

# INSPECTION REPORT

## **CARLTON PRIMARY SCHOOL**

Carlton

LEA area: Barnsley

Unique reference number: 106610

Headteacher: Miss V Hall

Lead inspector: Mrs M Fitzpatrick

Dates of inspection: 27<sup>th</sup> – 30<sup>th</sup> June 2005

Inspection number: 266566

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Community  
Age range of pupils: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 290

School address: Fish Dam Lane  
Carlton  
South Yorkshire

Postcode: S71 3HF

Telephone number: 01226 722 166  
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Appropriate authority: The governing body

Name of chair of Mr W Newman  
governors:

Date of pervious March 1999

## **CHARACTERISTICS OF THE SCHOOL**

The school is located in the village of Carlton, to the northwest of Barnsley, and serves a wide social and economic catchment area. It is larger than most schools of its type, with 290 pupils on roll aged between three and 11 years at the time of the inspection. Pupil numbers have fluctuated in recent years and there is a high movement of pupils in and out of the school, in some year groups. For instance in the current Year 6, over 40 per cent of pupils joined the school after Year 1 and a similar percentage left. When pupils join the school in the Nursery, school assessment data shows their knowledge and skills are well below what is typical for their age. The percentage of pupils who are eligible for free school meals is about the national average. The percentage of pupils who have special

educational needs is about the national average. There are seven children with Statements of Special Educational Need, which is above the national average. Most special educational needs are for literacy and numeracy and pupils with Statements have needs related to physical and medical conditions, as well as specific learning difficulties. There are two pupils in the Foundation Stage who speak English as an additional language which is low compared with most schools. The school community is from predominantly white European heritage, with less than five per cent from other ethnic groups. The school is outward looking and makes links with the community and partner schools through its links with the Networked Learning Community. The school has recently been awarded the Active Mark Gold. A new headteacher was appointed in September 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2432 6	Mrs M Fitzpatrick	Lead inspector	English
			Religious Education
			Geography
			History
			English as an additional language.
1253 6	Mrs S Bullerwell	Lay inspector	
3083 4	Mrs A Lawson	Team inspector	Foundation Stage
			Science
			Art and design
			Design and technology
2893	Mr J Manning	Team inspector	Mathematics
			Information and communication technology
			Music
			Physical education
			Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a happy, friendly school, whose current effectiveness is satisfactory.** It provides a satisfactory quality of education for its pupils and is improving well under the good leadership of the headteacher. Standards are at the expected level overall in the school, though in the current Year 6 they are below average because this year group has suffered from a very high movement of pupils in and out of the school since Year 1. The provision for pupils' spiritual, moral, social and cultural development is very good and ensures very good personal development for pupils. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in speaking and listening are good throughout the school.
- The headteacher provides good leadership for raising standards in the school by developing the expertise and confidence of all staff.
- Standards in science are not high enough by Year 6; standards in reading are not high enough in the infants. Handwriting and the presentation of pupil's work are inconsistent in quality and unsatisfactory overall.
- Provision in the Foundation Stage is very good, giving children a very good start to their education.
- A good curriculum has been developed; provision for information and communication technology (ICT) is a strength of the curriculum; enrichment of the curriculum is very good.
- Teachers' use of assessment, including marking, is not effective enough in raising standards, especially for higher attaining pupils.
- Subject leaders are developing a good understanding of their role, however they have not had enough opportunity to monitor standards and provision in their subjects.
- Pupils' attitudes and behaviour are very good because of the very warm, caring attitudes of staff which creates a secure and happy place to learn.

The school has made satisfactory improvement since the last inspection, much of it in the current year. When the headteacher took up post at the beginning of the school year staff morale was low and teachers had little idea of how to monitor standards in the school. Since then there has been good improvement to the role of subject leaders and governors, the quality of teaching has improved and standards are rising for children in the Foundation Stage, and in speaking skills across the school. There has been very good improvement to the provision for ICT and good improvement to the school's systems for self-evaluation. Given the developing strengths in the school and the clear vision of the headteacher for raising standards the school is well placed to improve further.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	C	A	C
mathematics	C	C	B	D
science	D	D	C	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.*

**Pupils' achievement is satisfactory overall.** Children in the Foundation Stage have achieved very well overall from very low starting points, since joining in the Nursery. As a result they will reach the expected level in their personal, social and emotional development, communication, language and literacy skills and physical development by the end of their Reception year. In the other areas of their learning they are just below the expected level for their age but have made good gains during their time in the Foundation Stage. While the school's overall results in the National Curriculum tests for Year 6 pupils in 2004 were the best the school has achieved in recent years, they were below the results of similar schools overall. This is mainly due to weaknesses in the provision for science throughout the school and because some higher attaining pupils did not make enough progress in mathematics from when they were in Year 2. The school's rate of improvement in test performance is above the national trend, with boys performing better than girls in the tests overall. Standards in English, mathematics and science in the current Year 6 are below those achieved last year mainly because there are a much higher proportion of pupils in the group who have special educational needs. Overall, standards for pupils in Year 6 in other subjects are about what is expected for their age, except in ICT where they are above the expectation. In religious education pupils in Year 2 and Year 6 meet the expectation of the Locally Agreed Syllabus. Pupils in the current Year 2 exceed the expectation for their age in ICT.

**The provision for pupils' personal development, including their spiritual, moral, social and cultural development is very good.** Pupils behave very well. They are keen to learn and work hard in lessons. Attendance rates are below the national average because some parents take their children on holiday in term time.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory** and improving. While the majority of teaching and learning seen during inspection was at least good, this quality was not evident in the work of pupils since September and therefore **teaching and learning are judged to be satisfactory overall.** However, teaching is improving and there is a good proportion of good teaching in foundation subjects, where teachers' subject knowledge and enthusiasm helps them to teach at a lively pace and allows pupils to learn at their own rate. A weakness in teaching in English, mathematics and science is the teachers' limited use of assessment information to plan appropriate levels of challenge for all pupils. The result is that higher attaining pupils do not have enough demands made of them, so their learning is not as good as it could be. In the Foundation Stage teaching is very good because of very good use of assessment and careful planning to meet the needs of individual pupils. The school provides a good curriculum, which has developed well this year. It is very well enhanced by visits and visitors and the commitment that teachers make to running out of school clubs. Pupils are adequately supported and guided in their learning. Accommodation is very good and is well used creating a good environment for learning. The resources for learning are good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory overall.** The headteacher provides good leadership for the school. The governance of the school is good and governors ensure that all statutory requirements are met. The school is developing effective systems for self-evaluation so that it can set the correct priorities for improvement.



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

Parents are happy with the values that the school promotes. They say that communication has improved this year but they would like still more information about their children's learning. Inspectors agree that more detail about what their children learn and how well they are doing would be helpful. Pupils love their school, are delighted to have a say in improvements and enjoy their lessons.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in science by Year 6 and reading by Year 2.
- Improve the quality of teaching and learning through developing teachers' use of assessment and marking to plan challenging work for all pupils, especially higher attainers.
- Provide subject leaders with more opportunities to become accountable for standards through regular planned monitoring of standards and provision.
- Improve the quality of handwriting and presentation throughout the school.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are below the level expected for 11 year olds in English, mathematics and science; in Year 2 they are in line with the expectation for seven year olds. Pupils' achievement is satisfactory overall. In the Foundation Stage it is very good.

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

- Children in the Foundation Stage make very good gains in their reading skills from a very low starting point.
- Standards in reading in Years 1 to 6 are not high enough.
- Standards in ICT are above the expected level in all classes.
- Standards in science are not high enough by Year 6

#### **Commentary**

1 Children enter the Foundation Stage in the Nursery with skills well below those typical for their age, particularly in their personal and social development and in their speaking, listening and language skills. They achieve very well during their time in the Foundation Stage. By the end of Reception children are on course to reach the early learning goals in personal, social and emotional development, physical development and in communication, language and literacy skills and a high proportion will exceed them. Reading skills are better than writing and many pupils exceed the level expected in this aspect of their learning. In the other areas of learning, children reach standards just below those expected in mathematical development, knowledge and understanding of the world and in creative development. Children achieve so well because the very good teaching is based on very good assessment of children's learning and all adults have high expectations of what children can do.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
Reading	15.6 (15.6)	15.8 (15.7)
Writing	16.0 (15.8)	14.6 (14.6)
Mathematics	16.4 (16.4)	16.2 (16.3)

*There were 26 pupils in the year group. Figures in brackets are for the previous year*

2 Results in the National Curriculum tests in 2004 for pupils in Year 2 were in line with the national average in reading and mathematics and well above the national average in writing. Compared with similar schools (those with the same free school meals entitlement), results in reading were below average, in mathematics they were average and in writing they were well above average. In the teacher assessment in science, pupils' results were above the national average and that of similar schools. Despite steady improvement in reading and writing in the last three years, weaker results in mathematics have kept the school's rate of improvement in tests below the national trend of improvement. The school has responded to the fall in reading results with a revision of the reading scheme and additional support for pupils who are not heard reading regularly at home. Standards in the current Year 2 are in line with the expectation for seven year olds in reading, writing, mathematics and science. Standards have risen in reading for lower

attaining pupils because of intervention and additional support but they still need to improve for higher attaining pupils. In science pupils learn well from investigations to develop good observational skills.

3 Standards in ICT are above expectations for pupils in Year 2 and pupils achieve well because they have many planned opportunities for using computers for work in other subjects. In religious education pupils reach the level expected by the Locally Agreed Syllabus and their achievement is satisfactory.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	28.7 (26.8)	26.9 (26.8)
mathematics	28.2 (26.8)	27.0 (26.8)
science	28.5 (28.1)	28.6 (28.6)

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

4 Pupils currently in Year 6 reach standards that are below the expectation for their age overall in English, mathematics and science. This is because there is a high proportion of pupils with special educational needs in this group (over 25 per cent) and because there are very few higher attaining pupils. Besides this, average and higher attaining pupils are sometimes slowed in their learning because of the practice some teachers have of pairing them with pupils of lower ability. Pupils in Year 6 reach the expected level for their age in religious education, where their achievement is satisfactory, while standards in ICT are above the level expected and pupils’ achievement here is good. This is because teachers plan frequent opportunities for them to work on computers in other subjects so they consolidate and extend their skills.

5 Pupils who have special educational needs are well supported to achieve as well as their peers by the skills of the learning support assistants. They are well taught in small groups when they are withdrawn from the class to follow work which helps them reach the targets set in their individual education plans. In Year 6, there is a good proportion of pupils who have made good progress in mathematics in the current year. The only pupils in the school with English as an additional language are in the Foundation Stage. While no special provision is made for them by the Local Education Authority, they are achieving very well because of the high levels of care and guidance they receive, and because they have plenty of planned opportunities to work alongside other children from whom they are learning English.

**Pupils’ attitudes, values and other personal qualities**

The school makes very good provision for pupils’ personal development. Pupils’ attitudes, behaviour and their relationships with others are very good. The school’s provision for spiritual, moral, social and cultural development is very good overall. Pupils are punctual. The attendance of pupils is below the national average and unauthorised absence is higher than average. There have been no exclusions this year.

**Main strengths and weaknesses**

- Relationships in the school are very positive and this supports the personal development of pupils very effectively.
- There are many opportunities for pupils to develop their moral and social responsibilities to each other.

- Despite the school's best efforts, some parents do not do enough to ensure the regular attendance of their children and as a result, the overall attendance of pupils is lower than in most schools.

## Commentary

6 The very good relationships evident throughout the school are established early in the Foundation Stage and consequently, children achieve very well in their personal, social and emotional development by the end of the Reception year. They are therefore very well prepared for their next stage of education in the infants. The very good relationships continue and this helps all pupils to flourish into responsible and active members of the school community. Behaviour and attitudes to learning are very good throughout the school and this is an improvement on the previous inspection, when these aspects were judged to be good overall. Pupils are polite and readily listen to the views and opinions of others without interruptions. All staff have very high expectations of behaviour, giving pupils praise and rewards such as certificates and stickers for good behaviour and for having positive attitudes. As found at the previous inspection, lunch times in the dining room are very noisy, but pupils do not misbehave and they enjoy the meals that are prepared for them. The *Headteacher's Table* is very successful in encouraging good behaviour in the playground at lunchtime. This innovation, introduced this year by the headteacher, rewards pupils who have been chosen by midday supervisors to have lunch with the headteacher or other members of senior staff. Pupils chosen during inspection were very proud to have their effort recognised in this way.

7 Pupils with special educational needs enjoy school because they are encouraged to contribute in all lessons with well-chosen questions from teachers. In lessons where they work in small groups away from the classroom they enthusiastically undertake mathematics problems and show good concentration and persistence.

8 Through "circle time", general classroom discussions and via the School Council, pupils develop their confidence and self esteem. The School Council is a very active body and pupils take their roles and responsibilities very seriously. The views and opinions of all groups of pupils are listened to, with positive action taken if needed. Pupils have a real voice in this school, which underlines the respect that children and adults obviously have for each other. For example, after a whole school competition to decide on the new logo, a pupil in Year 3 won with *Together we can do Anything*. Other pupils are delighted that this has been chosen and feel that it describes how the school works.

9 Provision for pupils' spiritual, moral, social and cultural development is very good overall, and the school has maintained this very good provision since the previous inspection. Social and moral development are real strengths and this can be seen in the way pupils have empathy and display mature attitudes to those pupils in the school who have significant physical disabilities. Friendships cross age and gender and many instances were seen during the inspection of pupils helping others without any prompting by adults. Pupils know and understand what is expected of them and they respond well to this. The quality of pupils' work on display adds a richness and vibrancy to the school and at the same time, it affords pupils the opportunity to reflect on the beauty that surrounds them, or to ponder on mysteries that are still to be solved in a complex piece of work. The provision for cultural development is good and where possible, the school invites visitors into school so that pupils' experiences are widened. A recent example of this was a visit to the school by the "Zulu Nation", where pupils of all ages learnt about African culture, music and dance.

10 Most parents send their children to school regularly and on time. However, the school's overall attendance is reduced by a significant minority of parents who do not

support the school's policy for good attendance. These parents continue to take their children on holiday in term time despite the school's rigorous efforts to dissuade them by explaining the adverse effect this has on their children's learning. Because of this the school's attendance rate is below the national average.

***Attendance in the latest complete reporting year 2004 (94.2%)***

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.7
National data	5.1	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall. The curriculum is good and extra-curricular provision is very good. There is a good level of care and support for pupils; guidance is satisfactory.

## Teaching and learning

The quality of teaching and learning is satisfactory. Assessment procedures and the use of assessment are unsatisfactory overall.

### Main strengths and weaknesses

- Teaching and assessment are very good in the Foundation Stage.
- Teachers have good relationships with pupils, which helps pupils develop very good attitudes to learning.
- Teachers do not make good use of assessment information to plan the next steps in pupils' learning.
- Teachers in all classes promote speaking and listening skills very well.
- There is good use of new technologies to increase the pace of learning in some lessons.
- Pupils learn well through good opportunities for speaking and listening and carrying out investigations in science and design and technology.

### Commentary

11 The quality of teaching and learning are satisfactory overall. During inspection a high proportion of good and very good teaching and learning was seen but this was not representative of the teaching overall this year. The work in pupils' books showed that overall, pupils' learning and progress from September were satisfactory rather than good. Nevertheless, there is evidence in pupils' work that the quality of teaching and learning are improving, especially in ICT, the humanities and creative subjects. In the Foundation Stage and in Year 5, the quality of teaching is consistently good or very good and pupils achieve very well as a result.

12 In the Foundation Stage the strengths of teaching rest on the very good assessment that teachers and teaching assistants make of children's learning. Because they know what children can do they plan activities which challenge them to move forward and develop independence in their learning. In this part of the school, and in Year 5, teachers have high expectations of pupils because they know their needs can be met with careful planning and demanding activities.

13 Teaching through investigation and practical activities is a strength in a number of subjects, but most notably in science. Here, teachers encourage pupils to plan investigations without reliance on adults. They are expected to work together to decide how they will test and record their ideas. Learning in this way fires pupils' enthusiasm and they are eager to get started in lessons and learn well in this aspect of science. Similarly in design and technology, pupils are given good scope for working things out for themselves through design and experimentation and again learn well as a result. In music lessons and assemblies, pupils respond with great enthusiasm and concentrate hard to master new tunes, because they are challenged and advised on how to improve. The quality of art and design displayed in the school also provides evidence of how well pupils work on practical activities, taking great care to produce work of a good standard.

14 Teachers make good use of new technologies such as interactive whiteboards to increase the pace in lessons. Because pupils are presented with visual images as well as hearing the explanations from teachers, they find their learning more memorable as they make good connections between ideas. A strength in teachers' planning is the use they make of computers for learning. In most subjects pupils have the opportunity to use computers either to reinforce basic skills or to research new information. Using computers

is a strong motivating force for many pupils, especially boys, whose concentration improves when they begin working on screen rather than in books.

15 A weakness in teaching, and one that the school has recognised, is teachers' use of assessment information to plan the next steps in learning. In the current year, the school has developed some good assessment procedures, especially for English. However, these have not yet impacted on standards because teachers do not use them consistently or effectively in each of the core subjects. Teachers' planning for learning in many classes is aimed at the average pupils, so that higher attaining and lower attaining pupils are usually not correctly challenged or supported in their learning. In science, assessment procedures are unsatisfactory and do not identify accurately enough which pupils are ready for more demands to be made of them. In mathematics, assessment is satisfactory, but it is time for the school to move towards sharper targets for individuals rather than for groups of pupils. Teachers' marking is another weak aspect of assessment. The school has not reviewed its marking policy in recent years so that teachers do not have a consistent, constructive approach and very little feedback is given to pupils on how to improve. The exceptions to this are in English in some classes in the juniors. Too few teachers pay attention to pupils' presentation of work, which is unsatisfactory, and only a few make comments about improvement to this.

16 In many lessons seen pupils' learning was enhanced by working with a partner or in a group. Pupils enjoy these opportunities and have good collaborative skills as a result. However, in some classes there is an over reliance on this strategy which often impedes the rate at which some average and higher attaining pupils make progress. The result of this organisation often leaves lower attaining pupils without the confidence to work independently and reduces their opportunity for individual success.

17 Relationships in all classes are very good and this a strength of teaching. Pupils work well together, listen well to their teachers and set to work promptly. They are confident and eager to please their teachers for whom they have great fondness and respect. The impact of these very good relationships is seen clearly in the good speaking and listening skills that pupils develop. In all lessons teachers give pupils many opportunities to learn from each other through discussion and explanation. Pupils are encouraged to ask questions and they do, which moves their learning forward well. The very good relationships that teachers foster provide a very good base for pupils to support their peers who have either physical or learning difficulties. In all classes pupils are concerned for each other and give very good support to their friends who have a special need.

18 Pupils who have special educational needs are well supported and guided to learn as well as their peers. Teachers plan activities based on the targets in their individual education plans and they make good progress towards these. In a geography lesson with Year 5 and 6 pupils and in Year 4 mathematics, teaching assistants collaborated well with the class teacher and showed good initiative in supporting groups of pupils with special educational needs. As a result, good learning took place with pupils gaining the confidence to work more independently by the end of the lesson. Teaching assistants have been well trained to support pupils, whether their needs are physical, learning or emotional. They are careful to encourage independence by supporting pupils to work for themselves rather than develop a reliance on them. The very good relationships that teaching assistants have with pupils create a secure and positive environment in which pupils are happy to learn.

***Summary of teaching observed during the inspection in 32 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (19%)	15 (47%)	11 (34%)	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.*

## The curriculum

Curriculum provision is good. There are very good opportunities for enrichment for pupils. Accommodation is very good and there are good resources for learning.

### Main strengths and weaknesses

- The curriculum is well planned and makes imaginative and effective use of cross-curricular features.
- There is not enough planned challenge for more able pupils.
- The allocation of curriculum time for Year 3 to Year 6 is slightly below average.
- Provision for ICT is good, ensuring pupils have good opportunities to consolidate and extend their skills.
- Provision for pupils with physical disabilities is good.
- Resources for learning are good and well used. Those for pupils with special educational needs are not stored so they can be efficiently used.
- Accommodation both internal and external is very good and well maintained.

### Commentary

19 The school has a good curriculum. Recent developments have been imaginative and innovative. Teachers plan topics to ensure that learning is inter-related and that pupils are able to use developing skills in literacy, numeracy and ICT in other subjects. As a result, pupils can build on their learning in other areas such as technology, the arts and humanities with greater confidence by applying these skills to draw references and to use a range of presentational techniques. The introduction of Spanish to all pupils for one lesson a week is another successful innovation, because pupils enjoy it and increase their language and cultural awareness. Although higher attaining pupils take a full part in all lessons teachers' planning does not address their specific needs and opportunities are sometimes missed to extend them. The afternoon break for pupils after the age of seven reduces the time for the curriculum which is below the national average.

20 There is satisfactory planning for pupils' personal and social development with regular discussions about topical issues of local and national importance in assemblies and in separate class groups. Pupils show an interest in world affairs as well as making a valuable contribution to the improvement of their own school. Health, drugs awareness raising and sex and relationship education all figure in the school's curriculum as required, supported where necessary by outside agencies. Preparation for the next stage of education is satisfactory. It was not possible to make an overall judgement about provision during the inspection as no lessons were seen.

21 Pupils with special educational needs have a similarly good curriculum and they receive good support from teaching assistants. Their individual education plans (IEPS) are clearly written with appropriate targets set in literacy, numeracy and social skills. The support given to pupils with physical disabilities is very good. They are fully and successfully integrated into the life of the school. They make a good contribution in lessons and their progress is encouraged and helped by other pupils and teaching staff. The latter have had good training to ensure that they can include all pupils in the full curriculum.



22 Resources for pupils with special educational needs are good, but there is no central point where these can be stored and therefore access is inefficient. Resources generally are good, especially for ICT but also in music and physical education. The school has very good accommodation and teachers make effective use of display. This has not yet had the desired effect of improving pupils' presentation in books, however. Teachers and pupils have plenty of space inside and outside for teaching and learning and the school is well maintained. These features have a good impact on pupils' learning.

23 There is very good provision for extra curricular activities. Many pupils participate in a range of sporting and musical activities. Sports teams are often successful locally and choirs take part in local concerts. There are several clubs to promote art and design and ICT and pupils are keen on drama, participating in school and outside school productions. The range of residential trips also provides a new perspective on learning for many pupils teaching them independence and awareness of others.

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

The systems in place to ensure pupils' care, welfare, health and safety are good. Pupils' access to well-informed support and guidance is very good for their personal development and satisfactory for their academic development. The school values the views of pupils and is very good at involving them in the school's work.

## **Main strengths and weaknesses**

- Pupils respond very well to consultation and staff act on what they say.
- Pastoral care is very good and pupils feel valued.
- The use of targets for pupils to improve their work is not developed.

## **Commentary**

24 There is a very caring atmosphere throughout the school. Parents say their children are happy in school, well cared for and encouraged to care for others. Pupils say the school motto 'Together we can do anything' is very motivating and reflects the strength of the relationships and teamwork in school. Pupils respond well to teachers and are enthusiastic when given responsibility, such as helping to plan and make the interactive displays or producing articles for the pupil newspaper 'Red All Over', by interviewing staff or reviewing school visits.

25 Pupils with special educational needs are well integrated into the school community. They are encouraged to play a full part in school life. They are well supported by staff and other pupils. The provision for pupils with physical disabilities is very good. Support staff are well trained and ensure that all pupils can gain access to the facilities the school offers in all curriculum areas.

26 The school is very good at involving pupils in its work through giving them regular opportunities to contribute their views and take responsibility. Pupils respond to questionnaires and discuss the school and pupil agenda items at class council and school council level. Pupils' personal development is enhanced by the opportunity to voice their opinions, liaise with staff and the chair of governors and make sensible suggestions for improvement. Pupils say as a result of the school council school meals are healthier, behaviour is better at lunchtimes, the green team and gardening club are helping to improve the outside environment and the jungle gym makes them more active and eager to come to school.

27 Teachers know their pupils very well through the effective partnership the school has with most parents, enabling them to cater for their personal and medical needs. Pupils know they can talk to any of the adults in school and they feel they are well looked after. They know if bullying occurs it will be dealt with quietly and effectively. Pupils' self esteem and confidence is developed through the opportunities to be active in helping in school, such as the buddies and sports buddies who help younger pupils enjoy the playground or 'the munch bunch' who escort children into the dining hall.

28 Involvement of pupils in setting and reviewing targets is not yet a strong feature of the school. Pupils are not made sufficiently familiar with specific short-term targets that might help them to improve their work. Challenging targets for more able pupils and teachers' use of marking, to inform pupils what they need to do next, are not in place to raise their achievement.

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

The school has good links with parents, other schools and the local community.

## **Main strengths and weaknesses**

- Most parents are very satisfied with the school and it's work but a significant number would like more information about their children's progress.
- The school provides a good range of information for parents, although targets shared with parents are too broad.

- Support from parents is improving although not all parents ensure children only stay at home if they are ill.
- The school is a focal point in the community and has good links with other schools.

## **Commentary**

29 Parents are happy with the aims and values the school promotes and with how the school meets the needs of their children. Arrangements for pupils to start into the Nursery work very well and children settle in quickly. Parents appreciate the 'open door' approach. There are regular scheduled meetings with parents and they can also speak with staff each morning. Information about pupils' progress is satisfactory, as targets to improve are not regularly shared with parents. Pupils' annual written reports do not focus sufficiently on the standards pupils are achieving in each subject to inform parents about the strengths and weaknesses in pupils' learning, though parents are regularly informed about their children's learning.

30 Parents agree communication has improved in the last year since the new headteacher introduced the weekly newsletter and school website, which keep them well informed about what is happening in school. The monthly parent council, introduced in the spring term, means parents are regularly consulted and this is helping the school to provide the information parents want. Parent information sessions are held, such as the numeracy evening, reading workshop and weekly maths afternoons for Nursery and Reception parents. The school would like more parents to attend these sessions so they are better equipped to understand how to support their children with their learning.

31 There are good communications with parents for pupils with special educational needs. They receive regular reports about their child's progress and a new information board is proving useful to alert them to relevant publications about caring for pupils with special educational needs.

32 The school appreciates the help parents give pupils with homework. Several parents help in school each week to support the work of the teachers. CAPPS (Carlton Association of Parents, Pupils and Staff) has been running for a year and has organised social activities for pupils and raised funds to contribute to the resources available to staff. This has had a positive impact on standards, especially in ICT. However, not all parents support the school's efforts to improve the rate of attendance, as 1.4 per cent of absence is due to holidays taken during term time and unauthorised absence is above the national average for primary schools.

33 The new conference room, which is the result of a successful bid with the community partnership, provides a setting for a range of adult education classes. Weekly parent information afternoons are run in school by businesses and community groups to engage parents with what is available locally or to provide advice on keeping themselves and their children safe and healthy. Local businesses, such as 'Rabbit Recycling' which host visits for pupils to raise environmental awareness, enrich pupils' learning and another local business sponsors the school's new football strips. All of these links are promoting a good relationship with community and improving the partnership.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. The headteacher provides good leadership for improving the school. The governance of the school is good. The leadership of key staff is satisfactory. The school manages barriers to learning satisfactorily and benefits from good support by parents in this aspect of its work.

## **Main strengths and weaknesses**

- The good leadership of the headteacher in setting the correct priorities for improvement.
- The headteacher's effectiveness in restoring staff morale and in winning the support for school improvement.
- There is good financial management, which will allow the school to support priorities for improvement.
- There is very good leadership and management of the Foundation Stage.
- There have been good improvements to the role of subject co-ordinators and their understanding of their part in school improvement; these need to continue to develop further.
- Lack of monitoring opportunities in the current year have reduced the school's capacity to plan strategically to raise standards.

## Commentary

34 The headteacher has a very clear vision for the improving the school to ensure that standards rise and all children achieve well. Since taking up post at the start of this school year she has given a very strong lead in establishing good relationships at all levels in the school so that all staff are able to work together effectively to improve the school. She has monitored teaching effectively and has brought about good improvements to areas where it was weakest. All members of the school community now share her vision for the school because they have been involved through consultation in making decisions about the future of the school. The headteacher has a good understanding of weaknesses in the school and her short term improvement plan rightly focuses on developing good teamwork and supportive work practices. From a relatively weak position at the start of the year, the school is now well placed to raise standards and improve further because of the impact of the headteacher's clear-sighted leadership and very good inter-personal skills.

35 The headteacher has given a clear direction to the work of subject leaders this year. When the year started they had little shared understanding of their role and did not recognise that they were accountable for standards in their subjects. Clear expectations and sharply defined job descriptions have ensured that subject leaders have been able to develop their skills and understanding in the current year. They have all gained a better insight into the strengths and weaknesses in areas where they have responsibility and are able to draw up appropriate action plans based on these. Their increased confidence has allowed them to develop the curriculum well so that pupils' learning now benefits from good links between subjects. Financial constraints at the start of the year have impacted on the full development of these roles by preventing subject leaders from undertaking any direct monitoring of teaching and learning. Nevertheless, they have developed their roles well within these constraints and overall provide satisfactory, and improving, leadership and management of their subjects. In the case of English there is good leadership, and in the Foundation Stage leadership and management are very good, ensuring that the newly opened unit has quickly become a major strength in the school. Since the start of the year, the school has established a new senior management team, with each member responsible for a particular phase in the school. This is working well to develop good teamwork and improve transition between phases. The improved communication provided by this new organisation is giving all staff a platform for comment about changes and allows them to suggest further improvements. The strong sense of collegiality in the school stems from well thought out organisational strategies such as this.

36 The headteacher has established effective procedures for performance management which now include all staff in the school. Previously these procedures had been less effective. Procedures now ensure that staff are now fully aware of their role in

raising standards and maintaining high quality provision in all areas of the school's work. The headteacher has been quick to identify where professional development is needed and has extended the skills of teaching and non-teaching staff by providing for this. The induction of staff is well planned and effective in drawing new staff quickly into the school's expectations and routines. Good quality provision has been made to ensure that staff will have release from the classroom in the next school year to meet the requirements of workplace reform.

37 The management of provision for pupils with special educational needs is satisfactory. The special educational needs co-ordinator (SENCo) ensures that individual education plans are well matched to pupils needs through consultation with class teachers, parents and pupils. The SENCo makes good links with parents and keeps them well informed of their children's progress. There are good links with external agencies who provide support and advice to help meet the needs of pupils. There is good attention to training staff and support assistants.

38 The governors have a good knowledge of the school that has grown quickly this year. They now have close contact with the school through their links with different classes. All governors are very supportive of the school and are ambitious to see it improve through well planned developments. They have a clear vision for what they want the school to become and are very careful in their management of finances to make the best use of the school's resources. They ensure that spending is linked to the school's priorities for raising standards. In the current year they have worked closely with the headteacher to avoid a potential overspend. In this they are well supported by the skills and commitment of the school's finance officer. Governors are as rigorous in their challenge to the school as they are supportive, while they were very proud of last year's results in national tests, which were the best ever, they know that these need to continue to improve if they are to match the performance of similar schools. Governors ensure that statutory requirements are met and that the school's policies for race equality are understood and well implemented.

39 The school is well supported in its aims to raise standards by the support of most parents and by the enthusiasm of pupils for learning. The low attainment of pupils when they enter the school and above average movement of pupils in and out of the school, present barriers that the school has to work hard to overcome in its pursuit of high standards. The school's plans to train staff in assessment for learning are intended to make them more sharply aware of pupils' learning needs.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	790,363
Total expenditure	820,478
Expenditure per pupil	2572

Balances (£)	
Balance from previous year	76,180
Balance carried forward to the next	46,065

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

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

40 The school makes very good provision for children in the Foundation Stage. This very good provision has been maintained since the previous inspection, although since then, there have been significant changes to the Foundation Stage curriculum. The school also now has a purpose-built unit for Nursery and Reception children, and accommodation is very good.

41 Children enter the Nursery with skills well below those typical for their age, particularly in their personal and social development and in their speaking, listening and language skills. By the end of the Reception year, children have achieved very well in these key areas (particularly in their early reading skills) and in their physical development so that they reach, and sometimes surpass, the standards expected. Children achieve well in their mathematical development, knowledge and understanding of the world and creative development and reach standards that are generally just below those expected nationally. Achievement for all children, including those with special educational needs, is very good overall, because they receive very good teaching and benefit from very well planned learning activities. There are currently two children who are learning English as an additional language who are at an early stage of learning English. They receive no extra support from the Local Education Authority through the services of an interpreter or a teacher able to speak in their home language, but these children are achieving very well overall, particularly in their personal and social skills. They have made many new friends and English language is being learnt rapidly, as are basic skills in mathematics.

42 The Foundation Stage is led and managed very well and a very effective team has been established. All staff plan learning activities together, based on a very secure knowledge of what individual children know and can do. All adults have very high expectations of what children can learn and they provide a very well balanced early years curriculum to challenge and support these early learners. Good procedures are in place to help children settle into school when they first begin and very positive relationships with parents are firmly established. Parents are made very welcome at the start of the day, with many parents choosing to stay for the first 10 minutes to share activities with their children. Learning resources are good and used well by adults to promote interesting and lively activities which stimulate children's enthusiasm for learning.

43 No direct teaching of **creative development** was seen, so no judgement can be made on the quality of teaching. However, evidence from work on display in the classroom indicates that most children are likely to reach standards that are just below the expectation for their age by the end of the Reception year. Over 40 per cent of children are likely to reach the expected standard for their age. All children achieve well from the low skills they have on entry to the Nursery. Children enjoy music and sing a good range of songs from memory. Children use paint to create scenes from favourite stories and rhymes and make "sunshine" collages using warm colours of yellow and orange. They explore weaving techniques with paper and wool.

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

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

### **Main strengths and weaknesses**

- Children join the Nursery with low level social and personal skills, because they are given very good opportunities to make choices and decide for themselves they quickly become independent.
- Children are taught to share resources and act responsibly so they are able to learn together very well.

## **Commentary**

44 Teaching in both the Nursery and Reception classes is very good and by the end of the Reception year, most children are on track to reach standards that meet national expectations. In their positive attitudes and willingness to tackle new learning, most children are above the standards expected for their age. Many children have very weak social and independent skills when they enter the school, so many opportunities are given for the children to make choices in the activities they will do, which develops their independence well. Teachers promote responsible attitudes and independence, for example, children are required to tidy up after activities and leave things ready for the next group. In the mornings, children settle quickly after the initial time spent sharing activities with their parents. They are very familiar with rules and routines and respond very well to adults when they are given instructions or responsible tasks to do. This was particularly noticeable during a physical education lesson, when children worked well together to put out larger items of apparatus. There was no noticeable difference in the responses of morning and afternoon children.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Early reading skills are taught very thoroughly and children achieve very well.
- Activities are very well planned to enrich children's understanding and enjoyment of stories.
- The use of correct vocabulary is promoted well, so children acquire new language quickly.

## **Commentary**

45 Children enter school with very weak skills in their ability to speak and communicate with others. Many children do not speak in sentences when they join the Nursery. Teaching is very good in the Nursery and Reception and as a result, by the end of the Reception year, most children are likely to reach the standards expected in their ability to use language to communicate with others. Over 50 per cent of children reach standards above those expected in their early reading skills. In early writing skills, most children are just below the expected standards and they have weaker skills in their ability to link sounds with letters. However, there are very good programmes in place to teach (the sounds of letters), to those children who have special educational needs, or who are slower to develop these skills. These sessions are led by well-trained, very competent learning support staff, so all children achieve very well.

46 Early reading skills are taught very well. For example, Nursery children are taught to recognise the title of a book, and can identify the front and back covers of a book. They know that an author writes a book and the short synopsis on the back cover is called the "blurb". Older children in Reception benefit from very well planned learning activities. Very effective teaching of reading skills means that children are able to identify the main



characters in a story and are beginning to predict what is going to happen next. Higher attaining children, when reading independently, are fluent readers. Many children can write words, lists and labels independently, and higher attaining, older children, write simple sentences with capital letters and full stops. All adults use correct vocabulary and engage children in lively conversations, and this has a very positive effect on their speaking and listening skills.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Specific mathematical vocabulary is well taught.
- Activities are very well planned to make the best use of learning support staff.

### **Commentary**

47 Teaching in this area of learning is consistently good and often very good and as a result, most children are likely to reach standards that are just below those expected by the end of the Reception year. This represents good achievement, as most children enter school with skills well below those typical for their age. A third of children are at or above the standards expected. A key strength of teaching, by all adults, is the constant use of correct mathematical vocabulary. This was illustrated well in a lesson on weight, where children were busily engaged in practical weighing activities and using words such as weight, balance, heavier and lighter correctly. Learning activities are very well planned to make the best use of skilful learning support staff, who work with small groups of children on focused tasks that are carefully monitored. Those children with special educational needs are well supported during practical activities and as a result, they achieve as well as their classmates do. Children who are learning English and an additional language have good skills in their understanding and use of number and are consequently given challenging activities that develop their learning further, so they achieve well.

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

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

### **Main strengths and weaknesses**

- A good range of interesting activities are planned to provide first-hand learning experiences.
- All staff make good use of the outdoors accommodation to extend pupils' knowledge and skills.

### **Commentary**

48 Teaching is good and often very good and consequently, most children are likely to reach standards that are just below those expected by the end of the Reception year. A third of children are likely to reach the standards expected. This represents good achievement, as most children have skills well below those typical for their age on entry to the Nursery. The quality of teacher's planning is a key strength, which ensures that children benefit from a good range of activities. Nursery children benefit from lessons that make good use of the outdoor accommodation. They develop early science skills as they plant seeds in different containers, comparing the size and amount of compost used. Plants are

placed in different locations to observe if this affects how well they grow. The very youngest children are given daily responsibility to water plants and they learn what plants need to grow and thrive. Early geography skills develop as children learn about countries near and far. Currently, they are learning about Spain and have looked at maps and atlases to find out where Spain is. In design and technology, children make vehicles to show different forms of transport, or make models of lighthouses in response to the story "The Lighthouse Keeper's Lunch". They practise different joining techniques, using glue, sellotape or paper clips. In ICT, children learn how to manipulate the mouse to move images on the screen and show good control skills. Children learn about other cultures through stories and role-play. A recent visit by the "Zulu Nation" enabled children to learn about African customs, dance and music.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The school's accommodation and resources are used very well to give children a broad curriculum to develop their skills.
- Basic skills in the subject are taught very well.

### **Commentary**

49 Teaching is very good and as a result, over 90 per cent of children are likely to reach the standards expected by the end of the Reception year. Pupils' achievement is very good, with over 40 per cent of children already above the standards expected for their age. Teachers make very good use of the school's spacious hall for regular lessons, where even the very youngest children in the Nursery are given the opportunity to use a good range of apparatus. This is a good improvement on the previous inspection, when Nursery children did not have access to the hall. Older children in Reception are able to change their clothes independently. Those children with special educational needs have access to adult support when needed and as a result, they achieve as well as their classmates. Children show very good skills when balancing and can display poise as they move from one shape to another across, over and through large items of apparatus. Open as well as planned access to the outdoor area contributes very well to the development of pupils' physical skills and stamina as they climb and cycle frequently, developing speed and good skills in these activities.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Standards in reading are still too low in Year 2.
- While standards in Year 6 are below the national average, pupils' achievement is satisfactory.
- Speaking and listening are above average in all classes and are well used to promote learning; the school's Oracy Project is successfully developing the speaking skills of lower attaining pupils.
- The co-ordinator provides good leadership for the subject, but has not had enough time to implement and monitor improvements to raise standards.
- Good assessment procedures are not consistently implemented by teachers so their effectiveness is reduced; marking is not satisfactory and the policy is in need of review.
- Handwriting and the presentation of pupil's work is inconsistent in quality and unsatisfactory overall.

#### **Commentary**

50 Standards in Year 2 are average overall and pupils' achievement is satisfactory. These pupils did not leave the Foundation Stage with the same good level of skills as pupils currently in the Reception class have. Writing skills are well promoted with the majority of pupils reaching the level expected for their age. Reading remains an issue in the infants, and the school has begun a number of initiatives this year to raise standards, which have begun to have an impact on the skills of lower attaining pupils. The few higher attaining pupils are still not reaching the levels of which they are capable. However, because of improvements to provision in the Foundation Stage this year, pupils about to leave Reception and join Year 1 now have good reading skills for teachers in the infants to build upon in the future. Speaking and listening have improved very well since the school was last inspected. Standards are above average throughout the school and all pupils, including those with special educational needs achieve well in this aspect of English. The project, started this year by the new headteacher, has been very successfully run by a teaching assistant who has developed a good range of strategies to help less confident pupils develop good speaking skills. These pupils achieve well in their speaking and are able to present information and ideas to the class confidently and clearly.

51 In Year 6 standards in reading and writing are below average overall. This reflects the high proportion of pupils who have special educational needs in this group. Overall pupils' achievement is satisfactory. This year group has suffered an exceptionally high turnover of pupils since Year 2 (40 per cent), with many higher attaining pupils moving out of the school before Year 6. A weakness which affects standards in writing in many classes is the quality of pupils' handwriting. The school's policy for writing is out of date and does not support the good development of writing skills. The school is aware of this and plans to review the handwriting policy in the new school year.

52 The quality of teaching and learning range from satisfactory to very good and are satisfactory overall. Teachers have sound subject knowledge and use this to plan a range of activities for pupils. However, while there is a good range of assessment procedures in place, not all teachers use the information from these to plan tasks which closely match the

needs of different groups in each class. This weakness often reduces the quality of learning from good to satisfactory. Despite pupils learning at a good rate at the beginning of lessons, they are not always as well challenged by the tasks that are set for them. The quality of marking is variable and overall it is unsatisfactory, mainly because teachers have not yet agreed a policy and focus for their marking. Feedback to pupils varies from very useful to having no impact on improvement in standards. Where teaching is best, teachers prepare pupils well for writing tasks by showing them examples of good writing, stimulating their imaginations and allowing pupils to brainstorm word lists which help them refine their writing. In a very good lesson in Year 4, pupils quickly produced first drafts of well written poems about life in the Blitz, drawing on their good knowledge of life in World War 2, because the teacher had prepared them well through her good modelling of writing at the start of the lesson.

53 Changes to the teaching of phonics and a review of the reading scheme are necessary changes in provision that the school has made this year but these have not yet had enough impact on standards. Currently teachers do not plan enough regular opportunities for pupils to improve their reading skills. In too many classes there is not a regular daily reading slot and teachers' planning for reading is not as detailed as it is for writing.

54 Leadership and management of the subject are good. The subject leader has good subject knowledge, provides a good role model in his enthusiastic teaching and is ambitious for pupils to achieve well in the subject. He has worked well this year to make improvements to provision. Good assessment procedures have been well developed, though they have not yet been fully adopted across the school this is planned from the start of the next school year. Where these procedures are being used there is clear evidence of a positive impact on provision and standards for pupils. The subject leader's revision of reading schemes has been beneficial too in improving provision so that in the juniors enthusiasm for reading has increased and standards are rising.

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

55 Good use is made of pupils' literacy skills in other subjects. Teachers plan a wide range of activities in other subjects to develop and improve pupils' reading, writing and speaking skills. In history pupils write moving descriptions of experiences during the Blitz, and younger pupils use recent learning to write recounts of their visit to Filey in their geography books. In all lessons seen teachers make very good use of pupils' good speaking skills to develop and share ideas. Reading is less well used than other aspects of literacy so that pupils do not have enough opportunities to consolidate these skills through work in other subjects.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- Standards of the higher attaining pupils are not good enough.
- Assessment is not consistently used to raising standards.
- Pupils have a good understanding of mathematical vocabulary and the way mathematics prepares them for life outside school.
- The teaching of mental mathematics is good.
- Leadership has identified weaknesses but little time has been allocated to rectify them.

- The use of mathematical skills in other subjects is good.

## **Commentary**

56 Standards in Year 6 are below average. This is because there is a high proportion of pupils with special educational needs in this group, many of whom joined the school in Year 3 or later. However, the achievement of pupils is satisfactory. The standard and achievement of pupils in Year 2 is average, with very few pupils achieving the higher level. Pupils with special educational needs achieve as well as other pupils overall, though a small group make good progress by Year 6. Despite identifying the weaker aspects of teaching in the mathematics curriculum, the school has not yet been successful in raising standards for all pupils. This is because of shortcomings in the assessment procedure where pupils are not set sharp individual targets and their progress is not tracked rigorously enough. The marking occasionally points out ways in which pupils can improve but too often it praises mediocrity. Recent improvements in record keeping and target setting are leading to better standards in Year 1 and Year 5.

57 Pupils enjoy the whole class sessions in mathematics because they have pace, good visual reinforcement through the use of interactive white boards and lots of varied activities. Teachers hold the attention of pupils with lively questions but they miss opportunities to stretch more able pupils by setting them new challenges when they obviously understand the task the rest are doing. Pupils are less confident in group sessions. They rely too much on the teachers and there is not enough individual work to reinforce their learning or identify individual weaknesses because too much of it is paired work in older classes. Teaching is satisfactory overall and some of the direct instruction is good, being clear and well supported by relevant examples. Pupils have good understanding of mathematical vocabulary and teachers provide good consolidation of this through display and the questions they ask. Pupils relate the tasks they do in mathematics to real life situations and can see its relevance.

58 The leadership and management of the subject are satisfactory. There has been good evaluation of the strengths and weaknesses of the curriculum and this has led to improvements in the way pupils use and apply mathematics. The use of ICT in teaching and learning is good in mathematics lessons. However, target setting and tracking are not sharp enough despite having the necessary information to do so. Too little time has been allocated to co-ordinators for observing teaching and learning so that teachers can receive advice and support. There has been satisfactory progress in developing the curriculum and in improving teaching since the last inspection.

## **Mathematics across the curriculum**

59 The use of mathematics across the curriculum is good. In the younger classes teachers plan topic work to help pupils understand technical terminology such as “horizontal” in the design of houses. As they get older pupils use a variety of graphs and tables in science, geography and history. They master symmetry by matching halves of faces in art and design. Pupils are competent in applying their learning in mathematics to many other subjects.

## **SCIENCE**

Provision in science is **satisfactory**.

## **Main strengths and weaknesses**

- Standards are below average by Year 6.
- There are no clear procedures in place for the assessment of what pupils know and can do which means that lessons frequently do not provide enough challenge for all groups of pupils.
- The teaching of enquiry and investigation skills is good and as a result, most pupils can plan and carry out an investigation with confidence.
- The marking of pupils work is often too superficial and teacher's expectations of how pupils should organise and present their work is too low.

## Commentary

60 Pupils in Year 2 are on course to reach expected standards by the end of Year 2 and they have achieved satisfactorily overall. Standards are below average at the end of Year 6 because too few pupils are on track to reach the higher levels in national tests and there is a high proportion of pupils in this group with special educational needs. Currently, there are no clear school procedures to assess pupils' learning and use this information to plan lessons that provide enough challenge for different groups of pupils. At the previous inspection, there were similar shortcomings in the assessment of pupils' work, which subsequently had an effect on the rate of learning for higher attaining pupils, and the school has yet to tackle this issue effectively. However, the achievement of pupils in science is satisfactory overall. Most pupils enter school with lower than average skills in Year 1 and match national expectations by the end of Year 2. In the current Year 6, almost half of the pupils joined the school after Year 1 and just over a quarter of the pupils have special educational needs. As a consequence, this has an impact on the percentage of pupils who manage to reach the required standard by the end of Year 6.

61 The quality of teaching is satisfactory overall. The teaching of lessons seen during the inspection had many good elements. Teachers are secure in their knowledge of how to teach enquiry and investigative skills and they do this well. As a result, pupils of all ages can plan how to carry out an investigation and know how to ensure a fair test. Pupils achieve well in this aspect of their learning, so that by Year 6 they are able to conduct more complicated investigations and apply the fair test principle. This was judged to be a strength at the previous inspection and the school has done well to maintain this. Relationships in classrooms are very positive and consequently, pupils have very good attitudes to their work and remain focused on their learning tasks.

62 However, there are shortcomings. For example, lesson planning does not take into account the learning needs of different groups of pupils. Often, pupils are required to work in mixed ability pairs, with a higher attaining pupil supporting a less confident learner. Whilst this method of working has value on occasion, over time it hinders higher attaining pupils from moving at a good pace in their learning. The scrutiny of work in pupils' books indicates that the quality of teacher's marking is often superficial. Many positive comments are made, but there are no individual learning targets set for pupils and pupils do not know what they need to do next to improve their knowledge and skills. Again, this was a weakness noted in the previous inspection and has not been tackled sufficiently. Generally, teacher's expectations of presentation of work are too low. Older pupils still work in pencil, key scientific words are often not spelt correctly nor are they always corrected. Some of the work is undated, untitled and is not well laid out. Little evidence was seen to indicate that ICT is used to support learning, but numeracy skills make a satisfactory contribution to pupils' learning in science.

63 The subject is led and managed satisfactorily. The co-ordinator has introduced a new system of how pupils will plan an investigation. This has been successful and

“Booster” classes have been introduced to help more children reach higher levels in their national tests. However, the co-ordinator does not have the opportunity to check the quality of teaching and learning throughout the school by formal observation and is therefore not able to have a clear view of what support teachers need to improve the pupils’ learning. Resources for the subject are satisfactory

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Teaching is good and pupils are confident users of a range of ICT applications.
- Resources are very good.
- Assessment of pupils’ progress is not secure.
- ICT is well planned both as a discrete subject and very well used in other subjects in the curriculum.

### **Commentary**

64 Pupils in all year groups attain standards that are above the national expectation. Most teachers plan lessons well so that pupils gain confidence in handling computers for a variety of functions. The quality of teaching is good. In Year 1 and 2 pupils manipulate text and insert pictures into simple stories. They design houses and learn about different types of construction using accurate technical terms on their printed versions. They show familiarity with different icons on the screen and their facility to use the mouse helps them to work fairly quickly and efficiently. Teachers instil the importance of pupils helping each other and they have introduced the idea of each pupil taking turns as a consultant which ensures all have equal time on the computers. Pupils co-operate well and make good gains in their understanding.

65 In the older classes the good foundation laid in the infants pays dividends. Pupils’ keyboard skills improve and they try more ambitious tasks such as good quality front pages for newspapers, and they produce a whole range of charts and tables to support mathematical and historical research. In Y5 and 6 they have assembled effective power point presentations. Teachers have improved the weaknesses in the teaching of modelling and control technology which were identified in the previous inspection. Pupils use the internet to find out about a range of topics, although few discriminate well and there is still a tendency for many pupils to copy and print information wholesale. Teachers are trying to remedy this by helping pupils to evaluate what makes a good web site.

66 The leadership of ICT is good but management is less strong. In revising the curriculum to make full use of very good resources, teachers have not maintained the assessment of individual pupils’ progress with sufficient detail. As a result, though standards are above average, some higher attaining pupils need to be set even greater personal challenges given the skills they already possess. The co-ordinators have ensured that teachers are well supported and the planning for ICT is generally good. The developing use of interactive whiteboards in all classrooms is starting to have a positive effect on teaching and learning across the school. Co-ordinators are setting a good example for others to follow. There has been good progress in the provision of computers and interactive whiteboards since the last inspection. Teachers’ skills and confidence in the subject have also improved well.

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

67 The use of ICT in teaching and learning is good. Teachers involve pupils regularly in the use of ICT. Young pupils learn to use art programmes to create their own designs or to copy the style of artists such as Mondrian. This reinforces their understanding of shape and perspective. In music pupils are introduced to binary form and also gain an understanding of notation using ICT. Pupils are quite confident in handling data and create many varied tables and charts in mathematics and geography. Most pupils know how to access the Internet and they use email in real life situations. Pupils plan and produce a high quality school newspaper in their out of school activities time.

## **HUMANITIES**

68 No **geography** lessons were taught in the infants during the inspection, so no judgement is made on standards or provision in the subject. Scrutiny of younger pupils' work shows that they gain a good knowledge of their local surroundings by taking walks in the area around the school. They draw the different types of houses they see and higher attaining pupils draw maps to show where they live. By Year 2 pupils begin to learn about locations that are different from their own. They study life on an island through the stories about the Island of Struay, and their mapping skills develop well as they imagine where different features of the island might be and place these on maps they have drawn of the island. Average and higher attaining pupils note differences between life in their village and the Island of Struay. By the time pupils leave Year 6 they have developed a satisfactory knowledge of the British Isles and they know how people can impact on the environment to improve it or to damage it. Good teaching was observed in both lessons where Year 5 and 6 pupils were learning about settlements. Pupils were encouraged to build their ideas of settlements they knew and by sharing their knowledge with partners were able to pose questions about the differences they noted. Their speaking and listening skills were well promoted, and by the end of the lesson pupils had developed a good understanding of how settlements came into being and what the key features were. Fieldwork is strong feature of work in geography and pupils benefit from visits to local sites such as Robin Hood's Bay, Scarborough and Filey where they study the features of coastal scenery and life.

69 In **history** lessons pupils begin to build their sense of change over time from an early age. Younger children begin by looking at toys from the past and comparing them with now. They notice the different ways that toys were made and the different materials that were used, beginning to develop an early understanding of how technology effects change. In Year 2, pupils compare seaside holidays and conventions in Victorian times with the present day. In a lively, well managed lesson, Year 2 pupils quickly recalled their visit to Filey so they could compare what they saw there with photographs of a Victorian seaside scene. One pupil, who was outraged to learn that Victorian ladies weren't allowed to wear bathing costumes on the beach, commented "That's not fair!" clearly demonstrating his total involvement with the subject. Pupils in Year 3 and 4 have made good use of their learning about life in World War 2 to write in different styles. Year 4 pupils wrote moving poems showing they had developed a good understanding of life in London during the Blitz. In Year 3 pupils had interviewed family members about evacuation, while others had done independent research into how the war started. Throughout the school history is often used to develop pupils' enquiry and literacy skills. Year 6 pupils' work on the Aztecs showed good quality in the pictures and artefacts produced, but presentation of written work was less good and did not do justice to the time they had spent on research.

## **Religious Education**

Provision in religious education is **good**.



## Main strengths and weaknesses

- Pupils' knowledge of different world faiths and the similarities and differences is good.
- Religious education contributes well to pupils' spiritual, moral, social and cultural development.
- Pupils learn about the dilemmas of life from religious education.
- The subject is well led and managed.

## Commentary

70 Teaching and learning are satisfactory overall, although good teaching was observed in a Year 1 lesson. Evidence from work scrutiny suggests that teaching is improving in the current year as a result of links across the curriculum. Pupils' achievement is satisfactory and in Year 2 and Year 6 standards meet the expectations of the Locally Agreed Syllabus.

71 Teaching is imaginative and matched to pupils' interests because the curriculum has been well developed. Much of the work is carried on through discussion and drama, and recording varies from written work in literacy books to wall displays showing similarities and differences in world faiths. For instance, Year 3 pupils wrote some good recounts about the founding of the Hindu religion and followed this up with letters describing the festival of Holi. In Years 1 and 2 pupils link the Harvest Festival to the Jewish festival of Sukkot and build a tent for role play to recall the events of the flight of the Jewish people from Egypt. By Year 5 pupils create posters which illustrate the different views that world faiths hold about the significance of death. This work is of a high standard and pupils show a good understanding of how the different faiths respond to this. Teachers respect the culture and traditions of others and pass on these positive attitudes to pupils. They provide valuable insights into religious beliefs, moral values, feelings and behaviour. Lessons are made interesting by posing problems for pupils to solve. Year 1 pupils were asked to ponder why God had sent the flood, when Noah had to build the ark and think what they might have done.

72 The subject is well led and managed. The subject leader has a strong commitment to the subject, which together with her good knowledge and multi-cultural experiences is helping develop the subject rapidly. She is aware that there needs to be more provision for pupils to visit centres of faith other than Christian, and has this as part of her action plan for the coming year. There has been good improvement to the subject since the last inspection as a result of curriculum developments in the current year.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73 Insufficient evidence was gathered to make secure judgements about the overall provision in **art and design**. No art and design lessons were observed, so no judgement has been made on the quality of teaching. The evidence in classrooms and around the school show that pupils' are provided with a good range of artistic experiences. Teachers make effective links with other subjects in the curriculum to extend pupils' knowledge and skills in art and design. Pupils use their ICT skills well to explore new techniques, or to find out more about the work of famous artists. The work that pupils produce in clay was judged to be a strength at the previous inspection and the skilful work on display around the school indicates that this strength has been maintained. Pupils benefit from a good curriculum in art and design. However, sketchbooks are not used enough to develop further pupils' skills, or to challenge them to explore a range of media and techniques. Displays around the school add vibrancy to the learning environment.

74 Only one full lesson was observed in **design and technology** during the inspection, so a judgement has not been made on the school's provision in the subject. In the lesson seen in Year 4, teaching was good and it was evident in discussion with pupils that they have a clear understanding of the design, make and evaluate process. Pupils use correct technical vocabulary to explain their work and talk with enthusiasm about how mechanisms work using pneumatics or cams. Teachers give pupils opportunities to appraise their work and this is seen as a crucial part of the learning process. Pupils benefit from a good curriculum, which develops their skills and this is an improvement from the previous inspection. However, the scrutiny of pupils' work over time indicates that teachers' expectations of how pupils present their work are too low.

75 Insufficient lessons were seen in **music** to make an overall judgement on the subject. The two that were observed showed that teachers have good subject knowledge and that pupils enjoy the chance to make music. In assemblies all pupils sing tunefully and there is a successful choir that performs in a range of outside venues both as a unit and together with other schools in the region. Planning for music is good and the large number of specialist musicians in the school is a feature that the school is building on to good effect.

76 Insufficient lessons were seen in **physical education** to make an overall judgement on provision in the subject. The one games lesson observed showed the oldest pupils to be enthusiastic and to have good positional sense in defending in rounders. Girls showed good batting and bowling skills and boys caught well and were speedy runners. Teaching was competent. The coverage of the curriculum is comprehensive, with swimming records showing good standards. The weaknesses in outdoor and adventurous activities found at the last inspection, are being remedied through a good range of residential and field trips. The use of experts to coach pupils in after school clubs is having a good impact on standards. This has recently been adopted by the Local Education Authority as a best practice model to be shared with other schools. The school was recently awarded the Active Mark Gold. Extra curricular provision for sport is very good. The school uses specialist coaching for Karate and other sports and links with the secondary schools are good.

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

77 The school places good emphasis on personal, social, health education and citizenship education. The curriculum is planned to include teaching in these areas and pupils are very well involved in taking responsibility in the classroom and the playground. Teachers plan times for class councils and circle time when pupils raise and discuss issues that are important to them. This helps them resolve conflicts of interest and learn to see the other person's viewpoint. Teachers are careful to link learning in other subjects to these aspects of pupils' development and draw on their learning to reinforce and extend their understanding of issues that affect their lives. Representatives from the wider community visit the school and bring a broader perspective to pupils' understanding. Through the planned curriculum pupils learn about the possible harmful effects of some drugs and medicines, and changes to their bodies through maturation.

## 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>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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