

INSPECTION REPORT

SEAMER AND IRTON PRIMARY SCHOOL

Scarborough

LEA area: North Yorkshire

Unique reference number: 121357

Headteacher: Mrs J Henshaw

Lead inspector: Gill Broadbent HMI

Dates of inspection: 8 -11 March 2004

Inspection number: 264052

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
Gender of pupils:	Mixed
Number on roll:	304
School address:	Denison Avenue Seamer Scarborough
Postcode:	YO12 4QX
Telephone number:	01723 863489
Fax number:	01723 864568
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs H Mallory
Date of previous inspection:	9 -11 November 1998

CHARACTERISTICS OF THE SCHOOL

The school is larger than average serving two villages and new housing developments near to Scarborough. There are 304 children aged four to eleven: 163 boys and 141 girls, taught in 11 classes including 4 with mixed age groups. There are more boys than girls in all year groups except in Year 6 where there are more girls than boys. Eleven pupils come from minority ethnic background or have dual heritage. Seven have a home language other than English but none are at an early stage of learning English.

Many children have had some pre-school education when they enter the reception class. Children's attainment, when they enter school, varies from year to year but was below average for the current reception class. The percentage of pupils known to be eligible for free school meals is below the national average. The overall proportion of pupils with special educational needs or a statement of special educational need is average. Pupils' special needs cover a wide range including emotional and behavioural difficulties, physical difficulties and autism. The turnover of pupils varies significantly from one year to another. In the current Year 6 it is low. The school provides before and after school care, which was not inspected. It gained an achievement award in 2002 and the Basic Skills Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23118	Gill Broadbent HMI	Lead inspector	Foundation Stage, mathematics, art and design, music and physical education
8922	Brenda McIntosh AI	Lay inspector	
32145	Bradley Simmons HMI	Team inspector	English, information and communication technology geography and history
33719	Florence Olajide HMI	Team inspector	Special educational needs, English as an additional language, science design and technology and religious education

Her Majesty's Inspectors (HMI) were joined on this inspection by an Additional Inspector (AI) appointed by Her Majesty's Chief Inspector of Schools.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	15
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. Pupils are taught very well, through an exciting curriculum, in an atmosphere that celebrates pupils' talents and nurtures their individual needs. Standards achieved are well above average by the time pupils leave Year 6. Parents and pupils hold the school in very high regard. Pupils are a delight to be with. They appreciate their teachers, enjoy their learning and know they are well taught. The school is very well led and managed. It provides very good value for money.

The school's main strengths and weaknesses are:

- consistent, very good teaching throughout the school which ensures that children learn very well in all years and standards achieved are very good;
- pupils achieve very well in English, mathematics, science, music and physical education, but too few younger pupils currently reach the higher levels in writing;
- the outstanding leadership of the headteacher and her unremitting pursuit of high standards for all pupils;
- the senior management team, subject leaders and governors who provide commitment and very good support in helping the school meet its aim of being "A happy school committed to excellence";
- pupils' personal development and behaviour that are very good and ensure pupils have excellent attitudes to learning;
- the innovative curriculum which provides exciting opportunities which are enriched by extra curricular activities in music and physical education.

Improvement since the last inspection has been very good. All key issues have been successfully dealt with. Standards are now higher; teaching is better; and leadership, management and governance have all improved.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar prior attainment.*

Overall pupils achieve very well. The work seen during the inspection indicates that:

- children in the reception classes are on course to exceed the national standards (the early learning goals) in all areas of learning;
- pupils reach well above average standards in reading, mathematics and science by the end of Year 2 but standards are average in writing;
- at the end of Year 6 standards are well above average in English, mathematics, science, music and physical education;
- **pupils' personal development is very good.** Pupils' attitudes to learning are excellent. They are enthusiastic, confident, eager to please and work very hard. Behaviour in lessons and around the school is very good. They are punctual and attendance is very good. **Pupils'**

spiritual, social, moral and cultural development is very good. School assemblies are inspiring and enriched by the pupils' outstanding singing.

QUALITY OF EDUCATION

Overall the school provides a **very good quality of education** with some excellent features.

Teaching and learning are very good throughout the school. Teachers' knowledge in many subjects is very good. They know how to challenge pupils effectively and have high expectations. As a result, pupils make very good progress as they move through the school. Standards in writing have improved, but need further development so that more pupils reach the higher levels by Year 2. Pupils do well in information and communication technology (ICT) where outstanding progress has been made in a short period of time. Teachers are ably supported by well trained assistants. The school has a thorough manageable system for assessing pupils' learning. The information gathered is used very well to plan challenging work at the right level. The curriculum is exciting and innovative and is enriched by an excellent range of extra-curricular activities. It focuses on providing practical experiences. Pupils constantly make links between subjects and use English, mathematics and ICT skills well across the whole curriculum. Care and support are very good. The pupils' council is excellent. Links with parents, the community and other schools and colleges are also excellent.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides outstanding leadership and is very well supported by senior managers and subject leaders. The school successfully includes all pupils and promotes racial tolerance effectively. The work of the governing body is very effective. There is a relentless drive to monitor the work of the school and to take action to ensure that standards achieved are high.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school. They are well informed about how their children are getting on, what they will be learning and the targets they are set. They find the school's procedures for following up any unkindness or bullying to be very effective. The pupils say the best thing about school is that teachers make learning interesting. They frequently learn new things and teachers tell them how to improve and help them to do so. If they have problems they are confident they can go to anyone, and know they will be listened to carefully, treated fairly and things will be sorted out.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is to:

- raise standards in writing for the younger pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils is consistently very good. Standards have risen since the last inspection and are well above average.

Main strengths and weaknesses

- Throughout the school pupils achieve very well in English, mathematics and science.
- Standards in writing are average but could be higher in Years 1 and 2.
- Standards in ICT and religious education are above average and have improved since the last inspection.
- Standards in music and physical education are well above average.

Commentary

1. In the reception classes children achieve very well. Their starting point for personal, social and emotional development and communication language and literacy is below average. In all areas of learning children are on course to at least exceed the expected standards.
2. In Years 1 and 2 pupils continue to do very well and reach well above average standards in reading, mathematics and music. Standards in writing are average. Inspection findings are similar to the school's results in the 2003 national tests.

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

Standards in:	School results	National results
Reading	16.4 (15.3)	15.7 (15.8)
Writing	15.4 (13.5)	14.6 (14.4)
Mathematics	17.1 (15.4)	16.3 (16.5)

There were 37 pupils in the year group. Figures in brackets are for the previous year

3. Standards in science are well above average. Teacher assessments in 2003 indicated that standards were high and in the top five per cent of schools nationally.
4. In Years 3 to 6 pupils continue to make very good progress by building consistently on their previous learning. Pupils achieve well above average standards in English, mathematics and science. Test results in 2003 are shown in the table below. These results represent very good achievement for these particular pupils.

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

Standards in:	School results	National results
English	27.6 (28.5)	26.8 (27.0)
Mathematics	28.8 (27.5)	26.8 (26.7)
Science	29.4 (28.2)	28.6 (28.3)

There were 42 pupils in the year group. Figures in brackets are for the previous year

- Standards in ICT are above average and reflect well on the rapid improvement in provision since the last inspection. In religious education standards are now above average in Years 3 to 6 and have improved since the last inspection when they were unsatisfactory. Standards in music and physical education are well above average.

Pupils' attitudes, values and other personal qualities

Pupils have excellent attitudes towards school and to learning. Their behaviour is very good. Provision for pupils' personal development including their spiritual, moral, social and cultural development is also very good. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils develop self confidence, are very keen to learn and enjoy all aspects of school life.
- High standards of behaviour are expected and achieved, and relationships are strong.
- The development of pupils' social skills is excellent and genuine warmth is extended to everyone.
- The development of pupils' spiritual awareness and their understanding of right and wrong underpin the work of the school and reflect the strong Christian ethos.
- The school is very effective in raising pupils' multi-cultural awareness.

Commentary

- Pupils are very keen to learn and to play a full part in the school's life. They are inspired to do well, feel challenged by the work set and enjoy learning because the teachers make it fun and interesting. Pupils believe that the school's aim to be 'A happy school committed to excellence' sums up the school very well. Attendance levels are consistently high and make a significant contribution to pupils' very good achievement.
- Throughout the school a distinct and special atmosphere is created through a shared sense of purpose and pride in pupils and their achievements. Staff lead by example; use the school's good systems to promote high standards of self discipline so that children are extremely well behaved and enjoy their work. There were no exclusions during the last year.

Attendance in the latest complete reporting year 2002/03 (%)

Authorised absence		Unauthorised absence	
School data	95.2	School data	0.0
National data	94.2	National data	0.4

- The high profile given to the development of pupils' social awareness has helped to establish very strong, positive relationships throughout the school. Pupils take on roles such as school councillors, playground friends or organise activities for younger pupils during indoor and outdoor playtimes. Teachers challenge pupils to work collaboratively to talk things through and to learn from each other. Consequently, older pupils develop confidence to hold mature discussions with other pupils and adults.
- Pupils' spiritual awareness is extremely well developed and there is a welcoming, peaceful atmosphere in the school. Music enriches pupils' creative and emotional development and their singing is totally stunning. The school believes every child has a gift and it is helping them to find out how they are special. This develops pupils' self-esteem and confidence.
- The school promotes racial awareness well. Pupils have a strong feeling of fairness and tolerance and show respect for the values and beliefs of others. Residential visits effectively extend pupils' understanding of the wide range of cultures present in society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education. Teaching is very good with some that is excellent. The curriculum is very good and enriched by an excellent range of extra-curricular activities. The level of care and support provided by the school is very good. Links with parents, the community and other schools and colleges are excellent.

Teaching and learning

Teaching is very good and has improved since the last inspection. Some examples of inspirational practice were observed during the inspection. Learning is made fun and achievable by teaching that inspires and carefully supports pupils. Assessment is a key feature of the most successful teaching and is very good.

Main strengths and weaknesses

- A high proportion of excellent and very good teaching inspires and motivates pupils to achieve very well.
- Very good assessment procedures are used effectively to set targets and plan for pupils' future learning.
- Recent initiatives and improvements in the quality of teaching in writing have been effective but some higher attaining pupils in Years 1 and 2 could achieve higher standards.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (14%)	18 (42 %)	13 (30 %)	6 (14 %)	0 (0 %)	0 (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.

11. High quality teaching ensures that pupils achieve very well throughout the school. Only very occasionally does the pace of a lesson slow so that teaching becomes satisfactory. Teachers inspire pupils to achieve, have high expectations and excellent subject knowledge. They use skilful questioning to remind pupils of previous learning and to successfully grasp new concepts. In a choir practice pupils were constantly challenged to improve their performance, through exemplification, skilful questioning, humour and encouragement. Pupils improved their expression, varied their tone and their performance was outstanding.
12. In all years, teachers pack their lessons with connections to other subjects so that lessons are interesting, challenging, fun and make learning relevant. For example, in an English lesson in Year 6 the teacher introduced incidental links that identified “.de” as the ending of German website addresses and a pupil knew that “de” is the beginning of Deutschland. In a science lesson, pupils investigated the different characteristics of soil samples. The teacher checked on their learning; challenged them to draw conclusions which they animatedly discussed. They listened carefully to the points put forward and structured their responses to support their arguments, which developed their speaking and listening skills well.
13. Assessment is very effective and is embedded throughout the school. Procedures are practical and manageable and use ICT effectively. Regular assessments are made and focus on the achievement of each pupil. Targets to improve are shared with parents and pupils and reviewed regularly. Importantly, this information is used by teachers to provide help, guidance, support and challenge so that pupils of all abilities achieve very well.

14. An action plan to raise standards in writing has been successful but the school knows that there is still more to do. Teaching strategies are now used that appeal to boys as well as girls and more opportunities are planned for pupils to write for different purposes throughout the school. A good proportion of older pupils are now on course to reach the higher levels. Standards have improved in Years 1 and 2 so that most pupils now reach average levels. However, in these years too few opportunities are planned for more able pupils to write at length, to structure their writing to interest the reader.

The curriculum

The school provides a very good curriculum. Extra curricular provision is excellent. Provision for pupils with special educational needs is very good. Racial harmony is promoted effectively. Accommodation and resources are good overall.

Main strengths and weaknesses

- Innovative curriculum planning engages pupils' interest and ensures they achieve well and enjoy learning.
- Extra curricular activities enhance the curriculum, especially in music and sport.
- The early identification of pupils' special educational needs and adaptations made to the curriculum are very effective.
- The school proactively and successfully promotes racial harmony and equality of opportunity.

Commentary

15. The school provides a curriculum that is broad and balanced and meets statutory requirements. The core subjects are taught separately and other subjects are taught through themes. The key to its success is that thematic planning also includes the skills learnt in the core subjects. Pupils constantly make links between subjects. This keeps what they have learnt alive in their minds. Pupils see the relevance of skills learnt in one subject and use them in others so that learning becomes exciting, relevant and helps them to achieve very well
16. The curriculum is very effectively enriched by visitors from the local community, visits to places of interest and opportunities to take part in sports and musical activities. Older boys and girls enjoy a good variety of games such as hockey, football, rugby, cricket and netball and participate in a variety of inter-school sports competitions in which they excel. This promotes a healthy lifestyle and develops their self esteem and confidence. The school choir and orchestra provide excellent opportunities for pupils to perform to very high standards in the annual community concert. Residential trips provide adventurous activities as well as helping to broaden pupils' social and cultural experiences.
17. The school provides access to a full and rich curriculum for pupils with special educational needs. Provision has been improved very well since the last inspection. Pupil's individual's needs are identified swiftly and their educational plans contain sufficiently detailed targets in English, mathematics and personal and social development. Teachers use these very effectively to design well-planned activities. Teaching assistants provide pupils with very good support in lessons and small groups.
18. Racial harmony is strongly promoted through residential visits to areas where pupils can appreciate life in multicultural Britain. Any racial incidents are recorded and followed up rigorously. The school promotes respect for the cultures and traditions of others during assemblies and through the contributions made by visitors to the school.

Care, guidance and support

Arrangements for ensuring pupils' welfare, health and safety are very good. Pupils are treated as individuals and receive a high level of support and guidance.

Main strengths and weaknesses

- A secure and happy environment in which pupils are very well cared.
- Very well-targeted academic support and high quality care.
- Pupils are fully involved in influencing decisions about how the school can improve.

Commentary

19. Relationships throughout the school are very strong and positive so pupils feel secure, happy and know there is always someone to whom they can turn for help. Pupils' know their individual talents are valued which develops their self confidence. The school has very good procedures in areas such as bullying, first aid and child protection so pupils are very well looked after.
20. Academic and personal targets are set for each pupil in consultation with them and their parents. Teachers make very effective use of these targets to plan for pupil's learning. Pupils are well aware of what they need to do to improve and strive to achieve the targets set. Teachers meet with parents and pupils regularly to review the progress made and revise the target set with so that pupils achieve very well.
21. Pupils know that their views matter and the school will try and act upon them. The pupil council has an influential role in this. The Year 6 councillors are elected by their peers and find out what pupils throughout the school would like to see improved. They act as "playground buddies", hold weekly council meetings and an 'open surgery' to offer assistance to fellow pupils who may be experiencing difficulties. Pupils are fully consulted and help to plan and design changes to the play area so that they can play exuberantly or have quiet areas to sit and chat.

Partnership with parents, other schools and the community

The excellent partnership with parents contributes very well to the pupils' learning and their very good achievement. Links with the community and other schools enhance the range of learning opportunities for pupils.

Main strengths and weaknesses

- There is a strong partnership with parents which is based upon mutual trust and confidence.
- Very good communication keeps parents very well informed about the school and their children's progress.
- The school listens to parents and responds to their views.
- The excellent links with other schools and the community enhance curricular opportunities for pupils.

Commentary

22. The school is very popular and highly regarded by parents. It has a strong standing in the local community. Parents make a very good contribution to pupils' learning through helping in classrooms, accompanying school visits, supporting school events and offering their children help when work is sent home. The friends' association is very successful in fostering close co-operation between parents, pupils, staff and the village community by organising a wide range of social and fund-raising events.

23. The school communicates very well with parents. Pupils' progress, targets and achievements are regularly reported through parents' meetings, written reports, annual reports and reviews for pupils with special educational needs. Regular curriculum and topic information provided through newsletters and meetings helps parents assist their child's learning at home. The school seeks parents' views and responds positively to suggestions they make.
24. The school has excellent links with other schools and the local community that contribute to pupils' very good achievement and personal development. There are particularly strong links with the church. Pupils visit the village fair and learn about local cultures and traditions. The annual musical event is the highlight of the school year and an excellent example of the school and community working together.

LEADERSHIP AND MANAGEMENT

The school is led and managed very effectively. The governing body make a very strong contribution to the life of the school.

Main strengths and weaknesses

- The headteacher is an outstanding leader.
- The school's self evaluation and performance management procedures are very good and lead to action which is continuing to raise standards.
- Leadership is distributed across the staff very effectively and is focused on raising standards.
- The governing body has a very clear overview of the strengths and weaknesses of the school.

Commentary

25. The headteacher inspires trust and confidence from pupils, parents, governors and staff. Her leadership is outstanding. She has a very clear vision of success and happiness for all pupils and pursues this unremittingly. She is very well supported by the deputy headteacher and senior managers who have developed very good procedures to evaluate the work of the school. The procedures for managing the performance of staff are very good and are closely linked to areas identified for improvement. They prioritise issues for development and take effective action. The school has a history of dealing effectively with the most pressing issues. For example, the school's focus on writing has already raised national test results and raised standards although there is still more to do in Years 1 and 2.
26. Subject leaders are very effective in developing the curriculum and improving the quality of teaching and learning. Action plans and targets for improvement are implemented, regularly reviewed and their impact evaluated. In mathematics and science, focused subject leadership has led to considerable improvements in standards for the older pupils. Subject leadership in ICT has a very significant impact on the quality of teaching and learning, achievement and standards across the school.
27. The leadership and management of provision for pupils with special educational needs are very good. The school places a high emphasis on ensuring that the needs of all pupils are met. The co-ordinator manages the schools' intervention strategy, provides effective training for support staff and monitors provision to ensure it is having a positive impact.
28. The governance of the school is very strong and has a very positive impact on the school's work. The chair of governors has a detailed understanding of the standards and achievement of different groups of pupils across the school. The governing body has a very secure view of the school's strengths and weakness, and holds the school to account for its

work. Governors take well informed decisions and do not shy from taking difficult decisions for the greater good of the pupils.

29. The school budget is very well managed by the headteacher, bursar and finance committee of the governing body. The school is very effective in its work. Its income and expenditure per pupil are several hundred pounds below the national average, so the school provides very good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	724,148
Total expenditure	736,514
Expenditure per pupil	2,316

Balances (£)	
Balance from previous year	15,386
Balance carried forward to the next	3,020

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the children in the reception classes has shown very good improvement since the last inspection and is now **very good** overall.

30. Children's attainment on entry varies considerably from one year to another and between children in the same year group. In the current reception classes, their skills on entry were below average in personal, social and emotional development and in communication, language and literacy and broadly average in all other areas of learning. Teaching and learning are very good overall. Teachers assess children's attainment when they start school and adapt the curriculum to match their needs. Regular assessments of children's learning are used to provide them with challenging tasks that are invariably at the right level so that they make very good progress. Children achieve very well and are on course to exceed the early learning goals by the end of the reception year. Leadership and management of the Foundation Stage are very good. The two classes work together very effectively and make very good use of the skills of teachers, support staff and visitors to enrich the curriculum.
31. Provision for children with special educational needs is very good. Their needs are identified early and effective support is provided so that they have full access to the curriculum and make very good progress.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Well planned and exciting activities capture the children's interest and make learning fun.
- Relationships between staff and children are very good.

Commentary

32. Teaching is very good. Children achieve very well and are on course to at least exceed the standards expected, particularly in their attitudes to learning which are very good. Exciting activities are carefully planned and focus on practical experiences. These capture the children's interest, imagination and develop a love of learning. This has a positive impact on their achievement in all areas of learning. There is a good balance between activities where children learn through play and those where they are specifically taught in small groups or as a class. They listen attentively, take turns to ask, and answer questions enthusiastically.
33. Warm, caring and supportive relationships together with well established daily routines ensure children feel secure and develop increasing self-confidence. They come to school happily, settle quickly to tasks and concentrate well. The staff know each child very well; provide individual support and encourage them to try new experiences. Staff consistently promote respect for others so that children know they will be listened to; learn what is expected and behave very well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff have high expectations of what children can achieve and give particular focus to speaking and listening and reading activities.
- Children are given many opportunities to ask questions and talk about what they are doing.

Commentary

34. Teaching is very good and children achieve very well. Children are on course to exceed the standards expected. Staff have high expectations of what children can do. Reading skills are taught very well. There is a very good balance between lively direct teaching of letter sounds in whole class sessions, focused group sessions and purposeful play. Children love reading and practice their new skills as they pretend to be “teacher” and read stories to each other.
35. Teachers plan first hand experiences to stimulate curiosity. Staff constantly take every opportunity to develop the children’s language and use an increasingly wide vocabulary. They provide opportunities for children to talk and extend their answers to questions as when during the inspection, they undertook a nature walk. Purposeful opportunities are provided for writing lists, letters, instructions and reports. For example, children used digital photographs taken on their walk, to help them write about their experiences.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teaching provides a strong emphasis on mental mathematics and ensures children are confident when adding and subtracting numbers.
- Practical activities are a strong feature of children’s mathematical development.

Commentary

36. Teaching is very good. Children achieve very well and are on course to exceed the standards expected in using numbers and counting. Teachers plan challenging activities that develop a good understanding of how numbers work, and use lively, well focused questioning in whole class teaching. Children can count forwards and backwards to twenty, count in tens to a hundred and recall the doubles of numbers from 1 to 10.
37. Practical activities are planned very well to help children use the skills they have learnt during whole class or group teaching. For example, they match numerals to the correct word in a number matching game on the computer. In the shop they accurately add up the costs of vegetables. They use coloured pegs and shapes to create patterns and then use computers to generate different variations. Staff consistently use accurate mathematical vocabulary when they talk to children as they play or complete focused activities. Consequently, children know the names of shapes such as oval, pentagon, square and triangle and use the language of size and position as they play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching has a strong focus on practical activities to enable children to observe, discuss and explore the world around them.
- Children use computers with confidence to support their learning in other areas of learning.

Commentary

38. Teaching is very good overall and children achieve very well. They are on course to exceed the early learning goals. Children are given many opportunities to observe how things change or explore what happens, for example, when they shine a torch onto bottles in a darkened box. They become excited and curious as they discuss what happens, when they mix icing sugar with water and watch it set. Children develop an understanding of the passing of time through discussing how they have changed since they were babies.
39. Many opportunities are provided for children to extend and use these skills in other areas of learning. Children confidently use programs to help their mathematical development. In the ICT suite they learn how to create a repeating pattern. More able children use PowerPoint to share their interests confidently with other classes during assembly.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- A good range of opportunities are provided for children to develop their co-ordination as well as control of tools and equipment.
- Outside there is a secure play area that is regularly used although free access is not currently available.

Commentary

40. Teaching is good overall and children are on course to exceed the standards expected in most aspects. Children use a good range of tools and materials to develop their manipulative skills as they roll dough or hammer nails into a board. Good opportunities are provided in the hall for children to develop their co-ordination as they use climbing equipment and jump safely.
41. Staff make the most of the limited access to outside space by providing regular, supervised outdoor play. The area has been developed to create an interesting environment in which children can develop their physical skills through imaginative play. Staff encourage the children to try different kinds of tricycles and scooters. They challenge them to increase their control as they negotiate the “road” and stop at the “pedestrian crossing”. After a short while they go faster along the track, slowing as they take bends and keep a watchful eye for the “crossing patrol warden”. However, there are too few opportunities for them to extend their control and co-ordination through vigorous physical activity such as racing and chasing games.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- The children are captivated by the very good range of activities and enjoy concentrating on them.
- The contributions made by visitors enrich the experiences of the children.

Commentary

42. Teaching is very good overall and children are on course to exceed the standards expected. Staff know the children very well and provide them with interesting, well planned activities that encourage them to be imaginative, choose from well organised materials and express their ideas.
43. Children quickly settle to tasks and are so captivated by the activities that they spend prolonged periods of time concentrating on one task before choosing to move to another. They use their imagination to create intricate pictures in two dimensional wooden shapes and discuss how the circles and squares fit together. Large blocks are used to create tunnels and roads for them to tell a story of a journey. They use costumes to help them imagine they are tigers after reading a story about one.
44. Visitors and staff are deployed very effectively to support children's learning by listening and discussing the focused activities with them. The constant use of open questions and introduction of new vocabulary helps the children to express and communicate their ideas. For example, children share their ideas with each other and discuss how they can make a flower in dough after observing them outside and looking at digital photographs taken on their walk.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- By the end of Year 6 all pupils achieve very well and attain standards which are well above average in speaking and listening, reading and writing although too few pupils in Years 1 and 2 are currently on course to reach the higher levels in writing.
- Teaching is very good and develops an infectious enthusiasm for learning.
- The senior management team effectively evaluates strengths and weaknesses in English and takes effective action to raise standards.

Commentary

45. From Years 3 to 6, pupils achieve well above average standards in all areas of English. Overall, standards of speaking and listening are very high. Pupils are confident, assured speakers and listeners in all settings such as assemblies, whole class discussion and in groups. They listen very carefully, praise each other's efforts and build on the ideas of others during discussion.
46. In reading, standards are well above average because pupils' work is regularly assessed and they know what to do to improve. Boys and girls achieve equally well. The school has

included fiction and non-fiction books in the library to appeal to boys. Pupils can justify their opinions using evidence from the text and “read between the lines” very well. They have well developed independent research skills and use both the internet and reference books well.

47. Standards in writing are well above average; almost half of Year 6 pupils are on course to achieve levels above the national average. Writing is well organised and pupils use a variety of interesting vocabulary and sentence structures to interest the reader. They write very well for different purposes, and are equally confident writing a formal homework contract, a play script, a weather forecast or telling a story from the point of view of a third party. Punctuation is used accurately and spelling is often correct in complex words of regular patterns. This reflects the importance placed upon spelling across the wider curriculum.
48. Pupils achieve well in Years 1 and 2 as a result of careful and systematic teaching of basic skills. Standards of speaking and listening are high. Pupils talk with assurance, listen carefully so that their responses are well considered. Standards in reading are well above average. Overall, standards in writing are average and achievement is satisfactory. Handwriting in Year 2 is accurately formed and of consistent size, but pupils are not yet using joined handwriting. Pupils write for a range of purposes but there are too few opportunities to write at length; structure their writing and interest the reader. This particularly hinders the higher attaining pupils who can achieve more. Pupils use their knowledge of common words and letter sounds to help them to spell most simple words and some more complicated words accurately. Standards of punctuation are satisfactory.
49. The quality of teaching is very good. The best teaching in the subject is inspirational, and develops an infectious enthusiasm for learning. Some teachers use humour well to maintain pupils’ attention and keep them learning. Teachers use assessments very well to identify clearly what they expect pupils to learn and to match work well to their abilities. Marking of pupil’s work focuses on their personal targets so they know exactly what to do to improve. A few opportunities to teach speaking and listening skills are missed in a small minority of lessons.
50. The subject is led and managed very effectively. The new English co-ordinators are being well inducted into their role by the senior management team (SMT) who have a strong grasp of standards. The SMT rigorously analyse pupils’ work and results in national and other tests to identify strengths and weaknesses. The impact of the initiative to raise standards in writing is evaluated regularly as the SMT drive standards upwards throughout the school. Individual pupils have clear targets for improvement which are discussed with pupils and parents.
51. Improvement since the last inspection has been good. The quality of teaching and learning has improved. Marking and feedback from teachers is now focused on helping pupils understand how they can improve, as a result standards have risen, particularly in reading across the school.

Language and literacy across the curriculum

52. Pupils have a very good range of opportunities to use their literacy skills across the curriculum. They read for research purposes and use their writing skills effectively across the whole curriculum.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Throughout the school, standards are high and achievement is very good resulting in pupils become confident mathematicians.
- The curriculum is very well planned with an emphasis on practical activities that make work interesting and fun.
- The relentless focus on monitoring and taking effective action to improve standards significantly supports pupils' achievements.

Commentary

53. Standards are well above average and achievement is consistently very good throughout the school because of very good and excellent teaching. Pupils cover work in depth across all aspects of mathematics. This is underpinned by very good work in mental mathematics and practical tasks. Expectations of what pupils can achieve are high. Assessment is thorough. Lessons are well planned and challenging. Different work is set to match the needs of individuals and groups. In a Year 2 lesson more able pupils added 55p and 80p in their head and then wrote down how they did it. The middle ability group were given tasks that were less difficult and counted in tens to add money in their heads up to a pound while the lower ability group were given coins to help them add shopping bills to twenty pence.
54. Teachers know their pupils well. During the introduction to lessons they pose specific questions to individuals to ensure they are all challenged. Teachers constantly check their pupils' understanding through discussion. Pupils explain their thinking and are praised for their ingenuity or provided with further guidance to correct misconceptions. In an excellent Year 6 lesson a very able pupil answered a question incorrectly. He explained how he had arrived at the median for a range of data. The difficulty was quickly resolved through discussion. He applied his new understanding to find the mean, mode and median of a range of numbers accurately.
55. The curriculum is very well planned with a focus on problem solving. Pupils are confident mathematical thinkers because they are encouraged to develop and explain their own methods of working. In Year 6 pupils solve two and three step problems and choose how to calculate their answers from the variety of standard methods they have been taught. In pairs, they conduct practical experiments and use frequency charts to record their results. High levels of reasoning skills and mathematical knowledge are used as they discuss probability, fractions and modal groups to test hypotheses and challenge each others assertions.
56. There has been very good improvement since the last inspection, particularly in Years 3 to 6, where standards were average. The leadership and management of the subject are excellent. The co-coordinator has excellent subject knowledge, is an outstanding role model and has a very strong grip on standards throughout the school. The regular attention given to analysing pupils' work, providing effective support to teachers and utilising the national strategy to improve numeracy have resulted in a 21 per cent increase in Year 6 national test results since the last inspection.

Mathematics across the curriculum

57. Pupils constantly use their mathematical knowledge in other areas of the curriculum. They are taught mathematics separately, but it is also incorporated into the topics used to teach other subjects. For example in geography, pupils searched the internet for information on the

climate in Barcelona and spreadsheets were used to produce graphs showing average rainfall and temperature.

SCIENCE

Provision in Science is **very good**.

Main strengths and weaknesses

- Standards are high because teachers give a strong emphasis to investigations and ensure that work is interesting and relevant.
- Lessons are well planned and structured and build on pupils' previous knowledge very well.
- Improvement is needed in the marking of pupils' work.

Commentary

58. Standards have improved since the previous inspection and are now well above average. Pupils investigate, explain and record their findings accurately. Pupils in Year 2 can classify materials, sort living things into groups, draw simple electrical circuits and achieve very well. Teachers place a good emphasis on recording scientific experiments so pupils use a range of methods including Venn diagrams to record their work. Older pupils investigated the forces of attraction using magnets. They articulated sensible hypotheses and understood how to construct a fair test. They made secure predictions, tested their hypotheses and made generalisations based on the outcomes of their investigations. They selected appropriate approaches and methods of recording their work which was presented to a high standard. Many pupils showed a good command of appropriate scientific vocabulary and describe scientific processes succinctly.
59. The quality of teaching has improved and is now very good. Teachers set high expectations and plan interesting topics, which motivate pupils to learn. They carry out regular assessments on pupils' work and use these well to plan lessons and to set targets for pupils to achieve. Teachers ask penetrating questions so that pupils have to think carefully about their observations, the fairness of a test, the predications they make and how they will record their results. Teachers mark pupils' work regularly. Their comments are positive but not always sufficiently focused on what pupils should do to improve.
60. Improvement since the last inspection has been good because teaching is better. The leadership and management of science are very good. The coordinator monitors teaching and learning across the school and provides training sessions and demonstration lessons. This effective action has resulted in a stronger focus being placed on investigative science and higher standards achieved by pupils. He has very effective links with a local higher education institution where he shares his skills and keeps his own professional knowledge up-to-date.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Rapid improvements in the quality of teaching and standards achieved.
- Teachers focus on teaching ICT skills and using them in other subjects very effectively.

Commentary

61. Teaching is very good, achievement is very good and standards in ICT are above average. The implementation of an effective action plan by the subject leader has resulted in excellent improvement since the last inspection when standards were unsatisfactory. ICT skills are taught regularly in the new ICT suite. Standards are continuing to rise as teachers build very successfully on pupils' learning as they move through the school.
62. Teachers and teaching assistants have enjoyed excellent training opportunities in addition to, and in greater depth than, the training offered to all teachers nationally. This has improved their knowledge and confidence of the subject very effectively. Very good assessment systems are used to ensure that planning for future learning is matched to pupils needs and it challenges them. The best lessons are well structured and conducted at a brisk pace which keeps pupils concentrating on their work. Teachers provide clear explanations and demonstrations which make the subject accessible to all pupils including those with special educational needs.
63. Pupils in Years 1 and 2 achieve very well to reach above average standards. Effective direct teaching of ICT skills ensures that by Year 2 pupils use these skills with confidence. They log on to a computer, select the programme they need and have good keyboard and mouse skills. They save and retrieve their work, discuss their experiences of ICT at school and in the world around them. During a Year 2 lesson, pupils selected a picture and imported it into a word-processing document. They selected the correct tool to create a text box and entered a caption for the picture. Pupils worked productively, enlarged the picture and changed the size, font and colour of the text to suit the purpose of their writing.
64. Standards of older pupils are above average and achievement is very good. They learn to use spreadsheets effectively and identify cells correctly and format them. They devise and enter formulae to generate the costs of a party. By changing the variables they produce a selection of menus within their budget. They choose how to organise and present information for specific purposes. They enter information quickly and efficiently into a database to find the average height of boys and girls respectively and produce this information graphically as well as numerically. They understand the effect of changing the variables on a spreadsheet. Pupils use their skills well in other subjects. For example, older pupils developed a presentation of slides which demonstrate a clear understanding of life in the Victorian era.

Information and communication technology across the curriculum

65. This has greatly improved since the last inspection under the excellent leadership and management of the subject co-ordinator. ICT is now used very effectively to support work across the curriculum. The 'Seamer Trail' booklets produced by Year 6 are a good example. These high quality publications incorporate aspects of literacy, local history, physical geography and map skills. Pupils import digital photographs of key historical and geographical features in Seamer into these high quality booklets.

HUMANITIES

Insufficient evidence was available to support an overall judgement on provision in **history**. No teaching was seen in history, however work in pupils' books was examined, planning was scrutinised and discussions were held with the co-ordinator. Pupils' work in Years 2 and 6 was above average. History is taught through topic work and planning clearly reflects national subject guidance for Years 1 to 6. The subject leader for history makes good use of her time to focus on standards. She accurately assesses the strengths and weaknesses of the subject across the school and the impact these have on pupils' achievement.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Teaching has a clear emphasis on the use of correct technical language.
- The subject leaders make good use of their time to evaluate how well the subject is taught and its impact on pupils' achievement.

Commentary

66. Teaching is good and pupils achieve well to reach above average standards. Lessons recap effectively on previous work so that pupils can build on what they have already learned. Planning makes good use of ICT to support independent learning and research by pupils. For example, they researched temperature and rainfall in other countries and produced climate charts as a result of using their ICT skills. Clear direct teaching uses appropriate geographical terminology. Probing questions assess what pupils know, understand and can do and ensure that pupils are challenged and keen to contribute.
67. Pupils in Years 1 and 2 develop mapping skills and have located the towns and villages in which they live in relation to the school on an ordnance survey map. Year 1 pupils have taken photographs of different parts of the school with a digital camera and then placed them on a plan of the school. They have collected food packaging labels to discover the country of origin of some of the foods they eat, and located these countries on a world map. In Year 6 pupils have studied the effect human beings have on the environment and demonstrate understanding of the water cycle and the importance of location in understanding places and describing geographic patterns.
68. Subject leadership in geography and history is good. The co-ordinators work together effectively and use the limited time available to fulfil their responsibilities sensibly. Standards are at the heart of their analysis of pupils' work. They assess accurately, the strengths and weaknesses of both subjects across the school. As a result, standards and progress in geography are now higher than they were.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching utilises local places of worship well to interest pupils.
- Planning in mixed aged classes leads to some duplication of work for some pupils.

Commentary

69. Standards are above average and pupils achieve well. Pupils have a good understanding of Christianity, its tenets and beliefs. In Year 2, pupils understand Lent and its significance. They celebrate other religious ceremonies and festivals such as the Chinese New Year. Pupils make good progress from Year 3 to Year 6. Older pupils' explain concepts, events, interpret parables and relate them to their own lives. They have been well taught and can recall things they learnt in previous years. They are able to hold high quality discussions with adults which show their knowledge and understanding of different religious beliefs and practices. Work in pupil's books is very well presented.

70. The quality of teaching was good overall. Lessons are usually planned carefully although there are some minor inconsistencies in mixed-age classes where pupils occasionally repeat work they have already covered previously. Lessons are made more interesting through links with other aspects of the curriculum, for example in Year 2, an art lesson was used to demonstrate the celebration of the 'Holi' festival. Pupils have good opportunities to visit different churches as well as a Hindu temple. Parents and members of the local community make effective links between different religious beliefs and the important messages they provide for life today. These experiences all contribute very well to pupils' awareness and understanding of Christianity and other faiths
71. Leadership and management of the subject are good and have resulted in significant improvements since the last inspection when religious education was unsatisfactory in Years 3 to 6. The Agreed Syllabus has been implemented effectively and the quality of teaching has improved.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In **art and design** and **design technology** insufficient evidence was available to make overall judgements of provision.

72. In **art and design** one lesson was observed in Year 2. The quality of teaching in the lesson was very good and linked effectively to religious education and literacy. Pupils learnt to mix powder paint to create the colours needed to paint a Holi fire; used tissue paper to create the effect of flames and tie-dye material to create patterns. Pupils were engrossed in these interesting activities and achieved very effective results.
73. The new co-ordinator has already made an effective evaluation of the subject's strengths and weaknesses and created a detailed action plan to raise standards.
74. In **design and technology** one lesson was seen in Year 1. Teachers' planning, displays of and the examination of pupils' work, indicates that standards are average and achievement is satisfactory. Year 1 and 2 pupils design imaginative models using computerised software produced by Year 6, they produce step-by-step plans of their designs, evaluate their work and improve it. Pupils are given opportunities to design a range of products using a variety of materials.
75. Teaching was good in the lesson observed. The lesson was well planned and the pupils worked hard because they were interested in the practical task of making a musical instrument. The teacher provided good guidance to pupils as they manipulated materials and discussed how to make low and high notes.

Music

Provision in music is **very good**

Main strengths and weaknesses

- Teachers have very high expectations of what the pupils can and do achieve.
- Music is used very well to enrich the life and work of the school.

Commentary

76. Teaching is very good overall and some is excellent. Standards are well above average and they are excellent in singing. There has been good improvement since the last inspection when standards were judged good. The subject leader inspires and motivates pupils, staff

and parents. She shares her expertise very well by working alongside colleagues. In an excellent choir lesson, solo performances supported by the choir made full use of harmonies, phraseology, tone, volume and expression. The music co-ordinator is inspirational, she demands very high standards and the enthusiastic pupils who thoroughly enjoy singing respond accordingly.

77. Teachers focus on improving pupils' musical performance. For example, younger pupils play percussion instruments to accompany their teacher's piano playing as they develop a dance. Each group of pupils know when to stop dancing to play their instruments. They maintain a rhythm and beat accurately. The teacher praises their work and challenges them to do even better. The pupils rise to her challenge, discuss how they can improve and do so by changing the rhythm and varying the timbre to match the "changing weather."
78. Music is important to the school, its pupils and the local community. Singing enriches assemblies and is frequently heard, adding to the quality and enjoyment of staff and pupils working together. There is a very good range of musical activities within and beyond the school. Specialist musicians are brought in to provide instrumental tuition. A choir and an orchestra provide opportunities for pupils to make music together. The annual concert provides a focal point for everyone to come together to have fun and enjoyment. After ten successive successful years, the concert is highly regarded by the community and valued by all.

Physical education

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

Main strengths and weaknesses

- Teachers' high expectations motivate and inspire pupils.
- An excellent range of extra-curricular activities enrich sporting opportunities.

Commentary

79. Teaching is very good overall and some is excellent. Pupils achieve very well and standards are well above average. The younger pupils are provided with marvellous opportunities to express themselves through dance in response to music. In one lesson, for example, pupils get ready quickly and enthusiastically as the teacher played a Scott Joplin rag. In the hall they built up each part of a dance to represent thunder, rain, sun and wind. This developed good control as they moved with varying speed and linked movements to create a sequence culminating in a whole class finale. The teacher's clear instructions and use of pupil's demonstration helped performance to improve. Pupils moved with increased poise and grace as they "caught raindrops" and gently "warmed under the sun's rays".
80. Older pupils were inspired and motivated to do their best in a Year 6 lesson. The hall was very effectively used to create a good range of indoor athletic activities which the pupils found challenging and fun. Each activity was timed or measured using stop watches or tape measures and the results recorded to provide a data base for a mathematics lesson. Not a moment was wasted and pupils were constantly working as they moved to the activities in turn. Activities were adapted to each pupil's previous skill level so that everyone was fully involved and coached to improve their performance. As a result all pupils made excellent progress during the lesson.
81. The co-ordinator provides excellent leadership and management. He is an excellent role model who inspires pupils with his enthusiasm and high expectations. He successfully ensures that the curriculum is enriched by an excellent range of extra curricular provision so that pupils excel in sport.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**

82. This is a strong feature of the school's curriculum. Pupils are taught through effective cross-curricular links, school assemblies and circle time. The school behaviour policy focuses on three Rs – Rules, Rights and Responsibilities and this effectively ensures pupils are well behaved, polite and courteous. Regular visits to, and visitors from the wider community, develop pupils' awareness of multi-cultural Britain. The pupil council contributes to their understanding of what it means to be a citizen through elections, holding meetings, listening to the views of others and making informed decisions and accepting a majority vote.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
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	1
Accommodation and resources	3
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	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	1
The leadership and management of the school	2
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).