

INSPECTION REPORT

SNAINTON C of E (VC) PRIMARY SCHOOL

Snainton, Scarborough

LEA area: North Yorkshire

Unique reference number: 121515

Headteacher: Mr S Clothier

Lead inspector: Ian Hocking

Dates of inspection: 22 and 23 November 2004

Inspection number: 271091

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:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	48
School address:	Pickering Road Snainton Scarborough North Yorkshire
Postcode:	YO13 9 AF
Telephone number:	01723 859229
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Bob Williams
Date of previous inspection:	6 December 1999

CHARACTERISTICS OF THE SCHOOL

This is a very small Church of England voluntary controlled primary school situated in the village of Snainton some nine miles inland from the coastal town of Scarborough in North Yorkshire. There are 48 pupils (19 boys and 29 girls) on roll between the ages of 4 and 11. The majority of pupils come from the immediate village with very few who travel from outlying areas. The broad social mix is above average overall.

The school is organised into three classes: reception, Year 1 and Year 2 pupils (Class 3); Year 3 and Year 4 pupils (Class 2) and Years 5 and 6 pupils (Class 1). On two afternoons each week the organisation is reduced to two classes; one for reception and Years 1 and 2 and one for Years 3, 4, 5 and 6.

Seven percent of pupils are eligible for free school meals and this figure is below the average for primary schools. Almost all the pupils are of white British background; the remaining few are from mixed backgrounds. There are no pupils for whom English is an additional language. There are twelve pupils with special educational needs (SEN), mainly related to learning difficulties; this is average for schools nationally. There are no pupils with statements of SEN, and this is below the average nationally.

The attainment of pupils on entry to the school is broadly average, although the proportions of higher and lower attaining pupils in any one year group vary considerably from year to year, which has a marked effect on national test results. The number of pupils leaving and joining the school at other than the usual times of the year is above average.

The school participates in a Primary Leadership Strategy programme. The school has achieved Investors in People status, a Basic Skills Quality Mark, a SEN Inclusive Quality Mark and a North Yorkshire County Council Travel Awareness Award.

At the time of the inspection one class was being taught by temporary teachers.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1272	I Hocking	Lead inspector	Mathematics, information and communication technology, design and technology, physical education, religious education, English as an additional language, special educational needs.
9981	S Hussain	Lay inspector	
16761	M Hemmings	Team inspector	Science, citizenship, geography, history, foundation stage, English, art and design, music.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Snainton CE Primary is a good school that benefits from good leadership and management and good governance. The good work of the headteacher is pivotal to the school's above average standards. Individual pupils are respected and valued. Pupils of all abilities are expected to do their best and they achieve well because of the good quality of education provided. The school provides good value for money.

The school's main strengths and weaknesses are:

- Leadership and management are good.
- Good teaching enables all pupils to achieve well, but they have too few opportunities to develop independence in learning.
- Pupils' very good attitudes and behaviour contribute significantly to their learning.
- Pupils' learning and personal development benefit from an enriched curriculum, but insufficient attention is given to developing pupils' awareness of diversity of cultures.
- There are very good and productive links with the community and other schools.
- Provision of information to parents is unsatisfactory.

The school has made good improvement since it was previously inspected. Almost all of the key issues have been dealt with successfully. In addition, there has been improvement in pupil care and significant improvement in leadership, management, teaching, curricular provision, and partnership with other schools, all of which contribute to improved educational standards. There has been insufficient improvement in communications with parents.

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	C	A	A
Mathematics	C	E	D	E
Science	C	D	B	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

Similar schools are those with similar percentages of pupils eligible for free school meals; the usual comparison against Year 2 prior attainment is not appropriate because many Year 6 pupils were not at the school in Year 2.

Caution is needed in interpreting the data because the numbers concerned are very small.

Overall, pupils' achievement is good. Pupils' performance in English in the most recent national tests is particularly good because of the high emphasis placed upon developing pupils' literacy skills. Pupils' attainment in mathematics for the last two years, however, was less good and prompted the school to take effective action, particularly to raise pupils' mental arithmetic skills and to improve their levels of concentration. Consequently, standards in the present Year 6 are above average for English and mathematics. Standards in science are only average because pupils have insufficient ability to devise, carry out and

evaluate scientific investigations. Though standards in information and communication technology (ICT) are average, they lag behind English and mathematics because there has been insufficient time for the new ICT suite to impact fully on pupils' learning. Year 6 pupils reach standards in religious education beyond those specified in the locally agreed syllabus.

Standards for the present Year 2 pupils in reading, writing and mathematics are above average. Standards in science and ICT are average. Year 2 pupils meet expectations for religious education. Overall, achievement is good because of good teaching.

Standards in the foundation stage (namely reception-aged children) are above average. All children reach the goals they are expected to meet by the end of reception and several exceed them. Good teaching results in good achievement.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall. Attitudes and behaviour are very good and in a few lessons, exemplary; this contributes significantly to learning. Pupils have a good knowledge of their own culture but have insufficient awareness of the diversity of cultures in today's society. Pupils' attendance is very good and they arrive on time for lessons.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good and sometimes very good. Staff work as an effective team that provides very good equality of opportunity for all pupils. Provision for pupils with special educational needs is good and higher-attaining pupils are well challenged. Pupils' personal qualities of effort and commitment to their work are significant strengths that contribute to learning. However, they have insufficient opportunity to develop independence in learning, for example, by carrying out scientific investigations. The arrangements for assessing pupils' progress in English and mathematics are good. Similarly, there are good systems for recording the progress of reception-aged children. Staff have very good knowledge of individual pupils and provide well for their needs.

Pupils benefit from an enriched curriculum, for example, through visits, visitors and a residential experience. Learning is enhanced by good quality resources, and especially those for ICT. The school provides adequately for pupils' care, welfare, health and safety. Very good and productive links, through a cluster arrangement, with other schools and colleges also contribute to pupils' achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides good leadership. He has a clear vision for the school and is committed to raising standards. He understands well the school's strengths and weaknesses. The senior management team also provides good leadership and management, and ably supports the headteacher. Governance is good because the governing body has a good appreciation of the school's strengths and weaknesses. Governors have an effective role in strategic planning. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents express satisfaction with most of the school's work; in particular the majority commend the quality of teaching and children's progress. Inspectors support the view that reports do not provide sufficient information about pupils' progress and that the school could do more to inform parents about its work. Inspectors understand the parental concerns about instability in staffing but judge that these difficulties have been managed as well as possible under the circumstances.

Pupils' views are positive, as reflected in their very good attitudes and behaviour. They appreciate the opportunity to express their views through the school council and feel valued.

IMPROVEMENTS NEEDED

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

- Provide greater opportunity for pupils' independent learning, especially in science;
- Increase pupils' multi-cultural awareness; and
- Improve the information it provides for parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are above average in reception, Year 2 and Year 6. All pupils, regardless of background or ability, achieve well.

Main strengths and weaknesses

- All pupils, including those with special educational needs and those who are very able, achieve well.
- Good teaching results in good progress and above average standards by the end of Year 2 and Year 6.
- Children get a good start to their schooling; all are on target to reach, and several are on line to exceed, the levels of attainment expected nationally by the time they begin Year 1.

Commentary

1. Good leadership and management of the school underpin the school's above average and improving standards. All staff and governors are committed to ensuring that each pupil achieves as fully as possible. Throughout the school, all pupils achieve well because of the very effective way in which teachers and support staff meet individual needs, for example, in their questioning techniques and in the work they set. Pupils with special educational needs are given additional and effective support to enable them to make good progress and achieve well in relation to their prior attainment. Similarly, those pupils who are particularly able are given a high level of challenge that ensures they are extended in their learning and achieve well.
2. The school's results, for Year 6 pupils, in the 2004 national tests for English, were well above average when compared to national and similar schools. Results for science were above those nationally and matched those of similar schools. Results in mathematics were below schools nationally and well below those of similar schools. Pupils' attainment in mathematics for the last two years has not been as good as their attainment in English and science. This prompted the school to take effective action to improve pupils' mental arithmetic skills and to improve their levels of concentration. There is no significant difference between the attainment of boys and girls. Overall, achievement is good and reflects good teaching.
3. Standards seen in English, during the inspection, are above average. Speaking and listening are above average because they are given a high priority and teachers create many opportunities for pupils to develop these skills, for example in drama. The overall standard of reading is above average. Pupils talk enthusiastically about their favourite authors and books and many pupils read challenging texts. They write in a range of genres and show imagination and a good range of vocabulary, for example, in their versions of Pepys' diaries. Handwriting is neat and spelling accurate. Similarly,

because of good teaching, pupils reach above average standards in mathematics, for example, in written computations. Recently, as a result of increased focus in teaching, pupils have improved their skills and strategies in mental arithmetic. Standards in science in Year 6 are average. Pupils have limited skills in designing and carrying out fair tests and in using scientific knowledge and understanding to evaluate their results.

4. In ICT, Year 6 pupils now show average attainment, which represents good improvement in the subject since the last inspection, when progress in data handling was judged unsatisfactory. Attainment in ICT lags behind English and mathematics because there has been insufficient time for the new ICT suite to fully impact on pupils' learning. However, Year 6 pupils show that they can produce good quality work when using ICT, for example, to word process their written work and when searching the Internet in religious education lessons.
5. Standards in religious education exceed those specified by the locally agreed syllabus. For example, Year 6 pupils have a good knowledge and understanding of Buddhism.
6. Standards seen in Year 2 in reading, writing and mathematics are above average. The school's management identified pupils' ability to perform mental arithmetic as an area for improvement. Specific action taken by the school has brought about significant improvements in this area of mathematics. Standards in science are average. Standards in religious education match those specified by the locally agreed syllabus.
7. Standards of attainment for children of reception age are above average because all are on target to reach, and several are on line to exceed, the levels expected the early learning goals in each area of learning.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Spiritual, moral, social and cultural development is good overall. Attendance is very good and punctuality good.

Main strengths and weaknesses

- There are very effective procedures to promote attendance.
- Very good attitudes, behaviour and relationships help pupils to achieve well.
- Moral development is very good because there are so many chances for pupils to consider important issues.
- Social development is very good because many responsibilities are on offer.
- Pupils' awareness of the cultural traditions of others is unsatisfactory.

Commentary

8. The school promotes attendance very well by stressing the importance of it to parents and emphasizing the effect on achievement. Very good support is given to families where necessary. These factors have led to an increase in attendance in the last school year (2003/4) as compared to the previous year shown in the table below. Attendance rose from 95.1% to 96% and unexplained absence reduced from 0.4% to 0.1%.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.4
National data	5.4	National data	0.4

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

9. Pupils show very high levels of interest and enthusiasm as they learn. For instance, in an assembly led by the infant teacher they all sang with a smile. In an English lesson attitudes amongst children from reception and pupils from Years 1 and 2 were excellent. They were particularly keen to give their ideas about rhyming words. Attitudes and behaviour in the foundation stage are very good. All the reception-aged children are on target to meet the early learning goals for personal, social and emotional development before they begin Year 1.

10. Behaviour is very good in the classroom, in assembly, at lunchtime and in the playground. There are very high expectations regarding conduct at all times. Good behaviour is promoted very effectively through rewards such as stickers, badges and achievement awards. A small number of pupils try to be mischievous at times. However, very good behaviour management across the school ensures that there is no disruption to learning. Some parents say that there is a little bullying. School records and discussions with pupils suggest that it is not a significant problem. The incidence of exclusion at this school is higher than is usually seen but is well accounted for by the school. This particular issue was subsequently resolved by the local education authority.

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	47	8	1
Mixed – any other mixed background	1	0	0

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

11. The school promotes good relationships, including racial harmony, very well. Consequently, pupils play and work together very well. For example, in a Year 2 mathematics lesson to develop understanding of angles, all pupils worked very effectively in small groups as they used materials to create right angles.

12. Spiritual development is good. Opportunities in assembly and in subjects such as science, literacy and history allow pupils to marvel at the world around them. Pupils consider the inspirational nature of human achievement and also suffering and tragedy. For instance, older pupils recently learnt about volcanoes and how eruptions change people's lives. Discussions with pupils confirm that they have a very good sense of right and wrong. There are many opportunities for pupils to consider issues in a moral context. Through role-play in drama, pupils recently considered how society

treats disabled people in wheelchairs and how it forms attitudes towards the hearing impaired. In personal, social and health education (PSHE), pupils consider topics such as crime, school rules and bullying. They can argue the case for, or against, war very well, according to their personal point of view. Provision for social development is very good. Pupils accept responsibility very well and know that they have a very important role to play in the community. Members of the school council are tackling school issues in a mature and sensible manner. Older pupils often help younger ones, for instance, by acting as buddies in the playground – the ‘friends’ bench fosters good relationships very well.

13. Pupils' appreciation of their own cultural heritage is good because they have many chances to visit historical and other places of interest. School trips include theatres, art galleries and churches. However, pupils' awareness and understanding of different cultures is unsatisfactory. There is hardly any opportunity for them to appreciate the rich variety of beliefs, traditions and customs in today's multi-cultural Britain.
14. The school has made good improvements to attendance, attitudes and aspects of personal development since the last inspection. Social development has improved very well, but the school has not sufficiently addressed the issue regarding cultural development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and the curriculum are good, with some very good features. Pupils receive good guidance and support in academic and personal development. There are very effective links with the community and with other schools.

Teaching and learning

Teaching and learning across the school are good overall. Teachers assess pupils' work thoroughly and make good use of this information to plan future work.

Main strengths and weaknesses

- Very good inclusive provision through very good teamwork and good planning enables pupils' individual needs to be successfully met.
- Teachers' high expectations of pupils result in all pupils achieving well.
- The basic skills of literacy and numeracy are well taught.
- Assessment procedures are good in English and mathematics and for reception-age children.
- A significant proportion of teaching is very good.
- Pupils have insufficient opportunities to develop independent learning skills.

Commentary

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	10	4	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

15. Teaching and learning are good across the school and account for the good achievement seen in most lessons. This represents a significant improvement on the quality of teaching reported at the last inspection, when almost half of the teaching was judged no better than satisfactory.
16. Good leadership and management of the school encourage a positive ethos for learning where all pupils feel valued and respected. Pupils respond very well to their teachers' expectations of high standards of behaviour and therefore maximum use is made of lesson time, as interruptions are very rare. Pupils work for sustained periods of time and show commitment to their work. Pupils receive encouragement from staff and have very good and often excellent relationships with them. These notable features underpin the good and very good learning that takes place in most lessons.
17. The school's provision is fully inclusive. Teachers and support staff work very effectively as a team to ensure the needs of all pupils, regardless of ability, are fully met. Lessons are almost invariably well planned and thoroughly prepared. Teachers have secure knowledge of the subjects they teach and understand how to engage pupils' interest, for example, by pitching questions and follow-up work at the right level to meet individual needs. The teaching of pupils with special educational needs is effective. Pupils are helped to succeed through appropriate demands in their work and good levels of support. Their individual education plans (IEPs) are detailed and specific, with clear, achievable targets for improvement. IEP targets are assessed carefully and further relevant targets are set, resulting in good achievement. Pupils

who are particularly able are given suitably demanding work, sometimes by working alongside older pupils, for example, in mathematics lessons, and they too achieve well.

18. The basic skills of literacy and numeracy are given high emphasis and are well taught, enabling most pupils to reach above average standards in English and mathematics. Teachers ensure that pupils are taught the essential skills, knowledge and understanding and provide good opportunities for pupils to apply this learning to other subjects, such as science, history and design and technology. Teachers' challenging questioning deepens the pupils' understanding of new concepts and contributes significantly to the development of pupils' speaking and listening skills. Pupils confirm that the work they are given is interesting and set at the right level for them and that teachers will always explain if work is not understood.
19. The procedures for assessing and recording pupils' attainment and progress are good in English and mathematics. In these subjects, teachers make good use of assessment information to plan future work. Teachers mark pupils' work thoroughly and positively, often including helpful written comments. The arrangements for checking the attainment and progress of children of reception age are also good and are an important factor in the good progress that they make.
20. Several lessons seen throughout the school were of a very good standard and led to pupils making very good gains in their learning. A very good lesson involved the Year 2 class programming a robot vehicle to travel a chosen route across the village hall floor. This lesson was imaginatively planned and presented in a way that captivated pupils' interest and led to very good learning. Another example is that of a lesson involving a small group of pupils receiving extra support in English. Pupils were highly motivated by the stimulating activities, including reading playscripts, and were inspired by the outstanding example of role modelling provided by the advanced teaching assistant.
21. Pupils have insufficient opportunities to engage in scientific investigations. This limits the development of independent learning skills and their achievement in science.

The curriculum

There is a broad and balanced curriculum, which is significantly enhanced by involvement in the cluster group. Opportunities for enrichment are very good. Accommodation is satisfactory and learning resources good.

Main strengths and weaknesses

- There has been good curriculum development, since the previous inspection, to make it more interesting.
- Provision for pupils with special educational needs is good.
- ICT is beginning to be used well to support learning in other subjects.

Commentary

22. Most of the key issues from the previous inspection, relating to the curriculum, have been dealt with successfully. Planning is now good, based on a rolling programme of activities to meet the needs of pupils in mixed-age classes. In Years 1 to 6, the

National Literacy and Numeracy Strategies have been effectively put in place. Consequently, pupils have good quality opportunities to refine their literacy and numeracy skills in other subjects. This results in pupils making better progress in English, mathematics and religious education. The provision for ICT has been much improved recently by the creation of a purpose-built computer suite. This is enabling pupils make better use of their ICT skills to support and enhance their work in other subjects. There has not been, however, sufficient improvement in the emphasis placed on developing pupils' problem solving and investigational skills in science.

23. Involvement in the cluster group has added variety and excitement to the curriculum. As well as enriching pupils' academic and creative provision, this involvement also greatly adds to their personal development. They speak with enthusiasm about working with pupils and adults from different schools, rightly believing that it gives them a better insight into the workings of a wider community. Reception-aged children are provided with a variety of practical activities that encourage them to share and co-operate together, which make a positive contribution to their personal and social development. However, there is not enough emphasis on developing children's learning through the outdoor curriculum. The restrictions of the accommodation hinder the development of this important aspect of their education. All pupils have opportunity to take part in an interesting range of visits, which enrich the curriculum by providing further worthwhile learning experiences. A range of visitors such as historical characters and musicians, who have worked with the pupils, complement these visits. Pupils can also take part in extra-curricular activities, such as recorders and the computer club.
24. The provision for pupils' personal development is very good within a curriculum that enables them to have equal access to all learning experiences. The support for pupils with special educational needs is good and enables these pupils to achieve well. Throughout their time in school, all pupils are prepared well for the next stages of their education.
25. The accommodation is satisfactory overall, but learning is impaired by the restrictions in the provision for outdoor play for children in reception and in physical education lessons for pupils in Years 1 to 6. The school does well to minimise the limitations of not having a hall and field for such activities by making use of the facilities in the village hall. The good match of teachers and support staff to the curriculum means that pupils' needs are met well. There is a wide range of good quality resources in all subjects, and especially in ICT, which effectively support pupils' learning.

Care, guidance and support

The school makes satisfactory provision for ensuring pupils' care, welfare, health and safety. It provides pupils with good support and guidance and involves them well in aspects of the school's development.

Main strengths and weaknesses

- Pupils are given good advice, support and guidance in their academic and personal development; this helps them to achieve well.

- Pupils form very good, trusting relationships with adults because of the school's strong family ethos.
- Children are introduced to school life very well.

Commentary

26. Arrangements for child protection are satisfactory. The designated officer deals with any issues effectively. General health and safety risk assessments are undertaken as required. The governing body is well involved. The school has seven staff trained in basic first-aid. More extensive training is planned for designated first-aid staff. The school has recently made improvements to the surface of the playground. These factors represent positive changes since the last inspection. The school has addressed the key issue regarding the busy main road; the pelican crossing now ensures safety. The youngest children still do not have a separate area in the playground, but changes to their playtimes eliminate the safety issue.
27. Staff knows pupils well. Since the last inspection, the school has improved its communication with parents regarding instances of children's poor behaviour. School records are appropriately detailed and staff use information well to provide good advice, support and guidance regarding personal and academic development. Any learning issues are identified quickly and good support is provided where necessary. The school works effectively with support agencies regarding special educational needs. This illustrates the school's inclusive approach to learning. There is a productive climate for learning that enables all pupils to achieve well.
28. The school has a good, family feel, underpinned by very good, trusting relationships between pupils and staff. When an inspector asked many pupils who the most important people are in the school, they all said "we are" without hesitation. Clearly, they feel valued.
29. There are many opportunities for pupils to make their views known to staff and become involved in the school. The school council is developing well. It provides good chances for pupils to learn about democracy and decision-making; the council has already been involved in many positive changes. Members are currently considering further development of the playground.
30. The school has very effective links with pre-school playgroups. New children are gradually and sensitively inducted. They are given very good chances to experience the learning routines at pre-school integration sessions. Year 5/6 pupils act as buddies to new children and this too helps settling in.

Partnership with parents, other schools and the community

The school has a satisfactory partnership with parents. Links with other schools, colleges and the wider community are very good.

Main strengths and weaknesses

- Information to parents about the school and their children's standards and progress is unsatisfactory.

- Parents have good opportunities to express their views and make suggestions.
- Very good links with the community help to enrich the curriculum and support learning very well.
- Very good links with local schools support learning very well.

Commentary

31. A few parents feel uncomfortable about approaching the school with problems or complaints but inspection findings do not support this concern. The headteacher and staff are approachable and they are always pleased to discuss parental concerns. A questionnaire is sent to parents annually and this helps to identify issues and enables parents to influence the school. For instance, the school now provides more after-school clubs such as music and computers, following parents' suggestions.
32. The school has made good improvements to links with other schools and the community since the last inspection. Links with parents are not as good. Information to parents is still a significant issue.
33. Many parents are rightly disappointed with the quality of written information they receive. The prospectus and newsletters are a little dull in comparison with most schools. There is not enough information about how parents can become even better involved in their children's learning. Pupils' annual reports lack detail and commentary about performance in most subjects (a tick list is used).
34. The Parents and Teachers Association supports the school positively by organizing many social and fundraising events. The group recently made a significant contribution towards additional library resources. Several parent helpers give their time generously to the school, for instance, by listening to readers. Parents support their children's learning at home, positively.
35. The school is at the heart of the community. Very strong links with the parish church make a significant contribution to religious education and personal development. For instance, the vicar leads assembly frequently. Community residents often support lessons, for instance, they give talks about their occupations or areas of expertise. School trips are carefully planned to support learning. A link with the Adult Education Service is developing very well. In partnership with the Parents and Teachers Association, the service has funded the computers in the school's ICT suite. The school puts much back into the community. It is very successful in fundraising for charities and good causes.
36. The school is widely recognised for its very good partnerships within the local cluster of schools. Members of the cluster take turns to lead curriculum enrichment days in subjects such as numeracy, literacy, ICT, art, physical education and sports. Mechanisms for the transfer of pupils to secondary schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership, management and governance of the school are good.

Main strengths and weaknesses

- The school is well led by the headteacher, who has high aspirations for all pupils.
- Involvement in the cluster group has been used well to enhance the quality of education provided by the school.
- Governors play an important role in helping to take the school forward.
- There has been insufficient development of problem solving and investigative work in science.
- The procedures for checking the performance of the school are thorough.

Commentary

37. The headteacher was newly appointed at the time of the previous inspection and, since then, has been central to the good improvement that the school has made. His purposeful leadership has led to improvements in the teaching of literacy and numeracy skills, as well as in the monitoring of teaching and learning, planning and the curriculum as a whole. This is an important factor in the above average standards and good achievement that pupils now show in English and mathematics. There are better systems for evaluating the impact of governors' decisions and the responsibilities of subject leaders are clearer. The school has not been as successful in providing enough opportunities for pupils to progress their investigational and problem solving skills in science. Consequently, these aspects are not as well developed as they could be. Similarly, there has been insufficient improvement in information provided for parents. The headteacher has ensured the school's full involvement in cluster activities, which has greatly enhanced curriculum provision and the quality of teaching and learning. The cluster activities have also helped to overcome one of the main barriers to learning experienced by small schools, of providing a wide range of enrichment activities with limited resources. The reflection of the school's aims, values and policies in its work is good and contributes strongly to standards of attainment, the good achievement that pupils make and the positive climate for learning. This is a very inclusive school. There are very good relationships at all levels throughout the school, with all pupils having equal access to the full range of opportunities provided. Pupils say they feel valued, with their achievements being recognised and celebrated well.
38. The role of governors has been gradually transformed since the previous inspection. As a result, they are now actively involved in the life of the school and in helping to shape its direction. They have a good understanding of the strengths and weaknesses of the school and ensure all statutory requirements are met. They are supportive but also willing to challenge the ideas of management. For instance, they insisted on full enquiries being made of suppliers before the contract to supply ICT equipment for the new computer suite was awarded.
39. The senior management team, comprising of the headteacher and the one permanent teacher, has a clear view of teaching and learning throughout the school. Performance management, though suffering in the last year because of staff changes, is well linked to school improvement priorities. Teachers have access to a wide range of professional development opportunities to help them further improve the good quality of their teaching. The management of pupils with special educational needs is good, helping

them to make good progress and achieve well. Assessment procedures are effective in defining pupils' attainment and the progress they make in English and mathematics. However, there is little opportunity for pupils to be involved in evaluating how they are doing and they are not set focused targets to improve their performance. The arrangements for checking and evaluating the school's work are good. The school's improvement plan is a comprehensive document, which contains clear criteria against which the school can measure its success in achieving its targets.

40. There is good management of the school budget. Efficient systems are in place to make sure that finances are carefully controlled and expenditure regularly reviewed. Principles of best value are carefully applied to all budgetary considerations. The secretary is well organised and ensures the smooth running of the school on a day-to-day basis.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	195,473
Total expenditure	191,944
Expenditure per pupil	5,118

Balances (£)	
Balance from previous year	4,857
Balance carried forward to the next	8,386

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**.

Main strengths and weaknesses

- Teaching and learning are good so that pupils achieve well across most areas of learning.
- Good leadership and management ensure there is effective monitoring of children's academic and personal progress.
- The outdoor curriculum does not meet children's needs.
- Children have very positive attitudes to their work.

Commentary

41. There are six children of reception age, taught in a class alongside pupils in Years 1 and 2. A nationally agreed assessment scheme shows that when they begin school most have levels of attainment expected for their age in language and literacy, mathematics and personal and social development. All children are on track to meet the early learning goals in all areas of learning by the time they start Year 1, and several will exceed them. This represents good achievement in all areas apart from physical development, where limited accommodation results in satisfactory achievement. All children receive good quality teaching in all areas of the curriculum except for physical development, where teaching is satisfactory. The teacher and teaching assistant work very well as a team and have quickly established a warm, friendly atmosphere in which all children and parents feel welcome and valued. Leadership and management are good, with a clear view of how teaching and learning can be further developed. The curriculum is good, giving children many stimulating and practical experiences so that learning is made fun, although the outdoor area is not used effectively to develop children's learning. There are good induction procedures that enable children to quickly settle into daily routines when they start school. Observational assessments are used well to chart children's progress. Resources for learning are good. Improvement since the previous inspection has been satisfactory, having seen the successful implementation of the foundation stage curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

42. There is a good balance between children choosing activities themselves and teacher direction. This gives children the opportunity to begin to take some responsibility for their own learning. A good example of this was when children were seen working together in the role-play area, set out as a travel agents. They made their own decisions while carrying out a variety of roles, such as receptionist and customers. Adults are good role models and use every opportunity to praise children, in order to build up their confidence and self-esteem. Because of this, and very good relationships, children show very positive attitudes to their learning. They are well

behaved and co-operate well, sharing resources fairly and looking after one another. Adults encourage children to express opinions and give them first-hand experiences to develop their understanding of others' feelings.

COMMUNICATION, LANGUAGE AND LITERACY

43. Adults ensure that children have good quality opportunities to develop their speaking and listening skills by talking about their experiences and the work they are doing. Questioning is also used well to involve all children in discussions so they can communicate their ideas and opinions. This was evident in a lesson when they were discussing the big book '*Chester's Big Surprise*'. The teaching assistant led the session well, asking a variety of questions to develop children's reading skills. They were encouraged to find information from the book, with emphasis on talking about the pictures. In another well-planned activity, there was good use of the story of '*Katie Morag Delivering the Mail*' as a stimulus to children's imaginations. They used role-play to act out the different characters in the story, such as the postman and Katie, and in so doing showed confidence in working and talking within a small group. Books are displayed well and children are encouraged to read for enjoyment. Teachers effectively model the behaviour of a good reader, which leads to children making good progress in their reading skills. The classroom is organised so that children can choose to work in the writing areas, independently of teachers. They clearly enjoy basic writing experiences and can use a variety of implements for drawing, marking, scribbling and writing.

MATHEMATICAL DEVELOPMENT

44. Lessons are planned very well to meet the needs of individual children, with assessments used well to modify future work in the light of their responses. This was evident in a session when children were learning to use everyday language to describe direction. Because the activity was practical and linked to their own experiences, children effectively extended their mathematical vocabulary to include *clockwise, anti-clockwise, forwards and backwards*. They showed a secure understanding of this mathematical idea and were confident in explaining what they were doing. In this activity, as in others, children showed curiosity and enjoyment, working well together, in pairs and small groups, to solve mathematical problems. Adults are patient and take the time to make sure any misconceptions that children have are dealt with before group activities start. Relationships are very good and give the children the confidence to have a go at answering questions even if unsure whether they are correct or not. Children know their contributions will be valued. There is a wide range of mathematical resources available for children to help them in their practical activities. Computers are used well to help pupils to either consolidate or extend their mathematical knowledge and understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

45. Activities are often linked to the children's home life, enabling them to use their own experiences to support their learning. They are encouraged to develop their powers of observation by looking closely at natural and man-made objects. In so doing, they show they can use a variety of senses to describe their observations. There is ready access to computers through the day and this helps the children to develop their

mouse manipulation and keyboard skills. They can follow basic on-screen prompts well. A variety of visitors and visits support the curriculum well. In a session based on the story of the Isle of Struay, children used role-play to develop their geographical understanding by finding out about life on an island. In other activities the children have found and cut out pictures of programmable toys from catalogues, as part of their work in science. Such provision helps the children to effectively learn about the wider world, away from home and school. The outside area for reception-aged children provides limited opportunities for outdoor learning and therefore restricts their achievement.

PHYSICAL DEVELOPMENT

46. Provision for physical development is limited by the lack of a school hall and by the restrictions of the outside area. The school recognises provision requires improvement and is looking at ways of achieving this. In the meantime, to help overcome this, the children have access to the village hall and field. There are good opportunities for the children to develop their skills in manipulating scissors, writing and painting tools, along with handling a range of equipment when making models. For example, when making a bridge by using art straws, to help 'Barnaby Bear' to cross a river. In playground activities, children showed confidence in moving in different ways such as running and skipping. They share equipment fairly and handle it carefully. Resources are plentiful and allow children to take part in a wide range of enjoyable experiences, to which they respond positively.

CREATIVE DEVELOPMENT

47. Adults ensure that the children are able to make use of paint, crayons, pencils and glue on a daily basis. Children have access to a wide range of resources and so can practise their skills in handling and using different media. Children respond positively to this and show enjoyment in their learning. The children have good quality opportunities when experimenting with colour mixing to make a variety of colours. As a result, they develop a broad range of skills using creative materials and tools. They produce attractive paintings, drawings and collage pictures that decorate the classroom and celebrate their achievements. The role-play area is used well to stimulate children's' imaginations. Adults join in role-play activities enthusiastically, thereby encouraging the children's creative play and language development. The children acquire different sets of skills and knowledge as they use their developing ICT skills for creating pictures.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good and enable pupils to achieve well.
- Leadership and management are good, which have a positive effect on the standards that pupils attain.
- There is no consistent approach to improving pupils' word work.
- Pupils have very positive attitudes to the subject and these contribute well to the good progress that they make.

Commentary

48. The performance of pupils in Year 6 in the 2004 national tests was well above the national average. For pupils in Year 2, standards in reading were average, and well below average in writing. Care must be taken when drawing conclusions from such data because of the nature of small class sizes in schools such as this. However, most of the pupils currently in Year 6 and Year 2 show standards above those to be expected in speaking and listening, writing and reading. This shows they have achieved well and made good progress as they pass through the school.

49. Lessons are planned carefully so that activities build on previous work and pupils can use prior knowledge and understanding to support their learning. This was evident in a drama lesson for pupils in Years 3 and 4. Good progress was made because pupils were able to use their knowledge of traditional fairy tales to help them create and perform a scene from a fantasy world. Teachers ensure that activities are also well matched to the pupils' different abilities so that all are appropriately challenged and achieve as well as they can. Speaking and listening skills are developed well during the introductions and conclusions to lessons, in which there is good interaction, with a balance of contributions from the teacher and pupils. Questioning is also used effectively to develop these skills and to find out what pupils know and can do. There are many well-planned sessions for pupils to discuss ideas in small groups and with

talking partners. Consequently, pupils are confident both when talking in small groups and to larger audiences.

50. Teachers have secure subject knowledge to enable them to explain and demonstrate new ideas so that pupils are clear about what they are to learn. They also have high expectations of pupils' performance and their behaviour so that they have a good work rate and are productive. Such was the case when pupils in Years 5 and 6 were learning how to use direct speech to illustrate, with empathy, the observations of fictional characters. The activities were based on eye-witness accounts of the destruction of Pompeii and Herculaneum by the eruption of Vesuvius. Very good progress was made in their skills of writing a vivid and powerful description because of the teacher's enthusiastic delivery and perceptive understanding of the individual needs of all pupils. Pupils show much enjoyment in their written work, talking excitedly about their accounts of life during the black death. Teachers provide them with good quality opportunities to experience a wide range of genres, including being able to write at length, using their own ideas as a starting point. Pupils show good skills in editing their written work for improvement. There is recognition by the school of the lack of a co-coordinated approach to word work, leading to inconsistency in the teaching of certain aspects such as phonic awareness. There is to be a review of provision as a first step to improving it. ICT is used well to support pupils in developing their writing skills. For example, when word-processing their journals about the plague, they have experimented with font style and size to find one that gives an appropriate impact for their work.
51. High priority is given to developing pupils' reading skills and they are given many opportunities to read for different purposes. To help them do this the school has improved the selection of books available to them since the previous inspection. As a result, older pupils have access to a wider range of challenging fiction books. Also, there are now more books about a range of cultures to promote pupils' personal development in finding out about the lives of others. They are encouraged to select information books from the library to undertake research for their work in history and geography, and are given time to read for pleasure. Because of this provision, pupils talk with enthusiasm about their favourite authors and books. The school is obviously helping pupils to develop an enjoyment of reading. Teaching assistants give good support and contribute significantly to the progress made by pupils, particularly those with special educational needs.
52. The co-coordinator plays an important role in pupils' achievement and the standards they attain. There is a clear view of the subject's strengths and the areas that need to be improved. As a result, there is to be a review to see how the teaching of word work can be improved. The curriculum is good, being planned well to enable pupils to develop their literacy skills in an interesting way. Assessment procedures are thorough and give a clear picture of individual pupils' attainment and the progress they make as they move on through the school. However, this information is not used effectively to set manageable and challenging targets for pupils to improve their performance. Pupils' attitudes are very good. They present their work very well, behave well and show much enjoyment in what they do. These attitudes make a positive contribution to the standards they achieve. There has been good improvement since the previous inspection.

Language and literacy across the curriculum

53. There are well-planned opportunities for pupils to practise and refine their literacy skills in other subjects. For instance, they are encouraged to use their research skills to find out about different periods in history, such as daily life in London during the plague years. In science, they write detailed accounts of their investigations and make accurate, labelled, scientific diagrams. Pupils' speaking and listening skills are developed well, across a range of subjects, during class discussions and when they report back to the rest of the class about what they have learned during the lesson.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The standard of pupils' work is above average.
- All pupils, including those with special educational needs, achieve well because of good teaching.
- Pupils enjoy mathematics and work very hard in lessons.
- Leadership and management of the subject are good.
- Numeracy skills are applied well in other subjects.

Commentary

54. The 2004 national test results for Year 6 pupils were below the average of all schools and well below those of similar schools. The 2004 national test results for Year 2 pupils matched the national average and were well below those of similar schools. However, positive action taken by the school is beginning to raise standards, especially in pupils' mental skills. Standards of work seen during the inspection are above those expected nationally for pupils in Year 2 and Year 6. Pupils throughout the school now show average competence in performing mental calculations and above average ability in written computations.
55. Teaching is good and leads to good learning. The result of this good quality teaching is that all pupils make good gains in their knowledge, skills and understanding. Teachers place high but unobtrusive expectations on pupils to behave well and work hard and encourage and support them in their learning. Assessment procedures are good. Marking of pupils' work is thorough and teachers give pupils sufficient guidance as to how work might be improved. A very good lesson in the Year 5/6 class involved a variety of challenging and 'quick fire' mental arithmetic activities that stimulated pupils' thinking and captivated their interest. Pupils' exemplary behaviour in this lesson reflected this very good teaching. Throughout the school, teachers' very good planning and high commitment to providing equality of opportunity for all pupils, regardless of ability, is shown in the well-pitched demands made of pupils. The very good teamwork between teachers and support staff, as seen for example in a lesson involving analogue and digital time, also makes a significant contribution to pupils' learning. The school's practice of re-arranging some pupils into different classes for mathematics is effective in ensuring that individual needs are accommodated. Good use is made of ICT, especially in data handling. All these factors result in all pupils, including those who find learning difficult and those who are particularly able in mathematics, achieving well.
56. Pupils' enjoyment of mathematics reflects the positive climate for learning that exists in all classrooms. Pupils' very good, and occasionally exemplary, behaviour reflects very good relationships between adults and pupils. Pupils work enthusiastically and concentrate well, which contributes greatly to their learning.
57. Good subject leadership and management have led to good improvement. For example, at the previous inspection the school was criticised for not checking the quality of teaching. This has now been rectified and together with assessment data has helped to determine where improvements are needed.

Mathematics across the curriculum

58. Good use is made of mathematics in other subjects. Relevant opportunities are taken to link mathematics with ICT in order to simultaneously help develop pupils' numeracy and computer skills, for example, when Year 5/6 pupils used spreadsheets to record the number of walking steps, and when younger pupils programmed a robot. Pupils' numeracy skills are applied well in science, for example, Year 6 pupils produced statistical graphs related to the solar system. In history lessons, Year 2 pupils used timelines to record events. Year 4 pupils used their knowledge of symmetry in art work. In design and technology, pupils applied measuring skills before cutting materials for their Viking helmets.

SCIENCE

The provision in science is **satisfactory**.

Main strengths and weaknesses

- Activities are interesting and often linked to pupils' own experiences.
- There is insufficient emphasis on developing pupils' investigational skills.
- There are some good links to other subjects.
- Pupils have very good attitudes to their work in science.

Commentary

59. The performance of pupils in Year 6 in the 2004 national tests was above the national average. Care must be taken when drawing conclusions from such data because of the nature of small class sizes in schools such as this. Most of the pupils currently in Year 6 and Year 2 show standards that match those to be expected for their age. This shows they have achieved satisfactorily.

60. Teaching and learning are satisfactory. Teachers have secure subject knowledge and expertise and so are able to demonstrate and explain scientific ideas accurately to pupils. Because of this, they are clear about what they are to learn and what is expected of them. A good example of this was seen in a lesson for pupils in Years 5 and 6 on learning about the orbits of the earth and moon. The teacher made good use of resources to show pupils, in a practical manner, how this occurs. As a result, most pupils showed a satisfactory understanding of this scientific principle. Activities are often linked to pupils' own experiences so that they are interested and motivated to do well. For example, after discussing the everyday use of electricity in their homes, pupils in Year 2 were challenged to make a variety of simple electrical circuits. They did so with confidence, inspired by the teacher's use of praise and encouragement. Behaviour is well managed so that pupils have a high work rate and are productive. Pupils are encouraged to use accurate scientific terminology when answering questions and communicating their ideas, which extends their personal, as well as their scientific vocabulary. Teaching assistants play a key role in lessons, particularly in helping pupils with special educational needs to take full part in lessons.

61. Curriculum planning gives insufficient attention to promoting pupils' investigational skills. There is too little emphasis on pupils learning through structured, practical investigations. This leads to most pupils not being adept at devising a test, making sure it is fair and then carrying it out independently of the teacher. There are not

enough opportunities provided for pupils to consider what the findings of their work tell them. Consequently, their conclusions to experiments tend to be a description of what they have done rather than an evaluation based on prior scientific knowledge and understanding.

62. The curriculum makes a positive contribution to pupils' personal and social development. This is evident in the opportunities available for pupils to work collaboratively, in pairs and small groups, during their experiments. There are good opportunities for pupils to practise their numeracy skills, such as when Year 6 pupils gathered a variety of statistical information about the planets and then produced graphs to present their findings. There are increasing opportunities for pupils to use ICT to support their learning in science. For example, by using the Internet to research facts about the solar system.
63. Leadership and management are satisfactory. The co-ordinator has correctly identified the improvement of provision for scientific investigations as the priority area for development. Assessment procedures are secure but the information gained is not always used to set targets for pupils to improve their performance. Most pupils have very positive attitudes towards their work in science. They are very well behaved in lessons and show a lot of interest and curiosity in what they are doing. This has a favourable effect on the quality of their work and the standards they achieve. There has been satisfactory improvement since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Subject leadership and management are good and have been pivotal to good improvement.
- Good resources provide pupils with ready access to computers but the lack of a large screen in the ICT suite limits teaching and learning.
- Pupils' good attitudes and behaviour contribute significantly to learning.

Commentary

64. There has been good improvement in the provision for, and use of, ICT throughout the school since the previous inspection, when pupils' progress in data handling was judged unsatisfactory. Pupils in Year 2 and Year 6 are attaining nationally expected standards. This represents satisfactory achievement for all pupils and is the result of satisfactory teaching and learning. Standards have risen rapidly since the opening of the ICT suite, and justifiably are expected to continue to rise. Year 6 pupils are adept in their use of spreadsheets and in producing attractive text with well chosen fonts, for example in their versions of Pepys' Diary. However, they are less competent when accessing the Internet because they have only recently begun to experience this feature of ICT. The school is aware that pupils have yet to experience other aspects such as making multi-media presentations and using e-mails, and plans to provide such opportunities as soon as possible.

65. Teachers make effective use of the ICT suite. Lessons are well prepared and teachers know exactly what they want to cover and pupils to learn. Management and organisation of pupils are good. Teachers have high expectations of pupils' behaviour. However, there is no facility for teachers to use projected computer images to give demonstrations to the class. This restricts the teaching methodologies and sometimes results in rather prescriptive teaching. For example, in a satisfactory lesson where Year 6 pupils were learning about search engines, the teacher guided the pupils through each stage in the process and was unable to adopt a more productive interactive approach. Nevertheless, the pupils' good attitudes and behaviour contributed to the satisfactory progress made in the lesson. In a particularly well-planned and imaginative lesson for Year 2 pupils, the teacher was able to successfully combine learning from several subject areas, such as English, mathematics and design and technology, resulting in very good learning. Pupils were highly motivated by the relevance of the task of programming the robot to visit their previously constructed houses on an imaginary island on the village hall floor.
66. Good subject leadership and management have resulted in good improvement since the previous inspection, especially in the development of the ICT suite. The subject leader provides clear direction, through a detailed action plan for raising standards.
67. The ICT suite is well equipped with up-to-date computers, and provides comfortable accommodation conducive to learning. In addition, each classroom has at least two networked computers. This level of provision is above average when compared to other schools and provides scope for full classes to work in pairs or entire year groups to work individually.

Information and communication technology across the curriculum

68. ICT is used well to support learning in a number of subjects, including English, art and design, mathematics and science, where graphs and data handling feature prominently. Such use is not restricted to lessons in the ICT suite, but also to enhance classroom lessons, for example, when Year 2 pupils used computers to develop their spelling skills through recognition of rhyming patterns in words.

HUMANITIES

Religious education, history and geography were sampled. It was not possible to observe religious education lessons because the subject is taught on Fridays.

69. Discussion with pupils and examination of **religious education** work books revealed that Year 6 pupils reach standards beyond those specified in the locally agreed syllabus. For example, there is clear evidence that pupils have extensively researched Buddhism and have gained a good level of understanding of some of its main principles, such as nirvana and pacifism. Pupils are able to apply this knowledge within a contemporary context by recognising the influence of Buddhism on western culture in the 1960s, for example, in the lyrics of The Beatles' songs.
70. The curriculum in **history** is broad and balanced, with good emphasis on developing pupils' learning through first-hand practical activities. For example, as part of their

work on the Vikings, pupils in Year 6 have made helmets out of papier-mâché to develop their understanding of the armour that Vikings wore. In the one lesson observed, pupils made good progress in their understanding of how the Vikings used runes as a means of written communication. The activities were interesting, and involved pupils carving their names, as runes, into plaster of Paris. This gave them a good insight into the everyday lives of people in those times. Visitors and visits to places of educational interest further extend their learning.

71. In the one **geography** lesson observed, Year 1 and 2 pupils were effectively taught to follow a route from given instructions. This imaginative lesson was very well planned around the initial stimulus of 'Barnaby Bear's travels'. Pupils' very good behaviour and keen attention reflected their obvious interest in the activity and contributed greatly to the good learning that took place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music and art and design were sampled. Design and technology and physical education were not inspected.

72. There is a broad and balanced curriculum in **art and design** that provides pupils with the opportunity to develop their artistic skills by using a wide range of media. They are able to build up their understanding and appreciation of famous artists by studying their work. For example, pupils in Years 3 and 4 have created good quality pictures based on the work of William Morris, Gustav Klimt and Piet Mondrian. Involvement in the cluster group enables pupils to take part in a wider range of artistic experiences and makes a positive contribution to the provision for art and design.
73. In **music**, pupils have access to a wide variety of interesting experiences. These are enhanced by involvement in the *cluster group*, through which they can join pupils from other schools to take part in musical activities such as inter-school concerts at the Grand Spa Hall in Scarborough. In the one lesson observed, pupils made good progress in their ability to play a given rhythm, using untuned percussion instruments to accompany a song. The teacher's good subject knowledge allowed her to effectively demonstrate how pupils could improve their singing. Pupils joined in the lesson enthusiastically and showed care when handling the instruments. The curriculum is enhanced by pupils being able to join the extra-curricular club to learn how to play the recorder. Pupils are encouraged to take part in the school's musical performances held at various times of the year for parents and members of the community. Pupils' singing in assemblies is tuneful and enthusiastic and this is a part of their school life in which they show much enjoyment.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

74. Involvement in the cluster group effectively supports pupils' social development, as they are able to work with pupils from different schools and backgrounds. A variety of visits, including a residential stay, also help pupils to learn how to get along harmoniously with others. As a result of these experiences, they learn a variety of social skills, such as working together and caring for others. There are good

opportunities, in and out of classrooms, to show initiative and take responsibility, which helps their personal development. A good example of this is the school council, through which pupils are able to have a say in how the school develops and to learn about the democratic process. There are opportunities for pupils to talk about their concerns and to discuss how they can become responsible citizens. Pupils are helped to develop positive attitudes towards healthy eating and are made aware of the harmful effects of drugs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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