

# INSPECTION REPORT

**WYKEHAM CHURCH OF ENGLAND VOLUNTARY  
CONTROLLED PRIMARY SCHOOL**

Wykeham, Scarborough

LEA area: North Yorkshire

Unique reference number: 121526

Headteacher: Mrs Sue Clothier

Lead inspector: Dr Richard Perkin

Dates of inspection: 5<sup>th</sup> - 6<sup>th</sup> July 2004

Inspection number: 258523

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary controlled  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 34

School address: Main Road  
Wykeham  
Scarborough  
North Yorkshire  
Postcode: YO13 9QB

Telephone number: (01723) 862 413  
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Appropriate authority: Local education authority  
Name of chair of governors: Mrs J Terry

Date of previous inspection: 1<sup>st</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

This is a very small Church of England voluntary controlled primary school situated on the outskirts of Scarborough in a rural setting. There are 34 pupils on roll. Boys outnumber girls overall and particularly in Years 4, 5 and 6. There is one child in Reception taught alongside pupils in Years 1 and 2. The accommodation in the two small villages that form the main catchment is mainly rented property owned by the local estate. Well over a third of pupils come from outside the catchment area, mostly from a larger village and from Scarborough. The very broad social mix is average overall. Most pupils are of white British background with a small number from mixed backgrounds. There are no pupils for whom English is an additional language. An above average proportion of pupils have special educational needs (SEN) and the proportion of pupils with statements of SEN is well above the national average. The range includes dyslexia, multi-sensory impairment and physical and behavioural difficulties.

Children's attainment on entry varies considerably from year to year but overall is broadly at expected levels. A high proportion of pupils join the school during Years 2 to 6 and many of them have special educational needs. This sometimes affects the school's performance in national tests.

The school has achieved Investors in People and the SEN Quality Mark. It participates in the Primary Leadership Programme and benefits from the Small Schools' Fund.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14591	R Perkin	Lead inspector	English Art and design Music Physical education Religious education The Foundation Stage curriculum English as an additional language
19558	M Hammond	Lay inspector	
32604	S Manning	Team inspector	Mathematics Science Information and communication technology Design and technology Geography History Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school** where pupils of all abilities achieve very well. Standards are high. Teaching is very strong. Pupils' personal development is very good. Leadership, management and governance are of high quality. Parents and pupils hold the school in very high regard. The school provides very good value for money.

### THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- The excellent leadership of the headteacher, very well supported by staff and governors, has brought about very good improvement.
- Very good achievement and high standards are the product of very good teaching.
- The school is excellent at including all pupils whatever their needs so that they make very good progress.
- Excellent attitudes and relationships result from very good provision for pupils' personal development.
- The excellent partnership with other schools benefits all aspects of school life.

Improvement since the last inspection has been very good. All key issues have been successfully addressed. Standards are higher in all the core subjects and pupils' personal development has improved. Inclusion is now excellent. Teaching and assessment are better than they were. There is a richer curriculum and care and guidance are much stronger. Partnerships with parents, the community and other schools are greatly improved. Leadership, management and governance are much stronger.

### 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*	A	E	C
mathematics	E*	C	E*	E
science	E*	D	E	E

*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. Caution is needed in interpreting the data because the numbers concerned are very small.*

**Achievement is very good.** Attainment on entry to school is broadly average and standards by the time pupils leave in Year 6 are on target to be overall well above average. The six pupils taking the national tests in 2003 included three who had special educational needs and one with poor attendance. Consequently, the results were poor and, in mathematics, were in the bottom five per cent nationally. Children achieve very well in the Reception class and are on track to exceed the goals children are expected to reach by the end of Reception in personal, social and emotional development, communication, language and literacy and mathematical development. Pupils in Years 1 and 2 achieve very well and are likely to reach above average standards in English and well above average standards in mathematics and science by the end of Year 2. Achievement in Years 3 to 6 continues to be very good. Pupils attain well above average standards in English, mathematics, science and religious education and above average standards in information and communication technology (ICT) and art and design. Pupils of all needs and abilities achieve very well. The very good provision for pupils with

special educational needs (SEN) ensures that they make very good progress. Pupils identified as gifted and talented are challenged by the work they are set and also achieve very well. Pupils from backgrounds other than white British are extremely well integrated and achieve as well as the other pupils.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.** Pupils have excellent attitudes to learning and behave very well both in class and around the school so that the school is a most harmonious community. Attendance is broadly average. Pupils arrive at school in good time.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. The quality of teaching is very good.** No lessons were seen where the teaching was less than good and it was very good in almost two thirds of lessons. Teaching is of high quality throughout the school so that learning is also consistently very good. Pupils are excellent at working independently and with others because of the high expectations of the teachers. Because assessment is of such a high quality, teachers plan work that very effectively matches the needs of the pupils.

There is a very rich curriculum that benefits greatly from the excellent links with other schools and the very good partnerships that exist with parents and the community. There are high standards of care and guidance and the school is excellent at involving the pupils and acting on their views.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher provides an excellent lead and she is very effectively supported by other staff and by the governors. The school is very well managed. Governance is very good. All statutory requirements are met.

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

Parents see the school as providing a very high standard of education. They recognise the very high quality of leadership and the very good teaching. They appreciate the openness of the headteacher and staff and the way parents are involved in their children's learning. Pupils also have extremely positive views of the school. They appreciate in particular the excellent relationships they have with teachers and with other pupils. They would like more space but really enjoy the adventure playground.

## **IMPROVEMENTS NEEDED**

**THERE ARE NO MAJOR ISSUES BUT THE SCHOOL SHOULD ADDRESS THE FOLLOWING MINOR ISSUES:**

- Extend opportunities to develop pupils' multicultural awareness and experience.
- Make marking more consistent so that it informs pupils what they need to do to improve their work.
- Include clearer targets with agreed success criteria in individual education plans for pupils with SEN in consultation with the pupils and their parents.

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS**

Achievement is very good throughout the school. Children start school with standards that are at expected levels for their age and, by the time they leave in Year 6, they attain well above average standards in the core subjects.

#### **MAIN STRENGTHS AND WEAKNESSES**

- High standards and very good achievement in English, mathematics and science.
- High standards in religious education.
- Above average standards in ICT and art and design.
- Very good achievement for pupils with SEN and those identified as gifted and talented.

#### **COMMENTARY**

1. Because of the very small numbers involved, statistics about pupils' performance in the national tests for seven and 11 year olds need to be treated with caution. The results are also affected in some years by the high proportion of pupils with special educational needs. Consequently, results fluctuate greatly from year to year and it is not possible to identify trends. In 2003, the results for pupils in Year 2 were exceptionally high with the three pupils taking the tests all doing very well. In contrast, the results for Year 6 pupils were weak because three of the six pupils concerned had special educational needs and another was often absent from school. The school's careful tracking of pupils' achievement shows that pupils of all abilities and needs make at least good progress and many do better than this. The performance of boys and girls varies from year to year but overall there is no significant difference between their achievements. The school sets ambitious targets in English and mathematics which they are on track to meet.
2. The very small number of children in Reception are taught alongside pupils from Years 1 and 2 and they achieve very well. Working with the older pupils brings out the best in them and their personal, social and emotional qualities are very well developed because of the ethos of care that exists. Consequently, they are on target to exceed the early learning goals by the end of Reception in personal, social and emotional development, communication, language and literacy and mathematical development and to meet those goals in knowledge and understanding of the world and physical and creative development.
3. Because of very good teaching and high expectations, pupils in Years 1 and 2 achieve very well in reading, writing, mathematics and science. They are stronger in reading than in writing but overall standards in both are above average. In mathematics and science, standards are well above average. Pupils reach expected levels in ICT and well above the expected level in religious education. Standards in art and design are good.
4. In Years 3 to 6, pupils continue to progress consistently well. By the end of Year 6, standards are well above average in English, particularly in speaking and listening and reading. Standards are high in mathematics. Both these core subjects benefit from the very good teaching of basic literacy and numeracy skills. The high standards in science



are due to the very good teaching of the knowledgeable subject co-ordinator. Stimulating teaching of religious education leads to very good standards. Standards in ICT and art are above those expected. The quality of work in art, in particular, benefits from opportunities for pupils to work alongside pupils from other local schools.

5. Pupils of all abilities achieve very well. Pupils with special educational needs are very effectively supported and they respond very well to the adapted tasks set for them. Pupils identified as gifted and talented often work with older pupils and they are effectively challenged by the work set. The small number of pupils from other backgrounds work extremely harmoniously as part of the school community and their achievement is therefore very good. Pupils who join the school at a later stage than usual settle very quickly because of the school's excellent ethos of inclusion and they too achieve very well.

## **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Pupils' attitudes and their relationships with each other and with adults are excellent. Their behaviour, values and personal development are all very good. The spiritual, moral, social and cultural development of pupils is also very good. Attendance is satisfactory and punctuality is good.

## **MAIN STRENGTHS AND WEAKNESSES**

- Pupils' extremely positive attitudes to learning enhance their achievement.
- The caring ethos of the school permeates all activities and helps to promote pupils' relationships, attitudes and personal development.
- The very good role models presented by the staff and their very good behaviour management ensure that pupils know the difference between right and wrong and behave very well.
- All pupils are more than happy to accept responsibility whenever opportunities arise.
- The spiritual, moral and social development of pupils is very good and their cultural development is satisfactory; more opportunities could be offered to develop more understanding of other cultural traditions.

## **COMMENTARY**

6. Pupils' attitudes are excellent and their values and personal development are very good, an improvement on the last inspection. The excellent attitudes, friendliness and politeness of the pupils are exemplary. This was seen in the very mature way a pupil showed the Registered Inspector around the school during the initial visit. Pupils are very well behaved and respond well to the caring and calming ethos of the school. They clearly enjoy school and take a real pride in their work. They are interested and involved in the lessons and out-of-school activities. Parents are very supportive and happy with the values the school promotes. Staff deal quickly and effectively with any incidents of inappropriate behaviour that occur. No incidents of bullying were seen during the inspection. There have been no exclusions. The school's very effective implementation of its anti-racism policy leads to a very harmonious school and there have been no instances of racism.
7. Pupils are very capable of working productively both independently and in groups. They work very well together, sharing and valuing each other's ideas, concentrating on the set

task. A characteristic of the school is the way older pupils are keen to support younger pupils whenever the opportunity arises. Pupils with SEN have the same attitudes and values as other pupils and benefit greatly from the opportunities they have of working at times in partnership with more able pupils.

8. Pupils' relationships with adults and each other are excellent and this has a positive impact on their learning. They are supportive of each other, very happy and secure and enjoy an atmosphere where all are valued. They respond well to the help provided and like being rewarded for doing their best. Pupils play happily with each other during break-times. Pupils of all ages mix well across the school. Pupils with SEN take a full and active part in lessons and activities at playtimes.
9. Pupils' personal development is very good. It is fostered well by the very good overall provision for their spiritual, moral, social and cultural development. They have a very good understanding of right and wrong and benefit from the very good role models set by the adults in school. The expectations of the school that pupils will be honest, trustworthy and well mannered are amply rewarded.
10. A characteristic of the school is the confidence with which pupils ask questions and are willing to express their opinions. This was amply demonstrated during an interview with a group of pupils where they enthused about the school and said how much they appreciated being treated as friends by the school staff. They said that the opinions of the class councils were valued and listened to. For example, this had led to a partial ban of football during break time. They also said how much they valued the trust the school staff placed in them. This included the way they were encouraged to raise money during the school fete and then allowed to decide how to spend it.
11. Pupils also said how much they enjoyed meeting other pupils during events organised as part of the local cluster group of schools. Displays around the school showed just how successful the residential week at East Barnby for older pupils from the four schools had been.
12. Pupils are encouraged to accept many responsibilities around the school. These include returning registers, acting as monitors, playing with and generally supporting younger pupils, helping with the music for assemblies and serving on the class councils.
13. The curriculum promotes a good understanding of western cultures through all subjects, including music, art and dance. In religious education, pupils learn about the major world faiths which included making Bengali patterns of 'hands' to celebrate a Hindu festival. Pupils visit the local parish church regularly and visits to a mosque and synagogue are planned. An area of development, which would extend pupils' very good understanding of their own culture, is the need to develop further pupils' understanding of other cultural traditions.
14. Attendance at the school is broadly in line with the national average and unauthorised absence is also in line with the national average. The school puts maximum effort into maintaining pupils' attendance.
15. The great majority of pupils are keen to attend school and arrive punctually for the start of school and for lessons. Arrangements for registration and record keeping are efficient and fulfil legal requirements.

## ATTENDANCE IN THE LATEST REPORTING YEAR (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.2
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 provided by the school is very good. There are significant strengths in the quality of teaching, the very rich curriculum, the high standard of care and guidance and the extremely constructive links with other schools. Partnerships with parents and the local community are of high quality.

## TEACHING AND LEARNING

Teaching and learning across the school are very good and are significantly better than at the last inspection. The quality of the assessment of pupils' work is very good and teachers make very good use of it to plan for pupils' individual needs.

## MAIN STRENGTHS AND WEAKNESSES

- Systematic and effective teaching of basic skills ensures pupils' rapid acquisition of skills, knowledge and understanding.
- Consistently high expectations and challenge mean that pupils of all ages show an excellent capacity to work independently and collaboratively.
- High quality planning is very effectively based on assessments so that it meets the needs of all ages, abilities and needs; however, the quality of teachers' marking of pupils' written work is not consistent enough in showing what needs to be done for the work to improve.
- Very effective and often original teaching methods ensure that pupils apply themselves very well.
- Very good use of teaching assistants and other support ensures very good learning, particularly for pupils with special educational needs.

## COMMENTARY

### *Summary of teaching observed during the inspection in 15 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	8	6	0	0	0	0

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

16. The quality of teaching was at least good in all the lessons observed and, in almost two thirds of lessons, it was very good or better. All year groups experience predominantly high quality teaching and very good teaching was seen in all the core subjects. Consequently, pupils acquire the basic skills of literacy, numeracy and science very well and this provides a secure base for their learning in other subjects.
17. The teaching of the very small number of pupils in Reception provides very effectively for them to achieve very well across all the areas of learning. In particular, it ensures that they

build confidence in learning, quickly become familiar with the routines of the classroom and, above all, learn to work with high levels of independence. They also learn to work very well with the older pupils in the class on collaborative tasks such as presenting a story; this greatly benefits their learning. The imaginative layout of the classroom stimulates the learning of all the pupils in the class very effectively, particularly in language and literacy and knowledge and understanding of the world. For example, pupils' work on woodland habitats is labelled with rich and evocative language.

18. Teachers plan work for the mixed-aged classes very effectively so that the needs of each individual in the class are met. Assessments are thorough and teachers know the capabilities of each individual. Consequently, tasks are very well targeted. Pairs and groups are often put together to enhance learning. Sometimes, they consist of mixed ages and abilities and sometimes they include pupils of similar levels of attainment. In each case, learning benefits and pupils also develop their skills of working together. Teachers are good at checking how effectively pupils have learned, both through careful questioning and through the end of lesson sessions. However, the marking of written work is less consistent than it should be in giving pupils a clear idea of what they need to do to improve. At best, areas for improvement are clearly identified so that pupils can move on in their learning but sometimes the comments are limited to a tick and a 'well done'.
19. Because teachers use exciting and challenging approaches and have high expectations of the pupils' capacity to learn, high levels of interest are generated and pupils of all ages work very hard. The excellent relationships and the teachers' very good class management skills ensure that behaviour is invariably very good. For example, in a series of lessons related to story-telling with the younger pupils, they watched a video of an Indian dancer telling a story through her hand movements. They worked on other possible hand movements with the teacher and then set to work in their groups to devise their own animal story. The work was intensive and levels of interest and concentration high. Consequently, the performances that ensued were of a high quality. Pupils in Years 3 and 4, following on from their study of newspaper advertisements, were presented with a variety of television advertisements before being asked to work together in groups to devise their own advertisements to be recorded on the school camcorder. Teachers are good at using the pupils' first-hand experiences to promote their learning and make it meaningful as in a very good science lesson, where pupils were able to try their hand at blowing a giant bubble.
20. Teachers in all classes make very good use of support. Pupils with a statement of special educational need work with a very knowledgeable and expert teaching assistant. She is very familiar with the pupils' needs and is able with great skill to ensure that they are included as fully as possible in classroom learning so that they make very good progress. When parents and governors help in lessons, they too are thoroughly prepared and briefed so that the learning of the individuals and groups they work with benefits greatly. This was seen when a parent helper worked with two very young children to prepare a successful performance of the story of the lost sheep.

## **THE CURRICULUM**

The overall quality of the curriculum is very good. The school provides a very good range of enrichment activities which very effectively support learning across the curriculum. Accommodation and learning resources satisfactorily meet the needs of the curriculum.

## **MAIN STRENGTHS AND WEAKNESSES**

- The curriculum is very well organised and managed with very good links made between subjects.
- There are extremely effective partnerships with other schools enabling shared curriculum planning, resources and expertise.
- Pupils are given very good opportunities to participate in a range of sporting, music and after school activities which enrich learning and contribute well to their personal and social development.
- Residential and other visits broaden pupils' experiences and support learning very well.
- Tasks set are well matched to the needs of all pupils in lessons and as a result all pupils, including those with special educational needs, achieve very well.

## **COMMENTARY**

21. The curriculum meets statutory requirements for all subjects including religious education. The school provides a daily act of collective worship.
22. Very good opportunities to participate in sport, music and after-school clubs broaden pupils' experience of school life and make a very positive contribution to their personal and social development. The school makes very good use of the buildings, grounds and local environment as resources for learning. It overcomes the problems of not having indoor facilities for physical education well. Very good use is made of the teaching assistant and other adults to support the curriculum, particularly for those pupils who are of lower ability or who have special educational needs. Excellent partnerships exist within the local small schools' cluster which allow for sharing curriculum planning, resources and expertise. This is having a very positive impact on standards within the school.
23. The school timetable allows for a sensible balance of subjects across the curriculum. Policies and schemes of work are in place for all subjects and have recently been reviewed and updated to ensure appropriate continuity and progression in pupils' learning. The partnership with other local small schools enables teachers to share their expertise and skills and to provide a broad curriculum. Shared curriculum days support pupils' learning very well. Teachers create very good opportunities for pupils to practise the skills learned in one subject in other areas of the curriculum so that, for example, work in art supports learning in history when pupils make paintings of Greek urns. Policies for drugs education and sex and relationships education are in place.
24. All pupils are respected by the adults in the school. Pupils of all abilities are encouraged to support and help one another and this contributes very well to personal development and the excellent relationships in the school.
25. The curriculum is inclusive and pupils have equal opportunities to achieve regardless of gender or ethnic group. The school has a very good reputation locally for the very good provision it makes for pupils with special educational needs. It ensures that all pupils with special educational needs have access to the same curriculum and out of school activities as their peers.
26. The school has very good links with its partner secondary schools and prepares pupils well for the next stage in their education. Pupils in Years 5 and 6 visit the local high

school with pupils from other schools for a technology day and benefit from the experience of working with other pupils of the same age. Pupils in Year 6 visit their new secondary school in the summer term prior to transfer in September.

27. The school provides a very good range of sporting and other activities beyond the classroom and outside school hours. Older pupils have good opportunities to take part in team games and competitions with other schools. The recent residential visit to East Barnby enabled pupils in Years 5 and 6 to mix with other pupils from the local small schools. Such activities help to develop teamwork and social skills. Residential and other visits, together with a wide range of visitors, support pupils' learning well.
28. Overall resources for the curriculum are good. They are well looked after, carefully organised and clearly labelled allowing easy access by pupils and teachers. Arrangements with the local small schools' network allow for sharing of resources between the schools. The school provides well for information and communication technology (ICT) with above average numbers of networked computers in the classrooms. The small school library is very well stocked with a good range of fiction and non-fiction books. Very effective deployment of the teaching assistant and good use of adult helpers is having a positive impact on standards and ensures that younger pupils and those with special needs make very good progress in lessons.
29. Accommodation is well organised and is generally satisfactory for the purpose. The school overcomes the problem of not having indoor physical education facilities well and makes good use of space provided by another school for these lessons. Outdoor play space is adequate with spaces for quiet play as well as an adventure play area which is very popular with the pupils. Very attractive displays in corridors and classrooms create a very rich learning environment for the pupils and celebrate their achievements very effectively.

## **CARE, GUIDANCE AND SUPPORT**

The school's provision for the care, welfare, health and safety for pupils is very good. Pupils receive very good support, advice and guidance. The involvement of pupils through seeking and valuing their views is excellent. This is a real strength of the school and an improvement on the last inspection.

## **MAIN STRENGTHS AND WEAKNESSES**

- The school is a safe and secure environment where pupils are very well cared for and where they receive very good pastoral support.
- There is a strong emphasis on pupils' personal development and each child is clearly valued.
- Each pupil has a good and trusting relationship with one or more adults in the school.
- Pupils with SEN are very well supported.
- Pupils are positively encouraged to express their opinions about the school.

## **COMMENTARY**

30. The school's procedures for ensuring the safety and well-being of pupils are very good. Members of staff are well aware of the welfare and medical needs of each of the pupils. Health and safety procedures fully comply with local authority and statutory requirements.

Members of the school management and governors have a very high level of awareness of this aspect. The school has a very good child protection policy and its procedures meet the requirements of the local area committee; the school exercises its responsibilities with vigilance and care.

31. Induction into the school and transfer arrangements to the local secondary schools are very good. New pupils are invited into the school before they start and every effort is made to tailor the process to the individual pupil. Transfer arrangements to the local secondary school include pupils visiting for an initial inspection day and for secondary staff coming to the school to talk with the pupils. The transfer arrangements benefit greatly from the school's partnership within the local cluster of schools. Pupils said how much they appreciated the opportunities offered through the cluster to meet other pupils and to make new friends, many of whom would be joining them at their new secondary school. The joint residential week is a very good example of where pupils clearly benefited and enjoyed themselves. Pupils also recently took part in sports, science and a geography field trip as part of the 'cluster'.
32. The friendliness and courtesy of the staff and pupils are strong characteristics of the school. As a result, the school has been successful in developing very good and trusting relationships between pupils and staff. The very good relationships between all members of staff and the pupils contribute to the quality of the pupils' experiences and to the calm atmosphere of the school.
33. In their questionnaires, the majority of pupils indicated that they have the confidence to seek support and guidance if they have any concerns about their work, or a personal problem. Pupils said how much they appreciated the way teachers always treat any concerns they have very seriously. Members of staff provide good responses to such requests and, through their very good knowledge of pupils as individuals and monitoring of pupils' personal development, provide well-informed support, advice and guidance.
34. Pupils with SEN are supported very well. The school ensures that all such pupils have access to the same curriculum and out-of-school activities as their peers. Pupils are encouraged to support and help one another and this contributes very well to personal development and the very good relationships in the school. The quality of pupils' individual education plans has improved since the last inspection and they now identify targeted areas of learning in English, mathematics and social development for each pupil. These targets are realistic and build on pupils' prior learning but do not contain specific enough success criteria against which pupils' progress can be measured.
35. The involvement of pupils through seeking, valuing and acting on their views is excellent. Throughout the school, pupils are encouraged to ask questions and to express their opinions. This was evident when talking to members of the class councils when they very confidently gave their very positive opinions about the school. They said that their ideas had helped to improve the school which they clearly loved. They also said that during Circle Time, pupils are encouraged to share their opinions on matters of importance to them and to spend time listening to each other.
36. The systems in place for monitoring pupils' academic development are very effective and play a crucial role in the development of their achievement and attainment.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

Parents are extremely happy with the school and the education it provides. The partnerships between school, home and the community are very good and play a positive role in supporting pupils' learning at school and home. Links with other schools, particularly through the cluster arrangements, are excellent.

### **MAIN STRENGTHS AND WEAKNESSES**

- Parents are very happy with what the school provides for their children.
- They greatly appreciate the open door policy of the school.
- Parents are welcomed as volunteers in the school.
- There are very effective links with the community that enhance pupils' learning.
- Links with other schools, particularly with the other three 'cluster' schools, are excellent.

### **COMMENTARY**

37. Parents all said that this is a very good school where the staff are committed and care deeply for their children. They feel that they are well informed about their children's progress through the two parents' meetings each year and a well-written annual report which includes details of their children's progress and achievement together with targets for their children to meet.
38. Parents appreciate the open door policy of the school and the accessibility and approachability of the staff if they have any concerns or suggestions. An annual questionnaire ensures that the school is made aware of the views of parents about the school.
39. The general information provided for parents is very good. This includes regular newsletters and a parents' notice board. There is a comprehensive school prospectus and an informative annual governors' report to parents.
40. The Friends' Association raises considerable funds for the school and parents regularly support school functions and celebrations. Parents also work in the school as volunteers and help on educational visits, together with running the football, cricket and first aid clubs and organising cycle training.
41. Links with the community are very good and include strong links with the local church, secondary schools and playgroup. The school is an important part of the local community and works with the estate on many ventures. Links with the community, visits and visitors provide very good levels of enrichment of the curriculum and support pupils' personal and social development very well.
42. Excellent links exist with the local secondary schools, primary schools and playgroup. The school has developed extremely strong links which support staff and pupils at all levels in the local cluster group of primary schools. Pupils have the opportunity to work alongside and to create new friendships with other pupils in normal class-sized groups, supported by staff from the four schools. Staff benefit from regular opportunities to meet and discuss plans and policies. Curriculum responsibilities are shared between the staff of the four schools. Governors also meet with their cluster colleagues to the mutual benefit of all. It is a measure of the value placed upon the relationship by the four schools that



they have continued the partnership fully in spite of the funding for such arrangements being discontinued. Pupils visit the local secondary school and staff come into the school to work with the pupils. The school also provides work experience placements for pupils from local secondary schools.

43. During the inspection children from the local playgroup were the audience for a very good puppet show given by the younger pupils. After the show, the pupils were seen caring and supporting the playgroup children and demonstrating just how much they appreciated their visit and interest.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The headteacher provides excellent leadership, very well supported by key staff. Management is very good. The governors fulfil their responsibilities very effectively and provide very good governance. All statutory requirements are met. The barriers to learning presented by the small number of staff are very successfully overcome by the very good partnership arrangements with the local small schools' cluster group, which ease the workload by enabling the sharing of curriculum planning, resources and staff expertise. The school is extremely strong on inclusion and welcomes pupils from other schools, particularly those with special educational needs. Its very good tracking and monitoring systems allows it to deal very well with the high mobility rates that it experiences as pupils join the school in the junior years.

## **MAIN STRENGTHS AND WEAKNESSES**

- The headteacher provides excellent leadership for school improvement and this results in very high standards.
- The school monitors and reviews the quality of its work very well and sets appropriate priorities for improvement.
- Leadership by other key staff is very good and they work together as a very effective team.
- The governing body, led by a very effective chairperson, is actively involved in shaping the vision and direction of the school.

## **COMMENTARY**

44. The headteacher provides excellent leadership of the school. Her vision and sense of purpose are shared by the staff and governors and this is reflected in the way in which the whole school community works together as a team committed to maintaining high standards and raising them even further. Together they provide a very good and extremely inclusive education for all pupils. The headteacher leads by example, very effectively balancing a heavy teaching commitment with her leadership duties. She keeps up to date with current leadership developments through her involvement with local and national initiatives. Strategic planning and the school development plan are very securely in place and are based on a very thorough analysis of the school's strengths and weaknesses supported by careful financial planning. The issues from the previous inspection have all been addressed thoroughly.
45. The headteacher is empowering other members for staff to take on responsibilities and lead effective improvements. Time is given to staff to observe colleagues in the classroom and to review pupils' work and progress. As a result, they have a good understanding of what needs to be done to improve those areas for which they are responsible. This enables them to make a significant contribution to school improvement planning. Workload is managed very well through the excellent partnership that exists

within the local small schools' cluster group which allows for sharing of curriculum planning, resources and expertise.

46. The school is a very happy and harmonious learning environment where pupils achieve very well because of the provision that supports their academic and personal development. The significant number of pupils who have special educational needs make very good progress because of the very effective management by the headteacher of this aspect of the school's work. The school has a very good reputation locally for the provision that it makes for these pupils. All statutory requirements for special needs are met and annual reviews are managed well. There are very good systems in place for assessing pupils when they are admitted to the school. Consequently, those pupils with special educational needs are identified early and appropriate teaching plans are put in place. The headteacher's very good knowledge and expertise enable her to provide very good guidance and support for the teachers and teaching assistant and as a result teachers plan for and set tasks that are linked to the targets in pupils' individual education plans.
47. Financial management is efficient and secure. The headteacher and governing body have good procedures in place to ensure that funds are used wisely and accounts are monitored. The school works closely with the local education authority in planning and monitoring the budget. The principles of best value are applied well by securing competitively priced contracts, by comparing the school's performance with others locally and sharing good practice with them. The school also listens to the views of parents and pupils and takes these into account when making decisions. Expertise within the governing body has been used very effectively to save money related to the costs of maintaining the school building. The under-spend in the previous year's budget was planned for and has been earmarked as contingency for the maintenance of the current staffing levels. Expenditure on pupils with special educational needs significantly exceeds the income delegated for this purpose by the local education authority through the school's commitment to making the best possible provision for these pupils.

## FINANCIAL INFORMATION

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

Income and expenditure (£)	
Total income	155,286
Total expenditure	156,648
Expenditure per pupil	3,643

Balances (£)	
Balance from previous year	25,546
Balance carried forward to the next year	26,908

48. The governance of the school is very good. The governing body has improved its working practices through sub-committees and carries out rigorous self-review procedures. As a result, the governors have a very good knowledge and understanding of the strengths and weaknesses of the school. They are led by a very committed and able chairperson. The governors have a very constructive working relationship with the headteacher, whom they hold in very high regard. They receive regular reports from the headteacher and all governors visit regularly to monitor the work of the school. Some governors regularly help in school on a voluntary basis. Most have attended training and the expertise of each governor is used to very good effect as they use their skills to monitor the work of the school. Consequently, they make very well considered decisions based on accurate

information about how the school works. Using their very good knowledge, they give very good guidance within their areas of expertise and contribute effectively to discussions and planning to move the school forward. The governors have ensured that they meet all their statutory responsibilities.

49. The planning for performance management is very securely embedded within the leadership and management of the school. The very good systems in place for the ongoing professional development of teachers and support staff contribute to their skills and effectiveness. There are good systems in place for the induction of staff new to the school.

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

### MAIN STRENGTHS AND WEAKNESSES

- Children achieve very well in all the areas of learning because the teaching is very good.
- Children have very positive attitudes to learning and behave very well.
- Staff assess children and plan activities very well for the mixed age class.
- The teaching makes very constructive use of the classroom and the school grounds.

### COMMENTARY

50. The very small number of children in Reception are taught alongside pupils from Years 1 and 2. The teacher assesses the children's progress carefully and uses the information gained to plan very effectively for the children's needs. Planning is based on the Foundation Stage curriculum and covers all the areas of learning but in most lessons is adapted to enable the children to follow the same topic as the older pupils. Tasks are well matched to the children's experience and stage of learning. There are frequent opportunities to work with the older pupils, particularly those from Year 1 and this benefits the Reception children as they can draw on the experience of the older pupils to help them meet the challenges set. Tasks set for the Reception children alone provide challenge because the teacher's expectations are high and the children rise to those challenges very well. For example, the temporary sculpture in the style of Andy Goldsworthy produced by a Reception child was as impressive as that of the older pupils.
51. The Foundation Stage is very well led and managed by the class teacher. She has developed very good links with the nurseries and playgroups from which the children come so that their start at school is as smooth as possible. She has ensured that the layout of the classroom is geared very effectively to the needs of the Reception children without detracting from its use for older pupils. In fact, the older pupils benefit considerably from regular opportunities for free choice activities using the stimulating work areas and resources in the classroom and outside in the enclosed play area. The school grounds are also used creatively to promote learning for the children.
52. Children are on track to exceed the Early Learning Goals for their **personal, social and emotional development** by the end of the Reception Year. Teaching is of a high quality. Teachers are very good at promoting children's independence and they respond very well to the opportunities offered. In a construction activity, for example, the children used language very effectively in a role-play situation with Year 1 pupils to share and take turns in the activity. They quickly settle into the routines of the class, helped by the example of the older pupils. Because of the excellent relationships and the teacher's very high expectations of behaviour and hard work, children listen carefully, behave very well and concentrate on their activities. They soon develop the confidence to speak out in front of the class or, for example, to help present a story with another pupil. The teacher takes every opportunity to celebrate the wonders of nature and to explore the feelings of other

people, thus significantly adding to the children's personal development and understanding.

53. Children's achievement in **communication, language and literacy** is very good because they are given many opportunities to talk with older pupils. They are on track to exceed the Early Learning Goals in this area of learning. Teaching is very good. The role-play areas promote a variety of language relating to the creation of stories or discussing what holidays were like in the past. Children's speaking and listening skills are very well developed and they are on target to exceed the Early Learning Goals in communication by the end of Reception. They achieve similarly well in their reading and writing skills, where the teaching is as consistently effective. The classroom is full of good examples of rich and exciting language and the teacher's own very lively delivery provides a high quality model of how to read with expression and good motivation for effective listening. The teaching provides a very good balance between the development of early literacy skills and opportunities to be creative and express their own ideas. For example, a child dictated to the teacher the reasons for the forest being special and copied the teacher's scribed words; 'The Forest is special because of the tall trees and the birds singing'. There are very good opportunities to develop the skills of speaking and listening through, for example, performances, shared poetry reading (where the Reception children take their turn at reciting a line of the poem) and many opportunities to work with a partner on a task.
54. Achievement in **mathematical development** is very good and children are on target to exceed the Early Learning Goals in this area of learning by the end of Reception. Teaching is very good. It provides many opportunities for the children to develop their skills of counting and measuring and they sometimes benefit from the support of a parent who has expertise in the subject. Children's learning is enhanced by the many practical activities they experience, particularly when they use the construction equipment. They soon begin to recognise and sequence numbers up to 20 and can write numbers accurately for the most part. They can manage single digit addition and can do simple money problems with some help. They are aware of a variety of two-dimensional shapes and can use simple measurements in their practical activities. The learning from a good variety of practical games and activities is reinforced by written work in their books.
55. Children achieve well in **knowledge and understanding of the world** and are on track to meet the Early Learning Goals in this area of learning. Teaching is very good, providing effective development of early skills in investigating and observing and using the accommodation and resources available very imaginatively to catch children's interest and promote learning. Children learn to investigate and record their findings visually in, for example, discovering that sounds get quieter as they become more distant. They learn to use their senses to explore a variety of objects. They understand what makes a healthy meal. They learn the make-up of different habitats and the creatures and plants that live in them. The excellent displays and structures in the classroom that relate to holidays at the seaside in the past and present provide many opportunities for learning about history. Experiences such as that of seeing a video of an Indian dancer and acting as an African dancer to great acclaim in the school concert help develop understanding of other cultures. A visit to the local church and lessons about the stories of Jesus provide insights into religious education. Children design and make a pull-along dog and plan a winding mechanism to hoist a rabbit to safety. They learn to use the computer mouse confidently and can copy a poem accurately using the keyboard. Computer

generated pictures of houses show well developed skills in manipulating shapes on screen.

56. Achievement in **physical development** is good and children are on track to meet the Early Learning Goals by the end of Reception. Teaching is very good and makes very effective use of the outside play area. Children often benefit from working with older, more physically developed pupils, looking to them as a model for skills such as catching correctly. Children play with large apparatus confidently. They manage pencil and paintbrush with skill and can build a garage using blocks and bricks. There are frequent opportunities to develop their skills of cutting, sticking and drawing and they respond to these well.
57. In **creative development**, children achieve well and are on target to meet the Early Learning Goals by the end of Reception. Teaching is very good. Children experience a variety of tools and techniques in their artwork and the quality of their paintings and drawings is as expected for their age. In a lesson where children looked at photographs of the work of Andy Goldsworthy before going outside to make their own temporary sculptures, they produced very good and thoughtful pieces that compared well with the efforts of older pupils. They placed their twigs and leaves carefully before adding other materials such as feathers and shells. Having completed a work of art that they were pleased with, they then, with the help of the teacher, used the digital camera to take a picture of it. Children benefited in this lesson from the help of one of the governors who regularly helps in the class. Children have opportunities to sing-play both planned and spontaneous. The experience of performing in front of the rest of the class or for visiting nursery children benefits both children's creative and personal development.

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

### **ENGLISH**

Provision in English is **very good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Pupils achieve very well and reach high standards.
- The teaching is very good.
- Leadership and management are very strong.

### **COMMENTARY**

58. Because of the very small numbers involved, the results in national tests for seven-year-olds and for 11-year-olds are very erratic over time. The above average proportion of pupils with special educational needs and the high rate of mobility also contribute to the varying results. In 2003, only three pupils took the tests at the end of Year 2. Their performance in reading was in the top five per cent nationally and in comparison with pupils in schools with a similar proportion of pupils qualifying for free school meals. In writing, the results were well above the national average and in the top five per cent of similar schools. There is a pattern over time with this age group that boys perform better than girls; however, inspection findings show that this is a factor of the small numbers and that there is no significant difference in the achievement of boys and girls in Year 2. The results in English in 2003 for pupils in Year 6 were well below the national average but

were broadly in line with those from schools which had a similar pattern of prior attainment. National comparisons suffered because half of the group concerned had special educational needs and another pupil was often absent. There is no significant trend either overall or in the achievement of boys and girls.

59. Pupils in Year 2 at present are on target to reach above average standards in reading, writing, speaking and listening by the end of the year. Reading is stronger than writing. Pupils in Year 6 are on track to reach standards that are well above the national average in reading, writing and speaking and listening, though again reading is stronger than writing. This marks a significant improvement since the last inspection, when standards were average.
60. The overall very good achievement is due to the very effective leadership and management of the subject and to the very good teaching. Since the last inspection, thorough and helpful systems have been put in place to assess and monitor pupils' progress. The high quality of the assessment ensures that teachers can identify individual needs and plan work that is suitably challenging for each individual and group. Because work is so well matched to their needs, pupils respond very positively to their activities and work very hard. Within each lesson, pupils are grouped carefully, working either with pupils of similar abilities or in mixed ability groups or pairs, depending on the task. The amount of support that each pupil needs is also identified and provided, either in terms of the task set or in the amount of adult support that is provided. Pupils with special educational needs are given very good support from a very effective teaching assistant and this helps them to achieve very well. In other lessons, the teacher provides similarly high quality support for the special needs pupils. Higher attainers are expected to be more independent and to take on more challenging tasks and they too achieve very well.
61. Teachers have consistently high expectations of pupils' effort and behaviour so that pupils respond very positively and work together extremely constructively. Tasks are interesting and usually have a clear purpose. Teachers are good at using the final session of a lesson to check pupils' learning and to clarify and extend it, encouraging them to evaluate their own learning against the lesson objectives. Homework is used very effectively to take pupils' learning further and to practise skills in reading, spelling and writing.
62. The basic skills of literacy are very effectively taught in a systematic way so that pupils are confident to try to read and spell unfamiliar words without breaking the flow of their reading or writing. Pupils read aloud with confidence and expression, showing often very good levels of understanding. They benefit from the very good example set by their teachers. Younger pupils also learned a great deal about how to present a story from their series of lessons on story-telling, where they were able to experience a wide variety of approaches to telling a story. They enjoyed, for example, devising hand gestures to represent the animal characters in the story they were telling and finding appropriate voices for them. Older pupils are able to talk about the characters in the books they are reading and offer original comments: 'Boromir (in *Lord of the Rings*) was a bit of a pessimist,' said one Year 6 boy. Pupils write regular book reviews that encourage them to evaluate characters and plot. They have well developed skills in finding information from a variety of sources.
63. There are many opportunities to develop skills in speaking and listening. Work frequently involves discussion with the whole class or in pairs or small groups. Pupils in Years 3 and 4, for example, had to decide which product would be the subject of their advertisement;

this involved some tricky negotiation for some. Older pupils energetically discussed the content of the sports commentary they had to produce. When they read out their commentaries, they did so with energy and expression. Teachers question very effectively and often push for more clarity or elaboration. Pupils have many opportunities to perform for the rest of the class or the rest of the school in assemblies. This promotes their confidence in speaking as do the opportunities they have to perform in school concerts. Younger pupils performed their puppet play for an audience of nursery children. This involved them in reading to the children and in explaining how to make masks. The most important contribution to their skills came after the audience had left when the pupils were prompted to evaluate their work.

64. Writing skills are systematically developed throughout the school. Handwriting skills are well developed for most but presentation is a problem for some pupils. There is a good balance between the teaching of skills and the provision of opportunities for pupils to write independently and at length. They make good use of ICT in their writing. Pupils write for a variety of audiences and purposes and quickly learn that different kinds of writing demand different styles. Older pupils have writing targets and are sometimes encouraged to evaluate their own work. Teachers' marking is generally good and at best makes clear what has been achieved and what should be done to improve. However, there are times when opportunities are missed to move the pupil on and marking is rather bland.

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

65. Literacy skills are very well developed through other subjects. Many opportunities are presented to speak, read and write in history, for example, where the seaside topic for the younger pupils provides opportunities for descriptive writing, posters and puppet shows. Older pupils use flow charts and topic webs to help them plan reports in design and technology and science and they write very good reports on their residential visit.



## **MATHEMATICS**

Provision in mathematics is **very good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- The headteacher very effectively monitors the quality of teaching and learning in the subject and provides excellent leadership. This is impacting on standards.
- By the end of Year 2 and Year 6, standards are well above average and pupils' achievement is very good.
- Very good use is made of resources and support staff and this is having a very positive effect on pupils' achievement.
- Pupils' attitudes towards mathematics are excellent and their behaviour is very good in response to the teachers' very high expectations.
- Pupils with special educational needs make very good progress in lessons because of the very good teaching and support they receive and tasks that are very well matched to their needs.
- There is inconsistency in the quality of teachers' marking and pupils do not always know how they can improve their work.

### **COMMENTARY**

66. In the 2003 national tests, pupils in Year 6 attained standards which were well below average when compared to all schools and to those of a similar nature. However, the very small cohort of only six pupils and the very high proportion of pupils with special needs in that year group mean that this is not a true reflection of the school's overall standards. Teacher assessments, pupils' unconfirmed 2004 test results and inspection findings show that, by the end of Year 6, pupils are attaining high standards in mathematics. A significant number of pupils attain well-above-average levels in the national tests. Pupils in Years 3 to 6 are achieving very well because of the often very good teaching they receive. This is an improvement on the previous inspection when standards were judged to be above average and achievement good.
67. Pupils enter Year 1 with average standards. In the 2003 national tests, pupils in Year 2 attained standards that were well above average when compared to all schools nationally and to similar schools, with a very high percentage of pupils attaining the higher levels. Teacher assessments, 2004 test results and inspection findings confirm that these very high standards and the improvements since the previous inspection have been maintained. Pupils achieve very well compared to their prior attainment because of the very good teaching they receive.
68. Across the school, pupils with special educational needs make very good progress in lessons as a result of very good support from the teaching assistant and other adult helpers and tasks that are well matched to their needs. Boys and girls are making similar rates of progress.
69. The quality of teaching and learning is very good overall and ranges from good to very good. The quality of teachers' planning has improved since the previous inspection. Teachers plan their lessons well, with clear learning objectives, taking into account the national guidance. They ensure that there is progression from one stage of learning to the

next and that appropriate emphasis is given to all areas of mathematics. In particular they plan very effectively for the full range of age and needs in their classes.

70. There are very good relationships between teachers and pupils and consequently pupils feel secure and are keen to learn. Teachers set very high expectations of behaviour and pupils respond by working hard and concentrating well. Teachers have very good knowledge and understanding of what they teach and as a result they are able to prompt and support pupils' understanding, making effective use of questions to assess how well pupils are learning and advance their thinking. They use a wide range of strategies to help their pupils learn and give clear explanations which enable pupils to complete tasks successfully. In all classes, tasks are well matched to the pupils' needs and provide appropriate challenge and interest for all abilities. As a result, pupils make very good progress in their lessons. Pupils have excellent attitudes towards their work. They try hard and want to succeed. This contributes to their very good achievement.
71. Pupils are taught to recognise number patterns and use different strategies to solve number problems. In all lessons, pupils are encouraged to calculate mentally and demonstrate quick recall of number facts. They use strategies such as halving, doubling and rounding to aid mental calculation. Across the school, pupils are taught to check the reasonableness of their answers by, for example, using addition facts to check subtraction answers.
72. By the end of Year 6, pupils have a good understanding of shape and can identify the properties of two-dimensional and three-dimensional shapes and recognise all the symmetries of two-dimensional shapes. Most pupils can calculate the area of rectangles and triangles by applying mathematical formulae. The majority of pupils measure and draw angles accurately to the nearest degree. They use standard units of length, weight and capacity and tell the time accurately using the 24 hour clock. Very good opportunities occur in lessons for pupils to collect data and represent it in charts, tables or as different types of graphs, often using data handling programs on the computer to present information.
73. The headteacher provides excellent leadership in the subject. End of year tests are carefully analysed, weaknesses identified and an appropriate action plan put in place which is helping to maintain high standards. There are very effective systems for ensuring that all pupils are making good progress and for identifying pupils who need additional targeted support. Homework is used very effectively to support learning and to check that pupils understand what they have been taught in lessons. The headteacher regularly monitors the quality of teaching and learning to ensure that standards attained by pupils are consistent across the school. Very good assessment procedures are in place, but there is inconsistency in the quality of teachers' marking which does not always indicate to pupils what their targets are or how they can improve their work. Resources are very well managed and the very good partnership with the local small schools allows for sharing of resources and expertise between the schools. Very good quality displays of pupils' work celebrate their achievement and create a rich mathematical learning environment.

## **MATHEMATICS ACROSS THE CURRICULUM**

74. Mathematics is used very well in other subjects, including ICT, history, geography and science. In science, it is used to measure and record the results of experiments,

sometimes in the form of graphs created using data handling programs on the computer. Very good use is made of the whiteboard linked to the computer by teachers to explain mathematical concepts and demonstrate findings, such as, for example, when explaining how to set up a spreadsheet to investigate the mode, mean and median of a set of measurements gathered during a previous mathematics lesson.

## **SCIENCE**

Provision in science is **very good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Standards are well above average by the end of Year 2 and Year 6. This represents very good achievement for all pupils based on their prior attainment.
- Teaching is very good and pupils of all ages and abilities are challenged and supported very well enabling them to make very good progress.
- Assessment and marking are used very effectively to track individual pupils' performance and plan for the next steps in their learning.
- The very knowledgeable co-ordinator monitors the quality of teaching and learning in the subject to ensure that high standards are maintained.
- Very good partnerships within the local small schools' network and with the local high school are providing access to a wide range of resources and activities which enrich learning for pupils.

### **COMMENTARY**

75. Very good teaching enables pupils to achieve high standards by the end of Year 2 and Year 6. This is confirmed by inspection findings and the unconfirmed results of the 2004 national tests for these year groups which show a significant majority of pupils to be attaining well above expected levels. In the 2003 national tests, pupils in Year 6 attained standards that were well below average when compared to all schools and to those of a similar nature. However, the very small cohort of only six pupils and the very high proportion of pupils with special educational needs in that year group mean that this is not a true reflection of the school's overall standards. All pupils achieve equally when compared with their prior attainment because teachers plan work that challenges them appropriately and builds effectively on their earlier learning experiences. All the issues from the previous inspection have been addressed.
76. Standards are high because teachers encourage pupils to ask questions and plan investigations that enable them to test out their ideas and draw conclusions. Consequently, they develop very good scientific skills. Pupils with special educational needs succeed because work is tailored to their needs and they are well supported by skilled teachers and the teaching assistant. Older pupils often work in pairs and are encouraged to help and support one another. This makes a valuable contribution to their personal development.
77. Teaching and learning are very good across the school. The very good relationships between teachers and pupils enable effective learning to take place. Teachers' very good knowledge and understanding of science concepts enable them to question pupils very skilfully, causing them to think of answers to solve problems and to demonstrate their understanding of complex issues, such as why objects sink at different rates in different solutions. Teachers very effectively use a range of resources and instruments to

demonstrate how to gather, measure and record information. As a result, pupils confidently use scientific equipment such as Newton meters, sensors and computer linked microscopes which help them to test out their ideas and draw conclusions. Older pupils recognise the need to carry out repeated measurements to check the validity of their results, when, for example, testing different solutions to see which will make the largest bubble. They record their findings carefully in a range of ways using scattergrams, graphs and frequency tables, often generating these through the use of ICT. Very good use is made of scientific vocabulary by teachers and pupils in lessons and by pupils in their writing.

78. Pupils are taught scientific concepts through a range of challenging and interesting investigations. They develop a secure notion of fair test and are given good opportunities for evaluation, reasoning and reflection. This enables them to work at the higher level. The varied activities provide strong links between ideas and topics that make knowledge secure through a variety of experiences. Pupils are interested in their work, concentrate hard and take pride in what they do.
79. Assessment procedures are built into lessons. Teachers plan activities that test pupils' knowledge and they question pupils carefully to check understanding. They use this information to adapt their work within lessons and to plan for the next steps which will move learning on. Marking is thorough and teachers' helpful comments identify what pupils need to do to improve their work.
80. The subject co-ordinator has established very good systems for supporting colleagues, for monitoring planning and for evaluating completed work and test results. This has enabled her to identify those areas of learning that need improvement and to plan appropriate action. Regular observation of lessons is helping to ensure consistency in the quality of teaching and learning across the school and is contributing to high standards. Very effective partnerships between the small schools' cluster group and the local high school enable all pupils to have access to a good range of resources and to engage in activities that enrich their learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

No direct teaching of information and communication technology (ICT) was observed during the inspection; therefore no overall judgement can be made about provision in the subject. However, evidence has been gathered from discussions with pupils, scrutiny of the work in their books and on display and observations of them using the computers during other lessons and at the after school club.

81. Standards and achievement are good by the end of Year 6 and are in line with national expectations by the end of Year 2. This reflects the findings of the last inspection for pupils in Year 2 and shows an improvement in standards in Year 6. Boys and girls achieve equally as well because of the good opportunities that are created for them to practise their skills in other subjects.
82. Teachers and the teaching assistant were observed using ICT confidently in mathematics and science lessons. For example, in a mathematics lesson for older pupils the teacher used the computer and a large screen very effectively to demonstrate how to set up and use a spreadsheet to calculate the mode, mean and median from a set of measurements which the pupils had taken the previous day during a mathematics lesson. As a result, the

pupils were able to work confidently in pairs at the computer on the task that the teacher set for them. Teachers and pupils use key words associated with ICT very well for describing what they are doing.

83. Pupils are taught well and demonstrate good ICT skills. By the end of Year 6, they have a good understanding of the Internet and confidently use this for their own research. They can access, retrieve and store information independently. By Year 2, pupils can load a computer program and can fill, click and drag using the mouse and on screen icons. They can exit a program, save and print.
84. The pupils' work shows satisfactory coverage of the curriculum for ICT except in the areas of multimedia presentation and the use of e-mail to send and receive information. The school is aware that these are areas that they must address. The scheme of work for ICT has been reviewed and provides appropriately for continuity and progression in pupils' learning. This is an improvement from the last inspection.
85. Leadership and management are good largely because of the very effective partner arrangements with the local small schools, which allow for shared curriculum planning, resources and expertise. Good links with the local high school enable older pupils to work with subject specialists and further develop their skills.
86. The quality of computers is good and they are well maintained. There are above average numbers of computers available for the pupils to use. Classroom computers are networked and are used well to support teaching and learning for all pupils, especially those with special educational needs. Teachers create very good opportunities for paired work at the computer which enables more able pupils to support the less able. This contributes very well to pupils' personal development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM**

87. ICT is used very effectively to support learning in other subjects. For example, older pupils use sensors and microscopes linked to the computer to gather measurements and make observations in science lessons. Very good use is made of a music computer program to enable pupils to compose their own pieces of music. Displays around the school include examples of ICT being used to present information as graphs in mathematics and science, create designs in art lessons, present written work and record images using the digital camera.

## **HUMANITIES**

Religious education was inspected in full and is reported below. History and geography were sampled.

88. It is not possible to form an overall judgement about provision in **history** and **geography**, because only one lesson was seen in history and none in geography. There is evidence from discussions with pupils and scrutiny of their work that by the end of Year 2 and Year 6 standards are broadly average in both subjects. This was also the finding at the last inspection.
89. In both subjects, the school has worked hard to address the issues from the previous inspection and there is now a policy and scheme of work in place which ensures

continuity and progression enabling pupils to develop satisfactory skills, knowledge and understanding in each of the subjects. In history, pupils in Years 3 to 6 demonstrated good factual knowledge of life and events in ancient Greece and were aware that information about the past can be found using a variety of sources, by, for example, using artwork and pottery from the period to find out about the ancient Olympic Games. Pupils in Years 1 and 2 recognise that things change over time in their study of toys from the past. They have good opportunities to role-play life in a Victorian seaside town through dressing up and puppet show activities, which also stimulate imaginative play and their communication skills.

90. The quality of teaching in the history lesson observed was good. The teacher set clear expectations of behaviour and the pupils responded well. Very good use was made of the teaching assistant to support pupils with lower ability and younger pupils with their work. The teacher's secure knowledge and understanding ensured that tasks were set which challenged all pupils appropriately, enabling them to make good progress in the lesson.
91. In geography, pupils are developing a satisfactory range of geographical skills which they use effectively in other subjects. For example, in a mathematics lesson, pupils in Year 2 confidently used their mapping skills to find places on a map using co-ordinates. Very good use is made of the local area to investigate the geographical features of different environments. This is recorded through high quality artwork, photographs and pupils' writing. First hand experiences through trips to Scarborough and East Barnby enable pupils to compare and contrast the different ways in which land is used.
92. The very effective partnership with other local small schools ensures that there is a good range of shared resources for both subjects. Leadership of the subject is managed effectively within the cluster group and the schools share training and plan the work that the pupils will study together. This allows for shared "curriculum days" which broaden pupils' experiences of the subjects and contribute well to their personal and social development.

## **RELIGIOUS EDUCATION**

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

## **MAIN STRENGTHS AND WEAKNESSES**

- Very good teaching leading to very good achievement and high standards.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

## **COMMENTARY**

93. The quality of teaching is very good. Teachers use exciting approaches that result in high levels of interest and effort from the pupils. As part of the class topic on story-telling, for example, the teacher introduced two of Jesus' parables. The youngest pupils went off with a parent helper to prepare their recount of the story of The Lost Sheep. The pupils from Years 1 and 2 enthusiastically set out to perform the story of The Prodigal Son, prompted by the teacher to use a variety of dramatic techniques to explore the feelings of the father and the two brothers. The teacher modelled the telling of the story superbly and the pupils rose to the challenge very well, showing often telling insights into the

characters' feelings and motivation. Their level of understanding of the meaning and implications of the story was well above that expected of pupils of their age and contributed very effectively to their personal development. Similarly, older pupils were led to very mature understanding of the meaning of the events of Easter week, producing individual responses to each event. One less able pupil wrote from the point of view of Jesus hanging on the cross, 'I was nailed to the cross and died but before I died I was really confused and thought how cum everyone is roped to the cross and I am nailed'. Teachers encourage pupils to empathise with the predicaments and beliefs of others, thus making a very significant contribution to pupils' personal development and enhancing the ethos of harmony that pervades the school. Younger pupils show a good understanding of aspects of Judaism and learn a great deal about the features of the local church and the significance of the vestments worn by the vicar during a visit to the church and discussions with the vicar, who is a school governor and takes school assemblies regularly. Older pupils produce booklets on the Hindu tradition which show good knowledge and understanding of that religion. They also appreciate the symbolism of the Christingle. School assemblies make a strong contribution to pupils' learning in religious education.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Insufficient evidence was available during the inspection to judge provision in art and design, design and technology, music and physical education. No lessons were observed in design and technology or music and only one lesson in art and one in physical education.

94. Standards in **art and design** are good, marking an improvement since the last inspection. In the one art lesson observed, the quality of the sculptures created by pupils in Years 1 and 2 using natural material such as twigs, bark, mosses, grass, feathers and shells was very good. Work on displays and in pupils' folders is better than average overall and represents a good curriculum. Pupils develop skills in a wide range of media, including painting, drawing and sculpture. Art is used to support learning very effectively in other subjects. For example, pupils' learning about the seaside past and present is supported by their good quality paintings of seaside scenes. Greek urns and Medusa masks relate to the older pupils' learning in history and their plaster action figures shed light on both science and physical education. The day spent with pupils from other cluster schools resulted in some high quality paintings and drawings based on the work of a variety of artists. Good quality landscapes were also produced during the residential visit.
95. **Design and technology** was sampled through the examination of pupils' work on display and discussion with the headteacher. These show that pupils follow an appropriate scheme of work which allows them to develop their skills of designing, making and evaluating using a range of tools and materials. This is an improvement from the previous inspection. The very good partnership with the local small schools allows for shared leadership and management of the subject. A recent "Technology Day" at the local high school enabled older pupils to be taught by specialist teachers. Good quality work on display indicates that good links are made with other subject areas. For example, pupils in Years 1 and 2 designed and made puppets as part of their history topic on the Victorians.
96. There is a satisfactory **music** curriculum and the singing in assemblies was at expected levels for pupils' ages.

97. The school has managed to maintain a satisfactory curriculum for **physical education** in spite of the limitations of the accommodation, which means that there is no suitable space for indoor physical education. Classes visit another school to use their gymnasium and their swimming pool and also make good use of their own grounds and those of the local cricket club. The curriculum is significantly enhanced by after-school clubs for football and cricket, led by parents. The school has an adventure playground, an enclosed flagged area for pupils in Reception and Years 1 and 2, a football pitch and a well marked out playground. Achievement in physical education also benefits from football matches with other schools and the cluster schools' sports day. The games lesson observed with pupils in Years 3 to 6 showed standards in throwing skills using javelin, discus and shot that were broadly at expected levels for the pupils' age. The quality of teaching was good and pupils had very positive attitudes.

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

No lessons in personal, social, health and citizenship education were observed so no judgement can be made about overall provision in the subject. However, pupils' personal development was seen to be central to everything the school does and it permeates all school activities. It is clearly a very strong area. Very good attention is paid to issues of health. In science, pupils learn about healthy eating and in design and technology, they design healthy meals. The importance of warming up to the heart and body is stressed in lessons in physical education. Lessons in personal, social, health and citizenship education take place each week for each class. Pupils have many other opportunities to discuss issues and members of class and school councils receive very good insights into how a democracy works.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	1

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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