutions and, as a consequence, pupils are very well involved in the life of the school. For example, they discussed the problem of pilfering from lunch boxes and suggested how this might be avoided by only allowing access in pairs and appointing pupil monitors. The problem has been considerably reduced by implementing these actions. The school has fully exploited the building of the new school. Pupils have been consulted about what they would like and have made displays about the building as it progresses as well as recorded the history of the school they are vacating.

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

The school's links with parents, the community and other schools are **satisfactory**.



## Main strengths and weaknesses

- Parents of pupils in the reception and infant classes support them well.
- Parents of pupils with special educational needs are fully informed about how the school is supporting their children.
- Not all parents fulfill their duty to ensure their children attend school.
- Parental response to the school is not always encouraging.

## Commentary

32. Many parents are supportive of their children's work and of the school in general. This is particularly strong for younger pupils, with active participation in hearing their child read at home, commenting in reading records and helping with homework. This support is very positive in improving standards in reading. Many parents come into school in the special sessions just before the end of work one day a week to see for themselves how staff teach their child. This enables them to give even better help at home. The school attempts to involve more parents as educators by sponsoring courses for them but these are often not well attended. Whilst most parents of pupils whose behaviour causes concern co-operate well with the school to improve it, there are some who do not respond positively to the school's efforts. Likewise, there are a few parents who do not explain the reasons for their child's absence or take seriously enough their statutory duty to ensure their children attend school.
33. Parents have been consulted about the new school although response was poor, as was also the attendance at a meeting to discuss future plans with parents. However, parents know they can approach the school with any concerns and the headteacher is readily available at the start of the day for a quick chat. The school's work with parents of pupils with special educational needs is a good feature of the school's partnership. Staff endeavor to involve parents fully in reviews of targets and in contributing evidence of changing needs and progress. As a result, parents have every chance to play a significant role in helping their children to achieve well.
34. Parents are more supportive of school performances and special events. The Thrumpton School Association organises social activities, which raise funds for resources and helps to bring the school together as a community.
35. Links with the local community and other schools are satisfactory. The school is extending links with other schools to provide for gifted mathematicians and this is having a positive effect on standards. Links with the secondary school are particularly effective for pupils with special educational needs. Staff visit the school to get a clear picture of the pupils' needs so they can support them well in their new school. Effective use is made of local sports clubs to provide professional training and pupils appreciate these experiences.

## LEADERSHIP AND MANAGEMENT

Overall leadership and management are **satisfactory**. Governance is **satisfactory**. The leadership provided by the headteacher is **good** and she has a clear vision for the school as it prepares to move into a new school. The school runs smoothly on a day-to-day basis and overall management is **satisfactory**.

## **Main strengths and weaknesses**

- Governors know the school well and ensure statutory requirements are met.
- The headteacher's motivation of staff is good and she provides a good role model in supporting potentially disruptive pupils.
- Management of special educational needs is very good and the school is committed to enabling these pupils to participate fully in school life.
- The deputy headteacher has too many responsibilities and insufficient time to fulfill them all.
- The use of information from analysing pupils' performance is not always used effectively.
- Subject leaders carry out audits of their subjects but not all of the resulting action plans have a clear focus on raising standards.
- A weakness lies in the monitoring of teaching in some subjects.

## **Commentary**

36. Governors have improved their input into the management of the school since the previous inspection. They are well organised into committees and take an active interest in the education provided by the school. They give generously of their time and personal skills to the benefit of the school. This can be clearly seen in their effective involvement with health and safety and financial management. They are well informed about the school's priorities but are not fully involved in deciding these areas of development. They do not always challenge the information they receive from the headteacher or call the school to account for its standards. A positive aspect of the governors' involvement with the school is their determination to offer places to pupils of all abilities and to do all they can to enable all to participate fully in school life. For example, governors monitor the implementation of their race equality policy through visits to the school to ensure that it is being applied effectively.
37. The headteacher's leadership is purposeful with strengths in the pastoral care she provides and the support she gives all staff. Parents are particularly appreciative of her open approach and willingness to talk to them. She has taken great care in consulting all involved with the new school to ensure that it benefits the needs of all. The headteacher identified the urgent need to strengthen the school's provision in the Foundation Stage. Many improvements have been implemented which are now having a significant impact on the good progress being made by the youngsters in this class. Leadership and management of the Foundation Stage are now very effective and leading to rising standards.
38. Leadership and management provided by other key staff are satisfactory overall. Some subject leaders do not have the opportunity to observe teaching and so future action plans vary in quality. Effective leadership of mathematics in recent years has raised standards and the new co-ordinator has taken over a well-led subject. The action plan for ICT is helping to raise standards in the school because it shows the detail of what needs to be done. Other subject plans are too general and do not show clearly how success can be measured. This was a weakness identified in the previous inspection and has not been fully resolved.
39. The deputy headteacher has recently taken up responsibility for leading science which had received little attention at a time when the school focused on literacy and numeracy as its main priorities. However, as yet the deputy headteacher has been unable to get to grips with the subject because of the heavy load of responsibilities she carries, including leading ICT and assessment, without sufficient time to fulfill all of them thoroughly.

40. The co-ordinator for special educational needs manages provision very well. She effectively co-ordinates the roles played by the different parties involved, both in school and beyond. Records are meticulous and carefully monitor individual progress. As a result, work is set to match pupils' needs accurately and staff training and resources have the best possible impact on learning.
41. Strategic planning is satisfactory overall. The headteacher is working closely with the local authority in evaluating the work of the school. This is starting to lead improvements in the school. However, as yet decision making is not always making best use of the information available. For example, the school has used assessment information effectively to set teachers measurable targets as part of its well established performance management procedures. However, this good use of assessment data is not as evident in the school improvement plan and it is not always easy to measure success against the school's priorities. This difficulty is linked to the adherence to a rolling programme of reviewing all subjects when setting priorities. This system ensures all subjects receive attention over time but means that information raised from the monitoring of teaching and the analysis of test results is not used effectively to improve performance.
42. Financial management is good. Careful monitoring of spending ensures that the school has a balanced budget. Spending decisions are made after much discussion and the governors have decided wisely to keep current spending on resources and accommodation to a minimum because of the impending move to the new school. Good attention is given to gaining best value. This has been most effective in the extra spending on the Foundation Stage which over the last two years has had a most positive effect on standards.

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

Income and expenditure (£)	
Total income	441,996.00
Total expenditure	422,346.36
Expenditure per pupil	2630.90

Balances (£)	
Balance from previous year	11,035.18
Balance carried forward to the next	19,649.64

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

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

The education provided for children in the Foundation Stage is good. Provision has improved considerably over the last two years due to very good leadership and management which have raised the school's commitment to early years' education. Teaching and learning are good. From a well below average starting point, achievement is good, but overall, children are not on course to reach the early learning goals set for them. There are especial strengths in the provision for personal, social and emotional development and communication, language and literacy and children do very well in these areas of learning. Children with special educational needs make good progress. The curriculum is lively and interesting with a good balance of teacher directed activities and opportunities for independent choice. Assessment systems are thorough and are used efficiently to track individual progress and plan work that meets children's needs and interests.

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

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

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

- This area is given a high priority and effectively permeates the whole of the curriculum.
- Teachers communicate high expectations.
- Relationships are very good. Children learn to respect themselves and each other.

#### **Commentary**

43. Teaching and learning are very good. Children achieve very well and are generally on course to reach the early learning goals by the end of the reception year. Frequent clearly focused sessions provide good opportunities for children to consider issues like friendship and caring. Children appreciate the clearly established rules. They listen carefully to each other and share ideas thoughtfully. Opportunities to reinforce the school's values are well planned throughout the day. Praise is used effectively to encourage confidence and self-esteem and all staff listen with respect to children's ideas. Children respond very positively to the staff's high expectations and to the well-planned opportunities to select activities for themselves. Consequently, children grow in independence. They are well motivated to learn and concentrate for good lengths of time. They enjoy taking responsibility as class monitors, work co-operatively with a partner and wait their turn fairly in larger groups. Through lively and interesting stories from around the world and through celebrating festivals of world faiths children are successfully learning to respect other cultures.

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

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

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

- Early language skills of reading and writing are taught very well.
- Class organisation is very good.
- Links between home and school are very supportive to learning.

## **Commentary**

44. Teaching and learning are very good. Children achieve very well. The vast majority of children are on course to reach the early learning goals, and a small group will exceed them by the end of the reception class. Although many children have very limited vocabulary, they grow increasingly confident to speak and listen in frequent, clearly focused, discussions. The National Literacy Strategy has been carefully adapted to meet the children's needs. In addition, twice daily short sharp sessions, which focus very clearly on literacy skills enhance learning very effectively. Consequently, most children are confident in matching letters to sounds accurately and many can build up simple three or four letter words correctly in their own writing. They are beginning to write a sentence with correctly formed letters and spacing. When reading, they use this knowledge to break down new words successfully so that many are beginning to read simple captions independently. Higher attainers read fluently from simple reading books. All are developing positive attitudes to books because of the adults' enthusiasm and through listening carefully to well chosen stories. Many children choose to look at a book in their 'free' time. Group work in literacy lessons is particularly well organised. Tasks closely match children's needs so that they can work independently. This enables the teacher and the well-deployed teaching assistant to concentrate on targeted groups. As a result, children receive high quality adult interaction which promotes learning successfully. Good links with home through regularly utilised reading diaries and the Partnership with Parents scheme are helping to raise standards. The weekly handwriting sessions for parents and children together are especially useful in enabling parents to help their children at home.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children learn effectively from a wide range of well-focused practical tasks.
- Teachers give clear demonstrations and instructions.
- Structured play, especially in the outdoor area, is well planned to consolidate mathematical development.
- Insufficient use is made of ICT.

## **Commentary**

45. Teaching and learning are good. Children achieve well, but are not on course to reach the early learning goals because of low starting points. The reception classroom is efficiently organised with attractive displays which surround children with interactive mathematical experiences. Consequently, children are interested, and well motivated to learn. Through clearly focused counting and ordering activities, most children recognise numerals along a number line to 20 and can recite them in the correct order. They are becoming competent at finding the numeral before or after a given number. Higher attainers adeptly do this using a 100 square. Most children use appropriate language to compare length when working practically and higher attainers are beginning to measure accurately with non-standard units. Teachers give clear instructions and demonstrations so that children know what is expected. They settle quickly to tasks and no time is wasted. Activities in outdoor play are planned purposefully to reinforce children's learning. For instance, counting skills are practised incidentally when checking scores in games, and construction toys used to explore pattern and shape. Insufficient use is made of ICT to promote mathematical development.

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

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

## **Main strengths and weaknesses**

- Activities are well planned to build on what children already know.
- Adults use questions skillfully to extend learning.
- Untargeted groups do not always stick to their tasks.

## **Commentary**

46. Teaching and learning are good. Children achieve well. Overall, children are not on course to reach the early learning goals by the end of reception because of low starting points. The teacher uses her good knowledge and understanding of the children's needs to plan practical investigations which take account of their previous experience. As a result, children are generally confident and curious to explore new situations. Staff use questions skillfully to promote children's observational skills as when they look closely at photographs of a spider's web. Opportunities are missed to seek out real webs. Nevertheless, children show a sense of wonder at the intricate patterns of nature. They do not extend their learning to identify common features of living things. Staff encourage children to talk about what they see but many have a limited vocabulary and find it especially difficult to ask questions of their own. Occasionally a group of pupils working, for instance, in the sand or with a construction toy, wanders off task and without adult supervision the pace of learning slows.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

## **Main strengths and weaknesses**

- Staff manage children and space effectively in the well-planned daily outdoor session.
- Resources are organised and accessible.

## **Commentary**

47. Teaching and learning are good. Children achieve well, but are not in line to reach the early learning goals. Staff establish clear rules and routines, and manage children positively with praise and encouragement. As a result, most children move around the outdoor area with confidence and with care and consideration for others. They show increasing control over large wheeled toys as well as small apparatus like bats and balls but have difficulty co-ordinating their efforts to play with others. They are beginning to use construction toys with a purpose in mind and use simple tools like scissors competently.

## **CREATIVE DEVELOPMENT**

No direct teaching was observed so no overall judgement is made on provision. Work on display and in folders indicates that children are confident to explore a wide range of interesting media and techniques. Close observational skills are carefully developed, for example, in self-portraits and sketches of daffodils. There are good opportunities for imaginative role-play in the attractively set out 'Garden Centre'. Children join in confidently in a repertoire of lively action songs.

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

### **ENGLISH**

Provision in English is **satisfactory**.

## **Main strengths and weaknesses**

- Achievement is good in Years 1 and 2 and pupils reach the level expected for their age.
- Overall achievement is satisfactory in Year 6 although overall standards are below average. Higher attaining pupils are not making enough progress because assessment information is not being used effectively in planning.
- The literacy hour has successfully been adapted to match the school's needs.
- Pupils with special educational needs make good progress.

## **Commentary**

48. Improvement since the previous inspection has been satisfactory. Although standards are not as high as those identified in the previous inspection the results of national tests have shown a gradual increase in the number of pupils reaching the level expected for their age.
49. The results of the most recent tests in Year 2 showed that standards in reading were well below the national average and in reading were below average. A more positive picture emerges when comparing results with similar schools and standards were average suggesting pupils are making satisfactory progress. Standards are improving and are now average. From a low starting point this represents good achievement. This has been brought about by the daily sessions teaching pupils letters and sounds. Pupils are taught in the same group every day by a teacher or trained classroom assistant and this means staff build effectively on prior learning matched very closely to pupils' ability.
50. Most pupils confidently tackle reading and the good range of books is leading to an enjoyment in reading. They make good use of their knowledge of sounds and letters to decode new words. Similarly, in writing pupils tackle new spellings successfully although many still have a way to go in accurate use of punctuation. Speaking and listening is satisfactory overall although many do not listen with sufficient care to instructions.
51. Assessment as pupils move through the juniors has not identified the higher attaining pupils and these pupils have underachieved. This is evident in the most recent test results which were well below the national average and below the average for similar schools. Current standards are slightly better but remain below average. A contributory factor to these low standards is the number of pupils who join the school at different times and this disturbs learning while they settle in to new routines. Pupils currently in Year 6 have not benefited from the good practice now being seen in the Foundation Stage and the infants. Many are reading at a level below their age because they are not reading with full understanding of the text and few use inference to help their understanding. Teachers often give pupils time to share ideas with a partner and speaking and listening is satisfactory. However, a few do not listen with sufficient attention to other pupils' opinions and call out in discussions. Writing is below average overall because pupils are not skilled at writing imaginatively and often rely too much on the spoken word.
52. Pupils with special educational needs make good progress against the targets set for them because of the effective support they get in class. Individual education plans set measurable targets and staff check that when one is achieved another is set that ensures pupils build successfully on prior attainment.
53. Teaching and learning are satisfactory. In Years 1 and 2, teaching is good and in Years 3 to 6 it is satisfactory overall. The strengths include the adapting of the literacy hour so that teachers have more time in lessons to develop a theme. It also allows more attention to be given to reading and writing in small groups with more adult intervention and this is raising

standards. In the infants the pace of lessons is lively and a variety of activities maintained pupils' learning. Pupils rise to a challenge and more are starting to work at above average standards. This is less evident in lessons in the juniors and although teaching seen was satisfactory it often failed to gain pupils' interest. Selected texts do not always enthuse pupils and their ensuing writing lacks interest. Occasionally, too much information is given to pupils or too many tasks are set which makes it difficult for the teacher to manage and leads to a confusion about the intended outcome of the lesson. Information from assessment is being used to set targets but currently this system is not as effective as it could be as pupils have too many targets and so do not recall them.

54. The subject is competently led. Monitoring is identifying general areas requiring attention but the action plan to resolve these does not focus sharply enough on the specific weaknesses and setting measurable targets to check on success. This has been more successful in the past in the focus on teaching phonics in the infants. Insufficient attention is given to the use of ICT to support English.

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

55. The promotion of language and literacy in other subjects is satisfactory. Teachers do not have guidelines to help them but overall many use a range of writing styles to support learning in other subjects. For example, in science pupils record their results on a grid and label their diagrams. In the mixed Year 3 and 4 class the research on the village has extended reading skills as well as promoting report writing.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards have improved in the past three years.
- All pupils achieve well in Years 1 and 2 because teaching uses assessment information well to make learning challenging and enjoyable.
- In the junior classes, the more able pupils do not achieve well enough because their work is not consistently demanding.
- Across the school, the many pupils with special educational needs achieve well because the work set for them matches their needs and the support is good.
- Rigorous analyses of pupils' test results in recent years have enabled the school to identify and strengthen areas of weak performance.
- More should be done to strengthen numeracy skills by making better use of them in other subjects.

### **Commentary**

56. Test results, particularly at the end of Year 2, are much higher than when the school was last inspected, and are consistently better than those of similar schools. In the infant years, girls and boys and groups of differing attainment achieve as well as their capabilities allow. This is because teaching makes learning fun and uses assessment information to pitch work at the right level of demand for each pupil. In the national tests in 2003, half the pupils reached above average levels and all the many pupils with special educational needs achieved at least the expected level. These results were above the national average, and well above the average for similar schools. Current standards are average overall because fewer pupils are exceeding the level expected for their age. Nevertheless, all pupils continue to achieve well over time.



57. Pupils with special educational needs achieve well throughout the school. Good systems of assessment identify their needs and track their progress well. As a result, their individual targets and activity plans give clear guidance to teachers' planning of learning tasks and support in numeracy. Teaching assistants contribute well to the learning and achievement of these pupils. They work very closely with teachers and with the co-ordinator for special needs, and they are well-informed and take skilful initiatives. They balance support well with high expectations for both behaviour and learning.
58. Overall, the achievement of pupils in the junior classes is satisfactory. This is because the level of expectation is less consistent than in Years 1 and 2, particularly for the more able mathematicians. Work is not always matched to known capabilities, and by the end of Year 6 too few pupils reach the higher than expected level, although other groups of pupils do well enough. Current standards in Year 6 remain below average but slightly better than in 2003.
59. Teaching and learning are satisfactory overall with areas of consistent strength. Teaching is good in Years 1 and 2 and leads to effective learning both in lessons and as reflected in pupils' work over time. In Years 3 to 6, teaching was satisfactory overall. Most lessons seen were good and none was unsatisfactory, but pupils' past work shows that tasks for higher attaining pupils do not always move them on well enough in their learning. This can also be seen in teachers' use of targets and marking. Teachers' comments seldom refer to specific targets or learning objectives. As a result, older pupils are often unclear about how well they are doing or where they could stretch themselves to do better. Nevertheless, the lessons seen during the inspection showed several common strengths in teaching and learning. Most notably:
- Lessons are well structured and organised in relation to clear learning goals.
  - Teachers and support staff work well together and create a climate of security in which pupils who find numeracy difficult feel encouraged to 'have a try'.
  - Teachers' secure subject knowledge enables them to engage pupils well in discussion and explanation, and to spot and deal with points of unexpected difficulty.
  - Sessions of 'mental mathematics' have good pace, focus, practical involvement and interaction, and teachers use them well to check learning and to develop pupils' understanding of mathematical language and ways of thinking.
60. The new co-ordinator has inherited a well-run subject. Searching analyses of pupils' performance in tests over the past three years have led to very clear guidance for better teaching and higher standards in specific areas of identified weakness. Development planning is clear, well-informed and effective. The focus on weak spots in subtraction, measurement, problem-solving and interpreting graphs is well-justified. The need to improve attainment at the higher level in Year 6 is recognised, and the partnership with a nearby school to provide special classes for gifted mathematicians is a good move in this direction.

### **Mathematics across the curriculum**

61. Teachers make satisfactory use of pupils' numeracy skills in other subjects. For example, pupils measure quantities in science and design technology; read time lines in history and interpret scales for distance in geography. More needs to be done, however, if numeracy and the rest of the curriculum are to support each other effectively. For instance, although work on spreadsheets in the computer suite is useful, computers in classrooms are seldom in use during numeracy lessons, and pupils need more opportunities to practise and improve their skills in areas such as using rulers, measuring angles and capacities, and making and interpreting graphs.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards are below average in Year 2 and well below average in Year 6.
- Overall achievement is satisfactory when compared with similar schools but some potential higher attainers in Years 3 to 6 do not achieve as well as they could.
- Teaching in Years 3 to 6 does not provide enough challenge for higher attainers.
- Investigational science is taught well in the infants.
- Pupils do not use books for recording their work.
- Inadequate use of ICT to support learning.
- The monitoring role of the curriculum co-ordinator is insufficiently developed.

### Commentary

62. Standards in statutory assessment in Year 2 and Year 6 in 2003 were well below the national average but broadly in line with those of similar schools. Results were particularly depressed by the low percentage of pupils who reached the higher level. Current standards in Year 2 show some improvement, especially in the performance of higher attainers, but are still below average. Taking account of the well below average attainment on entry and the high percentage of special educational needs, overall, achievement of pupils is satisfactory. Pupils with special educational needs make good progress. However, the achievement of a small group of potential high attainers in the juniors is unsatisfactory and they do not do as well as they could. Evidence from samples of work, teachers' plans and lesson observations indicate that these pupils are not consistently challenged to reach the higher levels.
63. The overall quality of teaching and learning is satisfactory. In all lessons, teachers share learning objectives so that pupils know what is expected and how to succeed. Teaching assistants are efficiently deployed and provide effective support, in small groups, for pupils with special educational needs. Resources are generally well organised and accessible. In the best lesson seen, in the infants, an interesting and exciting practical activity, planting seeds and watching them grow, was very well organised so that pupils learnt meaningfully from what they could see and touch. The teacher's expectations were very high and her questions to individuals challenged pupils of all abilities to think for themselves. As result, pupils gained much knowledge and understanding of the process of germination and plant growth. When lessons were less successful, teaching methods did not grasp the pupils' attention and the pace of lessons was too slow. Pupils lost interest and did not listen well to each other or the teacher. Consequently, too much time was spent in managing behaviour leaving too little attention to learning. Tasks were not matched to differing abilities and higher attainers in particular were not fully challenged. The absence of individual science books and the practice throughout the school of recording work on separate work sheets and pieces of paper is not supportive to teachers or pupils in assessing progress or promoting pride in achievement.
64. Assessment systems are newly in place, and data generated is not used well to develop the curriculum, plan suitable work, or set individual targets. Leadership and management are currently satisfactory, however, the curriculum co-ordinator is only recently in post and has other major responsibilities in school. As a result, the role of monitoring teaching and learning or in analysing school performance is not yet sufficiently developed. The school is aware of the need to improve standards and has just produced an action plan to raise the priority of science in the school.

65. Mathematics and literacy are promoted satisfactorily in science. For example, pupils record their findings in graphs or use literacy skills in research. Much attention is rightly given to the development of subject specific vocabulary. Older pupils sometimes struggle to find information from rather dull photocopied text and are not well motivated to persevere. There are insufficient planned opportunities to use ICT to support learning in science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are average in both Year 2 and Year 6 and have kept pace with the rising demands of the subject since the last inspection.
- Good training and support have given staff the confidence and competence to use the computer suite to teach the range of elements and skills.
- Teachers do not make enough use of computers in classrooms to support learning across the curriculum.
- Current accommodation and resources limit learning opportunities.

### **Commentary**

66. Overall achievement is satisfactory and pupils in Years 2 and 6 attain broadly average standards in the various strands of the subject. In most lessons seen during the inspection, pupils worked eagerly and productively with partners in the computer suite, and developed their skills well. Teaching and learning are satisfactory. Teachers showed confidence in explaining the skills to be extended, and well-trained competence in checking progress and helping different pupils to overcome procedural difficulties. Pupils understand most tasks and operations. For example, pupils in Year 3 know how to access the Internet and are learning to send and receive emails. Pupils in Year 6 use Powerpoint to create good multi-media presentations of their visit to Robin Hood's Bay or of their current studies of Japan in geography. However, their lack of speed, for example in using the keyboard, reflects their limited opportunities to practise outside the weekly lessons in the suite.
67. Teachers make good provision for pupils who have special educational needs so that they too achieve well. The provision of a personal laptop computer is helping one pupil to overcome some significant learning difficulties. Support from teaching assistants is effective. At times their good understanding of the subject enables them to make a specific contribution to the lesson.
68. Current accommodation and resources are unsatisfactory. Whilst the school has done well to create a computer room, it is too small to accommodate a full class. Teachers must therefore improvise different kinds of rotation to provide equality of access and opportunity, which usually amounts to a half of each lesson in the suite. Teachers and support staff work together to salvage some advantage from this, for example by using the projector to give pupils with special educational needs a fuller and more interactive demonstration of a new skill. Overall, however, this difficulty, together with computers of limited power and range, restricts opportunities, and the school does well to maintain achievement at present levels.
69. The development of assessment procedures is satisfactory although at an early stage of development. In most lessons work was well-matched to pupils' readiness to achieve the planned new learning. Weakness in this area, however, made one lesson unsatisfactory because different pupils encountered difficulties at different stages of the same task. As a result, many pupils spent much time waiting for support and learning little.

70. The co-ordinator is managing the present difficult situation satisfactorily. A good balance has been struck between planning for a future in the new building and trying to ensure that pupils have as full a range of learning experiences as current provisions allow. In running the lunchtime computer club, for example, the co-ordinator changes the membership and programme each term so that different groups have the sort of additional opportunities they need.

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

71. Most lessons in ICT support pupils' learning in other subjects. For example, work with programmable toys develops skills in calculating the different distances and directions involved in plotting a route, and the use of paint packages extends skills in art and design. However, this alone is not enough. The links are not always planned well enough to extend learning equally effectively in both subjects. More significantly, far too little use is made of computers in classrooms during lessons in other subjects. This is unsatisfactory because it denies pupils opportunities both to reinforce their computer skills and to learn to use computers as tools to enhance all learning.

### **HUMANITIES**

72. Work was sampled in **geography** and **history**. One lesson was observed in history; none in geography. Lack of evidence therefore rules out a firm overall judgement on provision in either subject.
73. In **geography**, a well-planned Year 2 unit developed pupils' understanding of how to draw and interpret simple maps. Eventually pupils were able to map Red Riding Hood's journey to granny's cottage, and to read a simple chart of the island of Struay, recognising its landmarks, farms, roads and a harbour, and drawing some comparisons with Retford. Pupils in Year 6 learned equally well from a good unit of study on water. This gave them good opportunities to study the water cycle and river systems, and to research the Internet for information on features and uses of the river Idle.
74. In **history**, pupils in Year 2 know how to distinguish the old from the new in toys, houses and domestic equipment. In the lesson seen, teaching and learning were satisfactory and pupils in Year 2 developed their knowledge of such distinctions by comparing present-day beach scenes and activities with those of a hundred years ago. The teaching made stimulating and coherent use of resources to engage pupils, but missed opportunities to prompt pupils to think about different sources of evidence and how to draw historical information from them about values and ways of life in the past. In Year 6, work on Victorian England gave pupils good opportunities to investigate relevant evidence in different ways and to record their learning in their own way, sometimes with the help of computers. For example, different pupils chose to research topics of personal interest, such as the development of brass bands in mining communities. Pupils' good use of such opportunities show their growing independence as learners.
75. Overall leadership and management are satisfactory but assessment and the role of monitoring is not yet fully established.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- The children's knowledge of Christianity is good.
- Teaching methods do not always motivate pupils successfully.
- Assessment procedures do not provide a clear picture on standards.
- The role of subject leader is not fully developed.

### Commentary

76. Standards in Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus and are similar to those reported at the time of the previous inspection. Achievement is satisfactory. Pupils with special educational needs are supported effectively so that they make good progress.
77. Infant and junior pupils have good knowledge of Christianity and of how Christian beliefs can affect people's everyday lives. In Year 2, stories like The Good Samaritan or The Prodigal Son are used sensitively to raise issues of care, friendship and fairness. Pupils relate this to their own lives in considering how to be a good friend. In Year 6, pupils talk confidently about the common heritage of Christianity and Judaism and make relevant comparisons about traditions and beliefs. They have a wealth of knowledge about four other major world faiths, but frequently confuse elements from each religion.
78. Teaching and learning are satisfactory. Teachers share learning objectives purposefully so that pupils know what is expected of them. When artefacts and lively role-play are introduced, pupils are well motivated to learn. However, in some lessons, tasks are not challenging, pupils lose interest, and the pace of learning slows. Dramatic story telling supports learning successfully in Years 1 and 2. Visits to a local church support learning about Christianity but there are few visits or visitors to enhance learning of other religions.
79. Leadership and management are satisfactory. The curriculum co-ordinator is effectively preparing the school for the introduction of a new locally agreed syllabus next term. The role in monitoring standards, teaching and learning is not well developed. Assessment systems are newly in place and are not yet used effectively to develop the curriculum or track progress.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. No lessons were seen in art and design, design and technology and music and only one lesson was seen in physical education. It is not, therefore, possible to make a secure judgement on provision. Evidence from teachers' planning and from samples of work indicates that statutory requirements are met. Leadership and management by curriculum co-ordinators are satisfactory, but their role in monitoring standards, teaching and learning, is weak. Assessment systems are newly in place and not yet used to develop the curriculum.
81. Evidence from teachers' planning, work in sketchbooks and on display indicates that work planned in **art and design** is varied and interesting. Good attention is given to developing skills of observational drawing in sketchbooks over time and through specific topic work. In Year 2, pupils' carefully composed 'pool' pictures show the influence of David Hockney's work in their bright colours and bold shapes. Following a visit to Robin Hood's Bay, Year 6 pupils used their own detailed sketches to produce high quality watercolours. They mixed and blended colours effectively to achieve the texture and movement of the sea, and to create the picturesque features of cottages in detail.

82. In **design and technology** photographic evidence and samples of pupils' plans and evaluations indicate that pupils are becoming competent in using a range of techniques and materials and are thoughtful in evaluating their work. In Year 2, pupils produced appropriate designs of houses for a giraffe or a mouse and could say what they liked about their product. The Year 6 project to make a powered fair ground ride caught the pupils' imaginations. The pupils' labelled plans, annotated with notes on how the product would work, are clear and detailed. Their careful evaluations of the process and the product include an appreciation of the new skills gained.
83. Limited evidence was available to make any judgements about **music**. Singing in assembly was tuneful and pupils clearly enjoyed joining in with the actions and choruses. Examples of pupils' work shows early composition skills in Year 2 with pupils playing instruments in response to different colours and shapes. These skills are more sophisticated in Year 6 and include the use of musical notation in simple pieces of music.
84. Planning in **physical education** shows pupils experience a rich range of activities. Most have ample opportunities to learn to swim so that the vast majority of pupils in Year 6 are competent swimmers and many have achieved awards for swimming long distances. Pupils benefit from opportunities to take part in a range of clubs which include coaching from professions. In the lesson seen teaching was satisfactory and pupils were working at the level expected for their age. They hit a ball over a net to their partner showing good control although many found it difficult to sustain a rally.

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

85. No lessons were seen during the inspection and so it would be inappropriate to make an overall judgement on provision. Nevertheless, it is clear the school gives close attention to pupils' personal and social development. Since her appointment the headteacher has worked hard to develop this aspect of the school's provision. In this she has been successful. Every class has a lesson designated specifically to this subject. These start in the Foundation Stage with Circle Time<sup>4</sup> and progress to Year 6 where visitors are invited to advise on sex education and the misuse of drugs. The impact of these sessions can be seen more in the early years and Years 1 and 2 where pupils have benefited from this input since starting school.
86. The school celebrates all aspects of personal development so pupils recognise the importance of helping others and the impact of their actions on others. This can be seen in the headteacher's award for *being well behaved and hardworking*. Pupils are involved in writing class rules and so they value them and try harder to abide by them. These encompass many aspects of personal development including in Year 2, *we are gentle, honest and tell the truth*. Pupils understand they have a role to play in helping others less fortunate than themselves and raise funds for different charities and send show boxes full of useful items to Third World countries.

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<sup>4</sup> During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease free from any interruption from other children.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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