

# INSPECTION REPORT

## **HENSALL COMMUNITY PRIMARY SCHOOL**

Hensall

LEA area: North Yorkshire

Unique reference number: 121403

Headteacher: Mrs C Davies

Lead inspector: Mr T Neat

Dates of inspection: 9<sup>th</sup> - 12<sup>th</sup> February 2004

Inspection number: 260782

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 – 11 years
Gender of pupils:	Mixed
Number on roll:	111
School address:	Church Lane Hensall Goole
Postcode:	DN14 0QQ
Telephone number:	01977 661340
Fax number:	
Appropriate authority:	Governing body
Name of chair of governors:	Colin Hope
Date of previous inspection:	19 <sup>th</sup> October 1998

## **CHARACTERISTICS OF THE SCHOOL**

Hensall Primary is a semi-rural village school in the south Selby mining district, which is smaller than average. It serves the villages of Hensall and Great Heck, but draws about half of its pupils from other areas within the locality. The attainment of children joining the reception class is above average. Pupils are taught in classes that contain two year groups. The percentage of pupils known to be eligible for free school meals is well below average. The percentage identified as having special educational needs is broadly average. Most have specific or moderate learning difficulties or emotional and behavioural problems. The proportion having statements of special educational needs is below average. There are no pupils for whom English is an additional language. More pupils join or leave the school at other than the normal times than in most other schools. The school has experienced a high level of teacher turnover recently.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20007	Mr T Neat	Lead inspector	English, Science, Information and communication technology, Art and design, Physical education.
10965	Mrs P Edwards	Lay inspector	
20815	Mrs P English	Team inspector	Mathematics, Geography, History, Music, Religious education, Foundation Stage, Special educational needs.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The overall effectiveness of the school is **satisfactory**. The school is led and managed **well**. Teaching and learning are **good** and pupils' achievement is **satisfactory**. Pupils' progress is helped by their good levels of personal development. The school gives **satisfactory** value for money.

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

- standards are good in mathematics and in information and communication technology at age eleven
- writing skills are unsatisfactory at age eleven
- governance and the leadership and management of the headteacher are good
- it is a caring school
- the partnership with parents is very good
- attendance is excellent
- subject leadership is not effective because of staff turnover
- part of the accommodation is unsatisfactory and affects standards
- teachers' marking of written work does not always help pupils to improve
- planning to ensure the balanced allocation of time to different subjects is unsatisfactory
- teachers do not expect enough of the way pupils present their work

The school has made satisfactory progress since the last inspection and the issues raised in the last report have been addressed effectively. The quality of teaching, the partnership with parents and pupils' attendance and behaviour have improved significantly thanks to the good work of the present headteacher.

### STANDARDS ACHIEVED

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

*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.*

**The achievement of pupils is satisfactory.** Children joining the reception class have above average abilities overall, but many have weaknesses in their language development which affect their progress. Most children achieve satisfactorily in the reception class and are on course to exceed the learning goals set for this age group, except in language skills. Pupils in Years 1 and 2 achieve appropriately. Seven-year-olds work in line with the level expected for their age in English and science and above in mathematics. Pupils in Years 3 to 6 also achieve satisfactorily. Their standards are in line with the level expected for their age in science and English, except in writing, where unsatisfactory teaching in the past has led to them underachieving, and above in mathematics. Standards are in line with expectations in information and communication technology at age seven and above at eleven. In religious education, geography and history pupils' attain standards in line with expectations. In other subjects, not enough evidence was gathered to make reliable judgements. Boys and girls achieve broadly as well as each other. Pupils with special educational needs make good progress. The table above shows that overall standards are average compared with all schools, but the progress made between the ages of seven and eleven is well below average judged against similar schools. There are several reasons why the similar schools standards are low, the most significant of which are unsatisfactory teaching in the past and the high level of movement of pupils in and out of the school during term time.

Pupils' personal qualities are developed **well**. Their spiritual, moral, social and cultural development is **good**. Pupils' attitudes and behaviour are **good**. Attendance rates are **excellent**.

## **QUALITY OF EDUCATION**

The quality of education is **good**. Teaching is currently **good** throughout the school. The unsatisfactory teaching seen at the time of the last inspection has been eradicated. The good teaching seen during this inspection results in pupils learning well. Teachers make good use of information and communication technology in lessons. Assessment is satisfactory. The curriculum is satisfactory, with very good opportunities for enrichment. The care, support and guidance pupils receive are good. The school's links with parents, the community and other schools are very good. The care that pupils receive and the strong support from parents, significantly enhance their learning.

## **LEADERSHIP AND MANAGEMENT**

The school is led and managed **well**. Leadership, management and governance are of **good** quality. The open, inclusive style of the headteacher's leadership is a strength of the school. Governors are very supportive of the school and have a good understanding of its strengths and weaknesses. The governing body fulfils its statutory responsibilities well, including those regarding the inclusion of all pupils. The headteacher's efforts to press ahead with improvements have been frustrated by the high turnover of teachers. It will take time for the impact of her leadership and management to be reflected in results. Subject co-ordination is not currently helping to raise standards as effectively as it should because of staff turnover.

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

Pupils generally have good opinions of the school. A survey of their views showed that the great majority like going to Hensall Primary School. The vast majority of parents think well of the school. They are very happy with the information they receive and like the fact that teachers are willing to talk to them at any reasonable time. They also appreciate the 'mini report' sent home every term and the progress book which enables parents to share in their children's successes

## **IMPROVEMENTS NEEDED**

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

- raise standards in writing at age eleven
- appoint suitably qualified permanent teachers, review the allocation of responsibilities and provide training to ensure the effectiveness of subject co-ordinators
- press ahead with plans to improve the quality of the accommodation
- improve the consistency with which teachers' marking of written work helps to raise standards
- ensure that the time given to different subjects is balanced effectively
- improve standards of presentation

In addition, the governing body should continue to take such action as is open to it to reduce the risk of pupils being injured in road traffic accidents outside the school as a result of inconsiderate behaviour by some motorists.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is **satisfactory**. The achievement of boys and girls is broadly similar. The achievement of pupils with special educational needs is **good**. Overall, standards in the core subjects are **average** compared with all schools.

#### Main strengths and weaknesses

- Pupils work above the expected level in mathematics
- Standards are above the expected level in information and communication technology by age eleven
- Pupils with special educational needs achieve well
- Pupils underachieve in writing at age eleven

#### Commentary

1. The attainment of children joining the reception class varies considerably, but is overall above the levels normally found. However, many children show weaknesses in language skills, especially those relating to phonological awareness.
2. The results of the national tests in 2003 show that compared with all schools, standards at age seven were average in reading, below average in writing and well above average in mathematics. At age eleven standards were average in English and mathematics and below average in science. Compared with schools with a similar proportion of pupils known to be eligible for free school meals, the results of seven-year-olds were well below average in reading and writing and average in mathematics. Eleven-year-olds attained results that were well below average in English, mathematics and science, compared with similar schools.

#### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
Reading	15.5 (15.6)	15.7 (15.8)
Writing	14.3 (14.6)	14.6 (14.4)
Mathematics	17.4 (17.4)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	27.0 (26.0)	26.8 (27.0)
Mathematics	26.6 (28.0)	26.8 (26.7)
Science	28.1 (29.0)	28.6 (28.3)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

3. Inspection evidence broadly reflects the data held by the school, which show that the achievement of most pupils is satisfactory. The current cohort of pupils in Year 6 is on course to make satisfactory progress in relation to their attainment at age seven. In the lessons observed, pupils achieved well, overall.



4. Evidence from lesson observations and the scrutiny of pupils' work shows that achievement in English is satisfactory, overall. The attainment of most children is broadly average in English when they join the school. Inspection evidence shows that most pupils make satisfactory progress and, taken overall, standards are broadly average at both seven and eleven. Standards are in line with age-related expectations in speaking, listening and reading for pupils of seven and eleven. At seven, writing standards are also in line with those expected at that age. However, the writing skills of pupils of eleven are below expectations.
5. Pupils of seven and eleven years of age work at a level above that expected for their age in mathematics and are on course to attain above average results in the national tests. Pupils' achievement in science is broadly satisfactory. At both seven and eleven years of age pupils' work at the level expected for their age. In information and communication technology achievement is good. Pupils aged seven attain standards that are in line with those expected for their age. At eleven standards are above the expected level. Geography and history standards are in line with expectations at both seven and eleven. Standards in religious education are broadly in line with the expectations of the Locally Agreed Syllabus for Religious Education. In all other subjects insufficient evidence was gathered to make reliable judgements about standards and achievement.
6. Most parents are happy with the results the school achieves. Well over half responded to the pre-inspection survey. 95 per cent of them said that their children make good progress.
7. The rate at which results are rising is in line with the national trend for pupils aged eleven. The results at age seven have not kept pace with the national picture. However, this performance, and the progress made between the ages of seven and eleven, has been adversely affected by unsatisfactory teaching in Years 1 and 2, which persisted for some time after the last inspection. At that time about a third of lessons were unsatisfactory. The quality of teaching and learning in this age group is currently good.
8. The results in the national tests for pupils aged seven and eleven and the value added by the school as pupils pass through vary from year to year. This is due in part to the differing nature of the cohorts, but there is a range of other factors that explain why the school's results are often well below average compared with schools with a similar proportion of pupils known to be eligible for free school meals. These include:
  - unsatisfactory accommodation in the old part of the building which restricts what can be achieved by children in the reception class and Year 1. The small hall limits opportunities for pupils in Years 3 to 6 to develop gymnastics skills.
  - the numbers of pupils joining and leaving the school during term time is generally high and sometimes very high. For example, 67 per cent of pupils in Year 6 last year had joined the school late, rather than starting in the reception class. This mobility of pupils has affected the school for some years. In 2000, 47 per cent of pupils also joined the school in Years 1 to 6. About 50 per cent of pupils come to the school from other villages, some joining as late as Year 6.
  - the results of Year 6 pupils have also been affected by large class sizes in Years 3 to 6 in the recent past. As a result of an unexpected influx of pupils from another school, more than thirty pupils have been taught in mixed-age group classes in Years 3 to 6. Numbers rose to 41 in one of the classes.
  - looking at the school as a whole, the percentage of pupils identified as having special educational needs is broadly average, but within year groups this varies significantly and can affect the results. The school has gained a reputation for dealing well with pupils who have experienced problems in other schools and many of those joining in Years 1 to 6 have special educational needs. The proportion of pupils with special educational needs at the school has more than doubled since 2001. In Year 6 last year a third of the pupils were identified as having special educational needs. This has a detrimental impact on the results the school achieves.

9. The small numbers of pupils taking the national tests make year on year comparisons of performance statistically unreliable. With between 14 and 16 pupils in Year 2 and Year 6 most years, the effect of the performance of one pupil on the overall results is greater than in a larger school.
10. The achievement of pupils with special educational needs is good in relation to the targets set in their individual education plans.
11. It will take time for the recently improved quality of teaching and learning to be reflected in the results obtained by pupils, especially at age eleven.

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

Attendance is **excellent**, and punctuality is **satisfactory**. Pupils' attitudes and behaviour are **good**. Other aspects of pupils' personal development are **good**. Overall, pupils' spiritual, moral, social and cultural development is **good**.

### **Main strengths and weaknesses**

- Pupils' rates of attendance are high
- Pupils' good attitudes and behaviour contribute well to the progress they make
- The school makes good provision to promote pupils' personal development

### **Commentary**

12. Attendance is excellent at 97% for the current academic year. The very good action taken by the school to boost attendance has resulted in improvement since the last inspection. Teachers' expectations of pupils' attendance are extremely high. Absence is monitored very well. Registers are called at the beginning of each session and any absence is followed up on the first day. Parents are supportive of the strict school rules regarding absence and the vast majority sign and return the home school agreement which supports the school's policy on attendance well.

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

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.0
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.*

13. Pupils' behaviour in lessons and around the school has improved since the last inspection and is now good. No pupils were excluded in the year prior to the inspection. The vast majority of parents feel that behaviour is good.
14. Pupils' good attitudes to learning have been maintained since the last inspection. Together with their good behaviour, the positive disposition of pupils to lessons and other school activities contributes well to their achievement.
15. Pupils with special educational needs are fully involved in all school activities and their attitude to school is equally positive. This makes a considerable contribution to their learning and personal development.
16. The good levels of personal development displayed by most pupils are due in good part to the provision made by the school. Spiritual awareness and knowledge is fostered well through assemblies and religious education. The strong links with a variety of local churches and the leading of acts of collective worship by the clergy complement the school's own efforts very

effectively. The strong provision made to promote moral and social development, including the agreement with pupils of 'golden rules', results in good relationships and freedom from harassment and bullying. Good arrangements to nurture cultural development, such as theatre and museum visits, support pupils' personal growth well. Pupils' knowledge and appreciation of other cultures is taken very seriously and effective measures are in place. They will soon be improved by the school's participation in a project with Hull University aimed at promoting greater understanding.

17. Pupils enjoy going to school and hold positive views of the school. They appreciate the headteacher seeking their opinions and her plans to set up a School Council to take account of their feelings on a formal basis.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**. Assessment is **satisfactory**. The curriculum is **satisfactory**, with **very good** opportunities for enrichment. The care, support and guidance pupils receive are **good**. The school's links with parents, the community and other schools are **very good**.

### Teaching and learning

The quality of teaching and learning is **good**, overall, in each section of the school. The quality of assessment of pupils' work is **satisfactory**.

### Main strengths and weaknesses

- Teaching and learning have improved significantly since the last inspection
- Teachers make good use of information and communications technology in lessons
- Teacher turnover has been high recently
- Closer attention is needed to how pupils' work is recorded and kept
- Pupils do not always understand how they can improve

### Commentary

18. The quality of teaching and learning is good in each section of the school. This has a direct and positive impact on the level of pupils' achievement. There was a higher proportion of good teaching in the reception class and Years 1 and 2 than elsewhere.

#### *Summary of teaching observed during the inspection in 22 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	14	8	0	0	0

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

19. The quality of teaching and learning has improved significantly since the last inspection. At that time teaching was satisfactory overall, and about one tenth of lessons were unsatisfactory. The good work of the current headteacher in monitoring the quality of lessons, feeding back the outcomes and supporting teachers has been a key factor in this improvement.
20. The headteacher has also worked effectively to cope with the recent high level of teacher turnover. This has been due to the promotion of staff and maternity leave.
21. Teachers make much productive use of computers and other forms of technology to enable pupils to grasp ideas and to add interest to learning experiences. Opportunities for pupils to

work on computers were an integral part of many of the lessons observed. In a mathematics lesson for Year 5/6 pupils, the good use of an interactive whiteboard helped them considerably in learning how to measure angles. A laptop computer and projector were employed well to model choosing and using connectives in an English lesson for Year 3/4 pupils, and in Year 1/2 the teacher used a computer to give good guidance about developing story writing skills.

22. The scrutiny of pupils' work shows that teachers do not expect enough of pupils when it comes to setting out and recording their work. As a result standards of presentation are unsatisfactory. The outcomes of too many activities are recorded on printed worksheets prepared by teachers or commercially produced. This reduces the scope for pupils, especially older or more able ones, to take responsibility for deciding how setting out should be done. It also decreases opportunities for them to develop and apply their writing skills. The systems for recording and saving pupils' work hinder the monitoring of their progress. Pupils' written output and other forms of recorded work are kept in numerous folders and books. Much work is done on loose leaf sheets and some is not dated. This makes it difficult to see how well pupils' work is improving.
23. When marking work teachers do not give enough guidance in their written comments about what pupils can do to improve their skills, knowledge and understanding. In lessons, not enough attention is paid to encouraging pupils to evaluate how well they have learned.
24. Teachers effectively plan appropriately challenging tasks for pupils with special educational needs. This enables these pupils to achieve effectively in whole class and independent learning activities. Teaching assistants are used very effectively to enable pupils to achieve well and take a full part in the life of the school. The assistants are well-informed and adept at discreetly questioning, prompting or providing extra information to promote better understanding and move the learning of these pupils forward.
25. The procedures to assess and record the progress made by pupils are satisfactory overall. Suitable targets are set for individuals. Appropriate systems are in place, although further development is needed, for example, to implement the recording of progress in physical education.

## The curriculum

The quality of the curriculum is **satisfactory** overall. The breadth of the curriculum is **good** but the planning to achieve balance is **unsatisfactory**.

## Main strengths and weaknesses

- The provision for pupils in mixed age classes to have access to a broad curriculum is good, with very good opportunities for enrichment through extra-curricular activities
- Good provision is made for pupils with special educational needs
- The organisation of planning to ensure the curriculum is effectively balanced is unsatisfactory
- Some areas of the accommodation are unsatisfactory. This limits the provision for children in the reception class and for all pupils where activities require a large indoor space

## Commentary

26. The positive ethos that permeates the life of the school demonstrates clearly the importance given to enabling all pupils to access and enjoy a broad curriculum. This includes good provision for personal, social and health education through specific lessons and informally as issues arise in the day to day interaction pupils have with each other and the adults who work with them.

27. The medium and short term planning of the curriculum is specifically arranged to meet the needs of mixed age classes. For example, the curriculum planning for the children in the mixed reception/Year 1 class shows that the national advice related to the areas of learning for children in the reception class is planned effectively alongside the requirements of the National Curriculum which the Year1 pupils follow. In this way the youngest children are enabled to systematically build up appropriate knowledge, skills and understanding and make the transition to the National Curriculum at a time best suited to each child. Similarly for pupils from Year1 to Year 6 teachers successfully adapt the advice of the strategies for numeracy and literacy to prepare medium and short term plans. These plans identify the learning objectives for the youngest pupils alongside those for the oldest pupils in each mixed-age class. In all other subjects such as art, history and geography the areas to be studied follow a two-year rolling programme so that the problem of pupils having repeated rather than progressive experiences is avoided. This provision and the adaptation of the advice of the Qualification and Curriculum Authority to develop whole-school schemes of work demonstrate the improvement made since the last inspection.
28. The curriculum is significantly enriched by the range of extra-curricular activities. These include sporting, art and crafts, French, computer, dance and singing activities. Work in subjects such as geography, history and English is significantly enhanced by educational visits and visitors. For example, learning in both English and history were made much more meaningful and exciting for Years 5 and 6 by a recent visit to Hull to see a production of 'Midsummer Night's Dream' and Years 3 and 4 are eagerly looking forward to going to Manchester to view some of Lowry's work. In Years 1 and 2 pupils' understanding of how people lived at the time of Queen Victoria is being considerably enhanced by the opportunity to work in a Victorian kitchen set up in the school. The opportunity for pupils from Year 3 to Year 6 to have residential experience makes a major contribution not only to geography but to the development of responsibility and initiative.
29. The provision for pupils with special educational needs is good. These pupils are effectively identified and the advice of outside agencies is sought where appropriate. Individual education plans are devised which are suitably detailed to ensure learning develops in short measurable steps that systematically build on what the pupil already knows, understands and can do. This provides the pupils with frequent opportunities to celebrate their progress and offers parents the opportunity to be practically involved in supporting their child.
30. The management of the long-term planning to achieve a suitably balanced curriculum is currently unsatisfactory. The school recognises that improvements are needed and has identified this as a priority for development in the current school improvement plan. There is no effectively structured whole-school framework which indicates when programmes of study for all subjects are to be taught as pupils move through the school. Consequently there are discrepancies, for example, in how often subjects such as history and geography or art and design and technology are visited and how much teaching and learning time is devoted to them. This has a negative impact on the depth to which some subjects are covered. The problem becomes exacerbated when agreed allocations of time are not adhered to. Where extra time is regularly devoted to some subjects there is an adverse effect on others. Too often this means reduced time spent on the foundation subjects<sup>1</sup>. The period of disrupted staffing and the interruptions to subject management have significantly hindered development in this area.
31. The accommodation in the oldest part of the building is unsatisfactory. This has a significantly negative impact on the provision for children in the reception class and pupils in Year 1. The classroom area is not large enough to meet the range of needs for both sets of children. The lack of a secure outdoor area to facilitate vigorous imaginative activity has a significantly limiting effect on the physical development of the youngest children. The school hall is too restricted in size, shape and layout to meet the varied needs of pupils of primary school age.

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<sup>1</sup> The foundation subjects are art and design, design and technology, geography, history, information and communication technology, music and physical education

The facilities for staff are unsatisfactory. The school copes well with the difficulties the accommodation poses. It has already taken steps to overcome them. The accommodation for pupils in Years 1 to 6 is of good quality.

### Care, guidance and support

Provision to ensure pupils' care, health and safety is **good**. The support, advice and guidance for pupils are **good**. The involvement of pupils through seeking, valuing and acting on their views is **good**.

### Main strengths and weaknesses

- Teachers know their pupils well
- Parents like the school's induction programme
- Pupils are involved in discussions regarding the information provided for parents in the termly reports

### Commentary

32. The school has maintained the caring and supportive environment reported at the time of the previous inspection. Teachers know their pupils well and value them as individuals. Pupils and teachers discuss the information provided on progress and areas for development on the 'mini reports' given to parents each term. The personal development of pupils is informally but closely monitored through discussion by staff. The school has sought the views of pupils about playground improvements and has consulted with parents on a range of issues, including routines and pupils' learning. Plans are in hand to further develop consultation with pupils through the introduction of a school council.
33. Child protection training is up to date and the procedures are understood well by staff. The school has an effective health and safety policy. School governors carry out regular risk assessments and all safety checks are up to date. First aid boxes are appropriately sited and stocked. Parents are kept informed of accidents and any treatment given. All staff have undertaken first aid training.
34. In reply to the pre-inspection questionnaire most parents say they are happy with the school's induction arrangements. These enable all children, including those who join other than in the reception class, to settle quickly and feel secure in their new surroundings. As part of these arrangements the school is seeking to further consolidate the already effective links it has established with the village playground and a local private nursery.
35. The school places a high priority on the support for pupils with special educational needs. The good ethos that has been developed throughout the school enables these pupils to be confidently involved in all aspects of school life.

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

The partnership with parents is **very good**. Links with the local community and other schools are **very good**.

### Main strengths and weaknesses

- Parents are very happy with the information they receive
- Teachers are willing to talk to parents at any reasonable time
- The school successfully involves parents in its work
- The school has developed very good links with partner institutions
- Not all parents exercise sufficient care when dropping pupils off at school

## Commentary

36. The school has improved its partnership with parents since the previous inspection.
37. Most parents think very highly of the school and feel comfortable about approaching staff with any questions or concerns. The headteacher makes herself available to parents at the beginning of each school day and most parents find the teachers very approachable and willing to talk to them. The information provided for parents in regular newsletters and parent teacher consultation meetings is very good and valued by parents. Pupils' annual progress reports are detailed, contain areas for development and identify ways in which parents might help their children at home. Most parents and pupils are satisfied with the amount of homework given. Staff appreciate the regular, reliable help given by parents both in class, and with activities such as swimming, hockey and the gardening club. The Friends' Association is very supportive of the school. Their fundraising provides valuable resources to enrich the pupils' learning.
38. Where pupils are identified as having special educational needs parents are informed promptly and encouraged to work alongside the school to best ensure their child makes good progress.
39. The school has a very good partnership with the local community and other schools, including links with a local glass manufacturer through the North Yorkshire Business Partnership. This project allows pupils to work alongside others from nearby schools. Hensall Primary is a member of a local cluster of schools which share professional development courses for staff training. Teachers and pupils benefit from the strong links with the local secondary school, gaining access to specialist teaching and the use of its facilities. A nearby college of further education runs a course at Hensall Primary which enables parents to improve their computer skills. The school welcomes students on work experience and shows a good commitment to supporting students going through initial teacher training.
40. Observation outside the school shows that some parents stop their cars and let their children, some of whom are relatively young, cross the road unaided to enter the school. The road on which the school stands is subject to a forty miles per hour speed limit, which is not adhered to by some motorists. The road is busy during the period when pupils arrive and depart and lorries pass at relatively high speeds. Some parents, having parked to accompany their children into school, do not move off straight away, but chat to others. This adds to the congestion and increases the risk of accidents.

## LEADERSHIP AND MANAGEMENT

The school is led and managed **well**. Leadership, management and governance are of **good** quality.

### Main strengths and weaknesses

- The headteacher's style of leadership is valued by all the school's stakeholders
- The analysis of information about pupils' attainment is used well
- The school's capacity to improve is good
- Subject co-ordination is not currently helping to raise standards as effectively as it should because of staff turnover
- There is a need to consolidate and refine some of the improvements made

## Commentary

41. The open, inclusive style of the headteacher's leadership is a strength of the school. In the relatively short time since her appointment she has established very good relationships with the different groups that make up the school community. The governors appreciate her efforts

to involve them more closely in shaping the school's future. The very effective partnership she has built with parents is reflected in the very positive views they have of the school and the work of the headteacher. The pupils are pleased that they have been consulted and their views taken into account. The sharing of the headteacher's clear vision for developing the school with its stakeholders has led to a strong commitment to raise standards and improve provision.

42. The school is self-critical and reviews its performance well. The effective analysis of information about pupils' attainment is leading to better provision. This has clear potential for raising standards. For example, the school identified the need to boost the performance of its more able pupils. The inspection included a focus on this aspect of its work. There was clear evidence of suitable action being taken. The inspection team concluded that the arrangements for these pupils have improved significantly and are good. A pattern of weakness in children's language skills at the time they join the school was also noticed by senior managers and a programme has been introduced to address this.
43. A further strength of the headteacher's work is the development of the quality of teaching and learning. This has led to the eradication of the unsatisfactory teaching seen at the time of the last inspection. The management of the performance of members of staff is satisfactory, with clear links between school improvement planning and objectives set for individuals.
44. The headteacher's efforts to press ahead with the improvements she wants to make have been frustrated by the need for her to teach for significant periods in order to limit the effects of the problems with staffing. It will take time for the impact of the headteacher's leadership and management to be reflected in results
45. The governing body is growing rapidly in confidence and effectiveness. Governors have a good understanding of the strengths and weaknesses of the school and take a keen interest in the achievement of pupils. They are very supportive of the school, but are not afraid to ask challenging questions and put their point of view. They adopt a proactive stance in shaping the direction taken by the school, exemplified by their recent involvement with parents in reviewing the aims and objectives that drive school improvement planning. Governors are keen to become as effective as possible and make good use of the training available to them. The governing body fulfils its statutory responsibilities well, paying due regard to the inclusion of all pupils.
46. The management of provision for pupils with special educational needs is good. It demonstrates well the team approach to supporting these pupils and the school's commitment to inclusion.
47. The recent turbulence in staffing has resulted in a reduction in the contribution of subject leadership to the school's efforts to raise standards. As a result of teacher turnover, many teachers are employed temporarily. The deputy headteacher left to take up a headteacher post at Christmas and the school is in the process of seeking a suitable replacement. Consequently, the headteacher currently carries responsibility for co-ordinating the work in too many subjects. There is a need to appoint suitably qualified permanent staff members, review the allocation of responsibilities and provide suitable training to ensure that this aspect of leadership and management functions effectively.
48. There is also a need to embed and extend improvements made during the period since the headteacher's arrival, for example, to refine the procedures for assessing pupils' progress in the foundation subjects. The inspection team judges that, because of the strength of the headteacher's leadership and management, the quality of governance and the shared resolve to succeed the school's capacity to improve is good.
49. The management of the school's resources is good and spending is planned effectively in pursuit of the school's educational priorities. The costs of meeting the objectives of the school's improvement plan are identified clearly. Financial control is very effective. The three



recommendations of the recent auditors' report have been implemented and the administrative staff work very well in assisting financial administration.

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

Income and expenditure (£)	
Total income	345,973
Total expenditure	344,138
Expenditure per pupil	2,448

Balances (£)	
Balance from previous year	16,510
Balance carried forward to the next	18,345

50. The good leadership and management of the headteacher, the good behaviour and attitudes of pupils and the enrichment of the curriculum are positive contributors to raising achievement. The caring nature of the school, the support of parents and the high rates of attendance also add considerable value. The unsatisfactory nature of parts of the accommodation, the high levels of pupil and teacher turnover and the current reduction in the contribution of subject co-ordinators act as barriers to raising standards.

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

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

51. The provision for the nine children in the Foundation Stage is **satisfactory** overall. Achievement is **satisfactory**. These children are taught in a mixed-age class with Year 1 pupils who have made the transition to the National Curriculum.

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

- Overall the quality of teaching is good
- The curriculum guidance is followed and activities are planned effectively
- The accommodation both in and out of doors is unsatisfactory

#### **Commentary**

52. The teacher and her assistants have established an effective team approach. They have an appropriate knowledge of the nationally agreed curriculum for these children and have an equally clear understanding of how young children learn. Assessments made on entry show that overall attainment is above expectations for children of this age. Information about how well the children are learning is continuously used to track achievement and plan practical learning experiences. This makes a major contribution to the sound progress made by the children and their readiness to make the transition to the work of the National Curriculum at a time best suited to each child.
53. Teaching is judged to be good in all areas except physical development where it is judged to be satisfactory and creative development where there is insufficient evidence to make a judgement. Clearly defined objectives for learning are set specifically for the reception children. These build on what the children already know, understand and can do and are supported by a suitable balance of adult-directed and self-chosen activities which stimulate interest and suitably challenge all children. All adults are adept at judging opportunities to intervene to assess understanding and move learning on. Clearly teaching has improved since the previous inspection.
54. The accommodation is unsatisfactory. The teacher and her assistants work hard to provide an interesting working environment. However, the size and shape of the room hampers the setting up of learning areas where children can readily access resources, generate ideas and develop self-chosen tasks. There is no access to a secure outdoor area equipped to develop vigorous and imaginative activities. This has a significantly limiting effect on physical, creative and personal development. Plans are in hand to overcome these problems.

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

55. Attainment in this area is above expectations. This reflects the findings of the previous inspection. A high priority is placed on this aspect of the children's development. The procedures for induction and links with parents in the early days ensure that children enter with a good measure of confidence. The teaching and her assistants have a shared understanding of expectations and a consistently calm and positive approach when encouraging the development of social conventions and establishing acceptable behaviour. The planning of purposeful tasks and supportive intervention by adults enables children to sustain interest and develop positive attitudes to learning.

\* The Foundation Stage is the period of education for children aged three to the end of the reception year.

## COMMUNICATION, LANGUAGE AND LITERACY

56. Most children are on target to reach the nationally-agreed learning goals set for children in this area of learning. The teacher and support staff assiduously support the development of speaking and listening across all areas of learning. They introduce children to a varied range of subject-specific vocabulary and model appropriate grammar and structures of spoken language encouraging children to use these when sharing ideas. Adults unfailingly acknowledge what children say so that the children feel valued and gain confidence. Direct teaching of knowledge of letter shapes and the associated sounds is used effectively. All children are anxious to identify their work by name. Using their growing knowledge of letter sounds and copied words, some record their ideas independently. For example, having made a chair using Lego a child added a label 'baby bears cher'.

## MATHEMATICAL DEVELOPMENT

57. Most children are on target to attain the learning goals set for this area and many will exceed them. Children are encouraged to use mathematical knowledge in all activities, 'How many blocks?' 'Which is biggest, longest, and heaviest?' They enjoy counting games and recognise numerals to five. Children's achievement in mathematics owes much to teaching that emphasises learning through practical activity. For example, children are developing understanding of position, direction and movement through managing wheeled toys along pathways in the school yard and playing with small world toys on the floor map.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

58. Achievement in this area is satisfactory. A suitable range of topics is planned through which children can investigate and observe for themselves, for instance, when using sand, water and construction equipment. Opportunities to try out toys used by grandparents and watching the effect of the wind on bubbles and flags make a considerable contribution to understanding quite sophisticated principles. Questions such as, 'What do you think will happen if...?' are used well by supporting adults to extend investigation and understanding.

## PHYSICAL DEVELOPMENT

59. Provision for the development of fine motor skills is satisfactory. Opportunities to handle pencils, scissors and small construction equipment are integrated into directed and self-chosen activities. Well-judged intervention by the adults helps children to improve their control. Children are aware of space and others in it and are beginning to control throwing and catching. There is insufficient evidence to make a judgement on other aspects of this area of learning. The size and layout of the hall and the absence of a suitably equipped and secure outdoor area for vigorous and imaginative activity significantly limits development.

## CREATIVE DEVELOPMENT

60. There is insufficient evidence to make judgements on provision or standards of achievement in this area.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

The provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Achievement is satisfactory overall, but eleven-year-olds underachieve in writing
- There is good provision for more able pupils
- Teachers make good use of computers and other equipment

- Not enough attention is paid to how well pupils present their work

## Commentary

61. Achievement in English is satisfactory, overall. The language skills of many of the children joining the school show weaknesses which affect performance in reading and writing. The attainment of most is broadly average in English when they begin their education. Inspection evidence shows that most pupils make satisfactory progress and taken overall standards are broadly average at both seven and eleven. Those with special educational needs make good progress in relation to their prior attainment, thanks to the good support of teachers and their assistants.
62. At both age seven and eleven standards in speaking and listening are in line with expectations. In discussions about non-fiction texts seven-year-olds listen confidently, respond appropriately and include newly learned vocabulary in their talk. Many pupils speak very quietly and teachers do not draw enough attention to this. Pupils aged eleven listen with good levels of concentration and question what others say. Their talk is functional and serves the purpose or task in hand, but too little regard is paid to using Standard English in more formal settings.
63. Reading standards are also in line with expectations for pupils' ages. Those aged seven read with reasonable confidence and fluency. They are accurate and use suitable strategies such as breaking down into syllables words that are new to them. More able pupils are proud of their progress and keen to talk about the texts they read. At eleven, most pupils talk easily about their responses to the characters in the books they read. They show confidence and accuracy, correcting any mistakes they make. More able readers enjoy the humour of books such as 'Dirty Beasts' and discuss the merits of the different genres that they read. Pupils' skills of using libraries and accessing information from books are satisfactorily developed.
64. Standards in writing are broadly average at age seven. Average pupils work at least in line with the levels expected for their age in spelling, punctuation and handwriting. Some more able pupils take great care with their handwriting, achieving a very adult, fluent style. The strong focus on giving pupils experience of different genres of writing was evident in the scrutiny of pupils' work. For example, Year 2 pupils write clear instructions for making a pancake. However, pupils' free writing does not make enough use of adventurous, interesting language.
65. Eleven-year-olds underachieve in writing. Average ability pupils attain below the level expected for their age. Suitable attention is paid to developing spelling skills and pupils attain appropriately. In writing for different purposes, such as history work on the Tudors, pupils organize their ideas effectively. However, the effects of unsatisfactory teaching in the past are evident in their work. Handwriting is not sufficiently developed. Some letters do not have joining strokes and others are not formed correctly. There is too little uniformity in the size of lower case letters. The use of capital letters is not established firmly enough and, in those contexts where it is needed, pupils make too little use of descriptive and imaginative language.
66. In the lessons observed, the quality of teaching and learning was good overall. The scrutiny of pupils' work indicates that it is broadly satisfactory. Teachers make good use of computers and other equipment to get ideas across and to make learning more interesting. Aids such as interactive whiteboards, overhead projectors and computers are employed effectively. In the best teaching, lessons are conducted at a good pace and this is reflected in pupils' application and productivity. Pupils are told about the objectives for the lesson at the outset and very clear explanations ensure they understand what to do. In these lessons, teachers expect a lot of pupils and their progress is checked regularly. Generally, teachers do not provide enough guidance in their marking of work about what pupils need to do to improve. They expect too little of pupils in terms of how well they present their work. As a result, pupils take too little

care over the appearance of their written output. This has a detrimental effect on their handwriting.

67. More able pupils receive specific support to ensure they are challenged appropriately and achieve their potential. The headteacher withdraws groups of higher attaining pupils to give them targeted support to develop reading and writing skills. During the inspection two such sessions were observed. This provision is of good quality and has clear potential for raising standards.
68. The co-ordinator makes a satisfactory contribution to raising standards through her monitoring of pupils' work and the provision of writing assessment folders that teachers use to assess the progress made by pupils every term. Her monitoring of pupils' experience of different writing genres has a positive effect on standards. She is aware of the need to devise a scheme of work for speaking and listening. The targets set each term, which are shared with pupils, help to raise standards.

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

69. Too much use of printed worksheets in English and in other subject such as religious education reduces opportunities for the development of pupils' writing skills. Curriculum planning does not show how these skills will be developed in a range of subjects.

### **MATHEMATICS**

The provision for mathematics is **good**.

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

- Standards of work seen at Years 2 and 6 are above expectations for pupils of these ages
- Teaching is good overall
- The advice of the National Numeracy Strategy is used effectively
- The presentation of recorded work is unsatisfactory

#### **Commentary**

70. Standards of work seen in mathematics at Year 2 and Year 6 are above expectations for pupils of these ages. Most pupils are already working at the level of attainment expected of pupils at the end of these year groups with a significant minority working beyond. Much of this is the result of improvement in using the advice of the National Numeracy Strategy. Evidence suggests that from entry to the school pupils' achievement over time is at least satisfactory. This indicates improvement since the previous inspection when standards of work seen at Year 2 and Year 6 were judged to be in line with expectations.
71. Teachers, all of whom are responsible for mixed-age classes, use the advice of the National Strategy for Numeracy very well to ensure the needs of each age group are met.
72. The quality of teaching and learning is good in Years 1 to 6. This reflects improvement since the previous inspection. Where teaching is best, planning includes the preparation of different objectives and tasks to suitably challenge the varying ability groups within each year group. This ensures that pupils systematically develop knowledge, skills and understanding as they move through the school. Emphasis is placed on developing quick recall of number facts and the exploration of methods of calculating. The insistence that pupils have ready access to practical resources to establish understanding and skills, and the expectation that pupils explain their thinking have a significantly positive impact on the quality of learning. This was illustrated well in Year 2 when pupils showed a range of strategies for working out the cost of an outing to a funfair. The understanding of features related to a range of angles is effectively

developed when Year 5 pupils have access to angle strips as well as the interactive white board to create angles, estimate and check the sizes for themselves.

73. Teachers mark pupils' work regularly, but advice is rarely given on what the pupil needs to do to improve further. Expectations for the presentation of recorded work are not high enough. As a result, teachers and pupils often have difficulty in checking problem solving activities and both find it difficult to review achievement when much of the work is not regularly dated or efficiently filed.
74. The monitoring of teaching carried out by the coordinator has led to valuable improvements, including the better use of resources. The analysis of statutory test results has highlighted the need to improve problem solving strategies. Development in this area is identified in the school development plan.

### **Mathematics across the curriculum**

75. Pupils use mathematical skills in other subjects such as measuring in design and technology. When investigating work on climate in geography findings are recorded in graphic form. However, the planning to provide opportunities to use mathematical knowledge and skills in other subjects is insufficiently developed.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Pupils aged seven have a good understanding of scientific testing
- Eleven-year-olds know much about materials
- The grounds enhance provision
- Learning resources are unsatisfactory

#### **Commentary**

76. Pupils' achievement is broadly satisfactory. At both seven and eleven years of age pupils work at the level expected for their age.
77. Discussions with pupils aged seven show that they have an above average understanding of how scientific tests should be carried out. They already understand the need for fair testing and have experience of measuring and recording, for example, the distance travelled by a model car down a ramp inclined at different angles. They achieve well in this respect because their teacher has a good knowledge of this aspect of work. In a lesson for this age group, her good expectations of the extent to which pupils could make decisions about how the testing of forces should be conducted ensured that they made good progress.
78. Ideas about fair testing are developed appropriately at the age of eleven and more able pupils understand the need to repeat experiments to validate results. They show a good understanding of the differing properties of solids, liquids and gases, explaining the behaviour of molecules in the different states of matter. Their knowledge of some aspects of life processes, such as the position of organs in their bodies is less well-developed.
79. Since most science is taught later in the week than the inspection lasted, it was only possible to observe two lessons. The additional evidence gained from the scrutiny of pupils' work and discussions with them suggests that the quality of teaching and learning is satisfactory. The teachers make good links between science and other subjects. For example, in Year 2, sentence sequencing work to develop literacy skills is based on the life of Louis Braille and studied in science lessons. Discussions with more able pupils indicate that they feel their work

is challenging. However, teachers do not make enough demands on pupils to present their work well. Recorded work is kept in a variety of forms, rather than in one book or folder. This makes the evaluation of pupils' progress difficult.

80. The subject co-ordinator left the school recently and her place has been taken temporarily by the headteacher. The range, quality and quantity of the equipment available for teachers and pupils are unsatisfactory. The variety of resources is too small to stimulate pupils' interest well or extend more able pupils. The numbers of some items of equipment make it more difficult for teacher to organize practical activities. That which is in stock is used appropriately. The provision of a conservation or 'wild' area within the school grounds, which contains a pond, significantly enhances the range of learning experiences teachers can offer pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Standards are above the expected level at age eleven
- Teachers make good use of ICT in lessons
- Adults in school are keen and this rubs off onto the pupils

### **Commentary**

81. Achievement by age eleven is good. Pupils aged seven attain standards that are in line with those expected for their age. At eleven standards are above the expected level. Standards have been maintained since the last inspection, despite a considerable increase in what pupils are expected to achieve nationally. The scrutiny of pupils' work, discussions with them and observation of the use of ICT in a range of lessons shows that both pupils and teachers are confident in their skills, knowledge, understanding and use of computers.
82. Pupils aged seven have regular access to computers and are provided with a good range of experiences. As a result their skills are well-rounded. They develop ideas using art programs and produce landscapes, portraits and pictures of animals such as reindeer. They programme an electronic toy 'Roamer' to follow a set of simple instructions.
83. At eleven years of age pupils have developed a good understanding of most aspects of ICT, including control. They work to generate and test instructions on screen, but also know how control technology is used in applications such as railway crossing signals. In a good lesson for pupils in Years 5 and 6, they learned how to write a series of instructions to light LEDs<sup>2</sup> in the sequence of traffic lights. Skilful teaching ensured that they recognized the need for precision in framing the instructions. Pupils of this age produce multimedia presentations which include sound about topics such as the Victorians and the solar system. They employ desktop publishing techniques to create 'The Hensall and Eggborough Times' or similar news sheets in which images are imported into text and layouts are manipulated.
84. Although the school makes proper provision for teaching ICT it was only possible to observe one lesson. Therefore no judgement is made of the quality of teaching and learning. However, discussions with pupils suggest that it is good.
85. Most of the adults working at the school are enthusiastic about the use of computers and this inspires and motivates the pupils. In the lesson observed, all three adults taking part – the teacher her assistant and the assistant with special expertise in using computers – were knowledgeable, confident and keen to nurture pupils' interest in ICT. This had a positive effect on the extent of pupils' involvement in their task. Those pupils spoken to had very good

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<sup>2</sup> Light emitting diodes

attitudes to working with computers. The headteacher has recently taken temporary responsibility for co-ordinating work in this subject. Resources are good; the ratio of computers to pupils is better than the level currently recommended. The school is aware of the need to further develop the procedures for assessing and recording pupils' progress.

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

86. Teachers provide ample opportunities for pupils to develop ICT skills in other subjects. In Year 1 and 2 pupils practice word processing skills when they learn about history one hundred years ago. Literacy skills are boosted by the use of a spelling program. Pupils in Year 5 and 6 carry out Internet research about the solar system in science. They also investigate symmetry and produce frequency graphs in mathematics lessons.

### **HUMANITIES**

Too little evidence was gathered to make a secure judgement about the overall quality of provision in this curriculum area.

#### **Geography**

It was not possible to see any lessons in geography. Overall judgements on teaching and provision are therefore inappropriate.

#### **Commentary**

87. Discussion with members of staff and the examination of samples of pupils' work and planning documents indicate that standards are broadly in line with expectations for pupils aged seven and eleven. In Years 1 and 2 pupils begin to understand maps and directions and log 'Barnaby Bear's' journeys. Pupils in Years 3 and 4 investigate climates and associated weather conditions. Human geography is explored in Years 5 and 6 in studies such as those in which life in Calcutta is compared with that in the village of Chembakoli. The opportunity to experience residential visits provides good experience of field work.

#### **History**

Too little evidence was gathered to make reliable judgements about provision overall.

#### **Commentary**

88. History standards are broadly in line with expectations at both seven and eleven. In the lessons observed, teaching was judged to be good overall. The use of artefacts stimulates and sustains interest well for all pupils. For example, Years 1 and 2 pupils were able to visit a Victorian kitchen set up in school and experience washing using a dolly tub, posser and mangle. Pupils in Years 3 and 4 studying Ancient Egypt are to have a visiting historian to explain mummification. Years 5 and 6 have been able to handle a range of artefacts from the Tudor period. These experiences and the use of interactive information technology programs make a major contribution to knowledge and understanding of historical periods and the work of a historian.
89. To meet the needs of mixed-age classes the long term planning for history and geography is over two years so that repeated experiences are avoided as pupils move through the school. Appropriate use is made of the planning recommendations provided by the Qualification and Curriculum Authority. To supplement the support for medium term planning, guidance related to subject-specific skills is being developed. This represents improvement since the last inspection. However, the monitoring of teaching and learning has been affected by the turnover of teachers and the consequent changes in the co-ordinators. The lack of an established monitoring programme through which strengths and areas for development can be evaluated and improvement planned hinders the raising of standards.



## **Religious education**

It was possible to observe only one lesson. Judgements on the overall quality of teaching and provision are inappropriate.

### **Commentary**

90. Evidence from the scrutiny of planning and pupils' work indicates that at age seven and eleven standards in religious education are broadly in line with the expectations of the Locally Agreed Syllabus for Religious Education.
91. The programmes of study for pupils in mixed age classes are arranged on a two year rolling programme. Pupils in Years 1 and 2 are introduced to the major festivals of Christianity. They know that the main figure of Christianity is Jesus and that he is God's son. They are aware of stories in the Bible about Jesus and those told by Him in His teaching ministry, such as the stories of the sower and of the prodigal son. They are introduced to an understanding of Judaism through the rituals of Jewish family life. Pupils in Years 3 and 4 similarly explore Islam through the rituals of a Muslim family. Pupils have a growing understanding that all religions have particular symbols related to beliefs and all have major characters who exemplify the expectations of followers.
92. This subject makes a significant contribution to the development of pupils' spiritual, moral and cultural development.

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

Too few lessons were observed to make a secure judgement about the quality of provision in these subjects.

### **Art and design**

No lessons were observed. Not enough evidence was gathered to make valid judgements about standards and achievement.

### **Commentary**

93. The scrutiny of pupils' work in books, folders and in displays around the school shows that they experiment with media such as paint successfully. Pupils in Years 5 and 6 use a variety of tools and techniques, such as creating stipple effects with glue sticks. In doing so, they investigate and extend their knowledge of texture effectively.
94. There is no clear evidence of sketchbooks being used systematically as a starting point for the development of pieces of work. However, the residential trip that pupils in Year 6 take to The Lake District is used very well to develop watercolour pictures from sketches. Other visits, including one to a nearby sculpture park, act as a valuable stimulus for follow up activities such as working with clay.
95. The school benefits significantly from having a teaching assistant with many artistic talents. Her assistance in lessons helps to increase pupils' interest and provides a very valuable resource for teaching staff.
96. The post of subject co-ordinator has not yet been assigned to a permanent member of staff because of the high level of teacher turnover. The provision of resources for learning is satisfactory overall, but a wider range of more specialized equipment is needed to stimulate pupils' interest and promote skills in techniques such as batik.

## **Design and technology**

No lessons were observed. Insufficient evidence was gathered to make judgements about provision and achievement.

### **Commentary**

97. Teachers' planning shows that a suitable programme of work is provided. Discussions with pupils confirm this and indicate that teachers' expectations are appropriate and lead, for example, to design drawings being annotated properly to illustrate their intentions for making products. Pupils gain experience of using a good range of tools to produce items such as catapults in Year 4 and clothes for Victorian dolls in Year 6. Pupils enjoy lessons in this subject.
98. There is satisfactory provision of resources for learning overall, but their storage upstairs away from the classrooms makes accessing them difficult.

## **Music**

It was not possible to observe any music lessons other than one taken by a member of the peripatetic service. Overall judgements on teaching and provision are inappropriate.

### **Commentary**

99. The singing of hymns in assembly indicated that pupils across the school enjoy singing. They perform with good articulation and rhythm and can sustain pitch effectively. The peripatetic service is used well. A significant number of pupils are able to learn to play a wide range of instruments. This makes a major contribution to the development of formal musical knowledge and skills for these pupils. This was illustrated well in a session where one pupil was being introduced to the cornet. He was very quickly able to produce basic notes, with which he could play a simple repeating tune. Within a short time he could recognise that notes on a staff had meaning and readily agreed to practise a new tune during the following week. This demonstrated good achievement.
100. A published scheme has been introduced which supports the planning across the school so that pupils are continually building knowledge and skills progressively.

## **Physical education**

Only one lesson was seen. Consequently, no judgement is made about overall standards, achievement or provision.

### **Commentary**

101. Standards in swimming are good. About 90 per cent of pupils are able to swim 25 metres unaided by the time they leave the school. All pupils get the opportunity to learn to swim as they pass through the school.
102. In a rehearsal for a performance to the rest of the school, Year 6 pupils were observed practicing a Tudor pavan dance. This was led by a teaching assistant with specialist qualifications. Her good expectations led pupils to create controlled movements well and to synchronize their steps effectively to the music.
103. Pupils get very valuable experience of outdoor and adventurous activities during a residential trip in which they undertake rafting, gorge walking and orienteering. This raises standards and contributes very well to their personal and social development.
104. The small hall limits opportunities for pupils in Years 3 to 6 to develop gymnastics skills.

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

It is not possible to judge the provision or the standards that pupils attain in this subject since only one lesson was observed.

### **Commentary**

105. Time is allocated for specific lessons in personal, social and health education and it is integrated well into the work in subjects such as physical education and science. This area is given a high priority by the school. In the lesson seen the focus was on citizenship in which pupils considered what they understood by society. Pupils exchanged ideas as to what essential services society depend upon. They prioritised major needs and demonstrated a mature awareness of major structures needed for a society to operate effectively.

## 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>3</b>
Attendance	1
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	