

INSPECTION REPORT

HOLME-UPON-SPALDING MOOR PRIMARY SCHOOL

Holme-upon-Spalding Moor

LEA area: East Riding of Yorkshire

Unique reference number: 117852

Headteacher: Mr Mark Alston

Lead inspector: Mr J Earish

Dates of inspection: 27th – 30th June 2005

Inspection number: 267040

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 years
Gender of pupils:	Mixed
Number on roll:	333
School address:	High Street Holme-upon-Spalding Moor York North Yorkshire
Postcode:	YO43 4HL
Telephone number:	01430 860287
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Appropriate authority:	The governing body
Name of chair of governors:	Deborah Bullock
Date of previous inspection:	22 March 1999

CHARACTERISTICS OF THE SCHOOL

Holme-upon-Spalding Moor Primary School is situated in the large village of Holme-upon-Spalding Moor in the East Riding of Yorkshire, and the socio-economic circumstances of pupils are favourable. It is larger than most other primary schools nationally. There are 333 boys and girls on roll aged 3 to 11 years. Just under 13 per cent of pupils are identified as having special educational needs. This proportion is below the national average. The range of pupils' needs includes moderate learning difficulties, speech and communication problems and physical disabilities. There are four pupils with a statement of special educational need. The proportion of pupils eligible for free school meals, at around seven per cent, is below the national average. Currently there are no pupils from the ethnic minorities, and all pupils have English as their first language. Attainment on entry to the school is average but each year group has a different proportion of higher and lower attaining pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23216	J Earish	<i>Lead inspector</i>	Science; Physical education.
11358	V Lamb	<i>Lay inspector</i>	
2785	M Williams	<i>Team inspector</i>	Mathematics; Art and design; History; Religious education.
33088	K Russell	<i>Team inspector</i>	English; Information and communication technology; Geography.
27990	M Sanger	<i>Team inspector</i>	Foundation Stage curriculum; Design and technology; Music; Special educational needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Holme-upon-Spalding Moor Primary School is a **very good** school that caters very well for all its pupils, whatever their abilities, backgrounds, age or gender. The teaching is of a very good standard and results in very good achievement by all groups of pupils. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in English, mathematics and science by the ages of seven and eleven years.
- Teaching and learning are very good overall, and all groups of pupils achieve very well.
- The headteacher has a very clear vision and high aspirations for the school.
- Children in the Foundation Stage receive a very good start to their education and achieve very well.
- The headteacher's office is not easily accessible.
- Teachers in the Foundation Stage are not part of the senior management team.
- Subject co-ordinators do not have enough time for monitoring their subjects.
- Assessment data could be used to form a more cohesive view of the Foundation Stage.

There has been good improvement since the last inspection. Overall, the issues for improvement from 1999 have now been addressed well, but much of the work is very recent. The school now produces a three-year strategic financial plan. Suitable assessment systems have been introduced in the Foundation Stage, but more use could be made of the data to form a cohesive view of attainment on entry and the children's subsequent progress. The recent budget constraints have not afforded sufficient time for some subject co-ordinators to rigorously monitor their subjects. However, this will be addressed next year. Teaching is much better, with a higher proportion of very good teaching. Standards are now very good at age 7 and 11 years, and all groups achieve very well.

STANDARDS ACHIEVED

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

*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.*

Inspectors judge pupils' achievement by looking at the progress they make over their time in schools, as well as how well they do in lessons. Pupils' overall **achievement is very good**. Children join the school with a wide range of capabilities, but, taken overall, their attainments are average. Children develop very well within the Foundation Stage, make very good progress, and exceed the Early Learning Goals in all aspect of their development. Pupils continue to achieve very well, and, by the end of Year 2, standards are well above average in reading, writing, speaking and listening, science and mathematics. Pupils continue to achieve very well, and by the end of Year 6 the standards they attain are also well above average in English, mathematics and science. Unvalidated data supplied by the school show that standards have been maintained in the latest national tests.

Pupils' personal qualities, including their spiritual, moral and social development, are very good. Throughout the school, pupils' attitudes to learning, their relationships and their behaviour are all very good and have a positive effect on both the quality of their education and the standards of work they achieve. Pupils have a good understanding of what they need to do to improve, particularly in English and mathematics, because they have their own personal targets to work towards. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education is very good. Teaching and learning are very good. Teachers have very good knowledge of the subjects they teach and work very well with the teaching assistants to ensure that lessons are interesting and capture pupils' imagination. Achievement is very good because teachers take account of the full range of abilities, including those children with special educational needs (SEN) and those who are identified as of higher ability. Teachers use assessment information well to set challenging tasks for all groups of pupils. However, assessment information could be used more effectively to form a cohesive view of attainment on entry and children's progress in the Foundation Stage. The school makes very good use of educational visits, visitors and the community to enrich the curriculum. The accommodation is good overall, though the headteacher's office can be approached only by way of a long spiral staircase. This does not afford easy access for pupils and parents, especially those with young children or with physical difficulties.

Good links with parents have been maintained. Teachers and teaching assistants know, support and care for pupils well, and pupils are made to feel valued and involved in running the school. There are good links with other schools and very good links with the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher has a clear vision and high aspirations for the school. On his appointment, he had to deal with a significant budget deficit. This has been successfully addressed with the advice of the local education authority (LEA) and the support of the new chair of governors and governing body. The management responsibilities of the school are being reorganised. However, teachers in the Foundation Stage are, as yet, not included in the senior management team. Additionally, the school recognises that recent budget constraints have not afforded sufficient time for some subject co-ordinators to rigorously monitor their subjects. The school is well managed and is now very good at identifying areas for improvement and in seeking ways to overcome weaknesses and address disadvantage. Governors are supportive of the school and have a clear understanding of what the school does very well and how they can help improve things further. The quality of their work is good. Statutory requirements are met, with the exception of a minor concern about the soft play area, of which the school is fully aware and is taking action.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express positive views about the school. They particularly like the quality of teaching and the way children are treated fairly. However, some parents would like more notice of school events. Pupils say they enjoy their lessons and feel safe and secure.

IMPROVEMENTS NEEDED

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

- Relocate the headteacher's office to a central and easily accessible position.
- Include representatives from the Foundation Stage on the senior management team.
- Provide more time for subject leaders to monitor their subject responsibilities.
- Use the assessment that is held on individuals to form a more cohesive view of attainment on entry and of progress through the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' overall **achievement is very good**. Children join the school with a wide range of capabilities, but, taken overall, they are average. By the time pupils transfer to secondary schools at the end of Year 6, standards are well above what is expected for pupils of a similar age in English, mathematics and science.

Main strengths and weaknesses

- Pupils' very good achievement benefits from the school's commitment to educational inclusion and to the promotion of equality in all that it does.
- Children receive a very good start to their education in the Foundation Stage.
- Standards are well above average in English, mathematics and science by the ages of 7 and 11 years.

Commentary

1. The school's commitment to educational inclusion, the very good quality of teaching and the very good attitude and behaviour of pupils are key factors in the very good achievement of all groups of pupils. The school caters for children from a variety of backgrounds, and classrooms are friendly, stimulating and challenging environments in which individual interests, talents and differences are respected and celebrated. Teachers identify clear learning objectives in their planning, which they share with pupils, and they group the children and pupils carefully, vary the activities, choose the best methods, and monitor how pupils are progressing. Higher attaining pupils have challenging tasks set for them and achieve very well. Pupils with SEN are also very well supported and make very good progress toward their individual goals. These features, together with the teachers' enthusiasm and high expectations, make a significant contribution to pupils' very good achievement.

2. Children receive a very good start to their education in the Nursery and Reception classes. Very good induction procedures serve to ease the children's transition from home to school. They also serve to establish very good links with parents, who are positive about the start their children receive to their education. Teaching is very good, and children also benefit from a very well planned curriculum and from very effective support from all the adults involved. There is a very good balance between self-selected and adult-directed activities, with a strong emphasis on the development of literacy skills. Children achieve very well and exceed the Early Learning Goals in all aspect of their development.

3. The table below shows the average point scores attained in the Year 2 tests in 2004. One point represents about one term's progress, so the table shows, for example, that last year's pupils were on average two terms ahead of all pupils nationally in reading.

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

Standards in:	School results	National results
reading	17.8 (17.4)	15.8 (15.7)
writing	17.4 (16.3)	14.6 (14.6)
mathematics	17.8 (17.8)	16.2 (16.3)

There were 39 pupils in the year group. Figures in brackets are for the previous year.

4. Standards achieved in the national tests in 2004 for pupils aged seven were well above the national average in reading and mathematics, and they were in the top five per cent of all schools

nationally in writing. When compared with those of schools in a similar context, standards are well above average in reading and writing and above average in mathematics. Similarly, an analysis of trends over the past four years shows that standards have been consistently above or well above the national average.

5. Inspection evidence shows that standards have been maintained. Pupils in the present Year 2 are well above average in reading, writing, speaking and listening, and mathematics. There are no national tests in science in Year 2, but inspection evidence shows standards as well above average. This is an improvement on the standards reported at the time of the last inspection, when standards were above average.

6. The table below shows the average point scores attained in the Year 2 tests in 2004.

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

Standards in:	School results	National results
English	29.4 (28.4)	26.9 (26.8)
Mathematics	30.0 (29.8)	27.0 (26.8)
Science	30.5 (30.2)	28.6 (28.6)

There were 48 pupils in the year group. Figures in brackets are for the previous year.

7. Standards achieved in the national tests in 2004 for pupils aged eleven were well above the national average in English, mathematics, and science. Standards have been well above the national average in all three subjects since 2002. When compared with those of schools in a similar context and against prior attainment at the age of seven, standards are well above average in English and mathematics and above average in science.

8. Inspection evidence shows that standards have been maintained. Pupils in the present Year 6 are well above average in English, mathematics and science. This is an improvement on the standards reported at the time of the last inspection, when standards were above average. Unvalidated data supplied by the school show that standards have been maintained in the latest national tests.

9. Inspectors were unable to conduct a detailed inspection of all the areas of the curriculum in the time available, although subjects were sampled. However, evidence shows that pupils are making good progress in information and technology (ICT) and standards are satisfactory overall. The new ICT suite has significantly increased the opportunities for individual pupils to practise new skills so they can then use them to support work in other subjects. By the end of Year 6, standards are above the expectations of the East Riding of Yorkshire Agreed Syllabus for religious education.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes to learning and behaviour are **very good**. Their personal development, including their spiritual, moral, social and cultural development, is **very good** overall. The level of attendance in the school is **above** the national average.

Main strengths and weaknesses

- Behaviour is very good because pupils know what is expected of them and they are keen to please their teachers.
- Pupils like school and are very keen to join in with their lessons and other activities.
- Spiritual, moral, social and cultural development is very good overall.

Commentary

10. Pupils like coming to school. Their attendance rate is well above the national average and their punctuality is good. Registration is efficient and provides a purposeful start to the day. Systems for recording and monitoring attendance are very good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.1
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.

11. Behaviour, both in lessons and around the school, is very good, and pupils are keen to work hard and to learn. These are all factors that contribute to their very good achievement. Pupils know the school routines and move around the school quietly and calmly. They play together very well during breaks and at lunchtime, and happily organise themselves into groups for imaginary or team games. Other pupils meet in friendship groups and walk around the grounds chatting happily together. Pupils also generally behave very well in lessons. They listen carefully to their teachers and each other, try hard and respond very well to challenges. The school has established a very good merit system that rewards pupils publicly for exemplary behaviour, positive attitudes and successes in school and the wider world. There have been no pupils excluded from the school in the last two years.

12. Pupils have very positive attitudes to school because they are very well motivated and are encouraged to become mature and responsible. They respond very well to their lessons and are actively engaged in their learning. Pupils work very well in pairs and groups, settle to their task quickly and respond very well to challenges. Pupils have a very mature attitude to their special responsibilities and are able to carry out their duties conscientiously.

13. Pupils' spiritual, moral, social and cultural development is very good overall. The strong ethos of the school ensures that pupils gain in self-esteem and maturity. Very effective use is made of the school council to genuinely involve pupils in decisions about the running of the school. Pupils understand their responsibilities for being part of a community and the need to care for their environment. Extra-curricular and residential activities are very well attended and help to increase pupils' confidence and self-esteem. Very good opportunities are provided to develop pupils' spirituality during assemblies and through visitors to school. There are many opportunities within the curriculum for pupils to gain a better understanding of their own cultural traditions. However, the school recognises the need to increase the opportunities for pupils to gain a deeper insight into the cultural diversity within contemporary British society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**. Very good teaching enables all pupils to make significant gains in their learning and **achieve very well**.

Teaching and learning

The quality of teaching is **very good** overall, and pupils learn very well. Procedures for the monitoring and assessment of pupils' work are **good overall**.

Main strengths and weaknesses

- Teaching and learning are very good.
- Teachers ensure that all groups of pupils have equal opportunities to learn and achieve very well.
- Teachers plan lessons very well and ensure that work is well matched to pupils' differing needs.
- Procedures for the monitoring and assessment of pupils' academic performance are good overall.
- Better use could be made of the assessment data to form a cohesive view of attainment on entry and progress through the Foundation Stage.

Commentary

14. The quality of teaching and learning is very good overall, with five out of 10 lessons judged to be very good or better. This is an improvement on the findings of the previous report, when the quality of teaching and learning was good overall, with just over one in 10 lessons judged to be very good. Almost all pupils say that they enjoy their work and that lessons are interesting and fun. Almost all of the parents also expressed the view that the teaching is a real strength of the school.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2.4%)	20 (47.6%)	14 (33.3%)	7 (16.7%)	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.

15. The very good quality of teaching in the Foundation Stage reflects very good subject knowledge and skilled management. The teacher, teaching assistants and Nursery nurses have high expectations of pupils' work and behaviour, as well as a very good understanding of the curriculum and of how children learn. Activities are carefully chosen to provide a broad, imaginative curriculum that engages pupils' attention, reflects their differing backgrounds and stimulates an enthusiasm for learning.

16. Teaching and learning are very good in English, mathematics and science. This is because teachers have fully embraced the principles of educational inclusion and ensure that all pupils have equality of opportunity. They plan and deliver interesting lessons and vary their teaching to take account of the different ways in which pupils learn. The combination of very good teaching and a very positive attitude to learning ensures that pupils achieve very well.

17. Teachers set high standards in their expectations both of pupils' behaviour and of what they should be achieving in lessons. In turn, pupils respond well to the challenges they are set, and this contributes to the very good progress they make. They settle to work quickly and without fuss, and work hard to complete their tasks. Although some classes include pupils with a wide range of abilities, teachers are successful in ensuring that all are set appropriate work.

18. Assessment is good overall, but is much better developed in English, mathematics and science. For example, teachers make very good use of assessment procedures to track progress

in mathematics and match tasks to the needs of all pupils. In English, half-termly assessment tasks are set and graded; and group targets are set and shared with pupils. Teachers record the National Curriculum Levels each pupil is expected to reach each year, and review these regularly. Pupils also have their own personal targets to work towards, a strategy that gives them a good understanding of their own learning and of what they need to do to improve. The school uses the information to track the progress of groups and of individuals such as higher attaining pupils and those with SEN. Careful and thorough analysis of the data helps to identify any areas of underachievement, and in turn informs the setting of the older pupils by ability in mathematics. In the foundation subjects, this is less well developed, although a good start has been made in identifying ways in which this might be managed.

19. Teachers in the Foundation Stage make good use of assessment information when planning future work for all groups and abilities, so that all are equally challenged. However, better use could be made of the assessment data on individuals to form a cohesive view of attainment on entry and progress through the Foundation Stage. This was a key issue for action at the time of the last inspection report.

20. Teaching and learning for pupils with SEN is very good and leads to very good achievement. Each pupil has an individual education plan (IEP) with a manageable number of specific learning targets, which are written in child-friendly language. However, the success criteria are not always clearly identified, which makes assessment and review difficult. Learning activities are well matched to the needs of individuals. The progress of pupils with SEN is assessed and recorded on a daily basis on a pupil record sheet. Learning support staff provide very valuable support, helping pupils to make a full contribution to lessons and to gain full access. The use of ICT motivates these pupils to practise and strengthen skills in mathematics through such programs as 'Number shark'.

The curriculum

The curriculum is **good** overall. The school is well staffed and, on the whole, has good resources.

Main strengths and weaknesses

- Pupils have very good equality of access and opportunity with regard to the curriculum.
- There are very good opportunities for sporting activities and learning outside the school day.
- The Foundation Stage curriculum is of very good quality.
- There are generous amounts of time allocated to literacy, mathematics and reading. Foundation subjects have less time allocated to them.

Commentary

21. The school has fully embraced the principles of educational inclusion and makes very good provision to ensure that all pupils have full access to all subjects and activities, irrespective of their background, ability, gender or ethnicity. The curriculum is of good quality overall. Teachers use the curriculum very well as a basis for interesting lessons that help to motivate pupils, foster their enthusiasm and enhance the quality of their learning and achievement.

22. National Curriculum requirements and those of the locally Agreed Syllabus in religious education are met, as are requirements for provision for children in the Foundation Stage. Planning for subjects is now well founded on nationally recommended guidance, and pupils are well prepared for the next stages in their education. Pupils with SEN have full access to the curriculum. Close collaboration between teachers and learning support staff contributes to the very good quality of provision. Gifted and talented pupils are also well supported. For example, more able mathematicians in Year 6 have access to additional mathematical challenge via a computer link with a teacher in a local secondary school.

23. The curriculum for the Foundation Stage is of very good quality and covers all aspects of the Early Learning Goals. Children work from a very good, well-planned and imaginative curriculum,

which fully meets the needs of all the children starting in the Foundation Stage. As a result, children achieve very well and enjoy learning. The curriculum for pupils aged 5 to 11 years is planned to follow a two-year rolling programme of activities to cater for pupils in the mixed-age classes. It is of good quality and provides generous amounts of time each day for literacy, mathematics and reading. Consequently, foundation subjects sometimes have less time allocated to them as compared to national figures.

24. Learning is successfully extended through a very good range of clubs and activities that are held at lunchtimes and after school. Activities include football, rugby, netball, rounders, gymnastics, cricket, athletics, choir, drama, recorders and a web club. Boys and girls have equal opportunities to take part in football and netball teams. Pupils talk enthusiastically about these clubs and say they thoroughly enjoy taking part in the activities.

25. The school places a high value on providing a very good range of special events, visits and extra-curricular activities to broaden pupils' experience and support their personal and social development. This is being supported by the recent appointment of a co-ordinator for educational visits and outdoor education. The very good range of activities includes residential visits to Scarborough and Keswick. An extensive programme of day visits includes visits to Pickering Castle and Ryedale Folk Museum to support work in the humanities. The oldest pupils also have the opportunity to spend a week in Germany.

26. The accommodation is of good quality and comprises a mixture of old buildings and very recent modern additions. The library is in a central location but is a thoroughfare for people moving around the school. Learning can be disrupted by pupils or adults visiting the school office or moving to other parts of the school. The headteacher's office is located in an attractive loft space which is approached by way of a long spiral staircase. This does not afford easy access for pupils' parents, especially those with young children or physical difficulties. Governors have identified this concern and already have plans for remodelling the internal accommodation in the oldest part of the school and in the Nursery.

27. The school has a good number of appropriately qualified teachers and support staff to provide for pupils' needs. Those pupils identified as having SEN enjoy full access to the curriculum through carefully planned tasks that are well matched to their individual needs. Resources are of good quality, and there has been considerable investment in new computer equipment.

Care, guidance and support

The school takes good care of its pupils. Procedures to ensure the care and welfare of pupils are **good**, and health and safety procedures are **satisfactory**. Pupils receive **good** support, advice and guidance. The school has **good** systems for consultation with pupils.

Main strengths and weaknesses

- Pupils have very good, trusting relationships with adults in school.
- Very good procedures are established to help pupils settle into school.
- The school seeks and listens to pupils' views and concerns.

Commentary

28. The school has satisfactory procedures to promote the health, safety and welfare of the whole school community. Sufficient trained staff are always on hand to administer first aid, and carefully record and monitor all incidents. Child protection procedures are very well known, and staff are very well briefed to know what to do if they have any concerns. Through lessons and extra-curricular activities, the school helps pupils learn how to keep safe and healthy and is working towards a Healthy Schools Award.

29. Staff take care to establish and maintain very good relationships with pupils. They get to know pupils very well and encourage them to share their views and feelings. This ensures that pupils feel valued and learn to respect and understand the feelings of others. In addition, pupils feel that the school genuinely seeks and listens to their views. Class representatives on the school council are proud to put forward the views of their peers. This gives pupils very good opportunities to engage in the democratic process, to share views and opinions with others, and to work towards consensus. This makes a very good contribution to the care and welfare of all pupils.

30. Induction arrangements are very well organised to help the children settle into Nursery and Reception. Children who transfer from other schools are also very well supported, and this makes a very good contribution to their personal development. Parents are satisfied that induction arrangements help their children become secure and confident learners.

Partnership with parents, other schools and the community

The school enjoys **good** partnerships with parents and other schools and colleges. Links with the local and wider community are **very good**.

Main strengths and weaknesses

- The school gives parents very good information about the school and their children's work and progress.
- Parents make a very good contribution to the life of the school and their children's learning, both at home and at school.
- The school has established very good partnerships within the local and wider community.

Commentary

31. The school's partnership with parents is good. Parents are very supportive of the work of the school and especially like the extra-curricular clubs, activities and residential trips.

32. The school gives parents a very good range of information through newsletters, parents' meetings, informal discussions and a parents' notice board. However, some parents would like more notice of school events. Parents have frequent and easy contact with class teachers on a day-to-day basis, especially those in the Foundation Stage. However, the headteacher's office is located at the top of a high spiral staircase which does not afford easy access for parents, particularly those with young children or physical difficulties. The prospectus and the annual governors' report to parents are welcoming and informative, and clearly outline the aims and values that the school seeks to promote. Attendance at consultation meetings is very good. Parents like the style of their children's annual reports and find them helpful and informative.

33. The school welcomes parents' contributions in support of their children's learning. Information booklets for parents of children starting in the Foundation Stage are very useful and show how they can help their children at home. Parents help in classrooms and help supervise pupils on trips out of school. A hardworking group of parents and friends of the school organise social and fundraising events and provide valuable additional activities and resources.

34. There are very good links with the community. The school knows the community very well and has established a very good range of links to support pupils' learning and personal development. For example, an association of ex-service personnel provides a yearly award and trust fund to benefit pupils from the school. Not only does this partnership provide financial benefits but it also highlights the sacrifice made by RAF personnel who were based in the locality during the Second World War. This makes a very valuable contribution to pupils' personal development. The school also works closely with the local after-school club, as well as with local churches, whose ministers regularly visit school. Pupils have also been involved in developing the parish plan for local development and have contributed banners and writing for a public exhibition. They also support several local, national and international charities, and actively take part in recycling schemes.

LEADERSHIP AND MANAGEMENT

Overall, the quality of leadership and management is good. The headteacher's leadership is good. Taken as a whole, the leadership provided by key members of staff is good. Governance is good.

Main strengths and weaknesses

- The leadership of the headteacher and other key staff is good.
- Governors understand the strengths and weaknesses of the school well.
- Self-evaluation is now well established within the culture of the school.
- Teachers in the Foundation Stage are not represented on the senior management team.
- Subject co-ordinators do not have enough time for monitoring their subjects.

Commentary

35. The new headteacher has shown determination in addressing the significant financial deficit and establishing a platform for the school's future progress. Just after his appointment, two years ago, the headteacher had to deal with a significant deficit budget. A review of the school's provision was carried out in close cooperation with the governors and with advice from the LEA. This included a review of the staffing structure, the quality of the financial planning, and plans for future development. This resulted in reductions in staffing costs through redundancies, and the formulation of a new strategic plan to secure the financial future of the school.

36. The school's new strategic planning and improvement strategy are of good quality, and map out future development. The headteacher and governors have analysed the school's context and set out measurable targets for the future. The headteacher, senior staff and governors now monitor performance data well and use it to review progress and to guide future action.

37. Using LEA information, a senior administrative assistant produces monthly statements which enable the headteacher and finance governors to track spending and manage contingency funds. They are working with KPMG Leeds, as part of the programme for strategic financial management, to ensure that the school is able to maintain standards whilst ensuring a balanced budget. The most recent information supplied by the school shows that it is successfully addressing the deficit whilst maintaining pupils' standards and achievement.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	801,385	Balance from previous year	16,240
Total expenditure	830,536	Balance carried forward to the next	9,613
Expenditure per pupil	2,587		

38. The governing body is supportive and successfully fulfils its role as critical friend to the school. It has also undergone significant changes and restructuring. The governors have audited their own effectiveness and reorganised their committees with clear terms of reference. They have

worked closely with the LEA and headteacher to manage the deficit budget. All governors are able to question and challenge the school's progress against its success criteria published in the development plan. Governors take a keen interest in the work of the school and contribute substantially to its effectiveness. They have a clear understanding of the strengths and weaknesses of the school, and are now active in holding the school to account for its performance and discussing ways in which standards may be improved.

39. The headteacher has a strong sense of purpose and high aspirations for the school. He has created a staff team in which all members work well together for the benefit of the pupils. The staff team's clear commitment to the promotion of pupils' personal and social skills, and to the inclusion of all pupils, contributes strongly to the school's very good ethos. Through his careful monitoring of teaching and learning, the headteacher has a very good understanding of the strengths to be shared and weaknesses that need to be addressed.

40. The management structure has also been rationalised. Subject leaders are increasingly accountable for monitoring the developments in their areas of responsibility, but some do not have sufficient time to carry out these duties. This is due to the school's recent financial position. However, the school has published plans to increase the time for co-ordination and monitoring from the beginning of the new school year. The senior management team has been strengthened and now includes the headteacher, the co-ordinators for Key Stage 1 and Key Stage 2, and the senior administrative assistant. However, the Key Stage 1 co-ordinator has considerable additional responsibilities, including the co-ordination of the Foundation Stage, in which she has no day-to-day involvement. As yet, there are no teachers from the Foundation Stage on the senior management team to ensure that priorities for improvement are sufficiently well based on secure first-hand self-evaluation.

41. The co-ordination of special educational needs (SENCO) is good. The co-ordinator has led the introduction of new systems to achieve effective and consistent assessment of pupils' progress as well as leading training on areas such as autism. Teaching and support staff are fully involved in the writing and review of individual education plans (IEPs). The governor with responsibility for SEN is kept informed about work in the department.

42. The day-to-day administration of the school is efficient. The secretary deals competently with queries, and contributes strongly to the smooth running of the school. However, the offices and Reception area are well away from the main school entrance. The spiral staircase leading to the headteacher's office in the loft does not afford easy access for pupils or parents, especially those with young children or physical difficulties.

43. Standards are well above average, the overall quality of teaching and learning is very good, and pupils achieve very well. The budget deficit has been addressed and the school therefore gives very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Provision for children in the Foundation Stage is very good. Improvement since the previous inspection has been good. Standards have risen as a result of improvements to the quality of teaching and learning and to the accommodation, and the development of a cohesive Foundation Stage curriculum. However, there has been insufficient progress in improving the use of assessment information. The deputy headteacher has a considerable workload, including the co-ordination of the Foundation Stage, in which she has no day-to-day involvement. As a result, priorities for improvement are not always sufficiently well based on secure self-evaluation.

45. Children enter the Nursery on a termly basis. Each intake has a wide range of abilities. Attainment on entry varies year on year and is currently broadly in line with national expectations, with a number of more able children. Children achieve very well because activities are well planned to develop learning in all areas. Teaching, including the work of nursery nurses, is very good, and it makes a considerable contribution to children's very good learning and progress. Induction procedures are very good and ensure that the children settle very quickly and happily. Partnership with parents continues through daily contact, and some parents enjoy helping in all classes. The curriculum is of very good quality and ensures good coverage of all six areas of learning. The recent improvements in the accommodation have led to far greater cohesion to provision. The indoor and outdoor areas provide a rich and exciting learning environment. However, one of the soft play areas is currently unsafe.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children develop good attitudes to learning and achieve very well.
- Adults support learning well. They interact sensitively when children work in small groups or alone.
- Children concentrate very well and play co-operatively with each other.
- Behaviour is very good.
- Children are less confident in initiating conversations or expressing feelings.

Commentary

46. Most children are on course to exceed the expected levels by the end of their time in Reception. All the adults are good role models and set high expectations and clear boundaries, so children know what is expected of them and behave very well. Children are able to conform to the high expectations of the staff and quickly grow in confidence; they show real interest in their learning and increase their concentration. By the end of Reception, children are able to take turns and work in groups and independently, and are aware of the needs of others. Teaching and learning are of good quality. Personal independence is very well developed, although opportunities are missed when children are collecting and tidying up resources. Children take increasing pride in their work. All children respond confidently when talking about their own experiences to adults, but have fewer planned opportunities to talk with each other through 'talking partners'. During the inspection few opportunities were observed for children to express their feelings, and, when prompted, they found this challenging. Achievement is very good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve very good standards in reading and writing.
- Teachers have a good understanding of the curriculum and match activities very well to individual needs.
- The learning environment provides rich opportunities to extend the development of language and early phonic skills.

Commentary

47. Teaching in communication, language and literacy is of very good quality, and children achieve very well. Most children are on course to exceed the expected levels by the end of their time in Reception. Frequent and well-planned activities enable children to attain very good standards in language and literacy. The very youngest children enjoy listening to stories and quickly develop a good awareness of books, letters and sounds. They develop 'writing' in role-play activities, such as booking appointments for a hot air balloon ride. In the Reception class, children are taught literacy in a more formal setting. Most children know the sounds that letters make and understand that they can blend them together to make new sounds, such as 'ch'. A significant group of higher attaining children write confidently. For example, a girl in Reception wrote a postcard describing her journey to the seaside, which she did without help, using clear handwriting, accurate spellings and simple sentences. The classrooms are exciting places, with displays and activities that successfully support and promote literacy. Adults spend considerable time talking with children and value what they say. This is particularly important for the increasing proportion of pupils entering the school with limited language and indistinct speech. However, there are fewer opportunities for those children who speak confidently to explain, justify and relate their personal feelings.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very good standards by the end of Reception, especially in calculation.
- Teachers have a very good understanding of the curriculum and the individual needs of children, and match activities and intervention very well.

Commentary

48. Teaching is very good in this area of learning, and most children are on course to exceed the expected levels by the beginning of Year 1. Adults plan a very good range of interesting activities to promote mathematical understanding. For example, children learn to recognise, count, match and order numbers by placing train carriages on a track. These skills are then extended by adding one more and taking one away. By the end of their time in Reception, most children are able to complete simple addition and subtraction problems to 20 and can name basic shapes such as circles, rectangles, squares and triangles. Higher attaining children confidently work with numbers up to 100 and confidently use their mathematical knowledge in a range of practical situations. For example, a boy explained how he was measuring the length of the 'sleepers' so that they would fit between the track he was making for his model train. He used comparative language accurately and showed good powers of estimation. All groups of children are achieving very well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Well-planned activities are linked together as themes.
- The children respond positively eagerly to activities because they are exciting and imaginative, and as a result they achieve very well.

Commentary

49. Teaching is of very good quality, and children are on course to exceed the expected levels by the end of Reception. Staff stimulate children's curiosity and enhance their understanding by planning interesting activities that are cleverly linked to form themes. This helps children make sense of their own world and extends their knowledge and understanding. For example, a girl in the Nursery class chose a transparent film to put in her sunglasses '*to keep the sun away*'. Whilst in Reception a boy reported that the model train had stopped because it had derailed, commenting that it was '*elf and safety*', clearly showing a growing awareness of the world around him. During the inspection there was a model hot air balloon 'tethered' in the Nursery and a model train 'stationed' in Reception, both large enough for children to climb aboard. These provided rich experiences for children to explore through role-play and acting.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

Commentary

- A rich outdoor learning environment successfully promotes physical activity.
- Teachers have a good understanding of the curriculum, and activities are well planned to support all aspects of this area of learning.
- The children confidently take part in all physical activities and achieve very well.

50. Most children are on course to exceed the expected levels by the time they start in Year 1. Teaching is of very good quality, and children achieve very well in all aspects of this area of learning. They enjoy physical activities both indoors and out. Children in the Nursery develop their skills in cutting, sticking, gluing, modelling and writing to strengthen co-ordination of hand and eye. They also have good opportunities to run, climb, balance and ride small vehicles. They learn to control larger movements and move safely in large spaces. In addition, there are well-planned activities that reinforce and develop their skills in practical ways, including model making and construction. Handwriting skills develop very well and most pupils form letters clearly and consistently. In an outdoor games lesson for children in Reception, the direct teaching of rolling, throwing and catching skills led to very good progress in developing hand and eye co-ordination. In addition, children recognised the benefits of exercise.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching is good and the children are well supported by adults.
- Adults provide a good range of opportunities to stimulate creativity, including role-play and activities that children can choose for themselves.
- Some children find it difficult to use their imagination.

Commentary

51. Activities are varied and well planned and often reinforce skills and knowledge taught in other areas. Teaching is good. All children have a rich variety of opportunities to experience a wide range of artistic experiences. Children in the Nursery enjoyed playing musical instruments in response to 'weather' words and chose to come back to this activity once they had finished. Reception children enjoy decorating models and responded imaginatively to role-play whilst on the train and in the travel agent's. However, there were few examples of adults seeking imaginative responses through music, dance, or visual representation. Adults placed insufficient emphasis on encouraging children to use their full range of senses.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well.
- Attainment is well above average at the end of Year 2 and Year 6.
- Teaching and learning are of very good quality.
- The whole-school emphasis on speaking and listening is working well to support learning across the curriculum.
- The library would benefit from development in order to extend pupils' individual research and study skills.
- The co-ordinator does not have enough opportunities to monitor teaching and learning across the school.

Commentary

52. Standards in all aspects of English at the age of seven and eleven years are well above average. All groups of pupils are achieving very well. There is no significant difference in the achievement of boys or girls. Pupils with SEN achieve very well and make very good progress in relation to their previous learning.

53. The recent emphasis on speaking and listening is working well to support learning across the curriculum. Staff work hard to ensure that pupils have many opportunities to develop and extend their speaking and listening skills. Younger pupils are confident talkers and eagerly discuss their ideas with each other. They listen carefully to others and are keen to answer teachers' questions

and to ask their own. Older pupils speak with confidence, discuss their work sensibly and work collaboratively with others. Vocabulary is well developed, and pupils use specialist terminology and descriptive words accurately.

54. Pupils make very good progress in reading throughout the school. Reading diaries and reading records are used effectively by parents and teachers to support children's learning. All pupils have time set aside each day for reading, when teaching assistants and parent volunteers hear individuals read. Pupils are encouraged to reflect on what they have read by discussing stories and characters with each other and writing book reviews. The school also organises book fairs which stimulate an interest in literature and give pupils good opportunities to buy books which interest them.

55. Standards of writing are very good throughout the school. Younger pupils write simple sentences, using capital letters and full stops accurately, and some are beginning to use other devices, including speech and exclamation marks. Most of the oldest pupils are confident writers, with many of them working at a standard far higher than expected by the age of 11 years. They have a mature style and use punctuation well in carefully constructed paragraphs. Pupils have the opportunity to write in a variety of genres. Teachers are very good at helping pupils improve their style and adapt their work to suit their audience.

56. Pupils with SEN are very well supported in lessons, and this helps them make very good progress. Resources are well matched to the pupils' differing abilities so that all have an equal opportunity to take part in the learning activities. Support staff make a very important contribution to the learning of the younger pupils with SEN.

57. The scrutiny of pupils' previously completed work and the lessons seen show that teaching and learning are of very good quality overall. Where teaching is good or better it is because teachers have high expectations of work and behaviour and very good relationships with pupils. Teachers are skilled at explaining tasks with enthusiasm and humour. They create a purposeful learning environment to support, encourage and challenge pupils to produce work of the highest standard. Lessons are well planned, and teachers often share the learning objectives with the pupils so they understand what they must achieve by the end of the sessions. Very effective practice was observed when younger pupils read their work to the rest of the class and the teacher skilfully guided them to identify good aspects of their work as well as areas for improvement. Pupils display very positive attitudes to learning throughout the school.

58. Leadership and management are good. The co-ordinator has a sound overview of the subject and has identified the priorities for further development. A number of effective learning initiatives have been introduced to help raise the performance of pupils who have been identified as having learning difficulties. Assessment procedures are of good quality. Work is assessed and graded each half term, and new targets are then set and shared with pupils. The library is in a central location, but it suffers from being a thoroughfare and is not conducive to supporting pupils' independent research and study skills. There are limited opportunities for the co-ordinator to monitor teaching and learning rigorously and systematically across the school so that teaching can be improved by sharing good practice. This has been identified by the school as an area for development.

Language and literacy across the curriculum

59. Writing skills are used well across the curriculum to extend learning in subjects such as history, geography and science. As a result, pupils use their skills to write for a good range of purposes. Speaking and listening are developed well because pupils have good opportunities to discuss their ideas in most lessons. For example, pupils are given good opportunities to share their experiences during school trips and residential visits. Pupils are confident speakers and careful listeners who confidently explore their thoughts and develop their thinking in all areas of the curriculum.

French

60. French is taught to pupils in Year 6 once a fortnight by a visiting teacher from a local secondary school. Pupils are in the very early stages of learning the language. It is not possible to make a secure judgement on provision, standards, achievement or teaching, as it was possible to see only a part of one session and most of the work is oral. The school is introducing regular French lessons next year, taken by the pupils' own teachers.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average and well above those of similar schools.
- Pupils sustain these high standards over their time in school.
- Very good teaching provides a very good match of tasks to individual needs.
- Very good subject leadership keeps standards high.

Commentary

61. Standards achieved in the national tests in 2004 for pupils aged eleven were well above the national average. Standards have been well above the national average since 2001. When compared with those of schools in a similar context and against prior attainment at the age of seven, standards are also well above average. These outcomes point to very good achievement, because pupils' ability on entry to the school varies from year to year, though it falls within a broadly typical range. Pupils continue to do very well. Boys and girls do equally well, and the proportion of pupils reaching the higher National Curriculum levels is well above average.

62. Pupils sustain their very good achievement without significant peaks and troughs as they go through the school. Those pupils in the current Year 6 who entered the school at the normal time were of broadly average ability, with a number who were above average. When outcomes are measured against the pupils' prior learning, it is clear that they have all made very good progress. Mental arithmetic skills in particular are very sharp. Pupils have reached that stage when they are starting to appreciate mathematical principles and reasoning, and are using skills to accomplish work which is more typical of those who are a year or so older.

63. The main reason for these very good outcomes is that teachers ensure that all ability groups are well challenged. During lessons, if tasks are quickly completed the challenge is increased, until pupils have to think much harder. The setting of pupils by ability and the very well targeted questioning by teachers and teaching assistants enables tasks to be very well matched to differing abilities, and this keeps all fully engaged. There were no observable differences between the performances of boys and girls during the inspection.

64. An important strength of the leadership of the subject is the development of teaching and learning, and particularly the very good assessment procedures and their use. Pupils' progress is tracked and analysed in detail, and the information is used to plan the daily lessons. Planning in Year 1, for example, was fundamentally revised after assessment revealed some weaknesses in pupils' basic number work. Additionally, older pupils identified as the highest attainers have been provided with an innovative program of digital learning via the internet. Monitoring of teaching and learning is carried out regularly through the sampling of pupils' work and teachers' planning and evaluations. Lessons are currently monitored through the teachers' performance management programme, but from September, as school finances permit, lesson monitoring will begin throughout the school with a specific focus on mathematical skills and the sharing of best practice.

65. Teaching is already more consistent than at the time of the last inspection. High standards have been maintained, above the national trend, so improvement overall has been good.

Mathematics across the curriculum

66. The skills of mathematics are taught well across the curriculum. The development of data handling via graphs and spreadsheets in ICT is well established. These skills are reinforced and developed together in science, where older pupils analyse data in order to confirm simple hypotheses. Younger pupils regularly collate information in block graphs, for example, from experiments in seed growth. In design and technology, the examples seen in pupils' work show that good care is taken to ensure that calculations and measurements are accurate. In art and design, pupils use shapes and lines of symmetry in patterns and designs. In history, there is a good focus on using timelines to record the sequence of dates in different periods to help develop pupils' sense of chronology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 2 and Year 6.
- The curriculum is of good quality and places a strong emphasis on investigational and experimental science.
- Pupils are very enthusiastic about science and are inquisitive, and they achieve very well.
- Assessment procedures are good.

Commentary

67. Standards have been well above the national average since 2002. Inspection evidence shows that these standards have been sustained and that all groups of pupils are achieving very well. The emphasis that the school places on practical and investigative activities, and on opportunities to review learning, are a key factor in the very good standards achieved by pupils at the ages of 7 and 11 years. This is an improvement on the findings of the last inspection, when standards were judged to be above average overall. There is a strong commitment to educational inclusion. Teachers have high expectations of what pupils can do, and boys and girls of all abilities are very well supported and achieve very well in relation to their prior attainment. Unvalidated data from the most recent national tests shows that standards have been sustained.

68. Pupils are very enthusiastic about science and say it is one of their most interesting lessons. They enjoy designing their own experiments and researching new ideas. They have a very good understanding of a wide range of scientific ideas. For example, a mixed group of the oldest pupils were able to explain the difference between mass and weight, and how gravity affects the weight of an object whilst mass remains the same. They were also able to solve a problem involving the friction between the coils of a spring when it starts to stretch. Pupils explained that the extension of the spring would not be linear until the coils had separated and were no longer subject to friction between the surfaces.

69. Although it was not possible to see science being taught in all of the classes during the inspection, the scrutiny of pupils' previously completed work and the lessons seen show that teaching and learning are of very good quality overall. Teachers capture pupils' enthusiasm by planning challenging opportunities for them to learn through practical activities that are well matched to their individual abilities. The curriculum is of good quality, with good opportunities for pupils to carry out their own experiments and to plan their own investigations. Pupils are able to record their findings, using charts and grids, and to analyse them and draw simple conclusions. Teachers have high expectations of what pupils can do, and they mark work carefully, with suggestions on ways to improve. However, such suggestions are not consistently used by all teachers.

70. Assessment procedures are of good quality. Pupils are regularly assessed, and the analysis of these results helps the school to track the progress of individual pupils, classes and year groups. Teachers also use the data to inform their lesson planning, so that work is well matched to the needs of differing ability groups. In addition, the results of statutory tasks are analysed to identify any areas of weakness in the curriculum. Information and technology (ICT) is being used well to support work in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The subject is well led and managed.
- Teaching and learning are good overall.
- Improvement since the previous inspection has been very good, because of the significant investment in new computers, peripherals and software.
- Pupils are using ICT well to promote learning across the curriculum.
- Improvements to resources and the curriculum are having a positive effect on pupils' learning and achievement.

Commentary

71. Standards are average by the end of Year 2 and Year 6. Pupils use a range of information technology skills appropriately and are able to develop, organise and present their ideas in a variety of forms, including text, images, sound, and databases. Scrutiny of work shows that younger pupils are able to use branching databases to classify information. They organise information using text, pictures and pictograms, and explore ways of controlling events by giving instructions. However, there is less evidence of younger pupils working with sound, games or simulations. The range of work by the older pupils is broader and includes the use of spreadsheets to analyse data, the internet and websites for research, and software to compose musical scores. For example, older pupils are able to use the internet to research the Ancient Olympic Games. They organise and edit their findings and illustrate their work, using digital images. However, older pupils do not use e-mail on a regular basis.

72. The quality of teaching and learning is good overall. It is best for pupils aged 7 to 11 years. Good teaching builds on previous work and is linked to other areas of the curriculum. Teachers clearly explain the lesson objectives, support, encourage and challenge pupils well, and set a good pace to learning. In the very best lessons, pupils' work is shared with the rest of the class, and there is sufficient time to explore what they have found out and discuss the next stages of learning. Pupils learn well because they enjoy using computers and are able to work independently and collaboratively. There are no differences between the learning of boys and girls. Where teaching is satisfactory, too much time is spent dealing with technical problems to do with the network, which results in pupils' progress slowing.

73. The school's considerable investment in computers is enabling pupils to use ICT effectively across the curriculum. The success of this strategy owes much to the good leadership and management of ICT. This is having a positive effect on the quality of learning and the rate at which pupils make progress. The co-ordinator has a clear vision of the next stage of development and has a plan of action, including monitoring and evaluating curriculum development and improving provision for control technology.

74. Improvement since the previous inspection has been very good because there has been considerable investment in new computers and software, including a new ICT suite. The provision of computers has improved significantly, and is now better than the national average. The new

computer suite, which has been in use since April 2005, is already having a positive impact on pupils' learning and standards.

Information and communication technology across the curriculum

75. Inspection evidence shows that younger pupils are able to draft their writing on screen, paying particular attention to the structure of sentences about themselves, and building on work they have been doing in literacy on writing sentences, capital letters and full stops. Older pupils use the internet to research, for example, the development of the Olympic Games from Ancient times, to support their work in history. Good use is made of the computer suite outside lessons to provide innovative opportunities to challenge different groups of pupils. For example, gifted and talented mathematicians were observed taking part in a range of challenging mathematical activities led by a teacher in a school some miles away, via a computer link. Evidence from pupils' work shows that ICT is starting to be used to support learning across the curriculum, especially in mathematics, science and literacy. This has been identified as an area for further development.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- All groups of pupils achieve well by the time they leave school.
- Teaching and learning are good overall, but better balanced in some classes than in others.
- Good management of the subject is helping to raise standards.

Commentary

76. Pupils' books show that by Year 2 they are meeting the expectations of the East Riding of Yorkshire Agreed Syllabus, and they are achieving satisfactorily. Younger pupils are able to describe special places and celebrations, such as Christmas, Easter and Hanukkah, using the correct terms. However, some pupils do not always make connections between the celebrations and the religious teachings which underlie them.

77. By Year 6, however, the exploration of what lies behind religious symbolism and practices is better developed. Standards are above expectations. Recent work on the theme of pilgrimage includes a study of the Hajj, where pupils develop an understanding of the Muslim view of the act of the celebration as well as its objective. In addition, pupils study brief biographies of famous people such as Alfred Nobel and Bob Geldof, and perceive how religious or secular values have an impact on the lives of individuals and societies. They make clear connections between standpoints, actions, and consequences of groups and individuals within society.

78. Where teaching and learning are best, the deeper issues of meaning and purpose form a prominent focus of the planning. This helps pupils develop the spiritual dimension in their own lives. On other occasions, greater emphasis is given to what happens rather than the purposes behind our actions. Consequently, there are fewer opportunities for pupils to respond in a personal way and develop a spiritual dimension. This has been recognised by the school, and new materials have been purchased to strengthen provision in this area.

79. Leadership and management are of good quality. Assessment procedures are being revised so that teaching may be matched more closely to pupils' needs. There is a good range of resources and good links with Christian clergy and places of worship to support learning. However, there are fewer links with other faiths. The school is extending its range of interactive software so that teachers can plan 'virtual' visits to religious buildings and festivals.

80. **Geography** and **history** were not part of the inspection focus and no secure judgement can be made about provision in these subjects. Geography is taught through topics planned over two years, alternating with history. In the current cycle, all geography for pupils aged 7 to 11 years was taught during the Spring Term. This means that provision in geography is not always spread evenly across the school; and it is difficult to maintain the development of geographical skills. The youngest pupils study a Scottish island. Pupils in Year 3/4 compare the climate, transport and lifestyles found in St Lucia with those found in the United Kingdom. The oldest pupils in Year 6 study a range of African countries, but not in sufficient detail. In **history**, the available evidence shows that pupils continue to benefit from a good curriculum, including aspects of world, national and local history. Visits to places of historical importance are used well to help develop pupils' empathy with the past as well as their historical skills. In the one lesson observed, pupils built on their experiences of a visit to a Victorian country house to discuss and write about social divisions and the similarities and differences with modern society. In addition, the oldest pupils visit the Lake District to support the study of a contrasting geographical locality. The co-ordinator has been involved in developing the school travel plan; the school is in the process of working towards gaining an Eco School award.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Art and design, design and technology, music and physical education were sampled. However, no judgements can be made about standards or the quality of provision in art and design, design and technology, and music

82. In **art and design**, displays show that pupils experience an interesting progression of activities which includes both two- and three-dimensional work. Younger pupils' drawings and poster-paintings on themes such as 'Holidays' gradually lead on to the more difficult pastel portraits attempted by the oldest. As pupils move through the school, they experiment with marbling techniques, collage, mask-making, fabric prints and simple coil pottery which, thanks to links with a local potter, will soon be fired.

83. The **music** curriculum places strong emphasis on singing, playing and responding, but there is not enough emphasis on listening to and evaluating the work of composers. Pupils enjoy music and have very positive attitudes to the subject. The large and very active choir demonstrates good standards of singing and makes a significant contribution to the quality of provision. In the small number of music lessons seen, pupils were given good opportunities to strengthen their skills in accompanying and composing. These lessons were well planned and structured so that all pupils could take part in the activities. Recorder clubs, peripatetic instrument tuition and performances such as 'Spooksville' provide very good enrichment to the music curriculum.

84. Pupils have good understanding of the processes of designing and evaluating work in **design and technology**. For example, younger pupils have made masks, houses and vehicles, using a range of materials, including wood and card. They have considered different ways of joining materials together to ensure strength and stability. The oldest pupils have good opportunities to develop a range of design skills. They are able to describe the elements of the designing and making process, including identifying a need and purpose, planning and trialling a prototype, and adapting, making and evaluating the end product. Good links with local business have had a positive effect on developing the use of control within ICT.

85. Pupils experience a varied **physical education** curriculum, including aspects of movement, gymnastics, dance, swimming, team games and adventurous activities. Standards in swimming are good. Two very good games lessons were seen during the inspection. Pupils were engaged in simple competitive activities to improve their running, jumping and throwing skills. They co-operated very well with each other and were able to improve their precision, speed and stamina. The school places much importance on encouraging positive attitudes to exercise and maintaining a healthy lifestyle. Children are provided with a very good range of sporting clubs and activities, including cricket, gymnastics, swimming, circuit training, football, rugby, netball, and cross-country.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education (PSHE) is **very good**.

Main strengths and weaknesses

- The caring and inclusive nature of the school is an important factor in the personal and social development of the pupils.
- The subject is well taught.

Commentary

87. The school focuses well on PSHE, and the adults' caring and inclusive approach to all pupils makes a very good contribution to pupils' personal development. The school is committed to the well being of its pupils through physical education, exercise and healthy living. For example, it is working towards the 'Healthy School Award', has devised a school travel plan, takes part in the 'National Fruit and Vegetable Scheme', and held a 'design a healthy meal' competition. Pupils are encouraged to care for school property and the environment, and are working hard to meet the criteria for recognition as an 'Eco School'.

88. The very good ethos of the school helps pupils develop a sense of social justice and moral obligation. They are made aware of the dangers of the misuse of drugs, alcohol and tobacco through the school's science programme. Pupils are able to share views and ideas and care about the feelings of others. They reason with each other and constructively criticise each other's work so that they can improve. They generally listen well and think carefully about their opinions. The school council works hard to bring about and influence change. Views are heard and respected. Pupils across the school are enthusiastic about developing their role and accepting the added responsibility that membership of the council brings.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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