

# INSPECTION REPORT

## **NEWBY AND SCALBY PRIMARY SCHOOL**

Scarborough

LEA area: North Yorkshire

Unique reference number: 121307

Headteacher: Mr C Knowles

Lead inspector: Mr R B Higgs

Dates of inspection: 16<sup>th</sup> – 19<sup>th</sup> May 2005

Inspection number: 267387

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	405
School address:	The Green Newby Scarborough North Yorkshire
Postcode:	YO12 5JA
Telephone number:	01723 365686
Fax number:	01723 506743
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Martin
Date of previous inspection:	8 <sup>th</sup> June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Newby and Scalby is larger than other primary schools with 405 pupils on roll, 221 boys and 184 girls, in 14 classes from reception to Year 6. It is a popular school, attracting about a third of its pupils from outside its catchment area. A higher proportion of pupils joins or leaves the school than is found nationally. Pupils come from a wide range of social and economic circumstances but, overall, these are more favourable than average, reflected in the below average proportion eligible for free school meals. Almost all pupils come from White-British backgrounds and four pupils are at an early stage of acquiring English. The numbers of pupils with special educational needs, including statements, is average. The local education authority (LEA) provides additional resources for pupils with hearing impairment, but there are only two such pupils on roll at present. Otherwise, the most common special educational need is dyslexia. When children join the school, their attainment is below average overall, although the full range of ability is represented.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1608	Mr R B Higgs	Lead inspector	Citizenship Geography History
11368	Mrs K Lee	Lay inspector	
32647	Mrs J Bell	Team inspector	English Design and technology Music Religious education
16359	Mr J Farrow	Team inspector	Science Information and communication technology (ICT) Physical education Special educational needs English as an additional language
32201	Mr D Shearsmith	Team inspector	Foundation Stage Mathematics Art and design

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Newby and Scalby is a **good and improving school**. Standards are rising and achievement is satisfactory and strengthening under the very good leadership of the headteacher. The school gives good value for money.

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

- A very good climate for learning fosters very positive pupil attitudes, and very good relationships and behaviour.
- Very good leadership by the headteacher, ably supported by senior staff and good governance, ensures continuing improvement in teaching and standards.
- Teaching is good overall, enabling pupils to generally learn well.
- Pupils with special educational needs are well supported, achieve well, and play a full part in the life and work of this highly inclusive and caring school.
- The curriculum is broad and rich, and extended very well by extra-curricular opportunities.
- There is a very positive and beneficial partnership with parents.
- In a minority of lessons, pupils do not achieve as well as they are capable of doing.
- Assessment information is not used sufficiently well to set targets for pupils, track their progress and fully meet their individual learning needs.
- Subject leaders do not focus strongly enough on raising and monitoring standards.

Improvement since the last inspection has been good. Standards are rising after a period in which they fluctuated between average and below average levels and achievement was not secure. Achievement in information and communication technology (ICT) is now good and pupils are more confident users of ICT skills in other areas of learning. The curriculum is better planned and innovative. Teachers' planning is very good and a higher proportion of teaching is very good. Systems of assessment have been established and linked to planning, although more needs to be done to make effective use of assessment information to further raise standards. Attendance is now rigorously monitored and registers are completed correctly. Provision for outdoor play is better and new classrooms are being built to replace some of the temporary buildings.

### 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	D	B	A
Mathematics	C	D	C	C
Science	B	D	D	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.*

**Achievement is satisfactory.** Children make good progress from their overall below average attainment on entry and most reach the goals set nationally for the end of reception. Standards are average by Year 2 and by Year 6, and all groups of pupils do as well as expected from their previous attainment although progress is adversely affected at times by some teaching that is insufficiently challenging. Pupils with special educational needs achieve well due to well-targeted support. There is little difference in the achievement of boys and girls. Standards are average in Year 6 in the core subjects of English, mathematics and science. Standards overall have been sustained at the average levels reached in 2004 after a below average performance in 2003, and achievement remains satisfactory as indicated by the similar schools comparison in the above table. Pupils' achievement is good in ICT and music by Year 2 and Year 6 due the specialist teaching in

these two subjects. Standards in other subjects are in line with national expectations, and, in these, achievement is satisfactory.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall.** Their attitudes, relationships and behaviour are very good, and levels of attendance are satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good.** About a quarter is very good or better and a quarter satisfactory. Only one unsatisfactory lesson was seen. Teaching and learning in the Foundation Stage are consistently good. Lesson planning and very good relationships are positive features of teaching that promotes good learning. The best lessons challenge pupils to think for themselves and provide many opportunities to become involved. In weaker lessons, pupils are not challenged enough to extend their personal understanding, the pace of learning is slow and their progress is inconsistent. Although there is a sound system of assessment, the information is not used systematically to set individual targets, provide good feedback and rigorously track pupils' performance to ensure they do their best. The curriculum is good and the school is finding ways to make it interesting and relevant by linking subjects together. It is extended very well through extra-curricular opportunities. Provision for special educational needs is good. The accommodation is good, and improving. Resources are satisfactory overall, and ICT provision is good. Arrangements for ensuring pupils' welfare are very good, and guidance is satisfactory. The partnership with parents is very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides very good leadership, giving clear direction to the development of the school; he is ably supported by senior managers and by the good contribution of governors. Subject leadership is variable and strengthening but subject leaders do not yet focus sharply enough on raising and monitoring standards. Otherwise, good systems are in place for monitoring teaching and learning. The school is orderly and well run. Staff show considerable commitment to improving pupils' education.

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

Parents are strongly supportive of the school and its work, and appreciate the school's very good efforts to keep them informed and involve them. Pupils like school very much and talk enthusiastically about their work and play. They particularly enjoy the opportunities to take part in sports and clubs.

## **IMPROVEMENTS NEEDED**

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

- Ensure that pupils are consistently challenged to do their best in all lessons.
- Make more effective use of assessment information to set targets for pupils, rigorously track their progress and meet their individual learning needs.
- Ensure that subject leaders focus strongly on raising and monitoring standards.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are average by Year 2 and Year 6 and are beginning to improve. Achievement – the measure of how well pupils are doing taking their progress and capability into account – is satisfactory overall and good for pupils with special educational needs and those at an early stage of learning English.

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

- Standards are rising and achievement is satisfactory and strengthening.
- Children make good progress in reception and achieve well.
- Achievement is good in ICT and music.
- Pupils' reading skills are well developed and most express themselves well when talking.
- Pupils with special educational needs, including those with hearing and visual difficulties, make good progress.
- Progress in English, mathematics and science is uneven across the school.

#### **Commentary**

1. The standards of children on starting school in reception reflect the full range of attainment but overall are below average. Children make good progress and achieve well in all areas of learning. By the time they enter Year 1, most are reaching the goals expected of them. This is due to consistently good teaching and the high quality of work of teaching assistants.

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

Standards in:	School results	National results
Reading	16.3 (16.0)	15.8 (15.7)
Writing	14.2 (15.9)	14.6 (14.6)
Mathematics	15.7 (17.0)	16.2 (16.3)

*There were 59 pupils in the year group. Figures in brackets are for the previous year*

2. Results in tests at the end of Year 2 have varied considerably in recent years but the trend has been in line with the national trend. In 2004, results were average in reading and below average in writing and mathematics. Attainment in science in Year 2, based on teachers' assessments, was below average. However, results were in line with what would be expected from the baseline assessments conducted in reception. Current standards are higher than this, and average overall, reflecting the higher attainment of this group of children when they entered Year 1. Boys and girls perform similarly. By Year 2, standards are above average in reading, speaking and listening and average in writing. They are average in mathematics and science. In music, standards are above expectations, and in line with expectations in all other subjects. Pupils make typical progress in Year 1 and Year 2 and their achievement is satisfactory overall, and good in music and ICT.
3. Results in national tests in Year 6 have fluctuated between average and below average for the past four years and the trend has been below the national trend. In 2001 and 2003, achievement was poor compared to similar schools. Standards in work seen are average overall by Year 6 showing that the improvement in results in 2004 has been sustained and achievement is securely satisfactory. The school acted promptly on its analysis that the tests in 2004 showed less than average progress among pupils with lower than average attainment in Year 2, introducing a number of measures that have largely worked. Good teaching in Year 6 is ensuring all groups of pupils progress well to reach the standards expected from their

earlier attainment. There are signs that mainly good teaching in other year groups is also leading to higher standards and strengthening achievement, and providing a good basis for further improvement as pupils move through the school. This good teaching is underpinned by changes introduced by the headteacher to raise expectations, strengthen planning and improve the curriculum. This evidence gives confidence that the fluctuations in results by Year 2 and by Year 6 seen in previous years have been overcome, although there remains some uneven progress between classes and year groups due to variation in teaching quality in the core subjects.

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

Standards in:	School results	National results
English	28.3 (25.8)	26.9 (26.8)
Mathematics	27.2 (26.3)	27.0 (26.8)
Science	28.4 (27.8)	28.6 (28.6)

*There were 64 pupils in the year group. Figures in brackets are for the previous year*

4. Boys' and girls' attainment is in line with their respective performance nationally. Standards seen were average in English and mathematics. This reflects the attainment of this year group when they entered Year 3, but is also due to generally good teaching, which is leading to good progress in lessons and helping pupils to reach standards in line with their capability. Standards in science are average, representing satisfactory achievement. Although progress in science lessons is good in Year 6, teachers are finding they have to fill gaps in pupils' knowledge and skills, partly brought about by weakness in planning and organisation of the curriculum in previous years. To overcome this problem, the school has recently improved the balance and coverage of the science curriculum, while continuing to place strong emphasis on pupils undertaking active scientific investigations.
5. Most pupils have well-developed speaking and listening skills and can express themselves with confidence. They listen attentively in lessons and sustain concentration. Reading skills are equally good. Most pupils read with confidence, fluency and expression. Pupils produce a good range of written work in literacy lessons and the standard of work is beginning to improve because of a greater focus on skills. These literacy skills allow pupils to learn well in other subjects. However, there is varying provision across other subjects for pupils to develop their writing. The use of mathematical skills in other areas of the curriculum is satisfactory and improving as the school actively seeks to make links between subjects. The links to everyday life problems are good and, for example, teachers are beginning to relate mathematics to geography and science, with good results.
6. Pupils with special educational needs, including those with hearing or visual impairment, achieve well throughout the school, from reception to Year 6. Their needs are recognised, their progress is analysed against their individual education plans, and they receive well-focused support either in the classroom, in small groups, or individually from teaching assistants who are knowledgeable and skilful. A judgement about the performance of gifted and talented pupils cannot be made as the school does not separately identify them, keep a register or track their progress. However, owing to the careful planning that teachers typically undertake to provide for all groups of pupils in lessons, higher attaining pupils' achievement is satisfactory.
7. In other subjects reported in detail, standards in music are above average and pupils achieve well. In other subjects, standards are in line with expectations by the end of Year 6; achievement is satisfactory overall and good in ICT. The skills that pupils acquire in ICT lessons are being used effectively in classrooms where there is good access to computers, for example, by using the school intranet for information finding.

## Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning and they behave very well. Pupils' personal qualities, especially their spiritual, moral and social development, are very good. Rates of attendance are satisfactory and improving.

### Main strengths and weaknesses

- Pupils grow in confidence and maturity due to the very good provision to promote their personal development.
- Pupils' behaviour is very good, as are their relationships with adults and with other children.
- Pupils' enthusiasm for school has a positive effect on their learning.

### Commentary

8. In the last full year, attendance was well below the rate recorded nationally but is much improved this year, although too many pupils are taken out of school for family holidays despite the school's best efforts. Current levels of attendance are at least satisfactory. The school has fully resolved the key issue in the previous report regarding the recording and monitoring of absence. Teachers plan a very purposeful start to each day that is successful in settling pupils quickly into learning. Pupils know the routine well and work quietly and independently while the morning registration process is undertaken.

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

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.6
National data	5.1	National data	0.4

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

9. The school promotes very well the qualities needed for pupils to become more mature. Pupils develop a very good understanding of their own feelings and show sensitivity and respect for the feelings of others, and their spiritual development is very good. This is because they are given very good opportunities to explore these issues in lessons and reflect on them in assemblies. For example, in a personal, social and health education lesson, Year 3 pupils talked about their 'highs and lows' of the week. They all listened very well to each speaker and empathised with their experiences. Moral and social development is equally well encouraged. Pupils follow the example set by all adults and so treat others with respect. Consequently, they are polite and friendly to all. Themes in assembly and personal, social and health education lessons play a meaningful part, frequently promoting an understanding of the responsibilities of life in a community, for example showing a concern for the environment and for helping others. In Year 5, the class teacher has cleverly used the current craze for 'Top Trump', stimulating pupils to make thoughtful comments on cards depicting the qualities needed to be an 'Ideal Newby Pupil' and reflect on 'Who are our Role Models?' The success of the school in promoting pupils' personal development is evident in the eagerness of pupils to support and arrange charity days. Pupils spoke enthusiastically of organising events to raise funds after the Asian Tsunami. Whilst cultural development is good, the school lacks a systematic approach to developing an understanding of cultural diversity.
10. The school has a very positive ethos for learning. The school promotes its mission statement of 'working to learn together' very well. Most pupils are very interested in their lessons and are also very keen on the many out-of-school clubs, appreciating the wide range offered. For instance, pupils who attended the singing club, led by the deputy headteacher, thoroughly enjoyed the experience. Pupils say "Learning is fun" and talk positively about the opportunities they receive to participate in different lesson activities. They try hard and concentrate well in

lessons and work very well with each other, in pairs and in small groups. They respond very well to the very good relationships and to the high expectations for behaviour promoted by all adults in school. Hence, pupils move sensibly around school in a calm, well-ordered way, they play positively at break and lunch times, and their behaviour in lessons is generally very good. This is reflected in the very low incidence of fixed term exclusions in this larger than average school.

### **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	391	2	0
White – any other White background	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – African	2	0	0
Any other ethnic group	3	0	0
<b>Total</b>	<b>405</b>	<b>2</b>	<b>0</b>

*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 provided by the school is good. Teaching and learning are good overall. There is a broad and stimulating curriculum. Very good relationships foster very positive attitudes to learning. The school provides very good care for its pupils and has very good relationships with its parents. Links with the community and other schools are good.

### **Teaching and learning**

The quality of teaching and learning is good. Assessment is satisfactory but has some weaknesses.

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

- Lessons generally are very well planned to help pupils learn well.
- Teachers and other adults provide a very secure, orderly and inclusive learning environment.
- Teaching assistants provide very good support for lower attaining pupils and those with special educational needs, including pupils at an early stage of learning English.
- Teaching is consistently good in the Foundation Stage.
- In a minority of lessons, pupils do not achieve as well as they are capable of doing.
- Teachers do not use the outcomes of assessment effectively to ensure all pupils achieve as well as they can.

#### **Commentary**

11. The quality of teaching is good overall. It is consistently good in the Foundation Stage and there is little difference between Years 1 and 2 and Years 3 to 6. It is good or better in three-quarters of lessons and very good in almost a quarter. However, a quarter is only satisfactory and this leads to uneven progress, particularly of lower and middle attaining pupils.

### Summary of teaching observed during the inspection in 64 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	14 (22%)	33 (52%)	15 (23%)	1 (2%)	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.*

12. The school gives high priority to development and support for teaching and learning. Improvement since the last inspection has been good as a higher proportion is very good. There is a more consistent whole-school approach than there was, and ICT is now being used well for teaching and learning. There has been considerable work using a combination of strategies to bring about improvement to teaching. This followed an analysis of pupils' achievements in 2004, which identified that some middle and lower attaining pupils were not reaching standards in line with their expected progress. The work done by the school in this respect has been generally effective. However, it has not fully brought about the degree of consistency in teaching intended, or yet worked through into higher standards.
13. English and mathematics are generally taught well. Teachers follow the structure of the National Primary Strategy conscientiously but have the confidence to adapt and interpret their approaches for the benefit of the pupils. In the best lessons, teachers challenge pupils to think hard and give them plenty of opportunities to learn independently. However, in lessons that are only satisfactory, activities are not always so well matched to pupils' learning needs, and final summaries are not used as well as they could be to consolidate or extend learning. This particularly affects lower and middle attaining pupils' understanding and leads to uneven progress by these pupils.
14. Positive characteristics of teaching across the school include the very good planning and a good structure to lessons. All teachers share the learning objectives for the lesson with pupils and mainly use questioning skilfully to ensure they understand what these objectives mean for them. Teachers have responded well to training to structure their lessons so that more time is given for learning. Most activities are challenging and realistic and support the intended learning outcomes of lessons well. Consequently, pupils are nearly always productive, especially when planning or problem solving in pairs or small groups. In lessons in ICT, well-matched tasks to different groups of pupils according to their previous attainment, effectively promotes their learning.
15. In lessons that are otherwise satisfactory, teachers do not adequately consider the different ways in which pupils of different capability learn best, so the pace of learning slows. In one science lesson, for example, the pupils were encouraged to explore different ways of making simple circuits without being shown an effective means of recording their findings. As a result, they found it difficult to recall or compare their results and did not progress as well as they could. In a minority of lessons, teachers do not exploit pupils' skills in speaking and listening to raise standards further. Occasionally, teachers spend too much time talking and do not adequately consider the capacity of pupils to understand. More usually, teachers are aware of the need to use a variety of learning methods. For example, in another science lesson, pupils in Year 5 of different abilities were given well-structured opportunities to observe, discuss and present information to be used by others to help identify common leaf patterns. In another example, a Year 1 class practised and improved their ability to throw, catch and control a variety of small balls as a result of well-structured opportunities for individual learning.
16. Teachers and other adults' relationships with pupils are very good. This helps pupils to express ideas and take risks when learning, and helps make most lessons interesting. However, adults also support pupils sensitively so that regardless of their capability, individual needs are generally catered for well and pupils' self-esteem is maintained. Consequently, pupils identified as having special educational needs achieve well. Teachers and teaching assistants know these pupils particularly well and provide effective support in line with clearly formulated individual education plans. Teaching assistants make a very significant

contribution supporting the learning of pupils with special educational needs, and are highly valued members of the whole school team. For example, in a personal, social and health education lesson, one boy with severe visual impairment was able to access all the investigation activities. He made a full contribution to his group's discussion because of the unobtrusive and helpful support he received.

17. Pupils respond well in almost all lessons. This is a result of the high expectations that teachers have for them and the support and encouragement adults provide to help them succeed. Consequently, pupils are prepared to try hard and attempt all that their teachers ask them to do. Pupils are mostly attentive during explanations or questions offered by both teachers and other members of their class and they strive to present work to the best of their ability.
18. The use of assessment to inform teaching is generally satisfactory. However, the school has rightly recognised the need to further develop whole-school pupil performance tracking systems beyond those currently used in English and mathematics. Work is marked regularly and pupils generally know how well they are doing in core subjects, for example by reference to simplified National Curriculum level descriptions, but this is a fairly recent development. Marking in relation to specified learning objectives is currently only being explored in Year 2 and Year 6. Teachers now know what pupils have attained in tests at the end of the previous year in English and mathematics and are aligning their planning to this information for groups of pupils. However, development to date has been insufficient to ensure assessment information is used to provide more precise feedback to promote higher standards.

## **The curriculum**

The curriculum provided by the school is good. Curriculum enrichment is very good. Accommodation and resources are good overall.

## **Main strengths and weaknesses**

- The curriculum is interesting, relevant and well planned.
- The curriculum is extended very well by an interesting variety of out-of-hours learning opportunities.
- The provision for ICT is good and cross-curricular links are well developed.
- The provision for pupils with special educational needs is good.
- Gifted and talented pupils are not identified for specific provision.
- There is insufficient outdoor space for children in the Foundation Stage to develop a wide range of physical skills.

## **Commentary**

19. The curriculum from reception to Year 6 is of good quality. Bold moves have been made by the school to develop a meaningful, connected curriculum that engages pupils in their learning. This is a considerable improvement on the previous inspection, which identified lack of continuity and progression in learning as a key issue. The curriculum is largely organised into carefully planned themes incorporating several subjects with particular emphasis on making learning relevant and interesting. Lessons often offer a practical outcome, such as a presentation of some kind. Pupils respond very well to the opportunities this provides. This interesting and varied curriculum contributes well to the very positive attitudes and high standards of behaviour across the school. The school is innovative in its approach, evaluating its performance and seeking ways of making the curriculum even better. It recognises that further development is necessary in some foundation subjects, such as geography, and personal, social and health education to ensure that they are progressively developed across the school.

20. The National Strategies for Literacy and Numeracy are used to enhance and develop the curriculum but are not slavishly followed. Good links are made across the curriculum, providing opportunities for pupils to apply their literacy, numeracy and ICT skills. For example, Year 3 pupils use laptop computers in small groups to enhance and develop each other's work in English and use them to access the school intranet to find out about topics in geography. However, activities that enable pupils to develop extended writing skills, especially in Years 3 to 6 in other subjects such as history and geography, are not consistent in all year groups.
21. The curriculum is carefully planned to ensure progression and coverage of all subject requirements. This is regularly monitored and assessed by teachers and senior leaders. Medium-term plans provide a secure framework to promote continuity of learning between year groups. Learning objectives are now clearly stated and effectively identified in short-term plans. This was a key issue in the last inspection and has been fully dealt with. Provision for ICT is now good and it is used in many classes to support teaching and learning. The provision for personal, social and health education is good and fully meets requirement for sex and relationships education and drugs awareness. All other statutory requirements with regard to the curriculum, for example the requirement for a daily act of collective worship, are met.
22. The school promotes good equality of opportunity, providing equal access to activities for boys and girls, and for pupils of all abilities in the vast majority of lessons. Pupils with talents in sport are given opportunities to compete in sporting competitions, and pupils have access to additional tuition for developing talents in music. This has not been extended, however, to provide additional activities for pupils with gifts in other academic areas. The school does not keep a register of gifted and talented pupils or identify them for specific support. There is good provision for pupils with special educational needs. Pupils identified on the special educational needs register are well known to their teachers, who use the pupil's individual education plan targets wisely and well to check and support their progress. Lower attaining pupils are given good quality additional support by teaching assistants and other adult helpers. The good management of support, the accurate identification of needs and targets, and the monitoring of progress assure good access to the whole curriculum for pupils with special educational needs. The breadth and balance of the curriculum provide well for pupils with special educational needs and those with English as an additional language.
23. The curriculum is enriched by a good number of visitors and a good range of visits, including residential opportunities. The school offers an exciting range of out-of-hours clubs, including ICT, signing and a variety of sports and music clubs. These provide interesting additional learning opportunities and are well attended by children. Participation in the arts is very good, with pupils having access to a range of clubs and activities such as the Scarborough Music Festival. Participation in sport is good and pupils with a variety of needs are able to access sports clubs and play in a variety of tournaments. For example, a visually impaired pupil recently played 'goal ball' at national level. This is a strong feature of the school and adds very well to the taught curriculum by extending learning opportunities.
24. The school is well staffed. Teachers are well qualified and experienced and are deployed to their strengths. There is little turnover of staff so the school benefits from the commitment that staff make to the school's success. The timetable has been adapted imaginatively to provide time for planning, preparation and assessment for teachers, whilst making provision for the specialist teaching of ICT and music. Well-trained support staff offer a wide range of expertise.
25. Accommodation is good overall. There are some very good facilities, such as the ICT room and the suite of rooms for learning support. Building work is currently under way to improve classroom accommodation in Year 4. This will leave only Year 1 classes with temporary classrooms that stand apart from the main building. These rooms are unattractive and create a feeling of separateness from the rest of the school. The existence of a dedicated and attractive library enhances provision in English and other subjects but this otherwise good facility is hampered by also being a main thoroughfare of the school. Provision for outdoor play has been improved since the last inspection but there is insufficient outdoor space for

children in the Foundation Stage to develop a wide range of physical skills. Further work is planned to take place to develop the school grounds, now that perimeter fencing has been erected. Resources are sufficient overall and good for ICT.

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

The school's procedures for the care and welfare of pupils are very good. The school provides very good support and satisfactory guidance that enable pupils to make at least satisfactory progress in their learning. The school involves pupils well in its work.

### **Main strengths and weaknesses**

- Very good relationships support pupils' welfare and encourage their personal development.
- The school places a high priority on promoting the care, welfare, health and safety of pupils.
- Arrangements to help children settle into the school are very good.
- Individual pupils are not always guided well so that they know how to improve their work.
- The school takes good account of pupils' views.

### **Commentary**

26. Throughout the school there is a caring atmosphere, which encourages and supports pupils in their learning and their life in school. Pupils like their teachers and have confidence in them. They are sure that everyone is treated fairly and like the rewards for good work and effort such as Golden Time. There is very good support for pupils who have a special education need. Pupils say that one of the best things about school is that their teachers are friendly and that they can go to any adult, 'helper or dinner lady', if they have a problem and it will be sorted out. Parents are very pleased with the standard of care and support provided for their children.
27. There are very well established routines for ensuring the health and safety of all in school. Parents are particularly complimentary about how safety on the building site has been observed. Child protection procedures and risk assessments are fully in place, and regularly monitored and reviewed. The high degree of care of the youngest children is seen in the very good system for induction into the reception classes. Pupils who join the school at other times also receive very good support, enabling them to settle in quickly.
28. The school has a good system for showing pupils how to achieve different levels in their learning. For example, Year 6 pupils understand the display in class of the mountains Scafell, Ben Nevis and Everest, used to indicate the national levels of attainment and what they need to do to achieve them. However, the school is at an early stage of developing specific guidance for individual pupils. It has begun to share targets with parents at the mid-term review of pupils' progress but the marking of work and tracking of pupil progress are not consistently helpful in guiding pupils towards improving their learning.
29. Pupils are encouraged to play an active part in making decisions about the development of the school. Pupils know that their views matter. For example, the idea to have a 'worry box' in classrooms where pupils can post any concerns came from pupils in Years 5 and 6 who were involved in discussions on procedures for pastoral care. Younger pupils have helped to decide on the refurbishment of the dining room. Recently, all this good practice has been made more formal through the election of a school council and the involvement of the chair of governors in giving even more status to pupils' views. The school has strengthened its commitment to the well-being of pupils since the last inspection and improved opportunities for pupils to participate about school developments.

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



The school continues to promote a very good partnership with parents. There are good links with other schools and the community.

### **Main strengths and weaknesses**

- The school involves parents very well in its work and benefits from their support.
- Parents receive a very good range of information about its work.
- The school uses its links with other schools and the community well to promote pupils' learning and personal development.

### **Commentary**

30. Parents are very supportive of the school because they feel welcome and confident to approach the headteacher and staff. They find it easy to take their ideas for improvement by using the suggestions box in the foyer and know that their opinions are valued. Parents make a very good contribution to the work of the school. They regularly help in class and on visits. Through the Friends group, parents are very successful in raising funds and collecting vouchers to provide a wide range of resources to support their children's learning.
31. The school keeps parents extremely well informed of its work. It produces a full analysis of the school's results in the national tests, acknowledging its strengths and areas for development so that parents can judge its performance. There is a good range of booklets to show parents how they can help their children to learn at home, and weekly newsletters keep parents up to date on school matters. The annual reports on pupils' progress give parents a good indication of what their children can do and the progress they have made.
32. Links with the parents of pupils with special educational needs are very good. Parents are kept well informed about the progress of their children, and their regular attendance and involvement in review meetings are an established strength. The school has continued to build upon the other strengths in special educational provision also reported in the last inspection. Teachers and teaching assistants work together well in partnership with specialist services provided by the LEA.
33. The school acts positively to promote links with other schools and the community for the benefit of pupils. For example, Year 6 pupils enjoy the regular mathematics sessions led by a teacher from the local secondary school. There are strong sports links with other primary schools as the school takes part in many competitions. It is welcoming to students from the local teacher training college and Year 10 students on work experience, providing them with good opportunities to further their studies. The local community is well represented on the governing body, which uses this expertise to help shape the direction of the school. The school uses a good range of visits to extend pupils' experience, including residential opportunities. Pupils regularly take part in concerts and performances in the theatre in Scarborough.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The headteacher provides very good leadership, based on a very clear vision for the school. Governance is good.

### **Main strengths and weaknesses**

- The headteacher, senior managers and governors have an accurate view of the school's strengths and weaknesses and a common determination to secure continued improvement.
- Development planning is very good and linked effectively to professional development.
- Teamwork is very good, and staff have a strong commitment to the success of the school.
- The school is innovative and reflective and has established good strategies for self-evaluation.
- Financial management is very good.

- Whilst the development of broadly based leadership is good, subject leaders are not yet placing sufficient emphasis on raising and monitoring standards.

## Commentary

34. Governance of the school is good. The governing body carries out its duties effectively and all statutory requirements are met. It has good experience, professional expertise and local knowledge, and strongly supports the emphasis on raising standards brought about by the headteacher since his appointment a little over two years ago. Through the very effective partnership established with the headteacher, governors have increased their capacity to challenge as well as support the leadership of the school. They have undertaken a valuable audit of their role and made changes to their committee structure to give more time for detailed discussion. Consequently, they play an important and increasingly influential part in establishing the school improvement plan and the strategic direction of the school. Governors sustain positive relationships with the school and have a good understanding of its strengths and weaknesses. Although they are kept well informed by reports from the headteacher, senior staff and subject leaders, they recognise the need for greater first hand knowledge of teaching and learning. Their contribution to the financial management of the school is very good and ensures that the budget is used efficiently and effectively. Principles of best value are applied well.
35. The headteacher provides very good leadership. He has successfully placed the raising of standards at the heart of school improvement by focusing strongly on improving teaching and learning. He has introduced an innovative curriculum and restructured school leadership and management to develop broad-based leadership and better collaborative planning. When he took up post, the school had had several years of fluctuating performance, and pupils' achievement compared to similar schools was poor. He has got to grips with the factors contributing to this and standards have since been successfully stabilised and strengthened, and are now on a rising trend. This has been achieved whilst maintaining the school's underlying strengths as a welcoming and friendly school, with a very good ethos. He has taken the staff and governing body with him in a commitment to continual improvement and this is having a positive effect on teaching and learning. The headteacher's sense of purpose and high aspirations are very apparent in the very clear view about what needs to be done, expressed in the school's strategic plans, and the changes underway. The school improvement plan is a very useful tool for improvement. A strong feature is its alignment to the governing body's committee structure to enhance their strategic role and involvement in evaluating its success.
36. Other senior managers have complementary skills and combine effectively with the headteacher to implement and evaluate priorities for improvement. They act as very good role models. The special educational needs co-ordinator shares the headteacher's clear vision and sense of purpose when promoting the achievement and inclusion of pupils with special educational needs. Consequently, the provision for these pupils (including those with hearing difficulties) is well led and managed. The Foundation Stage is led very well and ensures that children make a good start to school. A programme of leadership development has increased the capacity of the senior team to carry out their roles and this is being successfully extended to subject leaders. As a result, subject leadership and management are satisfactory overall and those for science and ICT are good. New year group teams have been established with more delegated responsibility to team leaders to implement priorities and monitor progress. These responsibilities are being carried out well and, in the case of the leadership of the Foundation Stage, very well. A particularly good feature is the leadership of curriculum development, driven by the headteacher, which has required a high degree of collaborative working. The school is innovative in its pursuit of excellence and enjoyment. There are new systems established for self-review that are bringing a good understanding of strengths and weaknesses.
38. A systematic cycle of review for different subjects has been established. However, current practice lacks a sharp enough focus on analysing and monitoring standards, particularly by

core subject leaders. A new management information system that allows pupils' attainment and progress to be tracked and targets set has begun to be used well by year group teams. However, core subject leaders are not sufficiently involved in the process, and analysis of whole-school patterns is not yet fully developed. There has been limited analysis of the performance of different groups of pupils and individuals, and, as a result, any action taken has had insufficient impact on standards. The school recognises that the system does not contain data on attainment and progress in science and is working towards remedying this.

39. There has been little staff turnover in recent years but the headteacher has taken the opportunity to revise the deployment of teachers to year groups and re-allocate and redefine team leader and subject responsibilities. This has been carried out very effectively. A strong feature of the school is the attention given to the retention and professional development of all staff. Teaching assistants and support staff make a very good contribution to pupils' learning. Good and developing performance management systems apply to all staff and contribute well to school improvement. Consequently, staff feel very well supported and have responded strongly to new responsibilities and expectations. The school has approached the flexibilities offered by workforce reform very positively. It has introduced a range of measures ensuring that it complies with new regulations and provides support to teachers, which enables them to focus on their main duties. The role of specialist teachers for ICT and music makes an important contribution to the quality of learning and good achievement in these subjects throughout the school.

**Financial information for the year April 2003 to March 2004 (school roll 416)**

Income and expenditure (£)		Balances (£)	
Total income	1,125,205	Balance from previous year	27,493
Total expenditure	1,121,661	Balance carried forward to the next year	31,037
Expenditure per pupil	2,696		

40. The financial management of the school is very good. Financial planning is linked very well to development planning, and rigorous processes are in place to make decisions at whole-school level. The budgeting process is secure, and day-to-day controls and monitoring are very good. A very good feature is the detailed attention given to budgeting for strategic objectives. The expertise of the governing body plays an important part in this planning. The school keeps prudent balances, and patterns of expenditure are logical and indicate a similar picture to most large primary schools. However, the school has only just begun the process of benchmarking its costs against similar schools nationally as well as locally. The school can clearly demonstrate that it applies best-value principles very well to financial tendering, comparing performance and considering alternatives to existing practice. Overall, the school gives good value for money considering that its income and costs are broadly average.

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

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

Provision in the Foundation Stage is **good**. The children enter reception from a wide range of nursery and care settings. Their standards on entry are below average, although children of all capabilities are represented, including a minority with high attainment. The children achieve well in all areas of learning as a result of good teaching. Provision is very well managed and, because of the very good induction programme, children settle well. The quality of teaching overall is good. Assessment is used well to track progress and adapt learning activities. The support provided by teaching assistants is very good and contributes well to children's good achievement, especially in focused group activities. Very good leadership of the Foundation Stage has established a rich and demanding curriculum, so that improvement since the last inspection has been good. Children leave the Foundation Stage with average attainment and good achievement.

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

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

#### **Main strengths and weakness**

- Children achieve well, as they are encouraged to work independently. Children work well together and concentrate in all their work.
- Relationships with all adults are good, with the latter providing very good role models.

#### **Commentary**

41. All staff in the Foundation Unit make sure that the very good induction process is followed, by children getting to know routines quickly. Children come into school with their parents so there is a seamless introduction to the school day. Children collaborate well, select activities and quickly become absorbed. High expectations have established very good routines. Children register themselves and readily move to the wide variety of activities that are available for them.
42. Children show above average attainment in their ability to concentrate and perceive. They listen carefully to instructions and use 100 squares to record numbers independently. They make models, paint pictures and use a number game on the computer. Teaching is very good and a high priority is given to this area of learning. Consequently learning is also very good. Relationships are very good and built around very clear classroom routines. Teachers and teaching assistants provide very good role models and give very good individual support when needed, which helps to strengthen the children's self-esteem.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weakness**

- Most children are competent and confident when reading.
- Children are confident speakers and listen well.
- ICT is used well to support learning.

## **Commentary**

43. Teachers work hard to improve children's language skills. Skilful questioning and encouragement help to build confidence, so that children are willing to express their thoughts and try hard. Consequently, their spoken language develops well. Good focused work in small groups, as well as direct teaching, brings about the good quality work which children produce. For example, children learn to create a non-fiction book about fire fighters, by exploring sounds and then building larger words. Most become confident when reading and speaking. They learn to listen well. A high priority is given to developing writing skills and children achieve well by the end of the Foundation Stage, being able to write a number of sentences. They know they have to start with a capital letter and finish with a full stop.
44. The teaching of reading skills is very good. Children are regularly assessed using 'Jolly Phonics', and the introduction of this system has made a significant difference to the progress children make during the Foundation Stage. Teaching and learning are good overall. A good range of learning experiences is provided to promote literacy, including the effective use of ICT. This ensures that good progress is made during the Foundation Stage and children enter Year 1 with average attainment.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematics is **good**.

### **Main strengths and weakness**

- Children achieve well because of good teaching.
- The themed mathematical sessions are very effective.
- A high priority is given to developing ideas and solving practical problems.

## **Commentary**

45. The majority of children are meeting the early learning goals in all aspects of learning in this area. When they enter reception they are mainly at an early stage of mathematical development, but they make rapid progress due to a strong emphasis on number, coupled with solving practical problems. Children use mathematical vocabulary well using 'more than', and 'less than', and estimate readily. Children easily count to 30 in twos and to 100 in tens, both forward and backwards. Some children are able to complete independently a block of 100 squares accurately with all the numbers, with a good understanding of two-digit numbers. All children recognise numbers to ten and understand how to group them.
46. Teaching and learning in this area are good overall. Resources are used well to stimulate interest and to encourage and establish mathematical language. A wide variety of opportunities is available within the theme of fire-fighters, to explore and use numbers in all areas of learning. The introduction of the Foundation Unit and the two focused rooms, including one for numeracy, has significantly improved the standards across the Foundation Stage.

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

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

### **Main strengths and weakness**

- Most children achieve well in this area of learning by the end of reception due to the rich curriculum provided by the staff in the early years.
- Practical activities are used well to develop an understanding of investigating and exploration.

- Good use is made of first-hand experience, such as provided by visiting fire-fighters, to enrich learning.
- There is limited access to a natural environment in the play area.

### Commentary

47. Children's general knowledge of the world is slim in many cases when they enter reception. Teachers plan well to overcome this by introducing a wide range of practical activities and experiences, including visits and visitors. There is a good emphasis on finding out through investigation. In the theme that was the focus during the inspection, children observed carefully and knew the different parts of a fire engine. The visit from the local fire brigade was an exciting opportunity to learn from direct observation. Teachers and support staff guide children's thinking by careful questioning. Children develop a good understanding of fire safety. Children are able to record their information in an individual non-fiction booklet. Curriculum themes, such as that of fire, cover all areas of learning, and ensure that children's learning links together so that they can make better sense of it.
48. Overall, the quality of teaching and learning is good. Children achieve well, as they mostly are reaching the early learning goals for this area of learning. A wide range of activities ensures that children are well provided for to progress to the next stage of education. However, children's understanding of plants and living things is held back by limited access to a natural environment in the reception play area.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

- Children demonstrate good levels of skill co-ordination and control.
- Access to, and beneficial use of, the school hall ensure that children develop well, particularly using apparatus.
- There is insufficient outdoor space for children to develop a wide range of physical skills.

### Commentary

49. Children are meeting the early learning goals for this area of learning. This represents good achievement based on their attainment when they enter reception. Staff ensure that they have frequent opportunities to develop their physical skills across a good range of activities using different spaces, including the school hall. Out-of-doors aspects of the play area are good. However, the area available for the use of wheeled toys is inadequate.
50. Children are also encouraged to use the outdoor area for role-play. In activities seen, children became engrossed in play with hoses, wearing fire-fighters' hats whilst working in the fixed equipment. They drew very well on their first-hand observations of a recent visit. Both indoors and out of doors, children learn to use a range of tools, writing implements and construction materials to practise finer control of their movements. They acquire good levels of skill and control due to well-planned, focused activities, led by teachers and teaching assistants.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Children achieve well, reaching the early learning goals by the end of reception.
- Very good resources open up equally good opportunities for learning.
- The themed sessions in literacy and numeracy enable children to learn creatively in these areas.

## Commentary

51. Teaching is good and children achieve well. There is an extremely good range of creative materials available. Adults encourage children to be creative and experiment for themselves using a wide range of media. Work on display shows the good standard that is reached. The curriculum is well planned, so the themed sessions in literacy and numeracy enable children to learn creatively in these areas.
52. Children play with imagination in all areas of the unit. Overall, progress in skill development and in acquiring knowledge is good. However, the shared area between the lino areas of the unit is insufficiently developed to maximise the free flow between the two. Children achieve the early learning goals in this area of learning by the end of reception.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses:

- Pupils are creative confident users of spoken language and have well-developed listening skills; they are confident and enthusiastic readers.
- Pupils with special educational needs or who are at the early stages of learning English make good progress.
- Teaching is good overall but some inconsistency leads to uneven progress across the school.
- Marking does not always give pupils a clear picture of what they need to do in order to improve.
- The subject leader does not make sufficient use of performance data to identify specific areas for improvement.

## Commentary

53. Results in the 2004 national tests in Year 2 were average for reading and below average in writing. In the tests in Year 6, results were above average based on the average points score, but average in the proportion of pupils reaching Level 4 or above. This difference was due to the results of a larger than usual group of higher attaining pupils, as almost half of the cohort gained Level 5.
54. Standards in work seen are average by Year 2 and by Year 6. Achievement is satisfactory in each case, as pupils are reaching levels expected from their previous attainment at the end of reception and Year 2 respectively. There is little difference in the standards between boys and girls. However, the progress made in Years 1 and 2 and in Years 3 to 6 is uneven. Where pupils experience good teaching with a strong focus on what they need to do to improve, progress is good. Where teaching is weaker, pupils' capabilities are not taken into account with sufficient accuracy, and, consequently, progress is slower, particularly among middle and lower attaining pupils. Pupils with special educational needs, or with English as an additional language, are well supported in classrooms. Support staff have been trained to work with individual pupils and small groups to good effect. Work is carefully matched to their needs and their achievement is good overall.
55. Pupils display good levels of spoken language and a wide vocabulary. They are confident in their use of language and are able to use the technical language of other subjects with ease. However, a minority of teaching does not exploit these skills to raise standards further. It is

done in the best lessons, as in Year 5 where the teacher skilfully introduced technical language related to the development of a local feature. Pupils in all lessons demonstrate active listening skills and value the contributions of others. This is in part due to good training and high expectations.

56. Pupils are confident and enthusiastic readers. Many pupils have a favourite author and talk keenly about their books. Standards in reading are good, with a high proportion in Year 6 who are mature readers. Pupils read regularly to their teachers and at home, quickly progressing from scheme books to free choice. Pupils are clear about the strategies they need to use to work out how to read unknown words, and are therefore able to tackle new material with confidence.
57. There is a wide range of books available in classrooms but some book areas are poorly organised and uninspiring. The library is attractive and well resourced, although it is also a main thoroughfare, which can be distracting. A new computerised cataloguing system has been introduced but pupils need further training in the use of this system and also require the development of library retrieval skills in general.
58. The presentation of pupils' work is satisfactory but variable. In Years 1 and 2, handwriting is often poorly formed and presentation untidy. Teachers do not have a uniform set of expectations about the presentation of work for younger pupils. Although handwriting is systematically taught, these skills do not transfer well to work in other areas. In Years 3 to 6, standards of writing and presentation are generally good. Teachers take care to identify the learning objective for each piece of work and there is a clear format for presenting writing. Older pupils demonstrate a much better awareness of the importance of presentation and are clearly developing their own personal style of handwriting. There is a good range of writing for different purposes in evidence, although opportunities for pupils to undertake extended writing tasks vary somewhat between classes.
59. The quality of teaching ranges from excellent to unsatisfactory and is good overall. Pupils generally learn well. Some teaching is of high quality with a sharp focus on developing literacy skills through purposeful, imaginative activities. However, a minority of teaching is uninspiring with lack of challenge and interest for pupils. Assessment practice is satisfactory overall but marking does not consistently give specific examples of what pupils need to do to improve. In the best examples, teachers respond to pupils' work by suggesting next steps in learning. Standards in writing have been addressed by teachers by developing a focus on setting writing targets for individual groups of pupils within each class. These relate directly to levels of attainment in the National Curriculum. Many pupils identify their attainment from these targets, but are unable to explain what they need to do to improve to the next level. Teachers do not communicate what a piece of writing at the next level will look and sound like so that pupils understand how to progress.
61. The subject leader has made a satisfactory start in her attempts to raise standards in English. She has had the opportunity to monitor lessons and analyse work, but action has not yet focused sufficiently strongly on raising attainment, particularly in writing. Targets in writing have been identified for groups of pupils in each class. These are not yet sufficiently refined to highlight individual needs or show exactly what pupils need to know and demonstrate to progress to the next level. Insufficient use is made of the data available on pupils' previous attainment either to identify targets or to intervene to support slower than expected progress. Improvement since the last inspection is satisfactory overall, and good in respect of curriculum planning.

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

61. Pupils have satisfactory skills of literacy overall, although they are confident readers and can express themselves well in spoken language. They use their language and literacy skills well in other subjects to participate in lesson activities and to access information presented to them. Thematic approaches to the curriculum adopted by the school provide many opportunities for this. The use of ICT is fully integrated into the teaching of English, with



extensive use of interactive whiteboards and laptops throughout the school by both teachers and pupils.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weakness**

- Higher attaining pupils achieve well by Year 6 due to challenging teaching.
- Pupils work hard and they have very good attitudes to mathematical learning.
- Teaching is good overall in Years 3 to 6 and pupils learn well.
- The use of everyday problems promotes pupils' interest well.
- The match of work to pupil's differing capabilities is satisfactory but inconsistent.
- Learning targets given through marking and feedback are not sufficiently specific to individual needs.

### **Commentary**

62. Results in national tests in 2004 were below average in Year 2 and average in Year 6. The achievement of pupils in both cases was satisfactory, based on their earlier attainment. Results in mathematics have varied over the past few years between well below average and average. However, current standards are average by Year 2 and Year 6 and achievement is satisfactory, indicating that previous fluctuations have been stabilised. There are no significant differences between the standards for boys and girls. Higher attaining pupils achieve well, as do those with special educational needs.
63. Teaching and learning are satisfactory in Years 1 and 2, and good in Years 3 to 6, where teachers' questioning skills and use of interactive methods are more developed and they match work more accurately to pupils at different levels of attainment. The direct teaching of mathematical skills is a strong feature across the school, and develops pupils' mathematical thinking well. Pupils generally take good responsibility for their learning and work independently. Relationships are very good. The work of support staff and teaching assistants promotes learning very well.
64. In lessons that are only satisfactory, learning opportunities are sometimes missed, as pupils are not given enough time to explain their thinking. In these lessons, work is not sufficiently well matched to all pupils' learning needs and work is insufficiently challenging for some, particularly those who are lower or middle attaining. Too little use is made of small whiteboards and 'show me' cards to ensure all pupils are involved and have understood. Where lessons are good or very good, teachers challenge pupils' thinking, link mathematics to other areas of learning and introduce everyday problems to make learning relevant. They refer to the learning objective and make connections with other mathematical ideas, as in lessons on scale in Year 6. In these, area, perimeter, multiplication and division were linked together effectively to maximise pupils' learning. This brought about good achievement, amongst higher attaining pupils in particular. Although assessment is satisfactory overall, the marking of work and feedback to pupils is uneven across classes and year groups. Pupils understand the group targets that have been introduced, but do not have a good understanding of the next steps in their own learning. In the best examples, pupils were involved in self-evaluation, which promoted a good understanding of their own learning.
65. The leadership and management of mathematics are satisfactory and improving. The subject leader has been involved in a systematic approach to the review of teaching and learning. Through this, a clear and well-considered plan of action has been drawn up. There has been some analysis of patterns in the good range of data now available on performance in

mathematics, but this is at an early stage. It has not yet been used fully to improve day-to-day learning or to intervene if pupils are not meeting targets that have been set. Improvement overall since the last inspection is satisfactory, and good in the links being made with other subjects.

### **Mathematics across the curriculum**

66. Pupils have satisfactory numeracy skills that support learning effectively in other areas of the curriculum. As a result of innovative curriculum planning, good links are being developed in other subjects. For example, the links to everyday life problems in science and geography are good. The use of ICT is developing well, with a bank of programs accessible on the school's intranet covering all aspects of the mathematics curriculum. Where interactive whiteboards are used for mathematical work, teachers are beginning to see the opportunities for enhancing pupils' thinking, such as when considering the concept of an endangered species in science.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Pupils enjoy and benefit from good opportunities to learn from first-hand observation and investigation.
- Teachers often make effective use of classroom talk to help develop and extend pupils' use of scientific language and thinking.
- Monitoring and assessment in science are not focused enough on raising standards.
- Systems to track pupil progress and to intervene where necessary are underdeveloped.

#### **Commentary**

67. Standards amongst both boys and girls are close to the national average in Year 2 and Year 6. Their achievement is satisfactory. Results in national tests for Year 6 have fluctuated between above and below the national average since the last inspection. They were below average in 2004, although in line with those in similar schools, representing satisfactory achievement. However, the good achievement of a large proportion of higher attaining pupils helped bring about this overall result. Attainment in Year 2, judged by teachers' assessment, was below average and achievement was as expected from the baseline measurement in reception.
68. The school has analysed the reasons for the fluctuating performance and has rightly decided to improve the balance and coverage of the science curriculum, so that pupils progressively acquire knowledge and skills from year to year. More support has also been given to help lower and middle attaining pupils and this has brought about greater evenness in their achievement. In Year 6, good teaching is leading to good progress and overcoming of gaps and weaknesses in knowledge and understanding from previous years.
69. However, the strength of existing provision has been maintained. This is the emphasis on pupils undertaking active scientific investigations and evidence of this type of work can be seen throughout the school. It promotes good understanding of scientific ideas and methods. For example, in Year 5, pupils worked together well to identify successfully the features of different types of tree leaf and construct a key. By Year 6, pupils are able to demonstrate and use their knowledge of how different types of materials behave when separating a salt and sand mixture by filtration.
70. Teaching is good overall. Lessons have a good structure, giving time for pupils to develop their own thinking. Teaching strategies used generally develop pupils' use of scientific and technical language well as pupils are good listeners and have a facility with spoken language.

Teachers use classroom talk effectively to stimulate and structure pupils' emerging scientific understanding. This was evident, for example, in a Year 6 lesson. Here, pupils used their existing knowledge effectively to agree how to group commonly available substances and drugs on the basis of their impact on people's responses. In the best lessons, teaching methods are imaginative and lead to a high level of interest and engagement from virtually all pupils, including those with special educational needs. In the minority of lessons that are only satisfactory, activities are not as well matched to pupils' learning needs and the rate of progress slows, particularly amongst lower and middle attaining pupils. Generally, teachers group pupils sensitively in ways that complement their pattern of known strengths and weaknesses. This allows them all to contribute well to practical and investigative activity. Teachers and teaching assistants relate very well to all pupils and respect their emerging ideas well. In this way they provide good role models to encourage less confident learners to feel secure and take risks, for example when expressing their own ideas in front of the rest of the class.

71. The subject is well led by an able, enthusiastic co-ordinator who has been working effectively with staff to overcome weaknesses in schemes of work. Whilst the school has well-advanced plans to introduce systematic arrangements to track individual pupil progress in science, teachers currently make insufficient use of assessment to inform their planning and target setting.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Achievement is good due to consistently good specialist teaching.
- Pupils are competent and confident users of ICT.
- Better resources and improved teaching have led to rapid improvements in provision.
- Pupils' effort and enthusiasm make a significant contribution to their good achievement.
- The school network is well developed and used to support learning across the curriculum.
- Arrangements to track pupils' attainment and progress within ICT are underdeveloped.

### **Commentary**

72. Standards in ICT are in line with national expectations by Year 2 and Year 6, which is a considerable improvement on the last inspection, where they were judged to be unsatisfactory. Improvement is due to the enhanced resources made available to support learning within the subject and effective training that has brought confidence and the expertise to teach and use ICT well across the curriculum. Good quality specialist teaching within the well-resourced ICT suite enables pupils to learn the basic and increasingly advanced skills they need to make effective use of ICT in other subjects. As a result of consistently good teaching, with a sharp focus on the next step in learning, all groups of pupils achieve well.
73. Learning in ICT is good across the school. In Year 1, pupils confidently use computers to record their own ideas as written text. By Year 2, pupils are able to enter instructions successfully into a computer program to control the movement of an on-screen image. As they work, they actively problem solve, for example predicting and checking their instructions to plot an increasingly complex course. By Year 3, pupils have become confident and competent users of ICT, for example by writing procedures to control a sequence of actions activating three remote lighthouses. By Year 6, pupils have further consolidated their ability to write interrelated control procedures capable of operating the motors of a small vehicle. They also use ICT well across the curriculum. For example, pupils organise and present information using multimedia software, including *PowerPoint*, to draft evaluative reports of websites visited, to reflect critically on their strengths and weaknesses, or to access information through the school intranet.

74. Teaching is good throughout the school. A specialist teacher takes most lessons and makes good use of the school's ICT suite. These lessons make effective use of the interactive whiteboard and start with a brisk review of prior learning, before providing confident demonstrations that keep all pupils interested and eager to learn. Effective use is made of assessment information from English and mathematics to set ambitious but realistic learning challenges that successfully build on pupils' previous achievements. Consequently, pupils of all abilities behave very well and expect to succeed; they work hard and try to do as well as they can. If and when they do encounter problems, they relate very well to each other, or to the knowledgeable, supportive adults present to solve any difficulties. As a result, the pace of learning rarely slows. Pupils with special educational needs achieve equally as well because of well-matched learning challenges and effective individualised adult support.
75. The subject is well led and managed by a knowledgeable, dynamic subject leader who remains ambitious for the subject and has the capacity to develop it further. He has worked very well in partnership with the specialist teacher to provide high quality training for other members of staff.
76. Standards and achievement have improved significantly since the last inspection. However, the school has yet to introduce systematic assessment procedures to inform its planning or target setting in the subject, although this is recognised as the next developmental priority.

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

77. Pupils have good general competence in ICT skills, which enables them to take advantage of opportunities in other lessons. Teachers use interactive whiteboards well to enliven learning. The school is also networked, so that teachers and pupils can share learning resources. Staff and pupils use this resource well to support learning in other subjects, for example through the use of subject-specific websites of programs such as *Compose*, which enhances learning in music.

### **HUMANITIES**

Religious education and geography were inspected in detail. It was not possible to observe any lessons in history to report on provision in that subject.

#### **Geography**

Provision in geography is **satisfactory**.

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

- Pupils are interested in their lessons and have a good grasp of subject-specific language.
- Teaching is generally good, encouraging learning by enquiry.
- Good use is made of ICT resources for learning.
- There are inconsistent demands for extended writing in Years 3 to 6.
- Subject leadership does not yet focus sufficiently on standards and progress.

#### **Commentary**

78. Standards are in line with national expectations in geography by Year 2 and Year 6. Pupils' achievement is satisfactory and there is little difference between boys' and girls' performance. By Year 2, pupils have acquired a satisfactory knowledge and understanding of topics studied. For example, they identify some of the characteristic features of different places such as their local environment and begin to draw simple maps. Many show a facility to grasp and use appropriate vocabulary. By Year 6, pupils have a wider knowledge of places and geographical processes, building soundly on an understanding of human and physical features. They have

a good, wide knowledge of subject-specific terms. They take care in drawing neat diagrams, for example to describe river systems and the water cycle. Higher attaining pupils are to beginning to explain patterns and features and show good understanding of different views about environmental changes.

79. Teaching was good in the lessons seen, with a good use of resources such as the interactive whiteboard and the school intranet. Teachers try to make lessons enjoyable and practical by providing varied opportunities for pupils of different levels of attainment to work together in researching and presenting their findings. Whilst there is a clear focus on what is required by the National Curriculum in the schemes of work, pupils' books show that the subject receives variable treatment from year to year so that, for example, there are inconsistent demands for extended writing between year groups, particularly in Years 3 to 6. There are also differences in emphasis on geographical enquiry and fieldwork. Teachers keep careful records of pupils' progress in the separate units of work but do not yet use National Curriculum levels to inform their views about standards.
80. The subject leader is a part-time teacher and fairly new to post. He has responded well to a programme of leadership development and has written a simple action plan based on a curriculum and resources audit. He is beginning to gather an understanding of the quality of teaching and learning but has not yet focused on standards. At this stage, he is offering satisfactory leadership and management. Improvement since the last inspection is satisfactory. Standards have been maintained. There have been some improvements in relating what is studied in geography to other aspects of the curriculum and in greater use of ICT for teaching and learning.

## **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- There is broad and systematic coverage of the North Yorkshire Agreed Syllabus.
- Good use is made of visits to support learning.
- Teaching of the subject is often uninspiring, resulting in uneven but satisfactory progress across the school.

### **Commentary**

81. Standards are in line with the expectations of the locally agreed syllabus, although they vary from year to year due to variations in the depth and challenge in learning activities provided. Pupils make uneven progress but their overall achievement is satisfactory by Year 2 and Year 6. Through their religious studies, pupils in Years 1 and 2 and Years 3 to 6 gain an appreciation of Christianity and other world religions and older pupils learn about Islam and Judaism. Visits are organised for many classes to enhance their understanding of religious concepts. For example, a Year 1 class recently visited a local church to extend their first-hand knowledge. This also acted as a good focus for discussion on feelings and behaviour expectations in church, as well as work on pattern and texture in art.
82. Work has been carefully planned to ensure religious education teaching is progressive and satisfies the requirements of the North Yorkshire Agreed Syllabus in Religious Education. This includes knowledge of the richness and diversity of religion, the distinctive features of religious traditions and the ability to form thoughtful views on religious issues.
83. Teaching in the small number of lessons observed was satisfactory but dull and uninspiring. Pupils responded satisfactorily but without much interest or motivation. This adversely affected their learning and understanding of religious education issues. There was little evidence of the impact of recent training in methods of teaching the subject, such as the use

of role-play and multi-sensory approaches to teaching such as handling religious objects and artefacts.

84. Subject leaders work effectively together to ensure that teachers have appropriate knowledge and understanding to teach religious education adequately. They have provided training to enhance staff's skills in religious education teaching but this has not yet worked through into practice. The school is well resourced for the subject. The scheme of work has been improved to provide more opportunities for reflection and make links with personal, social and health education. Improvement since the last inspection is satisfactory overall, as standards have been maintained, but is good in respect of curriculum planning. Subject leadership has improved.

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

85. Work in design and technology and art and design was sampled. It was not possible to see sufficient teaching to come to an overall judgement in these subjects.
86. Two **art and design** lessons were seen, in which teaching and learning were good. Pupils across the school have access to a wide range of materials and use them well. Pupils in Year 5 were designing a display following their visit to the local Sea Life centre. Pupils contributed well to group discussions and were formulating their ideas in a creative and imaginative way. Pupils in Year 4 were creating a pharaoh's chair, which was linked to their thematic work. Links to other subjects is a strong feature of work in art and design across the school. Pupils design and make Mexican masks in Year 2 and in Year 5 develop pencil skills using different types of shading. In several year groups, ICT is used well to promote the use of art skills in other subjects by using a software package for drawing. Printmaking and three-dimensional work was also on display across the school. The newly appointed subject leader has clear ideas of how to develop the subject, including links with a local secondary school and a local art gallery.
87. In **design and technology**, pupils make a good range of products. Work on display showed that pupils are gaining experience of a wide range of materials and techniques. Work planned in design and technology is interesting, varied and progressive. Year 2 pupils plan, design and make attractive fire engines using simple wheels and axles. Older pupils make dinosaurs from re-cycled materials. As a result, pupils are developing the expected skills and knowledge in this subject. Health and safety is rightly given a high profile at the school, but in one lesson insufficient care was taken when pupils were using tools in design and technology. In an otherwise satisfactory lesson in Year 6, the teacher's enthusiasm allowed pupils too much freedom in the use of tools.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well.
- They enjoy a wide range of musical experiences.
- Most pupils receive regular specialist teaching which leads to above average standards.
- Class teachers need to become more confident in the teaching of music.

### **Commentary**

88. Standards are above those typically seen in Year 2 and Year 6 and pupils are achieving well in both cases. There is a wide range of musical opportunities at the school. These range from regular music lessons to a variety of music clubs and groups, including instrumental bands

and singing groups. There is a high take-up of these opportunities by pupils across the school, which contributes to the good standards achieved.

89. Several specialist teachers are employed by the school to enhance music provision. These include peripatetic teachers who work with individual and groups of pupils on instrument tuition, and a specialist music teacher. She teaches the music curriculum to many of the classes and her lessons are of high quality, being at least good and occasionally better than that. Her very good specialist knowledge and skills in teaching the subject have helped establish above average standards throughout the school. Pupils learn well; they make good progress in learning about dynamics, texture and tempo. The teacher acts as a good role model and demonstrates to a high standard. Pupils clearly enjoy opportunities to perform for assemblies, taking pride in the quality of their performance. Pupils were heard singing in assemblies and hymn practice. Younger pupils sing enthusiastically and in tune, with appropriate volume. Older pupils sing tunefully, with awareness of breathing and diction. Pupils clearly enjoy singing.
90. Music is always in evidence at the school and enjoys a high profile. The curriculum has been systematically reviewed and well-considered changes introduced by the subject leader. However, the small amount of work observed in music taught by class teachers, whilst being satisfactory, was not as confidently executed. Further training in musical knowledge and understanding as well as technical language would be beneficial. Improvement since the last inspection is good as standards have improved.

## PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Pupils have good opportunities to develop a wide range of skills.
- Teaching is good overall and ensures all pupils are successfully included within lessons.
- Assessment is not used well enough to provide activities that consistently build effectively upon what pupils already know and can do.

### Commentary

91. Standards are in line with age-related expectations and achievement is satisfactory throughout the school. In Years 1 and 2, pupils begin to learn how exercise affects their breathing and heart rate, and that they need to behave safely in physical education lessons. By the end of Year 2, pupils of all abilities make at least satisfactory progress while consolidating or improving their throwing and catching skills, or when repeating and practising these movements with a partner. Good, well-structured teaching gradually extends these skills. In Year 5, pupils demonstrate good control and fluency in competitive small game situations, while also developing awareness of tactics, for example when striking a ball towards or defending open spaces. By Year 6, pupils independently measure and describe the effects of vigorous exercise on their bodies and understand its value to their health and fitness. These pupils take part in a wide range of games and work together very well in small groups to improve their own performance. They also connect skills, techniques and ideas together very effectively to formulate and follow their own rules in small side, practice games.
92. The quality of teaching and learning in physical education is good overall. Lessons are well planned and teachers are sensitive to the individual needs of all pupils, including some with major sensory difficulties. Teachers strive to ensure they are all fully included in the lesson. Pupils of all ages clearly enjoy participating in these lessons, work hard and behave very well. In the very best lessons, teaching is confident and enthusiastic and builds very well upon the skills being demonstrated or taught. In Year 5, for example, very good teaching progressively modifies the conduct of batting practice situations to increase difficulty and focus more closely

upon improvement in the tactical skills of offence and defence. However, the progression of skills within physical education is not usually this well developed, because assessment is not used enough to help teachers provide activities that build upon clear evidence of what pupils already know or can do.

93. The subject leader's role and knowledge and understanding of the subject have developed well over the last two years. Along with her infectious enthusiasm, she is providing satisfactory and improving subject leadership. Improvement since the last inspection has been satisfactory overall, although improvement to the curriculum has been good.



## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education is **good**.

### Main strengths and weaknesses

- Teaching is good overall; the use of circle time effectively promotes personal development.
- Pupils make good progress in understanding a wide range of personal, social, health and citizenship issues.
- They have generally good skills of enquiry and communication.
- Although planning in year groups is good, the school lacks an overall scheme of work, and circle time is not established in all classes.

### Commentary

94. Pupils make good progress throughout the school in understanding a wide number of aspects of personal, social, health and citizenship-related issues. They have generally good skills of enquiry and communication that allow them to exchange ideas and opinions and to express personal preferences and feelings. Provision is timetabled and each class follows a scheme linked to curriculum themes. Good links are made with opportunities in other subjects, for example religious education, to extend understanding and personal skills. Pupils' personal development has high priority and a considerable range of good opportunities is provided through sharing ideas and opinions in lessons, and taking part in visits, out-of-hours activities and school assemblies.
95. Teaching is good overall but varies from satisfactory to very good. Circle time has also been introduced and training provided for staff, although it is not yet established in all classes. This strategy was working effectively in the small number of lessons seen and making a strong contribution to pupils' personal development and self-esteem. Where teachers fully understand the principles of circle time, teaching is very good and strongly related to promoting personal development as well as conveying knowledge of topics. In Year 3 class, pupils explored their feelings about friendship, as this had been an issue in the class in preceding weeks. The very good technique demonstrated by the teacher underpinned the confidence that pupils showed as they expressed their thoughts and shared ideas. Similarly, in a Year 5 class, pupils made very good progress in discussing and appreciating that "everyone can make a mistake", before drawing personal conclusions about what each should do in such situations. The teacher led the session very well, with good humour and a precise understanding of how to facilitate pupils' understanding of personal issues. The very good relationships established amongst pupils and with their teachers in these and similar sessions in Years 1 and 2 are an important feature of their success.
96. There is no overall scheme for personal, social, health and citizenship education, but there is a planned programme of sex and relationships education for older pupils and lessons on drugs education and personal safety, which ensures the school meets statutory requirements. A newly established school council is helping develop pupil participation and understanding of decision making. Pupils have responded very strongly to the opportunities this is additionally providing to become involved in school developments and extend opportunities to become informed citizens. The extension and enrichment of the personal, social, health and citizenship curriculum have a high priority, as it is led by the deputy headteacher, who understands its importance and promotes it well. She has begun to map provision and has established a thoughtful action plan that identifies appropriate areas for future development, including a whole-school scheme. Improvement since the last inspection has been good.

## 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	2
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>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
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	2
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).*