

# INSPECTION REPORT

## **FAIRFIELD PRIMARY SCHOOL**

Grimsby

LEA area: North East Lincolnshire

Unique reference number: 117923

Headteacher: Mrs V Brumfield

Lead inspector: Mr J Morris

Dates of inspection: 27<sup>th</sup> – 29<sup>th</sup> June 2005

Inspection number: 266811

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 to 11
Gender of pupils:	Mixed
Number on roll:	306
School address:	Mendip Avenue Scarcho Grimsby North East Lincolnshire
Postcode:	DN33 3AE
Telephone number:	01472 879301
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Corry
Date of previous inspection:	5 <sup>th</sup> July 1999

## **CHARACTERISTICS OF THE SCHOOL**

This is an above average sized primary school. There is a nursery and a reception class, attended by a total of 46 children. Children enter the nursery with standards which are broadly average. However, about half of the children have below average skills in communication and language. There are more boys than girls overall and in all year groups apart from the nursery, reception class and in Year 5. There are no travellers or refugees and only a very small number of pupils have English as an additional language. Nearly all the pupils come from white British families. The percentage of pupils eligible for free school meals is below the national average. The percentage of pupils with special educational needs has been broadly in line with the national average since 2000 but this is currently above average at 27 per cent. The percentage of pupils with a statement of special educational needs is also above average at 3.3 per cent. These pupils have a wide range of needs, the most common being social, emotional and behavioural difficulties, severe learning difficulties, moderate learning difficulties and autistic spectrum disorders. The percentage of pupils who join or leave school other than at the usual time is below average. The school's socio-economic context is broadly average. The school has received awards for Healthy Schools (2003), Schools Achievement (2000) and Roy Castle Clean Air Gold (2003). Along with many other schools in this local education authority the school was subject to significant reorganisation proposals at the time of this inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23696	Mr J Morris	Lead inspector	English Personal, social and health education and citizenship Special educational needs English as an additional language
19369	Mrs C Wild	Lay inspector	
16886	Mr R Moseley	Team inspector	The Foundation Stage Mathematics Information and communication technology Art and design Design and technology Physical education
2756	Mr M Barron	Team inspector	Science Religious education Geography History Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Pupils achieve well. Their very good attitudes to school and willingness to take responsibility are a major strength. Teaching and learning are good. Leadership and management are good. There is a strong sense of teamwork among staff, governors and parents, best characterised by a clear commitment to meeting all the pupils' needs, both academic and personal. The school provides good value for money.

The school's main strengths and weaknesses are:

- The very good provision for pupils' personal development results in very good attitudes and good behaviour throughout the school; Year 6 pupils are very mature and responsible.
- Pupils achieve well because they want to learn and are able to work independently.
- The teachers' high expectations and the very good work of the support staff are very significant factors in the good teaching and learning throughout the school.
- The headteacher is an effective leader. She is ably supported by other key staff and governors. There is good teamwork among all the staff.
- The effective use of the very good accommodation and grounds enhances learning.
- Pupils in Years 5 and 6 do not have enough opportunities to develop the key skills of scientific enquiry.
- This is a very caring school and there is a strong commitment to meeting the individual needs of all.
- Although it is satisfactory, the way the school prepares pupils for living in a multi-cultural society is a relative weakness.

Improvement since the last inspection in 1999 has been good. The school has taken effective action to tackle the issues identified in the previous report. As a result, there have been good improvements in the quality of teaching and arrangements to monitor it and the analysis and use of data about pupils' attainments. Teaching time in Years 3 to 6 has been increased and it is now slightly greater than the amount recommended nationally.

### STANDARDS ACHIEVED

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

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

**Pupils of all abilities achieve well in all year groups.** Children's attainment on entry to the nursery is average overall, but below average in the key skills of communication and language. Children achieve well in all of the six areas of learning in The Foundation Stage curriculum and most of them are in line to achieve the standards expected by the time they start in Year 1. Over the past four years, the results of national tests of pupils at the end of Year 2 have always been good. The results at the end of Year 6 have shown considerable variation and this can be explained by differences in ability between different year groups. Standards are currently above average in Years 2 and 6 in English, mathematics, information and communication technology (ICT) and religious education. However, standards are average in science. This is largely because there are not enough learning experiences to develop the pupils' knowledge and understanding of the key skills of scientific enquiry, particularly in Years 5 and 6.

**Pupils' personal qualities are very good.** Their attitudes to school are very positive from a very young age and by Year 6 they show great maturity and willingness to take responsibility and show initiative. Behaviour is good throughout the school, both during lessons and at other times. Pupils' spiritual, moral, social, and cultural development is good. However, more could be done to develop the pupils' knowledge and understanding of the multi-cultural diversity of modern Britain.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good overall.** They are good in all year groups in English, mathematics, ICT and religious education. They are very good in personal, social and health education. They are satisfactory in science because not enough emphasis is placed on developing the pupils' understanding of the key skills and procedures of scientific enquiry. Teachers have very high expectations of work and behaviour and successfully motivate pupils' desire to learn. Pupils have good work habits and are able to work well on their own for good periods of time. The support staff make a significant contribution to pupils' learning. The range and quality of learning opportunities are good overall. The provision for pupils' personal, social and health education and citizenship is very good. The school is committed to meeting the needs of all pupils and the provision for those with special educational needs is good. The accommodation is very good and resources are good and staff use these well to promote pupils' learning, particularly with regard to physical education and environmental awareness. The pastoral care provided for pupils is very good. Partnerships with parents and other schools and colleges are good and links with the community are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher and senior management team provide good leadership. Governance is good. The local education authority is carrying out a major review and reorganisation of its provision. This includes proposals to amalgamate Fairfield and another primary school on the Fairfield site. The headteacher and key governors are providing great commitment and stability at a time of very significant change and uncertainty. All statutory requirements are met.

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

Parents are very positive about every aspect of the school's work and, in particular, they think it successfully meets their children's academic and personal needs. The inspection team agrees. Pupils are very happy about what the school does for them and they respond positively.

## **IMPROVEMENTS NEEDED**

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

- Provide pupils in Years 5 and 6 with more opportunities to develop the key skills of scientific enquiry.
- Provide more frequent learning experiences to develop pupils' knowledge and understanding of life in a multi-cultural society.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils achieve well throughout the school. Standards are average in the Foundation Stage. In Year 2 and Year 6, standards in all the subjects inspected in full are above average except in science, where they are average.

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

- Children in the nursery and reception achieve well in all of the six areas of learning in the Foundation Stage curriculum.
- Throughout Years 1 to 6, pupils achieve well in English, mathematics, ICT and religious education.
- In science, pupils achieve well in the acquisition and understanding of facts but the development of the skills of experimentation and investigation could be better, especially in Years 5 and 6.
- Pupils achieve very well overall in personal, social and health education.

#### **Commentary**

1. Pupils throughout the school achieve well overall and in most aspects of their work. The children in the nursery and the reception class make good progress in all of the six areas of learning in the Foundation Stage curriculum. Although standards are broadly average as they approach transfer to Year 1, a significant proportion will exceed the goals children are expected to reach in speaking and listening. This provides them with a good start to their education and good work habits at an early age.
2. Pupils make good progress year on year in speaking and listening, reading and writing, mathematics, ICT and religious education. This applies to all pupils, including boys and girls, those with special educational needs, those identified as gifted and talented and the small number with English as an additional language. This is because teaching and learning are consistently good and these subjects are led and managed well. Literacy and numeracy skills are reinforced and extended well through other subjects. There has been good improvement since the last inspection in ICT but the pupils' good skills are not yet being used to best effect across the curriculum.
3. There are two important differences within this picture of good achievement. In science, pupils achieve well in the acquisition of scientific knowledge, vocabulary and facts in the different strands of the National Curriculum programmes of study. However, their achievement in the key skills of scientific enquiry is only satisfactory. This is because not enough emphasis is given to this, particularly in Years 5 and 6. In personal, social and health education pupils achieve very well. They achieve well in Years 1 to 4 but their progress accelerates in their last two years at the school. This is primarily because of the many opportunities they have to take on responsibilities and show initiative. Consequently, by the end of Year 6 the pupils are mature for their age and very well equipped for their transfer to secondary school.
4. Standards are currently above average in Years 2 and 6. The results of national tests in reading, writing and mathematics at the end of Year 2 have been above average for several years. Since 2000 they have always been at least average, often above average and at times very high. The results of national tests in English, mathematics and science at the end of Year 6 have shown considerable variation but there is no inspection evidence to suggest this is because of weaknesses in the school's work. These fluctuations can be explained by differences in ability between different year groups. The school effectively monitors and evaluates data for these national tests and teacher assessments across the curriculum. This



rigorous analysis of assessment information is used well to set pupils targets in all subjects, but particularly literacy and numeracy. As a result, the pupils know what they are good at and what they need to do next.

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

Standards in:	School results	National results
Reading	18.4 (16.8)	15.8 (15.7)
Writing	17.0 (15.7)	14.6 (14.6)
Mathematics	18.7 (18.3)	16.2 (16.3)

*There were 41 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	26.7 (27.6)	26.9 (26.8)
Mathematics	27.7 (27.6)	27.0 (26.8)
Science	28.8 (28.8)	28.6 (28.6)

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

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

Pupils’ attitudes to school are very good and their behaviour is good at all times. Spiritual, moral, social and cultural development is good overall. Attendance is good and punctuality is satisfactory.

**Main strengths and weaknesses**

- Pupils show great interest in lessons and other activities and respond well to the very good range of opportunities to take responsibility.
- The school has high expectations and successfully employs effective strategies for promoting good behaviour.
- Relationships between pupils and between staff and pupils are very good.
- Good spiritual and moral development and very good social development contribute well to the orderliness of the school.
- Attendance is above average.
- Although satisfactory, pupils’ understanding of living in a multi-cultural society could be improved.

**Commentary**

5. The school has successfully maintained the positive attitudes shown by the pupils at the time of the last inspection. Nearly all parents say their children are happy at school and the majority of pupils confirm this view. Pupils are good mannered, friendly and take a keen interest in lessons and the other activities provided for them. Experiences beyond the normal school day such as performing arts, sport and residential activities encourage pupils to be independent and help them to develop their self-esteem and confidence. The very good relationships between staff and pupils and among the pupils contribute to the pleasant and motivating ambience throughout the school.
6. Pupils have a clear sense of right and wrong and they understand and value the system of rewards and certificates to acknowledge their good behaviour and work. The pupils that have behavioural difficulties are managed very well and the school provides such good support that only very occasionally does their behaviour affect the learning of others. Although pupils and

parents say that occasional bullying takes place, the school actively promotes anti-bullying strategies and the pupils and parents are satisfied that the school deals with incidents quickly and appropriately. The inspection findings agree with the pupils' and parents' views.

7. Spiritual, moral and social development is good overall and pupils have a very good understanding of the responsibilities of living in a community. Arrangements for collective worship meet statutory requirements. Religious education, assemblies and personal, social and health education lessons successfully promote pupils' understanding of a range of real life situations they may meet. Pupils are taught to question and explore what is happening in their lives and to gain insights into society, such as when examining the news in a Year 6 citizenship lesson. Pupils have good work habits and gain great satisfaction from staying on task for good periods of time and completing set tasks. Pupils empathise with the suffering of others and raise considerable funds, for example for the international tsunami appeal earlier this year and charities such as the NSPCC. Staff encourage pupils to appreciate the boundaries that they set through the 'Aiming High' code of conduct and the consequences of breaking the rules. Staff set a very clear example to pupils of consideration for others and pupils respond positively to the opportunities in lessons to work both independently and co-operatively. 'Circle time' provides opportunities for pupils to reflect on their actions and to discuss possible actions to improve their community. A very effective school council gives pupils a strong voice in the school, particularly in appreciating and trying to improve the school environment. School prefects take their role very seriously. Pupils are trained as buddies to help others.
  
8. Cultural development is good overall. Pupils learn well about their own culture, particularly through history, drama, sport and music. Assemblies and lessons widen pupils' knowledge of topical world events such as the tsunami disaster. Pupils learn about different faiths through assemblies, religious education lessons and visits to the local places of worship. However, more could be done to promote pupils' awareness and understanding of living in a culturally diverse society. Although the school arranges some good special events, such as an 'Africa Week' and a visit by a story-teller, this is not embedded into practice on a day-to-day basis and good opportunities are missed in subjects such as art and design and music.
  
9. Attendance at the school is good and higher than normally seen in primary schools. Unauthorised absence is below average. The school actively monitors attendance and encourages parents to make sure their children attend regularly. Although most parents assist the school in maintaining good attendance, an increasing number take their children out of school during term time for family holidays. The majority of pupils arrive at school on time. The small number of pupils who arrive late mostly do so before the end of registration. There was one fixed period exclusion in the year prior to the inspection and this was managed well.

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

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.0
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.*

### **Ethnic background of pupils**

### **Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	295	1	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
No ethnic group recorded	4	0	0

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

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Teaching and learning and assessment are good. The curriculum provided is good and opportunities for enrichment are good. The accommodation is very good and resources are good. Care is very good. Partnership with parents and the community is good. Partnership with other education providers is very good.

#### **Teaching and learning**

Teaching and learning are good overall and in all year groups. Assessment is good.

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

- Teaching is predominantly good and never less than satisfactory. There are no significant differences between classes. Consequently all pupils learn well.
- The pupils' ability and willingness to work independently or with others is a major factor in their good learning and the productive, harmonious atmosphere in lessons and at other times.
- Teaching assistants make an important contribution to pupils' progress.

#### **Commentary**

##### **Summary of teaching observed during the inspection in 42 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (17%)	26 (62%)	9 (21%)	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.*

10. Teaching and learning are good in all of the six areas of learning in the Foundation Stage. They are consistently good from Year 1 to Year 6 in English, mathematics, ICT and religious education. They are very good in personal, social and health education and citizenship and this has a positive effect on pupils' attitudes to learning and behaviour in lessons and at other times. Teaching and learning are satisfactory in science. Teachers successfully promote the acquisition of scientific vocabulary and factual knowledge. However, they do not do enough to develop the pupils' understanding of the key skills and procedures of scientific experimentation and investigation, especially in Years 5 and 6. The evidence from lessons, summarised in the table above, is substantiated by extensive examination of pupils' work.

11. Teachers know the curriculum well and they know the pupils very well. Teachers have high expectations of work and behaviour. They very successfully foster the pupils' desire to learn and equip them with good working habits at an early age. Even in Year 1 pupils listen carefully in whole class discussions and get on with set tasks diligently and happily. This is because lesson content captures their interest and different tasks or levels of support are provided for pupils of different abilities. Throughout the school pupils are attentive to adults and work diligently on individual tasks for good periods of time. Pupils work well in pairs or small groups when asked to do so. Pupils in Year 6 are very good at organising themselves and their equipment and getting on with tasks independently, in pairs or in small groups.
12. Teaching assistants are effective and highly valued members of the staff team. They provide good support for pupils in lessons, particularly those with special educational needs. They lead sessions with groups of pupils in library skills. They take sessions with self-esteem groups for pupils identified as needing additional support in aspects of their personal development and behaviour. Two teaching assistants are responsible for displays around the school. These displays effectively celebrate pupils' achievements, provide good prompts for literacy and numeracy lessons and generally enhance the quality of the school environment.
13. The arrangements to assess what pupils know, understand and can do, are good across the curriculum. This information is analysed rigorously and systematically and used effectively, particularly in setting pupils individual targets for their learning. The headteacher plays an important role in this aspect of the school's work and, together with the subject leaders, uses this information as an important factor in identifying the priorities in the school development plan.

## **The curriculum**

The curriculum provided by the school is good. Opportunities for enrichment are good. The accommodation is very good and resources are good.

## **Main strengths and weaknesses**

- The school provides a good breadth of learning opportunities for all pupils.
- The school's accommodation is very good.
- Pupils are provided with a good range of opportunities for learning outside the school day.
- Provision for different groups of pupils is good.

## **Commentary**

14. The school's curriculum fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. It is broad and well balanced and is regularly reviewed in order to ensure that it promotes both academic learning and the personal development of pupils effectively. The provision in the Foundation Stage is good in all of the six areas of learning. Pupils in Year 3 and Year 5 also benefit from regular opportunities to learn a modern foreign language, French. There are schemes of work in place for all subjects. The provision for pupils' personal, social and health education and citizenship is very good. The school has taken effective steps to address the criticism in the previous inspection report regarding the time allocated to teaching in Years 3 to 6. It is now slightly greater than that recommended nationally.
15. Teachers and support staff work well as a team in order to provide a consistent approach to teaching and to provide good equality of access and opportunity for all pupils. Pupils who encounter difficulties in learning are well supported through the effective use of competent teaching assistants and this enables them to take a full and active part in lessons and to achieve well.
16. Learning resources are good overall and they are very good for science and ICT. The school uses its very well maintained and spacious accommodation very effectively to provide a

stimulating atmosphere for learning. Classrooms are large and bright and are organised imaginatively. The extensive school grounds are used very well as an ongoing resource for enhancing the teaching of subjects such as physical education and developing environmental awareness through activities in science and geography.

17. Pupils benefit from the wide range of well planned extra-curricular activities the school offers. Clubs such as 'kids club', 'breakfast club', chess, badminton, football and choir are very popular and many pupils are involved in them. Visitors to the school and visits to places of interest help to develop pupils' knowledge and understanding of the world around them. Lecturers from local universities, for example, visit the school to teach science whilst visits to local museums and residential stays at educational centres for older pupils help to reinforce good attitudes to learning. In addition the school has formed good ties with the local secondary school. Pupils' transition to the next stage of their education begins in Year 5 and is continued in Year 6 when pupils are taught mathematics by a secondary teacher and also visit the secondary school to study aspects of ICT. Overall, the school prepares pupils well for the later stages of their education.
18. The school effectively meets the needs of all its pupils, including those with English as an additional language, those with special educational needs and those identified as gifted and talented. There are good individual education plans for all these pupils. These contain good quality targets, which are predominantly but not exclusively to do with literacy and numeracy, designed to help the pupils achieve at least as well as their peers. Some of the gifted and talented pupils have targets in subjects like art and design and very challenging targets in literacy. However, sufficient challenge is not always provided for more able pupils in science.

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

The school provides very good care for the pupils. Very good support, advice and guidance is provided based on the monitoring of pupils' work and personal development. There is very good involvement of pupils in the work of the school.

### **Main strengths and weaknesses**

- Very good relationships are a key factor in the very good personal support provided for pupils.
- Very good induction arrangements help children settle well into the nursery and when pupils move from year to year and transfer to secondary school.
- Staff have very good knowledge of the pupils' personal and academic development and provide very good guidance to help pupils improve their work.
- Pupils' views are actively sought and valued.
- Health and safety procedures are very good.

### **Commentary**

19. Very positive relationships underpin much of the work in this very caring school and they make a significant contribution to the sense of well being of the staff and pupils. Staff know the pupils very well, which helps the pupils feel happy and secure in their care. Very good records of pupils' personal development and of their academic achievements are kept and pupils and parents know the individual targets that are set for improvement. A strong commitment by staff to implementing the school behaviour policy, particularly giving rewards for good work and behaviour, results in a consistent approach to supporting pupils' personal development. This is managed well by the senior management team. Consequently, the school functions as an orderly community and this is appreciated by both pupils and parents.
20. The school actively involves pupils in democratic processes. Time is given in personal, social and health education lessons for pupils to voice their opinions on issues that concern them, such as improving the school environment. Class representatives report their views to the

school council at regular meetings. The current project is to try to raise money to build a summer house in the school grounds.

21. Procedures for safeguarding the health and welfare of the pupils are very good. The school complies fully with the local area guidelines for child protection; all staff have received training and are aware of the school's procedures. The school is very actively participating in the Healthy Schools Award initiative, for example through the constant provision of drinking water. Routine health and safety procedures are fully in place at all levels of the school staffing structure. A high number of staff are fully trained in first aid. Risk assessments are rigorous for outside visits, residential visits, lessons and site improvements.
22. The school provides very good support for pupils' personal development. Pupils feel the staff are approachable and almost all of them feel that there is an adult they can go to if they are worried. The school's system for assessment provides target booklets for each pupil in all subjects. The pupils are clear on how to improve work and both parents and pupils feel the booklets give them a good insight into how they are achieving. In lessons, the teachers and teaching assistants give good support to pupils with special educational needs.
23. The on-site nursery is well thought of by the parents and the very good induction procedures enable the children to settle very quickly. Induction into school is a smooth, natural process. Visits to the classrooms and taking part in assemblies ensure the children quickly become familiar with the staff and procedures. Parents are welcome to come into school and some settle their children on arrival, however the majority of children are independent and are happy to enter school themselves. Transition to secondary school is very good. Pupils visit for taster days and staff from the secondary school come into school to teach some lessons.

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

The school's links with parents are good. Very good links are in place with local primary and secondary schools and universities. The school has good links with the community.

### **Main strengths and weaknesses**

- The majority of parents are happy with all aspects of the school's work.
- The school successfully seeks parents' views.
- The school is an active participant in the local community.
- The school's procedures for dealing with complaints are very good.

### **Commentary**

24. Nearly all parents have positive views of the school. All of the parents who returned questionnaires and attended the meeting with lead inspector feel happy about approaching the school with suggestions or concerns. The confidence parents feel in talking to staff is a good measure of the school's success in creating good relationships with all members of its community. The school is popular with parents and some choose it knowing it will involve considerable travel. Although the school does not currently have a formalised parent teacher association, there is good support for social and fund raising events. Parents give practical support, such as in listening to pupils reading, and helping with craft activities and in the library.
25. Overall, information to parents is of a good quality. They receive regular notices of events and letters requesting support for visits and with topic work but a standard newsletter is not provided. Three consultation evenings each year gives parents good access to staff to discuss their children's progress and target books inform parents of the areas that their children are working on. Pupils' annual progress reports meet statutory requirements and successfully celebrate pupils' achievements but do not effectively help parents to gauge how their children achieve in comparison with others or identify key areas for improvement.

26. There is very good provision for parents and children outside normal school hours. There is a breakfast club for a small number of pupils and teachers operate a rota to ensure adequate supervision is in place for play before school starts. A flourishing after-school club provides parents with a secure environment with qualified staff to provide planned play and a nourishing meal.
27. The school takes a very active part in the local community through events such as the music festival with other local primary schools. Very good links are in place with the local church and the school makes good use of the local mosque for visits to enhance the curriculum. Close links are in place with the local high school and its specialist status enables the school to benefit from valuable lessons for pupils from visiting teachers, which augments the curriculum well. The school makes very good use of nearby universities, whose staff work alongside the teachers in a number of lessons such as science and physical education.
28. The school seeks parents' views regularly with questionnaires on a variety of issues, such as school meals, lunchtime play and the role of governors. Responses are positive and the school has acted quickly in response to parents' concerns about school meals. Parents feel that the school takes their views seriously, both individually or in responding to questionnaire issues. The inspection team agrees with the parents.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher is good. The leadership of other key staff is good. Management is good. Governance is good.

### **Main strengths and weaknesses**

- The school's commitment to meeting the needs of different groups of pupils is very good.
- The long-serving headteacher and senior members of the governing body provide stability and clear direction to the work of the school at a time when it is facing a potentially very significant change.

### **Commentary**

29. The headteacher provides a strong steer to the work of the school. There is a very clear common sense of purpose and good teamwork among all the staff, governors and parents. The most significant strength is the tangible concern for the needs of all pupils. Consequently, provision is good for the small number of pupils with English as an additional language, those pupils identified as being gifted and talented and those with special educational needs. All these different groups of pupils achieve well and there is no evidence of a significant difference in the achievement of boys and girls. The headteacher plays a leading role in the analysis of assessment information and tracking pupils' progress and, together with the subject leaders and class teachers, provides clear targets for all pupils to help them improve their work.
30. The local education authority is carrying out a major review of its provision, and along with many others the school is subject to re-organisation proposals. There are plans to amalgamate this school with another nearby primary school on the Fairfield site. This is clearly a time of great uncertainty for staff and parents. The headteacher and senior members of the governing body are providing stability and commitment during a difficult period. In addition, the deputy headteacher is currently working part-time following a period of maternity leave. The headteacher and governors are managing this unusual situation well by reviewing the structure and role of the senior management team. Whilst working part-time, the deputy headteacher remains an effective leader and teacher and is an effective co-ordinator for special educational needs.
31. The school effectively monitors and measures the effectiveness of its work. The grades it gave itself in the Ofsted self-evaluation form prior to this inspection match the team's judgements

very closely. Senior staff and governors have an accurate view of what the school does well and what it could do better. There is no sense of complacency in the light of several years of pupils achieving well, positive Ofsted inspection and local education authority monitoring outcomes and positive feedback from pupils, parents and the local community. Subject co-ordinators are diligent and effective in their duties and responsibilities. There are good arrangements for performance management and staff training, including that of support staff.

32. Financial management is good. Available funds are used effectively to promote pupils' learning. The good school development plan is fully costed and staff training needs and improvements to learning resources and the accommodation are clearly identified. The senior management team and governors pay good regard to the principles of best value. All of the above has resulted in good improvement since the last inspection.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)		Balances (£)	
Total income	820,618	Balance from previous year	73,289 #
Total expenditure	846,611	Balance carried forward to the next	47,296
Expenditure per pupil	2,687		

# This figure includes some of the costs for the building of a walkway that was budgeted for but not completed in that financial year.



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

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

33. Provision for children in the Foundation Stage is good. Children are admitted to the nursery when they are three. They attend part-time. They quickly gain confidence and in spite of limited speaking and listening skills, they are happy to play alongside each other and respond well to adults, who nurture them into the routines of the nursery. Parents are well supported in preparing their children for nursery. The good information and visits help to familiarize the children with the adults. The established routines and gentle encouragement help to make children feel secure. Children enter the nursery with standards which are broadly average. However, about half of the children have below average skills in communication and language. They make good progress throughout the nursery and the reception class and although pupils enter Year 1 with broadly average standards, a significant proportion will exceed the goals children are expected to reach in speaking and listening. As yet, the good provision and many new ideas have not been in place long enough for children to reach even higher standards by the time they enter Year 1.
34. The curriculum in the Foundation Stage is well planned. Good use is made of the two classrooms and the secure and extensive outdoor area, consisting of a play area, a lawn area and an excellent wildlife area. The curriculum recognises common themes running concurrently between nursery and reception class but their approach is different so that children in reception are integrating well into the literacy and numeracy strategies at an early stage.
35. The quality of teaching is good in all areas of learning, both in the nursery and the reception class, and this enables children to achieve well. Two part-time nursery nurses work well with the teachers and contribute a great deal to the quality of provision. Children learn well, are lively and enthusiastic about their work and try hard to succeed. The children who have special educational needs are carefully monitored by all staff, who ensure they also achieve well. They are fully included in all activities and are equally challenged so that they contribute well to discussions and role-play activities. The range of resources is good and supports children's learning well. Both classroom areas are managed and, for older children in the nursery and those in the reception class, satisfactory assessment procedures have been introduced, which are giving a reasonable picture of how well children are progressing. However, the initial assessment of children's capabilities when they start the nursery is inadequate and this makes it difficult for the staff to clearly judge just how well children have improved over the full period in the Foundation Stage. The Foundation Stage co-ordinator, who is fairly new to her post, is well aware of this weakness and has plans to correct it shortly. She is also aware that the new initiatives she has introduced have only been in place a short time and have not yet resulted in improved standards by the start of Year 1. Leadership and management are good overall. There has been good improvement since the last inspection.

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

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

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

- Relationships are very good.
- The children work both independently and co-operatively.
- All the children behave well and are enthusiastic about their learning.
- There are well-planned opportunities for children to develop their social skills.

## Commentary

36. There are some very good features in this area of learning. For example, in both classes, staff enjoy very good relationships and provide excellent role models for the children, who are well cared for and settle well into the routines. These routines are well established and consistently applied so that the children know exactly what is expected of them. The children feel secure and enter into the planned experiences with confidence. For example, they search for mini-beasts in the wildlife area and are thrilled with what they find. Children read quietly in the reading corner or outside in the role-play area and talk about their books freely. They create models of dinosaurs out of cardboard boxes and talk about them with pleasure. By the end of reception, most children speak with confidence to the rest of the class about a poem called "Algy meets a bear" and during various classroom activities they show confidence and independence in taking responsibility for their own actions. They get equipment out on their own and quickly become absorbed in tasks for extended periods. Teaching and learning are good and children achieve well. Most children are likely to reach the goals expected at the end of the reception year and a good number will exceed them.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Teachers and teaching assistants emphasise speaking and listening skills well.
- Activities are planned well to develop specific reading and writing skills.
- Children achieve well overall and very well in speaking and listening.

### Comments

37. Most children are likely to reach the goals expected at the end of the reception year and a few will exceed them. The good provision and teaching in this area of learning ensure that children are developing a wide range of communication, language and literacy skills. All staff have a good knowledge and understanding of how young children learn. Good opportunities and rich experiences are provided for children to develop speaking and listening skills. For instance, a child in the nursery examining the 'mini-beast hotel', which is a collection of rotting wood in the nature reserve, expressed his dismay, "I can't see the slugs and animals I saw the last time". Role-play is used extensively and successfully in developing the children's linguistic skills, for example when acting out the Chinese New Year using a model dragon they had made.
38. Teachers promote the development of the children's awareness of phonics in interesting and enjoyable ways, such as searching the classroom in the reception for objects beginning with the letter 'B'. Staff share stories and picture books with children on a daily basis. A good number of children in the reception class read simple sentences and talk about the characters in their stories. In both the nursery and the reception class, there are many opportunities to write. In the reception class, more able children write their own sentences independently, using plausibly spelt words. For example, some good writing was seen in connection with a visit to Normanby Hall and grounds. A few children use full stops and capital letters in their writing. Early reading skills develop well and there is a particularly good collection of appropriate books in the reception class, which are used well. The weak speaking and listening skills evident when children start in the nursery are absent by the end of the reception year. The children were heard speaking with confidence to other members of the class and listening well to their teacher and other children.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

## Main strengths and weaknesses

- The good teaching helps the children to develop their skills step by step.
- Well-organised practical activities allow children to learn and practise mathematical skills across the curriculum.
- Teachers have high expectations and set challenging tasks.

## Commentary

39. Activities in both the nursery and the reception class are planned well to help children build up their skills step by step, resulting in good achievement. By the time children reach the end of the reception year, most are likely to reach the goals expected and a small number will exceed them. The good teaching is the main contributing factor to this outcome. In both the nursery and the reception class, teachers effectively use a range of stimulating activities and fun games to develop children's understanding of number. For instance, nursery children swing their arms or jump up and down as they count out different numbers. In the reception class, children guessed where they had to stand on an imaginary line on the floor, as they pretended to be a number between 1 and 20. Children sing and act out counting songs confidently.
40. Throughout, close attention is given to mathematical vocabulary, and many words like heavier, lighter, more than, less than, and shapes and pairs are displayed on the classroom walls. Work is planned well and matched to different children's abilities. Children learn about different simple shapes and investigate their properties, activities which are reinforced in their creative work when they cut and stick shapes onto cards, pictures or models. ICT is used well to extend mathematical knowledge. For example, children confidently use a computer program designed to develop their understanding of patterns. Teachers seek frequent opportunities to build mathematical exercises into everyday activities, such as when calling the register or scoring a hoopla competition in the playground.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

## Main strengths and weaknesses

- Opportunities for children to explore and investigate are very good, especially in the wildlife area.
- Independent skills are developed well.
- Good use is made of ICT.
- There is a good balance between teacher-led and child-initiated activities.

## Commentary

41. The teaching in this area is good across a wide range of purposeful, interesting and well-planned activities. There are some very good features. Most children are likely to reach the goals expected at the end of the reception year and a few will exceed them. They achieve well. In the nursery, the displays in the classroom are well laid out to stimulate interest. Plants in pots abound and the changes that occur are observed regularly. The computer is used regularly and pupils draw pictures, select and drag objects on the screen and use a brush tool with ease. In the reception class, an interest in the wider world is fostered by a good display of maps, showing where children have been on holiday. Both the nursery and reception class use the secure outside areas well. The wildlife area is an excellent resource. This large area with trees, wild plants and grasses and many mini-beasts is used for observing seasonal changes, as well as the life cycles of plants and animals. This work is augmented very well as children grow a range of plants from seed and tubers, such as carrots, tomatoes and potatoes. The extensive school grounds, which includes woodland and a boggy area, are also used to expand children's knowledge. Valuable out-of-school visits expand children's knowledge

further. Good records are kept as children visit a local library, a local farm and Normanby Hall and grounds.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The outside area is used well to develop children's control and co-ordination skills but the area is not covered so cannot be used in bad weather.
- Good teaching promotes both enthusiasm and enjoyment of a range of physical activities.
- The school lacks a suitable range of large wheeled vehicles.

### **Commentary**

42. The outdoor area and the school hall are used well to encourage the children to develop their physical skills. The children explore the role-play area and wildlife area, remove weeds from the flower bed and play hoopla very competitively. The large wooden climbing frame with slide is used well. The soft landing surface and good fencing keep this area secure and safe. None of the outside area is covered so it cannot be used in very bad weather. However, the co-ordinator has planned for part to be covered and it is hoped that this will be completed shortly. In the reception class more structured physical education activities take place, often in the school hall. Children are beginning to understand what happens to their bodies when they undergo physical exercise. For instance, children listened to their heartbeat before and after jumping up and down. Within the classroom, as well as outside, the children use sand and water to explore in a tactile way. They develop their manipulative skills well, handling dough to make biscuits and using construction equipment to make small and large models. The range of outdoor equipment is used well for children to travel over, round, under and through as they explore. However, there are insufficient wheeled toys, such as tricycles. The children achieve well overall. Most children are likely to reach the goals expected at the end of the reception year and a few will exceed them.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- A good range of materials and activities are used well to allow children to explore different ways of creating pictures and models and making music.

### **Commentary**

43. As a result of good planning, organization and teaching, children develop their creative skills and achieve well. Children express their feelings through a range of activities, materials, music and imaginative play. Most children are likely to achieve the goals they are expected to reach by the end of reception and a few will exceed them. They produce attractive paintings, drawings and collage pictures, which decorate the classrooms and celebrate their achievements. Children in the nursery use a range of paper, card and paints to produce good quality collages. The paintings entitled, 'Cold Colours' in the reception class were to an above average standard. Independent learning in the nursery is encouraged by the construction of model dinosaurs using different sized cardboard boxes. Although this project was supervised by the classroom assistant, the design and ideas were entirely the children's. Children learn to tap out rhythms using percussion instruments. Children designed and made biscuits decorated with red fruit for 'Red Nose Day'.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

*French is taught in Years 3 and 5 but was not inspected.*

#### **English**

Provision in English is **good**.

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

- Pupils achieve very well in speaking and listening and make good sustained progress from year to year in the key skills of reading and writing.
- Teaching assistants make an important contribution to the consistently good teaching and learning in all year groups.
- The school provides well for pupils with special educational needs and those who are gifted and talented across the curriculum, but particularly in the key skills of literacy.
- The subject co-ordinator is effective in the role and is a real enthusiast for literature and drama.

#### **Commentary**

44. The results of national tests at the end of Year 2 have been good for a number of years. Results at the end of Year 6 have fluctuated due to differences in ability of different groups of pupils, and have been predominantly average in comparison with all schools nationally. Inspection evidence is that standards are currently above average in Years 2 and 6. All pupils achieve well in all aspects of reading and writing and the vast majority of the pupils listen very carefully and speak very confidently in English and other lessons. An important factor here is that pupils have good, simple targets for reading and writing which they understand and value as helping them improve.
45. Pupils throughout the school are confident and willing when asked to read or write. By Year 6, pupils read different texts fluently and know how to extract key points by looking for the most significant words and phrases. Pupils complete good amounts of writing for their age in all year groups. For example, even below average ability pupils in Year 2 write letters which are neat, well laid out and include well structured and meaningful sentences. There is clear progress from year to year in the quality of handwriting, spelling, punctuation and grammar. Displays around the school include some particularly good examples of pupils' poetry in Years 3 to 6.
46. Teaching and learning are good overall and this is true in all year groups. Very good lessons were seen in Years 1, 2 and 3 and all other lessons were good. In the best lessons the teacher and support staff very effectively met the needs of different groups of pupils by providing different degrees of support and challenge in the individual tasks. Examination of pupils' work shows that teaching is consistently good from Year 1 to Year 6 in all aspects of reading and writing. Work is well planned and teachers have high expectations. This is seen both in their interactions with pupils during lessons and in their marking of written work. Consequently, pupils complete a good amount of work and their presentation is well organised and neat and tidy. A very significant factor in the good learning is the pupils' ability and willingness to work with a partner or on their own for sustained periods of time. Competent teaching assistants make an important contribution to pupils' progress in reading and writing. This is seen in the support they offer in literacy lessons, particularly for pupils with special educational needs. Furthermore, they work well with pupils in the impressive school library, which is used very well on a day-to-day basis, and in managing the high quality displays in classrooms and elsewhere.
47. The school pays good attention to the needs of different groups of pupils. Pupils with special educational needs and those who are gifted and talented all have individual education plans. The targets in these plans are predominantly in aspects of literacy. The work of these pupils is

assessed rigorously and they know what their targets are. The most able pupils have good targets related to library skills and writing play scripts. Parents are well informed and involved.

48. Leadership and management are good. The co-ordinator effectively oversees the collection and analysis of data on pupils' performance and, with the headteacher and class teachers, accurately predicts future performance and identifies areas for improvement. For example, there has been a focus on writing this year because the analysis of last year's results showed that some pupils who achieved an above average level in reading did not even achieve an average level in writing. There are good arrangements for the co-ordinator to monitor the quality of teaching through classroom observations and teaching lessons in other classes as well as examining teachers' planning and pupils' completed work. The co-ordinator is passionate about all aspects of language and literacy and he is particularly keen on drama. He organised visits by eleven different drama and performance groups in the last school year, there are three performances by pupils for parents every year and he also organises a film club which is attended by very many pupils. It was not possible to judge the specific impact of these activities on pupils' progress in English during this inspection but they are clearly very important elements of the school's curriculum. Improvement since the last inspection has been good.

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

49. The reinforcement and extension of reading and writing skills through other subjects is good. Pupils complete a lot of good quality work, both hand-written and word-processed on computers, in subjects such as geography, history and religious education. Above average standards of presentation, punctuation and grammar are maintained in all this work. Pupils in Year 6 often complete extensive, good quality pieces of work, for example when writing about Ann Frank in history or birds and mini-beasts in science. Through work in subjects such as science, design and technology and geography pupils learn well about writing in different styles and presenting work in different ways for different purposes. Diagrammatic webs called 'mind maps' are used effectively in a range of situations, including personal, social and health education lessons, to enable pupils to record and organise their ideas in different and stimulating ways.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards are rising and are currently above average in Years 2 and 6. Pupils achieve well throughout the school.
- A particular emphasis on problem solving and applying mathematics to real-life situations is leading to considerable improvements but this approach needs extending further.
- Target setting and good assessment procedures are helping teachers to plan appropriate work for pupils and pupils know what they need to do to improve.
- Good leadership and management of the subject have led to improvements in teaching, resources and the curriculum.

#### **Commentary**

50. Improvement since the last inspection has been good overall. Standards are above average at the end of Year 2 and Year 6. This is a good improvement at the end of Year 2 since the last inspection, when standards were average. At the end of Year 6, although standards were similar at the time of the last inspection, this is a good improvement on the average standards attained in last year's National Curriculum tests. These above average standards in Year 6 are particularly good as one third of pupils in the class have special educational needs.

51. There are several reasons why standards have been rising. The co-ordinator and teachers have introduced a specific focus on using and applying mathematics, including problem solving. This had been identified as a weaker aspect and the staff have worked hard to strengthen this area with good results. In addition, the staff have had some good help and training from a skilled mathematics teacher who works in the secondary school. Good, thorough assessment procedures are in place, which give the co-ordinator a good grasp of standards and enable pupils' progress through the school to be tracked closely and action taken should they fall behind. The information is also used well by teachers to offer work that is well matched to the pupils' different abilities, including those with special educational needs. Much good and very good quality teaching and learning are other key factors, as are pupils' very good attitudes to their work.
52. Pupils' number skills are developed well in Years 1 and 2. Pupils in Year 2 have a good grasp of addition, subtraction, multiplication and division, especially through very well thought out mental arithmetic sessions. For example, in a very good lesson for pupils in Year 2, the teacher sat behind three different coloured bowls. She held sets of numbered cards in her hand from one to ten. Pupils selected a number and said which bowl it could go in. As the game progressed, pupils had to remember which numbers were in each bowl, what they added up to and what was left in the teacher's hand. This was very challenging, ensured intense concentration and developed mathematical thinking very well. Pupils in Years 3 to 5 are developing a good understanding of fractions and the equivalent decimal numbers. Pupils in Year 6 are highly competent in number calculations, with or without a calculator, and in applying their knowledge to working out solutions to new problems. They confidently explain the mean, mode and range of data collected after carrying out different surveys and presenting the information as graphs. Pupils with special educational needs make good progress, sometimes with additional support, and this helps them to achieve well against their individual targets in mathematics.
53. Teaching and learning are good overall, and they are very good in a good proportion of lessons. Teachers plan effectively, using methods promoted by the National Numeracy Strategy. Lessons start with a challenging mental arithmetic session, which pupils enjoy and in which they participate fully. Teachers who have interactive whiteboards in their classrooms use them very well to involve pupils and to let them show the answers to questions. This gives teachers a quick assessment of how well pupils are learning and the pupils an understanding of how well they are doing. Teachers ask a range of challenging questions and encourage pupils to explain their strategies. Together this helps pupils to think about their level of mathematical understanding.
54. Teachers have very high expectations of pupils' behaviour and work and, as a result, pupils work very productively. Information from tests, observations in lessons and analyses of results provide teachers with a clear picture of standards achieved. Pupils receive good feedback from the constructive comments made by teachers. Teachers have introduced some very well thought out ideas to motivate pupils, which are well matched to pupils' ability levels, enabling them to participate fully in lessons so that they are seldom off task and little time is wasted. For example, a teacher in Year 6 has developed a very challenging project on stocks and shares. Pupils are given an imaginary £1000 and a real broadsheet of current companies on the Stock Market. Pupils choose five or six stocks and share options and divide out the budget. As the weeks progress, they calculate the gains or losses from real current figures. Pupils find this work very interesting. It is linked closely to other financial aspects, such as mortgages, loans and other investments so pupils are getting a real insight into financial matters that will affect their lives. As many pupils have above average abilities, this enables them to cope effectively with the complex mathematics involved.
55. The co-ordinator provides good leadership, has monitored pupils' work well and has analysed the outcomes of statutory and non-statutory tests in order to gain an understanding of strengths and weaknesses in the subject. She is aware that although teaching has improved by a stronger emphasis on problem solving, these activities are not yet fully embedded enough in everyday work, but still, on occasions, taught as a separate aspect of mathematics. ICT is

used well by a number of teachers to enhance learning in mathematics but this could be done more effectively and more often. These areas for further development are identified in the good subject action plan.

### **Mathematics across the curriculum**

56. Numeracy is developed well across the curriculum. Co-ordinators are increasingly identifying areas where other subjects can contribute to learning in mathematics. Graphs are used in science and ICT and symmetry is explored in art and design. Measurement is used very effectively in some aspects of design and technology. In science, angles of shadows were measured in a lesson on light and angles of inclination measured in a lesson on friction. In history pupils use timelines confidently to develop a sense of chronology.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Although attitudes to learning are good, pupils are not given enough opportunities to develop the key skills of scientific enquiry, particularly in Years 5 and 6.
- Pupils achieve well in building up their factual knowledge as a result of good teaching.
- Higher attaining pupils are sometimes unchallenged by the work they complete.
- Marking does not always give pupils a clear idea of how to improve their work.

#### **Commentary**

57. Standards of pupils' work in science have slipped since the last inspection and are presently comparable to the national average in both Year 2 and Year 6. Pupils enter Year 1 with an average understanding of the world about them and make good progress throughout the school in building up their knowledge and understanding of materials and their properties, physical processes and life and living things because of well-focused teaching. Pupils in Years 1 to 4 are given better opportunities than their older peers to develop the skills associated with scientific enquiry. Year 2 investigate natural and non-natural materials and develop the skills needed to classify objects using different criteria. They are encouraged to predict what will happen next whilst studying the effects of gravity and complete experiments on forces and movement. Pupils in Year 3 carry out investigations into the effects of water on plant growth and Year 4 pupils continue to build up their understanding of the importance of fair tests in investigative science when learning about, for example, water absorption and the permeability of rocks. As a result, the achievement of pupils in these age groups, including those with special needs, is good overall with no noticeable differences evident in the achievement of boys and girls.
58. However, there are presently insufficient regular opportunities for the older pupils to build up the full range of skills associated with investigative science through practically based activities or to have opportunities to be involved in planning their own investigations independently. As a result, achievement is satisfactory overall but pupils' skills of scientific enquiry are underdeveloped and this affects their overall understanding of the practical nature of science. The coordinator, who leads and manages the subject soundly, is well aware that this is an aspect of science in need of development.
59. Teaching and learning are satisfactory overall. The quality of teaching is good when tasks present a good degree of challenge for different ability groups of pupils. In a number of lessons, where teaching was satisfactory, all pupils, regardless of their ability, completed similar work and it was evident that potentially higher attaining pupils were insufficiently challenged by the tasks they were expected to complete. This lack of challenge for the more able was also evident when sampling some of the written work from different age groups. The



school is successful in meeting the needs of pupils requiring extra help, although they too are sometimes expected to complete similar work to other pupils. They receive good support with their learning from effective teaching assistants and, as a result, achieve well.

60. There is a good emphasis in teaching on developing pupils' scientific vocabulary and this was evident in an electricity lesson in a Year 6 class when the teacher ensured that pupils understood the meaning of terms such as rpm (revolutions per minute), cells and batteries when they built and drew diagrams of simple electrical circuits. She also used ICT very imaginatively to demonstrate the current flow in a circuit. As a result pupils' attitudes to learning were very good and they achieved well in building up their understanding of the effect of resistance on the rate of flow of electricity.
61. The school's very good resources are often used very effectively to make learning interesting. As a result, pupils enjoy their work in science and have good attitudes to learning. Behaviour in lessons is good and pupils are keen to learn. The school has developed effective procedures to assess pupils' progress in science and pupils have target books. However, written work in pupils' books is often marked with just a tick or an appreciative comment. Marking is seldom diagnostic or informative. Pupils' understanding of how to improve their work is not clarified by this aspect of teaching. Science lessons are used effectively to support learning in other subject areas such as numeracy and language development. ICT is also used well to enhance pupils' understanding of science. Overall improvement since the last inspection, however, is unsatisfactory in science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Leadership and management are effective in ensuring that all pupils have good access to ICT.
- Pupils achieve well, are enthusiastic and work hard to improve their skills.
- A well-planned curriculum ensures that pupils have a good range of experiences to develop their ICT skills, but insufficient use is made of ICT in other subjects of the National Curriculum.

### **Commentary**

62. By the end of Year 2 standards are above average, which represents good improvement since the last inspection. By the end of Year 6, standards are also above average, which is similar to those at the last inspection. These above average standards are mainly due to an increase in the confidence of teachers in using computers and a well-planned curriculum. This has been developed by the new co-ordinator who was appointed recently. Teaching and learning are good. Pupils enjoy ICT lessons, work hard and are keen to improve their skills, which are regularly assessed. As a result, all pupils in Years 1 to 6 achieve well, including those with special educational needs.
63. In Years 1 and 2, pupils have a good understanding of the potential of personal computers to display, analyse and manipulate data. They enter simple numerical data into a pictogram and successfully answer questions about this. By Year 2, pupils write short sentences, experiment with different fonts and edit text competently. They produce posters mixing text and graphics, for example advertising, "Cleethorpes for a good holiday". They search for and find appropriate pictures of ice cream, boats and sandcastles and import them into their work. They move text and pictures around the screen and save and print their work, unaided and with ease.
64. Pupils in Years 3 and 4 have good skills in using spreadsheets and databases. They interpret data, store information and recall it for further study. They collaborate well to share information and help one another. By Year 5, pupils work independently on research topics, using the Internet and sending e-mails. By Year 6, almost all pupils work independently to construct and

present multimedia presentations incorporating sound, text, diagrams and pictures. One impressive example focussed on, "Life today in Fairfield School". This included the use of a digital camcorder. Pupils will be presenting their work at a parents' meeting and the disc will then be stored in a hidden time capsule. Almost all pupils in Year 6 are confident in using most of the common computer applications, including creating moving pictures and incorporating them into their work. Many pupils are beginning to use devices with sensors to measure and record light, sound and temperature, recording this data and producing graphs and charts. More able pupils were eager to discuss and assess the use of ICT in their work and are able to reflect critically in order to make improvements in subsequent work.

65. Class teachers and many of the pupils have a secure understanding of interactive whiteboard technology, which enhances learning well. The enthusiasm and personal drive of the co-ordinator provides good leadership and management, which is effectively supported by the headteacher and governing body. There is a clear commitment to raise standards further, as identified in the good subject action plan.

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

66. The use of ICT across the curriculum is satisfactory. It is good in English, mathematics and science. Throughout the school, pupils often enter extensive pieces of text, using good knowledge of different ways to present and alter the appearance of their work. Pupils have increased their knowledge of the habits of wild birds by using the web cam installed in a nest box in the school grounds. The Internet is sometimes used well to help pupils in all year groups extend their research skills and knowledge and understanding in other subjects such as geography. However, more use could be made of ICT to enhance both teaching and learning across the curriculum. The co-ordinator is fully aware of this and has plans to include ICT in subject schemes and to increase the range of software available.

## **HUMANITIES**

*Religious education was inspected in full and is reported on below. Geography and history were sampled.*

67. In **geography** and **history** an examination of pupils' work and teachers' planning showed that the programmes of study in the National Curriculum are taught in sufficient depth. The range and quality of resources are good. A range of visits to places of interest and visitors to the school play an important part in making work interesting and relevant. Leadership and management are satisfactory. Co-ordinators monitor planning and pupils' work regularly and have on occasions observed teaching in both subjects.

### **Religious education**

Provision for religious education is **good**.

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

- Attitudes to learning are good.
- There are good opportunities for pupils to learn about different religious traditions.
- Good teaching helps pupils to achieve well.

#### **Commentary**

68. Pupils start in Year 1 with at best an average awareness of the importance of religious education. They have regular opportunities to gradually build up their knowledge and understanding of their own faith and also other faiths and cultures as they progress through the school. As a result, standards in both Year 6 and Year 2 are better than those reported by the previous inspection and are slightly above the expectations of the locally agreed syllabus. The

achievement of pupils, including those with special educational needs and the very small number for whom English is not the first home language, is good throughout the school.

69. Younger pupils learn mainly about the traditions of Christianity and also have structured opportunities to develop their knowledge of other faiths. They are taught about stories from the Bible and also the importance of religious festivals to other cultures and beliefs. Older pupils study not only Christianity but also aspects of Islam such as the importance of the '*Five Pillars of Wisdom*' to Muslims. They also learn about the Koran and the Hajj. In order to enhance learning they visit places of worship such as churches and the local mosque and this has a positive effect on their attitudes to both Christianity and also other religious traditions.
70. The standard of teaching is good and is reflected in pupils' good achievement over time. When teaching was more successful, lessons were enjoyable and well matched to pupils' previous learning. During a good Year 2 lesson on the significance of baptism the teacher used resources well to help pupils remember what they had learnt previously and then used questioning very effectively to stimulate discussions about how people become members of different faiths. The standard of debate was quite high and the teacher used her good relationships with the class effectively to ensure that pupils achieved well in gaining a more meaningful understanding of the idea of belonging to, for example, a church, family or social group. In some lessons that were nevertheless satisfactory, the teaching was not linked as effectively to previous learning and tended to be unstimulating and this affected pupils' achievement and their learning.
71. Subject leadership and management are good. The co-ordinator has a firm understanding of the strengths of subject provision and also of those areas requiring further development. She realises that, whilst resources are satisfactory overall, there is still a need to increase those for teaching aspects of other religious beliefs, for example Sikhism. Links between religious education and other curriculum areas, such as art and design and literacy, are satisfactory. There has been good improvement overall since the last inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Art and design, design and technology, music and physical education were sampled.*

72. In **art and design**, the curriculum is securely in place and the subject is led soundly, with good plans for improvement based on a clear audit of current strengths and weaknesses. There are good displays of pupils' work in all classrooms. No art and design lessons were seen during the inspection but the standard of much of the work seen was average, with some that is above average. Pupils participate in a wide range of activities including African art, face painting, Hindu geometric patterns, watercolours and silhouette painting and studying the work of great artists. However, discussion with the subject co-ordinator and examination of the range of work show that opportunities are missed to develop the pupils' awareness of the richness and diversity in art from different cultures.
73. A satisfactory **design and technology** curriculum is in place and pupils are accustomed to planning and reviewing their work. There are some interesting topics, such as the designing and making of a model of Joseph's coat of many colours out of card and felt. In one Year 2 class, pupils have made a good range of models of above average standard, including highly decorated houses from cardboard boxes, clay models of houses and owls made of strips of brown and white card. In Year 6, pupils have made some good models of fairground rides, using plastic, string, wood and card.
74. In **music**, examination of teachers' planning and other school documentation and discussions with pupils confirms that the requirements of the National Curriculum are taught in sufficient depth. Resources are good and are used effectively to enhance learning. Links between music and other curriculum areas, such as ICT, are satisfactory and are continuing to develop. However, discussions with senior staff show that the use of a wide range of music from different cultures is not embedded into the curriculum.

75. The **physical education** curriculum is securely in place. No lessons were seen but teachers' planning and evidence presented by the co-ordinator indicate that the school has had considerable success in sporting competitions. For example, the cross-county team came first in the inter-school sports last year and second this year. In athletics, the school team came second. The physical education curriculum is greatly enhanced by visitors from the local community who come into school from time to time to help or to coach. For instance, there are visits from the local rugby and football clubs as well as county cricket links. The subject is well led by the co-ordinator, who is a qualified table tennis coach and is helped by the school's Children's Activity Development Officer, who has developed physical and games activities for the playground. Outdoor and adventurous activities are provided by orienteering exercises in the school grounds and the annual residential weekend for pupils in Year 6 to an outdoor education centre on the Yorkshire Moors.

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

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

### **Main strengths and weaknesses**

- Developing pupils' understanding of their rights and responsibilities is very good.
- The co-ordinator monitors what is going on and plans new developments very effectively.

### **Commentary**

76. Pupils achieve very well overall. They achieve well in Years 1 to 4 and very well in Years 5 and 6. By Year 6 pupils are very mature and responsible and very well prepared for the next stage of their education. The school promotes the development of the pupils' personal qualities throughout the school day, not just through discrete personal, social and health education and citizenship lessons. A very good example of this cross-curricular approach was seen in a good Year 6 literacy lesson when pupils were asked to respond to a letter from the vicar's wife asking for help with organising a garden fete. Teachers have high expectations of both work and behaviour and welcome and value pupils' views in all lessons. This creates a genuine desire in the pupils to learn and, when lessons are challenging and interesting, they do so very well. There are very good displays in most classrooms and communal areas showing, for example, pupils' current learning targets and their personal aspirations for this year and in the future, celebrating achievements and explaining the work of the school council.
77. The school council includes pupils from the nursery to Year 6 and they run it. A teacher attends their meetings but is there purely as support if difficulties arise. The council officers run the meetings and pupils record the views expressed and decisions made. Individual councillors report back to their classes. Year 6 pupils act as buddies to the rest of the pupils and part of their role is to help staff with the training of Year 5 pupils for the following year. There are many other opportunities for pupils to take on responsibilities, such as acting as library monitors and helping their class teacher. Pupils are actively involved in raising funds for charities and recycling projects and the school has received a grant to project for pupils to grow food through a gardening club. A trained teaching assistant runs self-esteem groups every fortnight for pupils who are presenting challenging behaviour or lacking confidence. There is a 'Happy to talk box' in which pupils post problems and these are acted on by the subject co-ordinator, headteacher or class teacher.
78. Involvement in the Healthy Schools initiative, provision of drinking water, fresh fruit and vegetables and improved school dinners following analysis by York University are some examples of the school's strategies to raise pupils' awareness of healthy living. The school has an award for its non-smoking policy and the school has a good programme of sex and relationships education and drugs awareness. This is taught by all teachers with a specific input by the school nurse in Year 5 and Year 6. The nurse also provides sessions for parents.

79. Teaching and learning are very good. There are formal lessons and/or class discussions called 'Circle Time' in every class at least once a week. Two lessons in Years 1 and 2 effectively developed the pupils' appreciation of the school and the environment, and thinking of ways to improve it. Pupils in Year 3 made good gains in learning about the news through the examination of the front pages of a variety of newspapers. Pupils in Year 6 have completed very good work, including the good use of ICT, on growing up and moving school.
80. Leadership and management are very good. There have been good improvements since the last inspection and the co-ordinator is very effectively managing a well thought out plan to improve provision even more between 2004 and 2006. The work undertaken so far has been rigorously evaluated and the plan updated as a result of this analysis. There is great deal going on in this subject and the co-ordinator has a very good overview of it all.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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