

# INSPECTION REPORT

## **NEW MARSKE PRIMARY SCHOOL**

New Marske, Redcar

LEA area: Redcar and Cleveland

Unique reference number: 111665

Headteacher: Mr. Richard Hegarty

Reporting inspector: Margaret Britton

17678

Dates of inspection: 26<sup>th</sup> – 29<sup>th</sup> March 2001

Inspection number: 67009

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Middle Deemed Primary School

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Birkdale Road  
New Marske  
Redcar  
Postcode: TS11 8BN

Telephone number: 01642 486392

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Appropriate authority: Governing Body

Name of chair of governors: Mrs. Nora Cooney

Date of previous inspection: June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Margaret Britton	Registered inspector	Art and design Music	What sort of school is it? What should the school do to improve further? The school's results and achievements. How well are the pupils taught? How well is the school led and managed?
Jennifer Madden	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
John Manning	Team inspector	English Information and communication technology Special educational needs	
Margaret Palmer	Team Inspector	Science Areas of learning for children in the Foundation Stage English as an additional language	How good are the curricular and other opportunities offered to pupils?
Faith McKenzie	Team Inspector	Geography History Physical education	

John Bushell	Team inspector	Mathematics Design and technology Religious education equal opportunities	
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Inspection Quality Division  
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Alexandra House  
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London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is an average sized primary school with a nursery class. It is situated in a former mining village which grew with the addition of a housing development around 1970. There are 265 pupils on roll and a further 40 children attend the nursery part-time. Children aged five to eleven are taught in nine classes grouped by age. Almost all the pupils come from the village and the majority live in a mixture of housing which is predominately owner occupied. 24 pupils (9 percent) are eligible for free school meals. There are 56 pupils (19 percent) on the school's register of special educational needs and, of these, three have statements. This is close to the national average but double the number of pupils identified as having special educational needs in 1999. One pupil has English as an additional language. Seventeen pupils (6 percent) joined the school in the last year and three pupils left. When children start school they achieve levels that are average for their age. The infant and junior school were amalgamated in 1994 but this is the first academic year that they have spent on one site. The inspection of the school included a detailed inspection of its provision for special educational needs.

### **HOW GOOD THE SCHOOL IS**

This is a good school with strengths in many important areas of its work. It provides good value for money. Standards are good in reading, writing and mathematics at Key Stage 1 and in mathematics at Key Stage 2. The quality of teaching is good throughout the school and there are frequent examples of very good teaching. The headteacher provides very strong leadership for the school and is well supported by the deputy headteacher and governors.

#### **What the school does well**

- The school is very well led and managed;
- The quality of teaching and learning is good;
- The school makes very good provision for children in the Foundation Stage (nursery and reception classes);
- Relationships are very good;
- The school's partnership with parents is very good;
- The staff work well together and have developed a broad and balanced curriculum and very good assessment procedures.

#### **What could be improved**

- Standards in science in Key Stages 1 and 2;
- Teachers' expectations for the pace and quality of pupils' learning in some lessons;
- Opportunities for pupils' to take more responsibility.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in June 1996. Very good improvements have been made in planning, teaching and organising the curriculum and in developing the role of the subject coordinators. Very good improvement has also been made in ensuring that the plans for teaching focus on the knowledge and skills associated with the subject. There has been good improvement in the school's provision for pupils with special educational needs and in the role of the coordinator. The school has moved to one site and the accommodation has been significantly improved. Other developments include a richly resourced library and learning area, a computer suite and the introduction of courses for parents. The national strategies for literacy and numeracy and the new curriculum for children in the Foundation Stage have been successfully implemented. The inspection evidence shows significant improvements in the quality of teaching. Overall standards in English, mathematics and science have continued to rise since the last inspection. Standards in art and design have improved and are now good. Overall, improvement since the last inspection is judged to be good and the school continues to provide good value for money.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	D	D
mathematics	C	A	C	C
science	B	A	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

- When they start school in the reception year most children achieve average standards for their age. Inspection evidence shows that the children are likely to attain at least the early learning goals by the end of the Foundation Stage.
- Standards at the end of Key Stage 1 in 2000 were above the national average in reading, writing and mathematics. When compared with the results achieved by pupils in schools in a similar context, standards in reading, writing and mathematics are average. There is an overall trend of improvement in reading, writing and mathematics since 1996. Standards are improving at a faster rate than the national trend. Standards in science were close to the national average. However, no pupils were assessed as having achieved Level 3 and this is well below the national average. Inspection evidence shows that by the end of Key Stage 1, pupils achieve levels above those expected for the age group in English and mathematics and in line with expectations in science.
- Standards at the end of Key Stage 2 in 2000 were below the national average in English and science and in line with the national average in mathematics. The percentage of pupils reaching Level 5 is close to the national average in English and mathematics and below the national average in science. When compared with the results of pupils in schools in a similar context, standards were average in English and mathematics but well below average in science. Pupils' progress in Key Stage 2 was good in mathematics, satisfactory in English and below average in science. The targets set by the school for these pupils were met in spite of disruption to their education when they had to be taught at another school some distance away for most of their last year in school and the high number of pupils with special educational needs. There has been an overall trend of improvement in standards in English, mathematics and science since 1996. This is close to the national trend of improvement. Inspection evidence shows that by the end of Key Stage 2, standards are above expectations in mathematics and in line with expectations in English. Pupils' achievement in science is in line with the national expectation
- At the end of both key stages, pupils achieve levels above those expected nationally for the age group in art and design. In design and technology, geography, history, information and communication technology and physical education at the end of both key stages, pupils achieve the levels expected nationally for the age group. In religious education, pupils reach the levels expected for their age in the locally agreed syllabus.
- The school sets challenging targets for raising standards at the end of both key stages. Pupils are on course to meet the targets set for them in the end of key stage tests in 2001. The school has identified and begun to address an issue of the standards boys achieve in comparison to those achieved by girls at both key stages.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' have good attitudes to school. The majority enjoy coming to school, arrive in good time, and work hard.
Behaviour, in and out of classrooms	The behaviour of pupils in and around the school is good.
Personal development and relationships	Relationships are very good. Teachers have developed a very good rapport with their class that contributes to pupils' confidence and self-esteem and pupils relate well to one another.
Attendance	Attendance during 1999/2000 was in line with the national average. The rate of unauthorised absence is below the national average.

Pupils have very warm relationships with their teachers and consequently, are confident in making suggestions, contributing ideas and are keen to participate. There are few opportunities for pupils to use their initiative either in the general running of the school or in their learning. It is clear from the registers that the school has a problem with some pupils arriving late at school. This does not help them to develop good habits and means that they miss the first part of lessons.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good and better in 79 percent of lessons. In 32 percent of lessons the quality of teaching is very good and occasionally excellent, in 47 percent it is good and in the remaining 21 percent of lessons the quality of teaching is satisfactory. There is no unsatisfactory teaching. This is a marked improvement since the last inspection when the quality of teaching was judged to be satisfactory overall with some examples of good teaching. A particular strength is the good quality of the plans for lessons throughout the school. Because of the good quality of the teaching and the pupils' positive attitudes and good behaviour, the quality of learning is generally good. The work of teaching assistants is having a positive impact on the progress pupils make. Sometimes pace and enthusiasm is lacking in the older classes, especially for the higher attaining pupils. In these lessons, the teachers' expectations are not sufficiently high and pupils' learning slows because the tasks they are given are undemanding. The quality of teaching in English and mathematics is good in both key stages. The skills of literacy and numeracy are well taught across the curriculum at both key stages. Teachers give children appropriate work to do at home and this makes a satisfactory contribution to pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a very well planned and taught curriculum for children in the Foundation Stage and a good curriculum for pupils in Key Stages 1 and 2. This is a strength of the school and provides a secure basis for pupils' learning. It meets legal requirements.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Their individual education plans are precise and ensure that they are taught the

	right things.
Provision for pupils with English as an additional language	Teachers and support staff ensure that pupils for whom English is an additional language are well supported and encouraged. The provision is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The support and guidance for pupils' personal development is good. Good opportunities are provided for their spiritual, moral and social development.
How well the school cares for its pupils	The school provides good care. Each pupil is well known to their class teacher and to other staff. Health and safety is well monitored and the school provides a safe environment for pupils. The school's procedures for assessing pupils' attainment and progress are very good.

The curriculum at Key Stages 1 and 2 gives a high priority to English and mathematics but this is not at the expense of other subjects. Pupils benefit from a varied and interesting curriculum that motivates them to learn. Procedures for monitoring and promoting appropriate behaviour are good. Occasionally, inconsistencies in teachers' expectations for pupils' behaviour at upper Key Stage 2 result in a break in pupils' concentration and a reduction in the pace of learning. Good use is made of the results of tests and assessments to target specific areas for improvement for individuals or for groups. Detailed personal profiles record each pupils' progress. Inconsistencies in teachers' marking mean that pupils are not always given sufficient support to help them understand what they need to do to improve. Parents are supportive of the school and their involvement has a very good impact. The school has very good links with parents and provides very good information for them.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led. The headteacher provides very strong leadership, and has successfully built an effective staff team who work well together. Subject leaders' roles are developing well and they provide good leadership and support for their colleagues.
How well the governors fulfil their responsibilities	The governing body fulfils its legal role and responsibilities well. They provide strong support for the headteacher and staff.
The school's evaluation of its performance	The school makes good use of the results of tests and assessments, observations of teaching and learning and samples of pupils' work to identify areas of strength and areas for improvement.
The strategic use of resources	The school makes good use of its funding to support educational developments and to raise standards. Staff are given appropriate responsibilities and the learning resources and accommodation are used well to promote pupils' progress.

The strength of the leadership provided by the headteacher, staff with responsibilities and governors is evident in the trend of improvement in standards and quality of education over a period of massive change for the school. However, the role of senior staff at Key Stage 2 in having a clear overview of, and responsibility for, significant areas of the school's work is not sufficiently developed. The headteacher and staff have the strong support of the governing body and parents. There is a strong commitment to improve the school further and a good capacity to succeed. The accommodation, provides a pleasant, bright and purposeful learning environment which supports the school's aims for children's learning and personal development very well. The school has appropriately identified the need to enhance the outdoor areas to provide more interesting play opportunities for pupils in Key Stages 1 and 2. There is a good range of

learning resources of good quality to support the teaching of the National Curriculum and the Foundation Stage curriculum. The school makes satisfactory use of the principles of best value.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children make good progress;</li> <li>• The school expects children to work hard and achieve their best;</li> <li>• They feel comfortable about approaching the school with questions or a problem;</li> <li>• The teaching is good;</li> <li>• Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work children do at home;</li> <li>• The leadership and management of the school;</li> <li>• The range of activities the school provides for pupils outside lessons;</li> <li>• The information the school provides about pupils' progress.</li> </ul>

A very high level of support for the school is indicated by the 65 parents (29 percent) who replied to the questionnaire and the 12 parents who attended the meeting with the inspectors before the inspection. The inspectors agree with the parents' positive views of the school but do not agree with the negative views of a minority of parents. They find that the leadership and management of the school by the headteacher to be very good and that provided by the governors and other staff with responsibilities to be good. Pupils in Key Stage 2, benefit from opportunities to attend a good range of after school clubs and take part in a residential visit. The school uses a wide range of very good strategies to promote its links with parents. The use of homework is satisfactory and typical of most schools. The quality of information provided for parents about pupils' progress is very good. The pupils' individual annual reports to parents and the pupil profiles, which they help to compile, give as complete a picture of each pupil as found in any school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. When children start school in the nursery class they achieve standards that are broadly typical for their age. The results of formal assessment carried out when children start full time education in the reception year show that they reach standards broadly in line with those found nationally. Inspection evidence indicates that the children are likely to attain at least the early learning goals and some will achieve higher levels in all areas of learning by the end of the foundation stage.<sup>1</sup>
2. The results of the national end of Key Stage 1 tests and assessments in 2000 show that standards in reading, writing and mathematics are above the national average. When compared with the results achieved by pupils in schools in a similar context, standards in reading, writing and mathematics are average. The percentage of pupils reaching the higher level (Level 3) in reading and mathematics is similar to the national average and to the average results of schools in similar contexts. In writing, the percentage of pupils reaching Level 3 is above the national average and above the average for schools in similar contexts. Girls do better than boys in reading and in writing. The school has identified boys' achievement in English as an area for improvement. There is no significant difference in the achievements of boys and girls in mathematics. There is an overall trend of improvement in reading, writing and mathematics since 1996. Although standards are improving at a faster rate than the national trend the school identifies the need to consolidate the improvement, particularly in reading and writing.
3. The results of the end of Key Stage 1 teacher assessments in science show that standards are close to the national average. However, no pupils were assessed as having achieved Level 3; this is well below the national average.
4. The standards achieved by pupils at the end of Key Stage 2 in the national tests and assessments for 2000 are close to the national average in mathematics, below the national average in English and well below the national average in science. When compared with the results achieved by pupils in schools in a similar context, standards are above average in mathematics, close to the average in English and below average in science. The percentage of pupils reaching the higher level (Level 5) is close to the national average in English and mathematics and below the national average in science. When compared with the results of pupils in schools in a similar context, standards are average in English and mathematics but well below average in science. However, when the results of the tests, and assessments are compared with the same pupils' achievement at the end of Key Stage 1, pupils have made above average progress in mathematics, average progress in English and below average progress in science. Pupils made progress in spite of disruption to their education when they had to be taught at another school some distance away for most of their last year in school. The targets set by the school for these pupils were met. Girls perform better than boys in English, mathematics and science. There has been an overall trend of

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<sup>1</sup>The early learning goals set out what most children are expected to achieve in six areas of learning by the end of the Foundation Stage. The Foundation Stage includes children aged from three to five years old. The last year of the Foundation stage is the reception year.

improvement in standards in English, mathematics and science since 1996. This is close to the national trend of improvement.

5. The school sets challenging targets for raising standards at the end of both key stages. Good use is made of test and other assessment data to review targets and this has a positive impact on standards. Evidence from the inspection indicates that the pupils are on course to meet the targets set for them in the end of key stage tests in 2001. The school has identified and begun to address an issue of the standards boys achieve in comparison to those achieved by girls at both key stages. The school provides additional support in literacy for some pupils in Years 1, 3, 4 and 5 and booster classes for pupils in Year 6. These make a good contribution to the progress pupils make and the standards they achieve. The good quality of teaching and the good support provided by teaching assistants is also having a positive impact on pupils' progress and achievement.
6. Inspection evidence shows that by the end of Key Stage 1, pupils achieve levels above those expected for the age group in English and mathematics. By the end of Key Stage 2, standards are above expectations in mathematics. Pupils' achievement in science is in line with the national expectation at the end of both key stages. At the end of both key stages, pupils achieve levels above those expected nationally for the age group in art and design. This represents significant improvement in standards since the time of the last inspection. In design and technology, geography, history, information and communication technology and physical education at the end of both key stages, pupils achieve the levels expected nationally for the age group. In religious education pupils reach the levels expected for their age in the locally agreed syllabus.
7. Pupils with special educational needs make good progress in both key stages. This is largely the result of clearly identified targets in their individual education plans. Teachers show awareness of their needs and ask them appropriate questions in class which keep them involved in lessons.

### **Pupils' attitudes, values and personal development**

8. Pupils' attitudes to the school have remained good since the last inspection. The majority enjoy coming to school, arrive in good time, and settle quickly to the school day. There is however, a significant minority who arrive late. From their first days in the Foundation Stage through to lower Key Stage 2, pupils have warm relationships with their teachers and consequently, are confident in making suggestions, contributing ideas and are keen to participate. Conversations with pupils revealed pleasant, articulate children who mainly like being in the school and are keen to do well. Pupils with special educational needs generally co-operate well in class. Some present quite challenging behaviour patterns but they are well managed by teaching assistants and teachers. All develop more acceptable social skills over time.
9. The behaviour of pupils in and around the school is good. In the majority of classes pupils benefit from the good classroom management and expectations of good behaviour where the teachers' use of effective strategies enables even potentially disruptive pupils to benefit from the teaching. The behaviour of pupils during collective worship was good. Pupils were seen to be responsive, reverent and sensitive. They demonstrated good levels of interest in the issues and questions being posed, responding positively with responsible attitudes both during the assembly and as they entered and left. There were no incidents of bullying observed during the inspection

and according to most pupils, incidents are dealt with quickly and effectively. Pupils comparatively new to the school said they had encountered no incidents in the school.

10. Personal development is satisfactory but in spite of the emphasis present in policy documents, this has not developed significantly since the last inspection. There are few opportunities for pupils to use their initiative either in the general running of the school or in their learning. They are, however, provided with opportunities to build their self-esteem through school productions and extra curricular activities such as the art club. They benefit from sporting activities where they compete with other local schools. Pupils also make a regular contribution to the life of the older people in the community by providing entertainment and, for example, putting on a Harvest Festival party.
11. Relationships within the school are very good. The majority of teachers have developed a very good rapport with their class that contributes to pupils' confidence and self-esteem, and pupils also relate well to one another when working in groups and in pairs. Those pupils with special needs have similarly close relationships with their peers and with class teachers, resulting in pupils making good efforts and persevering to complete their work.
12. Attendance during 1999/2000 was in line with the national average, whilst the rate of unauthorised absence is below the national average. It is, however, clear from the registers of 2000/2001 that the school has a considerable problem with lateness and this should be addressed immediately if pupils learning is not to suffer.

#### **HOW WELL ARE PUPILS TAUGHT?**

13. The quality of teaching is good and better in 79 percent of lessons. In 32 percent of lessons the quality of teaching is very good and occasionally excellent, in 47 percent it is good and in the remaining 21 percent of lessons the quality of teaching is satisfactory. There is no unsatisfactory teaching. This is a marked improvement since the last inspection when the quality of teaching was judged to be satisfactory overall with some examples of good teaching. Bearing in mind that only two teachers have changed since that time, this represents a significant improvement in teachers' skills. The headteacher has established clear expectations for good quality teaching and has carried out a rigorous programme of classroom observation and feedback to teachers. These strategies, together with carefully chosen training opportunities for teachers, have had a significant impact and have led to the improvement in the quality of teaching since the last inspection.
14. The quality of teaching for children in the Foundation Stage is very good in 31 percent of lessons, good in 61 percent and satisfactory in the remaining 8 percent. A particular strength is the quality of the plans for teaching. What is to be taught and what is to be learnt are clearly stated for each area of learning and areas of the classroom are resourced well to enable the children to learn in a variety of stimulating activities. For example, three year olds make good gains in understanding the terms "heavier than" and "lighter than" because of the very well targeted learning aims and the attractive resources. They concentrate for a long period because of the challenging and well matched questions the nursery nurse asks and the warm praise and encouragement she gives in response to their answers. The teachers and nursery nurses have very good knowledge and understanding of the learning needs of the age group and this forms a secure basis for their intervention in children's learning. They intervene to support, guide and challenge them and this ensures that the children make good progress. Because the carefully planned activities are well matched to the

children's interests and stage of development and the teachers have high expectations, the children acquire new skills and knowledge at a good rate. For example, after sharing the story of "The Very Hungry Caterpillar", four and five-year-olds are eager to take part in the activities. The book and the activities are well chosen to appeal to the children and as a result they are absorbed by the tasks and concentrate for a long period. Due to this, the quality of learning is good.

15. The quality of teaching for pupils in Key Stage 1 is good overall. It is very good in 39 percent of lessons, good in 39 percent and satisfactory in the remaining 21 percent. The quality of teaching in English and mathematics is good and there are examples of very good teaching in both subjects. No design and technology lessons were on the timetable for the period of the inspection but lesson plans and a sample of pupils' work indicate that the quality of teaching is likely to be good. The quality of teaching is good in information and communication technology, art and design, geography and religious education and satisfactory in science, history and physical education.
16. At Key Stage 2, the quality of teaching is good overall. In 3 percent of lessons the quality of teaching is excellent, in 27 percent it is very good and in 47 percent of lessons it is good. In the remaining 23 percent of lessons the quality of teaching is satisfactory. The quality of teaching is good and often very good in English and mathematics. It is good in art and design, geography, history and religious education. The quality of teaching in science, information and communication technology and physical education is satisfactory. Because of the good quality of the teaching and the pupils' positive attitudes and good behaviour, the quality of learning is generally good. Sometimes pace and enthusiasm is lacking in the older classes, especially for the higher attaining pupils. Though relationships remain good, the teachers' expectations for the pace of work are not sufficiently high.
17. At both key stages, teachers' lesson plans are of very good quality. There are very specific learning objectives and these are supported by relevant activities that interest and motivate the pupils. Very good use is made of stimulating learning resources. For example, in art lessons at both key stages, pupils are given attractive objects, good quality reproductions of artists' work and good quality tools and materials. These resources are entirely appropriate for the learning aims of the lessons and the pupils treat them with respect, show interest, sustain concentration and apply effort. As a result, the quality of learning is good.
18. Throughout the school, teaching assistants play a valuable role. An increase in the number of support staff this year has required teachers to consider how they can best draw on their skills. The partnership between the teachers and the teaching assistants is developing well. They are generally well deployed by the teachers and this enables them to make good use of their time with groups of pupils or with individuals. This has a positive impact on the rate of pupils' learning. Teachers have a good knowledge of the needs of pupils with special educational needs and keep them under review. They set relevant work for them in close collaboration with the teaching assistants. Occasionally, in the whole class session of the literacy hour, more flexible deployment of the teaching assistant would help a larger number of pupils with special educational needs achieve even more.
19. Where the quality of teaching is very good and better, lessons are well planned, organised and managed. The teacher defines precisely what the pupils are to learn and uses every opportunity to reinforce their knowledge and understanding in a variety of ways. For example in a Key Stage 2 English lesson, where pupils learn about the "ee" and "ea" sounds in spellings, the lesson moves at a good pace and includes a good variety of short, relevant tasks including a quiz. The quick change of activities

helps pupils to sustain their interest and they respond eagerly to the teacher's questions. They are further motivated by the teacher's use of specific praise which helps them understand what they have done to please. Another feature of the very good and better teaching is the teachers' energetic and enthusiastic manner and genuine interest in the pupils. For example, pupils in Key Stage 1 become absorbed in the book they share with the teacher in a guided reading session because she sounds excited about the story and involves them in a lively discussion through her use of questions. This helps the pupils to have positive attitudes to learning and to make good progress in the lesson. In these very good lessons, the last few minutes are used well to remind the pupils what they have learnt, to correct misconceptions or to stretch their thinking further.

20. In most of the lessons the quality of teaching is good. These lessons are characterised by detailed plans for teaching which are well supported by a range of interesting and imaginative tasks which reinforce the main teaching points of the lesson. The resources are well prepared and the good organisation helps pupils to make a prompt start and waste no time. Skilful questioning helps pupils to express their ideas and to extend their thinking. For example, in a geography lesson at Key Stage 2, pupils make good progress in recognising the similarities and differences between a school in England and a school in India because of the teacher's good use of questions. Explanations and instructions are clear, simple and direct and this helps pupils to know what is expected and they respond by behaving well and working hard. Teachers use their time well to support and challenge groups and individuals so that their learning moves at a good pace.
21. In lessons where the quality of teaching is satisfactory, plans include appropriate learning aims and resources are well prepared. Relationships with pupils are generally good and they respond positively to the teaching. The pace of pupils' learning in these lessons is variable. In some lessons at Key Stage 1, the tasks that are planned are too complicated for the pupils or too much is attempted in the lesson and, as a result, the main purpose of the lesson is lost and pupils make little progress. In classes at the upper end of Key Stage 2, shortcomings occur when the teacher does not insist on pupils listening and then instructions are unclear. This means that the pace of the lesson slows because the pupils don't know what to do and take a long time to settle down to the task. Too little responsibility is given to pupils for organising their own resources: they sit still while the teacher gives out the resources. This also slows the pace of learning. Pupils' rate of learning is slowed when teachers provide them with undemanding tasks or are not sufficiently involved in teaching but simply reacts to the pupils' requests for help. These shortcomings were particularly evident in science at both key stages and in English and information and communication technology at upper Key Stage 2.
22. Day to day assessment is positive and pupils receive good oral feedback. However, the marking policy is not always applied consistently in all subjects. In some classes there is little evidence of written feedback for pupils. Consequently, some pupils have insufficient guidance on how they can improve their work and do not know what it is they have done well.
23. The skills of literacy and numeracy are well taught across the curriculum at both key stages. The teachers have a good knowledge of phonics and teach the basic skills very effectively.
24. Teachers give children appropriate work to do at home. They are often asked to seek out information or complete a task. Sometimes pupils are given more formal tasks which build on the work they have been doing and enable them to practise and



consolidate their knowledge. Many children read to their parents at home. The tasks given for homework make a satisfactory contribution to pupils' learning.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

25. There is a very well planned curriculum for children entering the school in the Foundation Stage. This is a strength of the school and provides a secure basis for children's learning. At Key Stages 1 and 2, the school provides a good curriculum that includes all the core and foundation subjects of the National Curriculum and fulfils the requirements of the locally agreed syllabus in religious education.
26. Since the last inspection, teachers have worked hard to develop schemes of work in all subjects, based on National Curriculum programmes of study and incorporating national guidance. These are now in place and provide essential guidance for teachers' current, very detailed planning. This marks a significant improvement, as weaknesses in curriculum planning were highlighted in the last report.
27. The nursery and reception class teachers' careful planning and attention to detail enable the three to five-year-olds to experience a wealth of stimulating and purposeful experiences. Teachers give high priority to promoting children's personal, social and emotional development, language and mathematics. They ensure that children have challenging opportunities to explore and select materials and activities planned to promote their curiosity and learning. In this way the children build on and extend their knowledge, skills and understanding, progressing via carefully prepared stepping stones towards, and in some cases beyond, the early learning goals<sup>2</sup> of the foundation stage.
28. At Key Stages 1 and 2, high priority is given to English and mathematics in the times allocated to each subject. The National Literacy and Numeracy Strategies are securely in place and form the basis of teachers' meticulous planning. Literacy support sessions for small groups of pupils introduced at both key stages have successfully boosted the progress of those involved.
29. Careful consideration is given to pupils' personal, social and health education and citizenship. It is well supported through a well-structured, whole-school programme. This promotes pupils' learning about safety, keeping healthy and respecting each other. It incorporates sex education and raising pupils' awareness of the dangers of drug misuse. It is delivered through science and activities, such as 'circle time', when pupils have opportunities to talk over issues that face them as part of every day life. Visitors such as the policeman, school nurse and doctor make a positive contribution to this area of the curriculum.
30. Pupils have full and equal access to the curriculum regardless of gender, background or ethnicity. Teachers and support staff generally ensure that the pupil for whom English is an additional language is well supported and encouraged. This has enabled her to make good progress in acquiring English since she joined the school a year

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<sup>2</sup> Early learning goals – these are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; creative and physical development. There are many goals for each area of learning, for example, in language and literacy children should be able to write their own name and other things such as labels and begin to write simple sentences.

ago. Provision for pupils with special educational needs is good. Pupils are well cared for. Their individual education plans are precise and the reviews involving all the relevant teachers and assistants are regular and thorough.

31. The school fulfils all the legal requirements and ensures that all pupils receive the full curriculum entitlement. The education pupils receive is free from bias and discrimination and the school generally promotes fairness and equality effectively. Boys and girls have full access to the complete range of activities within the school. For example, boys and girls take part in the lunchtime football sessions with Football Association qualified coaches. When pupils with special educational needs are withdrawn from classes for individual work, sometimes with other classes, the school ensures that these arrangements are advantageous for the pupils concerned.
32. The curriculum is enriched by constructive links with the local community. Pupils visit the local shops and church and the vicar visits school regularly to lead assembly. The pupils have opportunities to demonstrate their care for others by entertaining elderly local residents at Harvest and Christmas. They also led a Community Carol Service in the school grounds. Pupils are involved in inter-school athletics, football and netball competitions and good liaison with the local secondary school ensures pupils' smooth transition at the end of Year 6. Visits, such as those to Kirkleatham Museum, the coast and the local woods promote pupils' interest and extend their learning. In addition, the school offers a good range of opportunities for extra-curricular activities, including music groups, sports, gymnastics, French and art. Instrumental music tuition is also available. This provision makes a positive contribution to pupils' motivation and learning.
33. The school's provision for pupils' personal development, including their spiritual, moral, social and cultural development, is good. This has remained a strong feature of the school since the time of the last inspection.
34. The school fosters pupils' spiritual development well in assemblies and lessons. Acts of collective worship are of a broadly Christian character and are used well to reinforce pupils' moral and spiritual values. There is a very good level of interaction and participation across the whole school during collective worship with a sense of spirituality in terms of time for thought and reflection. Religious education lessons and the acts of collective worship make a major contribution to pupils' spiritual development. Pupils are provided with opportunities to reflect upon life's fundamental questions. For example, an assembly about the Crucifixion of Christ enables pupils to reflect upon the circumstances of Jesus' death and to explore ideas, in other contexts, about personal sacrifice for others. In another assembly, conducted by the local vicar, a parallel was drawn between the idea of a journey on earth being like the journey though life with Christ. The teachers ask pupils to listen carefully to music and reflect on the mood it creates and how it makes them feel. They are encouraged to handle artefacts with care and respect, particularly in religious education lessons. Children in the Foundation Stage are helped to realise how they have grown and developed when they watch a baby being bathed and hear about how a baby spends the day.
35. The school promotes moral values well and helps pupils to understand the difference between right and wrong. It is evident at lunchtime and playtimes, as well as during lessons, that the school ethos promotes the values of co-operation and respect for others. The adults in the school community provide good role models. In Key Stage 1 simple values and attitudes, for example taking turns, or listening to others, are reinforced. Towards the end of Key Stage 2 pupils learn about moral values in the context of alcohol and drugs awareness. Pupils are also made aware of moral issues as they arise in a discussion of myths and legends in the literacy hour. The programme for pupils' personal, social and health education (PSHE) also provides

opportunities for pupils to think about how their actions affect others, what is fair and what is just.

36. Pupils' social development is fostered well throughout the school. Children in the Foundation Stage are given many opportunities to learn to work and make friends with others through the carefully planned learning experiences. From Year 1 onwards, pupils are encouraged to cooperate in pairs and small groups as they work. They are expected to share resources and ideas. The way in which the classrooms are organised encourages pupils to take responsibility for resources and equipment and to show initiative. This is better promoted with the younger pupils than at upper Key Stage 2. Pupils are encouraged to be self-disciplined and are asked to consider the impact of their actions on others. However, there are few opportunities for older pupils to take responsibility for younger pupils or to take part in activities such as a school council.
37. Pupils are helped to see how they can contribute to the wider community of the village and the world beyond. Year 1 pupils have visited the church and understand something of its significance to people in the community. Educational visits, including a residential visit for the oldest pupils, are used well to promote pupils awareness of themselves and others. Pupils are involved in raising funds for a range of local, national and international charities. The school organises a variety of community events including entertaining the elderly at key times during the year, the distribution of food at harvest time, the promotion of Rainbows and Brownies activities and adult learning initiatives. Exciting community initiatives are planned for the next academic year. These include the involvement of the elderly in mounting a photographic exhibition and the development of an all-age Internet café.
38. Pupils' cultural development is promoted well. In Key Stage 1, pupils hear stories from other traditions. For example, they listen to and discuss the story of Rama and Sita. Pupils throughout the school study paintings by artists including, Picasso, Klee and Kandinsky and by aboriginal artists. In Key Stage 2, pupils learn about other cultures in India and Egypt in geography, and compare these with their own culture and traditions. In history, pupils learn about events and lifestyles of people in the past, for example, the Vikings or the Victorians. This gives them an insight into the way in which some of our own traditions have developed. In Years 5 and 6, pupils learn songs about the local ore industry, and this fosters an understanding of life locally in earlier times. The school has a good range of multicultural fiction and reference texts and is developing its stock of multicultural and historical artefacts.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. The school provides a caring and supportive environment where each pupil is well known to their class teacher in particular and more generally to other staff in the school. Pupils with special educational needs are well cared for and this enables them to make good progress in their learning as well as being fully involved in the life of the school.
40. Child protection arrangements are very good and comply with local education authority guidelines. In addition, the staff use their links with local services and individual professionals well to the benefit of pupils. Health and safety is well monitored by governors who check the school each term and arrange for necessary work to be carried out. It was observed, however, that the new fire doors pose considerable difficulties for the youngest pupils because of their weight and closing action. The medical needs of pupils are well documented, all staff have undertaken the necessary first aid training and equipment is readily to hand. Pupils in Key Stage 1 are handed over to parents and carers at the end of the school day and teachers take it in turns to be in the playground to ensure all is well.

41. Procedures for monitoring and promoting behaviour are good. Good behaviour management around the school and in the classrooms and playground ensures the good behaviour of the majority of pupils. At upper Key Stage 2, the lack of consistent pupil management strategies on occasions leads to general chatter, restlessness, and deterioration in learning. Further, a lack of consistency and a feeling that pupils have of unfairness about punishment is having a negative effect on those pupils whose behaviour it is meant to improve. Those pupils whose behaviour is persistently inappropriate are put onto a programme which involves the co-operation of parents in monitoring their child's behaviour. Behaviour in the playground during the inspection was good with little rough play. However, there is little to occupy pupils during this time. The waterlogged football field results in pupils having no real opportunity for ball games; there are no quiet areas, no marked out games areas and no equipment such as skipping ropes for pupils to use. The governors have identified this as an area for development in order to promote an even better behaved school. Pupils know to report any bullying to an adult and, although most felt that it worked well, a minority felt let down. This echoed the feelings of a minority of parents at the meeting with the inspectors.
42. The support and guidance for pupils' personal and intellectual development is good. Those pupils with special needs have an accurate diagnosis of need provided in co-operation with a variety of outside agencies. This has led to more focused target setting and better planning. Each pupil in the school has a personal file that contains information dating from their entry into the school. End of key stage test and assessment results, reading records and samples of the pupil's work in English, mathematics, design and technology and information and communication technology are included in this file. These give a detailed profile of the pupil and his or her development throughout their school life. The profiles are used well by teachers to plan for each individual's strengths and relative weaknesses.
43. Pupils starting school in the Foundation Stage receive a home visit by the teacher and nursery nurse. This enables parents to discuss their children in an informal setting and to complete a questionnaire that gives as much relevant detail as possible to help the school address each child's needs. Children visit the nursery before starting school and when they are admitted, parents are welcome to stay until the children are relaxed and confident. The move to the reception class is also well planned. Children pay short visits to the classroom, take part in assemblies and join in physical education lessons and playtimes. Consequently, pupils settle quickly into the school and this contributes to the good progress they make in the Foundation Stage. In preparation for the move to secondary school, pupils in Years 5 and 6 visit the school and work with the teachers there on drama, French, information and communication technology, English and physical education. These good arrangements help them to make a smooth transition to the next stage of their education.
44. Procedures for monitoring and improving attendance are satisfactory. Registers are marked efficiently in most cases and are in line with local guidelines except in a few examples. There is, however, a problem with the marking of lateness. According to some registers, pupils are arriving at school late on an astoundingly high number of occasions. Whether this is simply inaccurate marking or the school has an enormous problem was not apparent during inspection week; either way, it should be addressed immediately.
45. The procedures for assessing pupils' attainment and progress are good. Pre-school visits and parents' meetings, take place well before the child enters the nursery or the reception class. Parents complete an entry profile and three consultation meetings are

held for them in the Foundation Stage. Observation, assessment and discussion help the staff to plan each child's future programme. This happens daily and is an integral part of the teaching and learning in the Foundation Stage. Teachers and support staff regularly record and analyse their assessments in all the areas of learning and individual profiles are maintained for all children. Baseline assessments are carried out on entry into the reception class and reviewed when the children move on to Year 1.

46. Pupils with special educational needs are well integrated into classes and take a full part in all lessons. They are well supported by effective teaching assistants. At lunch times, some pupils are given help in settling into larger groups. This helps them to learn how to react to pupils in a less structured setting. Their needs are identified early and they are placed on the appropriate stages of the Code of Practice. They are identified in the teacher's short-term plans with details of differentiated work linked to their individual education plans. Comprehensive records are built up so that details of their progress are available for review meetings and further target setting.
47. The school's procedures for assessing pupils' attainment and progress are very good. A good range of local and national tests is used to assess progress. The national end of key stage tests are carried out as required and good use is made of the national optional assessment materials in Years 3, 4 and 5 to track pupils' progress in Key Stage 2. The results are recorded and analysed and the data is used to target specific areas for improvement for individuals or for groups of pupils. In the schemes of work, which have been written for all subjects, planning is clearly linked to assessment and a cyclic model is used, within which planning is linked to teaching and the curriculum, and the whole process is informed by assessment outcomes. The coordinator very effectively coordinates the assessment policy and practice in the school.
48. The school monitors all pupils' performance and makes every effort to meet their individual learning needs. Every child has an individual portfolio record file containing personal information, test results, reading records, core subject records, work samples, self-evaluations and previous reports. Records show clearly where pupils are having difficulties academically or socially. This allows the school to respond quickly. Should any teacher have concerns, there is a well-established procedure to record the problem and agree a course of action. This may simply mean additional attention from a teacher, but may involve additional classroom support, homework and parental involvement.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. Parents are happy with the school and they say their children make good progress, work hard and grow in maturity and responsibility in a school that they like. Parents feel comfortable about approaching the school with their concerns. They are less sure that they are well informed about their child's progress or that behaviour in the school is good. Parents responding to the questionnaire are least happy with the way in which the school works with them; the variety of activities the school provides for pupils outside school hours; the amount of homework children are given and the leadership and management of the school. The inspectors do not agree with the parents' negative views of the school. They find the leadership and management of the school by the headteacher and governors to be good. Pupils in Key Stage 2, benefit from opportunities to attend a good range of after school clubs and take part in a residential visit. The school uses a wide range of very good strategies to promote its links with parents. The use of homework is satisfactory.

50. Parents receive regular information about the whole range of school life including special events, visits, meetings and social occasions. In addition, teachers produce an outline of the curriculum each half term and parents find this very useful. The pupils' individual annual reports to parents and the pupil profiles, which they help to compile, give as complete a picture of each pupil as found in any school. The continuing dialogue between school and parents identifies pupils' successes and areas for development. This provides a clear picture and enables teachers and parents to support the child. Parents of pupils with special needs are equally well informed and involved in their children's education and development.
51. The school holds three parents' evenings each year when the progress of pupils is discussed and personal profiles brought up to date. Discussion revolves around present progress, points for future development and parents' comments, all of which are recorded and form the basis of the next meeting. Parents have the opportunity to talk to teachers informally at the beginning and end of the school day and more formally by making an appointment. There are regular curriculum evenings to inform parents about what their children are being taught. Recently a meeting was held to discuss changes in the Foundation Stage with parents. The home learning programme was put in place after consultation with parents. This sets out the homework programme for pupils in which parents are asked to take an active part by encouraging their children and commenting on the work done.
52. Parents are encouraged to come into the school to help in the classrooms and they provide good support for the school. They take part in weekly informal meetings to organise fund raising events. Parents also have the opportunity take part in training courses organised in partnership with the adult education service. These courses, known under the general title of "Family Learning" are held in school. At present, there are two groups of parents involved. One group is working on literacy and numeracy with a course called "Keeping up with Children" and the other on "Computers Together" which gives parents a start in understanding computers by working alongside their child. Both groups of parents were very pleased with the tuition that focuses on their individual needs. Parents have helped put together very good quality Story Sacks and Maths Games to be used at home with their children. Parents whose children have special educational needs receive regular information about their progress.
53. A very good quality whole school assessment, recording and reporting policy has been introduced since the last inspection and is working most effectively. The implementation of this has included: reading diaries and records; standardised testing for reading and spelling; annual foundation subject reviews; baseline profiling and nursery entry profiles; the use of optional national tests for pupils in Years 3, 4 and 5. Target setting reviews take place three times each year and involve consultation between the child's 'new' teacher and the 'former' teacher. Teachers assess pupils' progress each half term in order to identify targets for improvement for individual children. These procedures are having a positive impact on standards.
54. The school and parents together are creating an effective partnership, which clearly benefits the pupils' learning.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

55. The school is very well led. The headteacher provides very strong leadership. He has a clear and unerring philosophy that underpins the development of the school. He has

led the staff in improving the quality of education and in raising standards through a period of change involving the move on to one site, building developments and the need for some pupils to be taught at a site some three miles away. There has been a trend of improvement over this period despite these major disruptions. The deputy headteacher provides quiet but strong support for the headteacher and they make a good team. Responsibilities are appropriately shared to make the most of their individual strengths. They give positive support and guidance to all the staff and have developed a strong sense of teamwork between all those who work at the school. They are strongly supported by a dedicated team of staff who show strong commitment to school improvement who together have brought about improvements in some important areas of the school's work since the last inspection. The headteacher and staff have the support of the governing body and parents who recognise the amount of work done and the changes achieved. There is a strong commitment to improve the school further and a good capacity to succeed.

56. The senior management team works successfully together in leading school improvement and in the day-to-day management of the school. Roles and responsibilities are well understood and appropriately delegated. The headteacher makes best use of the skills and expertise of the staff. The roles and responsibilities of the subject coordinators have been developed and this has supported improvements in curriculum planning and standards. The subject co-ordinators sample pupils' work from across the school, examine their colleagues' plans for teaching and analyse pupils' performance in assessments and tests. They have had some opportunities to monitor and evaluate the quality of teaching and learning through classroom observations and have fed back to their colleagues following the lessons. They collect samples of work that help their colleagues to accurately judge the standard of pupils' work. They have a growing understanding of the strengths and areas for improvement in their subject. The role of subject coordinators has developed well since the last inspection. There are appropriate plans to continue to develop these roles and responsibilities.
57. The school has set out its aims in a policy and also in the prospectus. The aims of the school underpin the way in which staff and pupils work together and are reflected well in the day-to-day life of the school. The school is well on its way to achieving its aims, especially its intentions to provide a broad, balanced and well matched curriculum, to develop a strong partnership with parents and the community and to develop pupils' personal qualities. The school's policies are well reflected in its practice.
58. The governing body fulfils its statutory responsibilities well and governors have a clear understanding of the division of responsibilities between the headteacher and the governing body. The governors are well led by the chair of governors and provide strong support for the headteacher and staff. They play a good part in shaping the direction of the school. They are consulted on the full range of issues and are fully involved in decision-making. They work very effectively in committees that take responsibility for a range of aspects including finance, public relations, systems, curriculum and personnel. They have delegated powers that enable them to make decisions and recommend a course of action to the full governing body. This makes very good use of governors' individual skills and expertise and efficient use of meeting time. They base their decisions on good first hand knowledge of the school and detailed reports from the headteacher. The governors monitor the school's progress towards the priorities in the school development plan and the curriculum committee monitors the end of key stage test and assessment results and sets targets for improvements in standards. They have a good understanding of the school's strengths and areas for improvement.

59. The school makes good use of all available data from formal tests and assessments to identify areas for further improvement. The headteacher carries out a rigorous programme of classroom observation to monitor and evaluate the quality of teaching and learning. He makes very good use of these opportunities to identify where support or challenge is needed and to respond to the individual needs of teachers. This has been very effective in improving the quality of teaching and, as a result, pupils' rate of learning has increased and standards have risen. As the role of the subject coordinators develops in monitoring the work of the school, additional information is becoming available to help in identifying the most important areas for improvement in teaching subjects. The school has good arrangements for the appraisal of the work of teachers and other staff. An annual meeting with the headteacher enables staff to celebrate their successes and set further targets for improvement. The arrangements for performance management are in place. Targets have been set and agreed with all teachers.
60. Priorities for school improvement are identified through staff consultation, performance analysis, classroom observations, the appraisal of teachers' performance and the introduction of local and national initiatives. The areas identified for development are then included in the school improvement plan. This plan is at the heart of school improvement and provides a long-term view of developments. Although the school identifies the right targets for improvement, the plan is rather cluttered with tasks of lesser importance. However, the headteacher and governors are clear about what the priorities are even though this is not reflected in the written plan and so developments have a positive impact on standards and on the quality of education. The headteacher has identified the need to redraft and reduce the content so that it is more manageable. Financial and other resources are appropriately linked to the targets for improvement but the timescale and tasks are not sufficiently precise. Success criteria are not sufficiently measurable, and consequently, evaluation of the impact of the planned change on quality and standards is less effective. The headteacher has started to work on improving the plan for the next cycle of planning.
61. The governing body continues to fulfil its financial planning role well. The budget has been very skilfully managed to take account of high staffing costs and a fall in the number of pupils on roll. Over the period of the refurbishment of the building, the headteacher and governors monitored the work carefully to ensure that the school got the best value possible from the local education authority's capital expenditure on the building. Educational developments are supported well and the governors have a very good understanding of the current budget. They make good use of forecast information and take advice from the finance officer and from the headteacher. They have clear priorities for spending decisions and base these on their knowledge of the school and their vision for its long-term strategic development. For example, their commitment to providing additional teaching assistants to support teachers and pupils this year is having a positive impact on the quality of learning throughout the school. They have a good understanding of the principles of best value and make satisfactory use of them. Because the success criteria in the school development plan are not consistently measurable, the governors' role in evaluating the impact of spending on standards is informal. The chair of finance recognises the need to develop more formal approaches to evaluation.
62. The administrative assistant operates secure, efficient and effective systems for financial control. Administrative tasks are carried out very efficiently and the day-to-day organisation of the school runs smoothly. Good use is made of information and



communication technology to support the management of finances and administrative tasks. The administrative staff provide very good support for the headteacher and staff enabling them to focus on their work with the children.

63. The management and co-ordination of special educational needs is better than reported in the last inspection. The special educational needs co-ordinator has provided a clear set of procedures which involves all staff in the writing and review of pupils' individual education plans. The governing body have a clear oversight of developments in special educational needs and ensure that funding is well spent. The school contributes extra funding to provide support to the growing number of pupils identified with special educational needs.
64. There are sufficient well qualified and experienced teachers whose skills and expertise are well matched to the needs of the curriculum. They are supported by a good number of suitably qualified and experienced support staff. The roles of subject leaders are developing well and they are making a positive contribution to the quality and standards of education. The role of senior staff in Key Stage 2 in having a clear overview of, and responsibility for, significant areas of the school's work is not sufficiently developed. This is not an unwillingness on the part of the headteacher to delegate responsibilities but the senior staffs' lack of appropriate skills to take on such responsibilities. Supply teachers are well supported by the headteacher and staff and this enables them to become established quickly and carry out their role effectively. A comprehensive staff handbook and good arrangements for staff development make a valuable contribution to the professional development of all members of staff. There is a good balance between monitoring and supporting teaching and this has led to significant improvements in the quality of teaching since the last inspection. Training and development needs are well linked to individual needs and to the development needs of the school. This, together with very good leadership and management and the good quality of the teaching, makes the school an effective provider of training for new teachers.
65. There is sufficient accommodation to enable the National Curriculum to be taught. Much has been done since the last inspection to improve the quality of the accommodation. The school moved to one site in July 2000 following a long period of refurbishment and extension. The accommodation now provides a pleasant, bright and purposeful learning environment which supports the school's aims for children's learning and personal development very well. For example, the organisation of resources in classrooms promotes opportunities for pupils to make decisions about some of the tools and materials they use for a task and to develop independence in organising their own resources. The nursery outdoor area is well equipped and supports children's development in all six areas of learning. Drainage problems, which have caused floods since the alterations to the building, have limited the use and development of this area and the field. The separate Key Stage 1 and 2 playgrounds are adequate for the number of pupils. The school has appropriately identified the need to enhance the outdoor areas to provide more interesting play opportunities for pupils.
66. There is a good range of learning resources of good quality to support the teaching of the National Curriculum and the Foundation Stage curriculum. These are very well stored to give staff and pupils easy access. This ensures that everything is used. The staff provide attractive and good quality resources for pupils in lessons and this makes a statement about the importance of the learning activity. Pupils respond well to the resources they use and this adds to the rate of learning. Pupils handle the resources carefully.

67. The headteacher, staff and governors work well together to meet the targets for improvement set for the school at the time of the last inspection. They have achieved what they were asked to do and, in many instances, have gone further. For example, very good improvements have been made in planning, teaching and organising the curriculum and in developing the role of the subject coordinators. Similarly, very good improvement has been made in ensuring that the plans for teaching focus on the knowledge and skills associated with the subject. There has been good improvement in the school's provision for pupils with special educational needs and in the role of the coordinator. The policies in the school development plan have been monitored and evaluated satisfactorily. In addition to these improvements the school has improved the accommodation in the move to one site, has developed a richly resourced library and learning area, a computer suite and promoted successful courses for parents. They have successfully implemented the national strategies for literacy and numeracy and the new curriculum for children in the Foundation Stage. The inspection evidence shows significant improvements in the quality of teaching. Standards in English mathematics and science have continued to rise since the last inspection. Standards in art and design have improved and are now good. Overall, improvement since the last inspection is judged to be good and the school continues to provide good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and improve the quality of education, the headteacher, staff and governors should work together to:

(1) Raise standards in science throughout the school by:

- improving the quality of teaching especially the use of time in lessons;
- making better use of assessment information to ensure that pupils of all abilities are given demanding tasks;
- improving the attainment of boys;
- making greater use of information and communication technology to enhance pupils' learning;
- improving the quality of leadership for the subject.

*Paragraphs: 3,4 and 106-112*

(2) Improve the pace and challenge for pupils in lessons by:

- making more consistent use of the very good assessment procedures to identify challenging tasks for pupils;
- using the day-to-day marking of pupils' work to give them clear feedback and to identify targets for improvement so that pupils have better knowledge of their own learning.

*Paragraphs: 16, 21,22,41,100,101,111 and 146*

(3) Enhance the current provision for pupils' personal development by providing more opportunities for them to take responsibility for some of their own learning, to make choices, show initiative and to take wider responsibilities within the school community

*Paragraphs: 10 and 36*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	30	47	21	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	265
Number of full-time pupils eligible for free school meals	0	24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	2

### Attendance

Authorised absence	%
School data	5.0
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	12	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	12
	Girls	19	18	20
	Total	30	28	32
Percentage of pupils at NC level 2 or above	School	91 (83)	85 (95)	97 (95)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	12
	Girls	18	20	19
	Total	28	32	31
Percentage of pupils at NC level 2 or above	School	85 (93)	97 (98)	94 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	25	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	16
	Girls	17	16	16
	Total	30	32	32
Percentage of pupils at NC level 4 or above	School	67 (91)	71 (85)	71 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	16	17
	Girls	15	14	16
	Total	26	30	33
Percentage of pupils at NC level 4 or above	School	58 (82)	67 (82)	73 (88)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	265
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	26.5
Average class size	29

#### **Education support staff: YR– Y6**

Total number of education support staff	6
Total aggregate hours worked per week	98

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	2
Total aggregate hours worked per week	37.5

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	494,810
Total expenditure	499,019
Expenditure per pupil	1,680
Balance brought forward from previous year	57,141
Balance carried forward to next year	52,932

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	210
Number of questionnaires returned	66

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	5	0	2
My child is making good progress in school.	42	55	2	0	2
Behaviour in the school is good.	30	52	8	2	9
My child gets the right amount of work to do at home.	20	53	15	5	8
The teaching is good.	35	61	2	0	3
I am kept well informed about how my child is getting on.	36	39	21	2	2
I would feel comfortable about approaching the school with questions or a problem.	48	47	5	0	0
The school expects my child to work hard and achieve his or her best.	45	50	3	0	2
The school works closely with parents.	27	53	8	2	11
The school is well led and managed.	32	42	11	6	9
The school is helping my child become mature and responsible.	38	55	5	0	3
The school provides an interesting range of activities outside lessons.	26	48	18	0	8

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

68. The Foundation Stage is made up of a nursery and a reception class. At the time of the inspection there were 22 children attending morning sessions in the nursery and 18 in the afternoon. There were 27 children in the full-time reception class. Children join the nursery class on a part-time basis following their third birthday. Children visit the nursery with their parents as part of a sensitive induction programme which includes a home visit by the nursery staff. These arrangements encourage children to gain confidence and enable parents and carers to establish good links with the school. These are maintained through the Home Learning programme, which encourages parents' involvement in their children's learning and keeps them informed of the topic to be taught in each half term. Children move into the reception class in September or January of the school year in which they are five.
69. The nursery teacher assesses children shortly after they start school and a profile is started. This is added to for each child throughout the Foundation Stage. On entry to the nursery, the children display a wide range of skills but overall the standards they reach are broadly typical of children of their age. However, a small but significant number have immature language skills and a few have limited social skills. The reception class teacher formally assesses the children at the beginning and end of their time in the class, using a nationally standardised baseline assessment scheme. Throughout the Foundation Stage, teachers use the results of assessment well to check children's progress and inform the planning of the next steps in their learning. In consequence, teachers set tasks which match and challenge children across the range of abilities within the classes.
70. The quality of teaching is at least good and often very good. The teachers have developed a comprehensive programme in each area of learning and, as a result, the children experience a broad range of very well planned opportunities in the nursery and reception classes. Themes are chosen to interest the children and this promotes their learning well. The effectiveness of the planning lies not only in its thoroughness but also in its response to children's needs. It strongly underpins the successful teaching and learning in the nursery and reception class. Almost all children are on course to attain the national early learning goals by the end of the Foundation Stage. They make particularly good progress in personal, social and emotional development, and aspects of language and mathematical development. A high proportion of children are in line to attain higher standards in these areas. The class teachers and support staff work well together to enable children with special educational needs to settle well and make good progress in all the areas of learning. These findings broadly reflect those of the previous inspection, when children made satisfactory and sometime good progress in the areas of learning. There is an improvement in the quality of teaching since the last inspection, when most of the teaching was sound.

### **Personal and social development**

71. The children are happy, settled and well used to the classroom systems and routines. They show a steadily increasing degree of confidence and independence in their response to activities and daily routines. Nursery children learn to put on their aprons for painting and change for physical education with a minimum of adult help. They respond readily to their teacher's questions in the class group. Reception children regularly join the rest of the school for assembly and occasionally participate in events,



such as Harvest Festival. On these occasions they follow instructions, are very interested in what is going on and behave sensibly. Throughout the Foundation Stage, children are very well motivated to learn. They settle to their tasks and concentrate very well for extended periods of time. The children are patient and take their turn as, for example, when nursery children have milk and pass round fruit. They show consideration for others and handle equipment carefully. They are co-operative and well behaved and readily share equipment, such as wheeled vehicles outdoors.

72. The Foundation Stage teachers have a very secure understanding of how young children learn. Along with the support staff, they establish very good relationships with the children and successfully engage their interests with stimulating activities. All staff consistently praise children's efforts and successfully promote their self-esteem. The nursery and reception classes present a very welcoming environment in which the children settle securely into school life.

### **Communication, language and literacy**

73. The children quickly learn to enjoy sharing stories and rhymes in small and larger groups. They listen attentively and readily join in with repeated refrains, such as in the story of "Goldilocks and the Three Bears". With familiar adults and within a small group, almost all children express themselves with increasing confidence, using basic vocabulary. They learn to recognise their names and place their own labels on the name board as a signal of their arrival each day. They understand that words and pictures convey meaning and, by the time they complete the Foundation Stage, most children are launched on the initial stages of reading. Children practise making letter patterns, leading to the formation of letters and begin to identify the sounds they make. The children in the reception class write their own names independently and a minority express their ideas independently in writing, using simple words and phrases.
74. Teachers promote children's communication, language and literacy skills very successfully. In the course of the Foundation Stage, children become familiar with the structure of the literacy hour, which is very well tailored to meet their needs. Teachers select a wide range of story and information books to share with the children. They are then engaged in practical activities, such as making their own books, which successfully reinforces their learning. Teachers engage the children's interest and promote their understanding particularly successfully when using the 'Story Sack' equipment. For example, children are well motivated to learn about the sequence of a story, such as "The Very Hungry Caterpillar", when retelling it with the soft toy characters. The well-equipped role-play areas, including the nursery 'Hospital', provide stimulating opportunities for children to explore imaginative language. They have ready access to good quality books and the nursery book area is particularly cosy and inviting. Teachers ensure that there are opportunities for children to practise their emerging writing skills, for example when completing 'patient records' in the 'Hospital'.

### **Mathematical development**

75. The children develop a sense of number, order and sequence through daily counting routines and rhymes, as well as structured sessions which introduce them to the requirements of the national numeracy strategy. Almost all the children in the reception class count to 20 or more and enjoy finding numbers on the large 100 square. As they move through the Foundation Stage they increasingly recognise and record numbers to ten. Higher attaining reception children competently relate addition to combining two groups of objects. Nursery children recognise primary and some secondary colours and basic two-dimensional shapes. In the reception class they extend their knowledge

of the features of two and three-dimensional shapes. Children enjoy mathematics. They are particularly well motivated by practical activities linked to their current topic. For example, nursery children weighing different fruit gasped with wonder when the scales balanced.

76. Teachers very successfully promote children's mathematical understanding through a good range of first-hand practical experiences, which reinforce and extend their skills and support their use of mathematical language. For example, reception children reinforced their number ordering skills through a range of activities, which included ordering items on a washing line and making a number game with card. Teachers promote children's awareness of number particularly well. They seize opportunities to develop their counting skills, for example, counting the number of children present and absent at registration.

### **Knowledge and understanding of the world**

77. Children acquire an increasing knowledge and understanding of their world through a very stimulating range of activities. They learn about the properties of materials such as sand, water and dough by handling them. They are keen to talk about the seeds, plants and carrot tops they are encouraging to grow around the classroom. Also, as part of their 'Growing' topic, the nursery children extended their understanding of how they have grown and changed by looking at photographs of themselves as babies. The reception children extended their awareness of the past and its difference from the present when they looked at old toys. The children also begin to extend their knowledge and understanding of other cultures. They listen to stories about children in other parts of the world, play with dolls which represent different races and participate in such activities as sharing an Indian meal. The children begin to use the computer to support their learning and in the reception class they regularly visit the school computer suite. They demonstrate secure basic skills, using programs that are well matched to their interest and ability, for example, matching simple labels to pictures of parts of a plant on the screen.
78. The teachers have ensured that the nursery and reception classrooms are very well developed as places to stimulate children's curiosity and further understanding. There is much to encourage children to listen, touch, feel and explore. A very well planned programme of visits and visitors also successfully extends children's learning throughout the Foundation Stage. Visitors include a mother and young baby, nurse, dentist and magician. The children walk around the village to look at buildings and visit shops, such as the post office and bakers. They also travel farther afield, as when they visited the Owl Centre.

### **Physical development**

79. In the nursery and reception class the children move around and work with increasing control and confidence. On entry to the nursery, children's manipulative skills vary greatly. As they move through the Foundation Stage they demonstrate steadily improving pencil control and increasing dexterity in using tools, such as scissors. Most children carry items safely and nursery children demonstrate developing co-ordination, for example, when using a small sweeping brush. Daily periods in the secure outdoor area provide good opportunities for co-operative, imaginative and vigorous play. For example, nursery children worked well together to build a beanstalk leading to a giant's castle, using large construction equipment. They control the wheeled vehicles with a satisfactory sense of space and awareness of the safety of others. The children enjoy regular physical education lessons in the hall and competently use a range of

equipment, including balls. They change speed and direction competently and demonstrate increasing co-ordination as they skip, hop and jump and land.

80. Teachers thoughtfully prepare a range of classroom activities which soundly promotes children's developing physical skills. Equipment is readily accessible and meets children's differing needs well. For example, they can select either fine or thick brushes when painting. Similarly, outdoor facilities are well planned and used to promote children's learning, even in inclement weather when the grass is waterlogged.

### **Creative development**

81. Throughout the Foundation Stage children have many well-planned role-play, musical, art and craft experiences. They express their ideas in imaginative games, often arising from books they have shared in literacy sessions, as when reception children set up a toy's birthday party on the carpet. Each day the children listen to, sing along with, and carry out the actions to an increasing range of songs and rhymes. These often promote learning across the areas of learning and children acquire a particularly wide repertoire of number rhymes, such as 'Five Currant Buns'. In the reception class music lessons, taught by a specialist teacher, the children clap their hands in time to the beat of well-selected, lively taped music. They enjoy using percussion instruments and begin to distinguish between loud and quiet, fast and slow and high and low sounds. The children draw and express themselves confidently in paint in response to a range of stimuli. For example, nursery children painted large leaves to make a beanstalk. They learn to mix powder paints to obtain the colour they want and by the time they reach the reception class children are aware of different shades. For example, after carefully examining different fruit, children worked hard to achieve the correct shades when they painted pictures of a pineapple.
82. Teachers plan this area of learning well and are clear about what they want the children to learn. They ensure that all children have regular opportunities to make choices and select materials and tools to express their ideas and communicate their feelings in creative ways. The comments and questions of the teachers and support staff extend children's thinking and creative development well. They are very encouraging of children's efforts and successfully promote their confidence and readiness to be involved in the range of activities provided.

### **ENGLISH**

83. Standards of attainment in last year's National Curriculum tests at Key Stage 1 were above average in reading and in writing compared with all schools. Against similar schools, standards were average in reading but above average in writing. At Key Stage 2 in English, attainment was below average compared with all schools and with similar schools but above average when measured against the pupils' prior attainment. Over the last three years, boys have fallen below the national average in reading and writing in Key Stage 1 at a faster rate than the girls. In Key Stage 2 the gap between boys and girls is getting wider. Overall the trend is rising in line with the national average in both key stages with some variation from year to year. For example, the high number of pupils with special educational needs in the 2000 Year 6 group was a major contributory factor in the dip in standards from previous results. The targets for this year show an anticipation that standards at the end of Key Stage 2 will rise but the high number of pupils with special educational needs means that this will be a challenge for the school.

84. Standards seen during the inspection were above average in Key Stage 1 and in line with the average in Key Stage 2. In Key Stage 1 pupils are articulate and confident in discussing stories. Teachers know individual pupils well and ask them the sort of questions that help them to develop their vocabulary. For example, in reading a story about a little boy from Africa, it was apparent that many had remembered the meaning of "remote". They were able to put it into a sentence of their own. They can recount the events of stories in sequence, picking out ideas both from the pictures and the text. Most pupils read well. They can follow the punctuation and teachers are good at giving them the chance to read aloud. The whole class showed its understanding that an exclamation mark adds emphasis to the phrase, "How shocking!" Teachers discuss how books are produced and pupils recall the ways in which books are made appealing to the reader. They know what a "blurb" is for and have a secure knowledge of the difference between fiction and non-fiction. Many use dictionaries as a matter of course to check meanings of words and their spelling. The reading records show that pupils have good opportunities to practise with adults both at home and at school. Many read aloud their own work well.
85. Writing is above average in Key Stage 1. Most pupils have a good knowledge of punctuation, and spelling is fairly good though handwriting is not consistently formed. Some pupils struggle to use joined-up writing and presentation suffers. In a Year 2 lesson there was evidence that the teacher had helped pupils to develop their skills in the content of their writing. She encouraged them to alter the length of sentences and to try a variety of punctuation to bring their stories to life. They were given a strict time scale to finish. Challenged but clear of the task, many produced really effective descriptions based on the story in the "big book" but containing vivid and original phrases. The scrutiny of work also showed some writing with flair from higher attaining pupils. In a retelling of the "Red Riding Hood" story one girl wrote: "She was a clever girl because she did not fall for the wolf's tricks." Pupils use a range of devices such as direct speech and lively adjectives to make their writing more effective.
86. Pupils with special educational needs and those speaking English as an additional language make good progress in both key stages. In reading, the support they receive from teachers and assistants enables them to practise regularly to improve their skills. Teachers also encourage pupils to use computers and this helps them to reinforce their knowledge of letter sounds and spellings. Pupils of all attainment levels are motivated by the work they do on the computers. In speaking and listening they take a full part in lessons because teachers ask them the sort of questions which build on the things they know and can do. However, in some of the introductory sessions to the literacy hour teachers could use the skills of teaching assistants more flexibly. Currently they do not intervene enough with all pupils with special educational needs and consequently some learning opportunities are missed. The teaching assistants are very effective in teaching small groups and on a one to one basis, such as in the Early Intervention Project in Key Stage 1 and in Additional Literacy Support groups in Key Stage 2. They link well with the class teacher to plan varied but structured lessons which help pupils to build up basic skills in literacy.
87. Boys and girls in Key Stage 1 make equally good progress in lessons and over time. In Key Stage 2, boys tend to fall behind the girls in attainment. They show less inclination to read widely but some higher attaining boys write well in a variety of subjects. There are more boys than girls with special educational needs in Key Stage 2.
88. In Key Stage 2 the good standards are maintained in speaking and listening and in reading. The range of reading by some pupils is rather narrow. For instance, some

boys concentrate totally on non-fiction and miss out on the rich source of fiction in the school. Pupils are confident in debate in literacy lessons. In the younger classes they are stimulated by good teaching which takes them at pace through discussions on how words are formed. Teachers use the pupils' growing knowledge of language to help them understand a broader vocabulary. "What kind of steel is that? British Steel or some other meaning?" Good teaching takes regular opportunities to reinforce the learning. Carefully structured lessons and lively, relaxed yet purposeful relationships encourage pupils to work hard. Sometimes this pace and enthusiasm is lacking in the older classes, especially for the higher attaining pupils. They are not always set precisely timed targets or sharp tasks. Though relationships remain good the work sometimes lacks urgency. Pupils respond well to the direct questions that make them think. In a discussion on the motives of characters in "The Balaclava Story", the teacher makes pupils stop and consider. "Is that the only reason?" the teacher persists, and pupils are given time to shape their answers.

89. Writing ranges from good to satisfactory overall. Higher attaining pupils show good imagination in their adaptations of the "Harry Potter" stories. Teachers provide interesting ways of discussing schools and homework. For example, pupils say whether or not they would like to attend Dotheboys Hall from "Nicholas Nickleby". Most pupils are learning to develop a clear discursive style in their factual writing, using paragraphs correctly to help the reader to see the arguments. Spelling is satisfactory although the occasional error such as "exitement" for "excitement" creeps in. Presentation improves as pupils get older and they use word processing to good effect. Teachers' marking helps pupils to focus on important features. "Remember to use conditionals to create more suspense" is an example.
90. Teaching is always at least good because the teachers know their subject and make the lessons varied and interesting. There are some very good and even outstanding lessons in Key Stage 1 and in the younger classes in Key Stage 2. Support for pupils with special educational needs is effective in the classroom and in group work organised out of the classroom. Many teachers use resources well, such as overhead transparencies, computers and the attractive display in the rooms, and this motivates pupils. The planning for all lessons is good and questions show that teachers have good assessment procedures that help them to know where pupils are in their development.
91. The literacy hour is mostly successful except on occasions when the final session is rushed and pupils do not benefit from a crisp round up of what has been learned and what is to happen next. Teachers give pupils the chance to practise their writing skills in many subjects across the curriculum, thereby consolidating their literacy skills. They help pupils to write at length by encouraging research in other subjects. There are some good descriptions of the lives of the Victorians in history. In design and technology, pupils write clear evaluations of the practical work they have undertaken. In science they do similar activities but here the writing is too close to the original teacher notes at times. The link between their art work and poetry is, however, good and original.
92. Since the last inspection, teaching has improved and the marking is more regular and helpful. Pupils are now set individual targets over time, and the pace in lessons is better though not always in the later stages of Key Stage 2. There have been improvements in the use of information and communication technology in English. Progress has been good.

## MATHEMATICS

93. The results of the national end of Key Stage 1 tests in the Year 2000 show that pupils achieved standards above the national average and above average when compared to similar schools. The percentage of pupils reaching the higher level, Level 3, was close to the national average and above average in comparison with similar schools.
94. At Key Stage 2, in the Year 2000 tests standards were close to the national average and average when compared to the results of pupils in similar schools. A high number of pupils with special educational needs in the year group had an impact on standards and caused a dip in the upward trend. However, pupils made above average progress in mathematics in Key Stage 2. The number of higher attaining pupils reaching the higher level, Level 5, was close to the national average and also close to the average when compared with similar schools. In comparison with national averages, girls outperformed the boys in mathematics at the end of Key Stage 2.
95. Evidence from the inspection shows that pupils attain levels at least in line with national expectations at both key stages. In over a third of the lessons pupils' attainment is above that which would be expected nationally. Although the results of tests have been variable over the last four years, the school has maintained standards above the national average and there has been an overall trend of improvement.
96. By the end of Key Stage 1, pupils are confident and competent at working with numbers up to 100. Higher attaining pupils are able to manipulate numbers over 100. The majority of pupils count on and back in tens and all pupils have a good recall of number bonds to ten. They understand that 13 plus one plus nine is the same as 13 plus 10 and are confident when answering questions and explaining the strategy they have used. In Year 1, pupils develop strategies for understanding number patterns, for example,  $0+12=12$ ,  $1+11=12$ ,  $2+10=12$  etc.
97. Pupils in Key Stage 1, learn to add and subtract sums of money, use standard and non standard measures when they weigh or investigate capacity or length. They use simple graphs to record the data they collect. Pupils work on two and three-dimensional shapes and know some of their properties. Whilst there is some evidence from the year 2000 end of key stage test results that the achievement was not as high in 'shapes, space and measures', there is no inspection evidence which shows that these aspects are neglected, and the results probably reflect the emphasis given to teaching number in the numeracy strategy.
98. By the end of Key Stage 2, pupils manipulate much larger numbers and know and understand the value of six to eight digit numbers. They use a variety of strategies to add and subtract units, tens and hundreds from these large numbers. They are familiar with acute and obtuse angles and present data in more complex graph format. They interpret the data accurately. Pupils in Year 6 work on challenging mathematics involving positive and negative numbers and generate number patterns and formulae for prediction purposes. Children in Years 4 and 5 manipulate numbers up to 1000 and they successfully learn 'rounding up and down' strategies to use in mental calculations.
99. Year 3 pupils learn to read and write 4 digit numbers and recognise the value of each figure according to its position within the number. They practise money calculations and investigate real problems using money. Year 4 pupils learn to add amounts of money to twenty pounds and can round numbers to ten and one hundred. They use mathematical vocabulary relating to number correctly. As they get older, pupils

become more aware of the properties of three-dimensional shapes and create “nets”. They devise graphs to represent data and use the formula for calculating the area of triangles. In their work on fractions, they understand the relationship between, for example, one half and four eighths. They add and subtract fractions correctly. Pupils use standard measures of length and mass accurately. They solve problems involving the addition, subtraction, multiplication and division of money. Pupils throughout the key stage develop investigational skills for finding different methods for the working out of complex calculations.

100. The quality of teaching is good overall and there are examples of very good teaching. Where teaching is good or very good, expectations are consistently clear and challenging throughout the session and the teacher moves pupils quickly through the mental activities. All teachers use questioning effectively and, within good lessons, it is clearly differentiated so that pupils are asked questions which relate to their current level of understanding. Where the quality of teaching is good or very good, questions are used effectively to probe and develop learning and to set challenging tasks. Teachers explain concepts clearly and use correct vocabulary and notation. By doing so they provide pupils with the language to explain their thinking and help them to interpret and make accurate use of words and symbols. Where the quality of teaching is very good, the teachers involve the children in hypothesis, such as in Key Stage 1; “What would happen if we did the same thing tomorrow with different children pulling out the letters?”. The teacher also puts emphasis on the importance of the ‘fair test’ principle.
101. Teachers’ organisational strategies are good. They make good use of resources to give pupils practical experiences. There is an appropriate balance between the use of published schemes and photocopied materials which are commendably kept to a minimum, and good quality teacher made materials such as number fans, number lines and mathematical vocabulary sheets. Teachers have clearly devoted a great deal of thought and effort to such provision and this helps them to make the numeracy lesson stimulating for the pupils. Teachers in Key Stage 1 and lower Key Stage 2 also make very good use of rhymes and songs in their teaching of mathematics. Teachers mark pupils work regularly, but in a minority of classes give insufficient guidance to pupils on how they might improve their work. This day to day assessment is not consistently used to match work to the needs of individuals and groups within the class. Due to the good quality of the teaching and the stimulating and well planned activities, pupils in both key stages, including those with special educational needs, make good gains in mathematics; the quality of learning is good
102. Pupils’ respond well to the teaching. They are attentive and interested and enjoy mathematics lessons, particularly when they are challenging. Nearly all children are eager to contribute answers in the mental and oral mathematics sessions. Standards of behaviour in almost 90 percent of lessons are at least good and often better. Behaviour is never unsatisfactory. Pupils settle quickly to the tasks and apply themselves using a good variety of strategies to calculate answers. Some children in Key Stage 1 have difficulty in presenting their work in straight lines and columns without the help of squared paper and this leads to some inaccuracy in number work. At Key Stage 2, pupils present their work neatly which helps them to work in a methodical and accurate way. Relationships are good and pupils respond co-operatively to requests, particularly from other class members. The children were observed to have good collaborative attitudes and to be polite and courteous in all classes.

103. The school's strategies for teaching numeracy are good and have a positive impact on standards. They make good use of materials from the national numeracy strategy. There are good links across the curriculum. For example, pupils use computer software to produce graphs, measure and draw to scale in design and technology and make use of time lines in history.
104. The coordinator for mathematics has successfully led the development of the new scheme of work since the last inspection and has plans to further develop the good resources for mathematics. A portfolio of pupils' work has been collected and it is the coordinator's intention to meet with colleagues from neighbouring schools to agree the national curriculum level of this work. The coordinator monitors the subject through examination of teachers' planning, sampling pupils' work and classroom observation. Assessment procedures are good and teachers have good knowledge of the abilities of their pupils. Useful data is kept on pupils' progress and it is used well to match work to the needs of the wide spread of ability within classes.
105. The school has improved its mathematical provision since the last inspection. There has been significant improvement in the quality of teaching, from being "sound overall" in 1996 to "good overall" in 2001, and standards have risen at a greater rate than the national trend.

## **SCIENCE**

106. The results of statutory teacher assessment of seven-year-olds in 2000 show that the percentage of pupils attaining the expected level was close to the national average. However, no pupils attained the higher level (Level 3). This was well below the national average. The results of the of the National Curriculum tests for eleven-year-olds in 2000 show that standards were below average when compared with all schools nationally. In addition, they were well below average when compared with the results of pupils at similar schools. This represented a sharp dip in standards from previous results and is largely accounted for by the high number of pupils with special educational needs in the year group.
107. Inspection evidence shows that the great majority of pupils in Year 2 are on line to attain the nationally expected level for seven-year-olds and a minority are on course to attain a higher level. Almost all Year 6 pupils are on line to attain the nationally expected level for eleven-year-olds, with a significant minority on course to achieve a higher level. These findings broadly reflect those of the last inspection, when results were in line with the national average at both key stages.
108. The school provides a well-balanced programme of teaching of the National Curriculum programmes of study in science. Since the last inspection, the school has revised the policy and scheme of work which appropriately incorporates national guidance. Teachers' long and medium term plans ensure that a broad, well-balanced and relevant science curriculum is taught. Teachers emphasise the importance of investigational work and planning throughout the school includes experimental work as a basis for all science topics. Teachers and support staff ensure that pupils with special educational needs and the pupil with English as an additional language are well integrated into scientific activities. The pupils are well supported and develop their knowledge and understanding of scientific concepts in line with others in their classes. There is no significant difference in the attainment and progress of pupils of different background or ethnicity. In recent years there has been a marked difference in the attainment of pupils of different gender, with boys' results in science below the national average and girls' performances above. The school has identified this issue and there



is a heightened awareness of the need to encourage boys' involvement and promote their attainment and progress.

109. In Years 1 and 2, pupils make gains in their learning in all aspects of the science curriculum. They use their senses to investigate the world around them, as when Year 1 pupils wrote about what they heard on a walk. They also learn about light and its sources. They understand that living things grow and reproduce and use their developing understanding to classify plants and animals into groups. By the age of seven, pupils have a sound knowledge of electricity. They identify a range of familiar items which use electricity and are keen to describe how to make light bulbs and buzzers 'work' by completing an electrical circuit. Throughout the school pupils' work makes a significant contribution to their personal, social and health education. For example, in Key Stage 1 they learn about caring for their bodies and consider the ingredients for a 'healthy lunch'. Pupils examine a range of materials and sort into 'natural' and 'not natural' sets. They learn to carry out and record simple experiments, for example discovering how water changes when it is cooled. However, when the teacher leads the investigations too directly this limits the challenge presented to pupils, particularly the more able.
110. At Key Stage 2, pupils achieve a secure level of understanding as they plan and carry out investigations that are reliable and fair. They make particularly good progress in their learning when the teacher challenges their thinking with probing questions. In a Year 3 lesson, for example, pupils make good progress in their understanding of materials used for specific purposes as they test the absorbency of different brands of kitchen paper and discuss their findings with their teacher. Pupils reinforce and extend their knowledge of materials and their properties throughout the key stage. Year 4 pupils discover what happens to materials, such as salt, sugar, coffee and flour, when they are mixed with water. They also group soluble and insoluble materials. As part of their study of physical processes, Year 5 pupils learn that sounds are produced when objects vibrate. By the end of the key stage, Year 6 pupils have extended their knowledge of electricity and forces such as magnetism. They have a sound knowledge of the human skeleton and major organs of the human body. As part of their work on materials, pupils discuss how to separate a mixture of salt, sand and iron filings. They demonstrate an understanding of the basic principles of methods such as filtration and use scientific terminology, such as "evaporation" and "condensation". However, many pupils need support to articulate their ideas succinctly. Throughout the key stage, pupils present their work clearly and illustrate it neatly. They record their observations in a variety of ways, including charts and graphs. This soundly reinforces their numeracy skills. There is little evidence of pupils using their information and communication technology skills to promote their scientific knowledge and understanding.
111. The quality of teaching is satisfactory overall. Teachers' subject knowledge is secure. They approach science lessons with confidence, which they successfully transmit to their pupils. Teachers maintain very good relationships with pupils, which further encourages pupils' enthusiasm for scientific activities. Most pupils enjoy science and apply themselves well in lessons. However, in Years 5 and 6 when teachers' expectations of pupils' involvement are not always high enough, a few pupils take too long to settle down to work. Throughout the school, lessons are very thoroughly prepared but introductions are often too long and insufficient time is left for the planned follow-up work to be completed. This limits pupils' opportunities to talk about and reinforce what they have learned in unhurried plenary sessions. Teachers are clear about the knowledge they want pupils to acquire and teaching points are usually well

made and consistently reinforced. However, they frequently provide insufficient opportunities for pupils to extend their skills independently during investigations. Teachers successfully promote pupils' social development, as collaborative work in small and larger groups is a routine feature of science lessons. In the lessons, most pupils were sufficiently challenged by the tasks they were set. Often, however, teachers do not provide demanding work for higher attaining pupils, which limits progress in their learning. Teachers regularly assess pupils' attainment at the end of topics so that any significant areas of weakness are highlighted. However, they do not systematically use marking to support and reinforce points made in lessons and to indicate how pupils can improve.

112. At the time of the inspection, the science co-ordinator was absent from school because of illness. In his absence the headteacher maintains a satisfactory subject overview of teaching and learning. Plans are in place for the science resources to be reviewed in the light of the new scheme of work. Teachers use the current resources well as a source of information and as a basis for investigative work. Visits to school by 'science caravans' and pupils' participation in occasional outings, such as the Year 2 pupils' visit to the Energy Centre at Hartlepool Power Station, successfully promote pupils' interest, involvement and learning.

## **ART AND DESIGN**

113. Judgements are based on a small sample of lessons, an examination of teachers' planning, the scrutiny of pupils' work displayed in the school and a discussion with the coordinator. During their time in school, pupils have experience of a good range of media and materials and learn about and appreciate the work of other artists. They make good progress and standards are above the national expectations at the end of both key stages. This is a very good improvement since the last inspection when pupils' attainment was judged to be satisfactory at Key Stage 1 but unsatisfactory overall. This very good improvement is due to the co-ordinator's enthusiasm and very good leadership provided for her colleagues. There are no significant variations in the attainment of pupils of different gender and background and pupils with special educational needs are appropriately supported and make good progress.
114. Pupils in Key Stage 1, use a range of tools and materials to plan and carry out their ideas. For example, pupils in Year 1 have studied portraits painted by other artists including the work of Paul Klee and Henry Moore. They are asked to focus on tones and textures as they create portraits. Some use pencil well to draw their partners and capture the tones of the areas in shadow. Others use clay to create relief portraits of good quality and some, inspired by Picasso's "Woman looking both Ways", make independent choices of materials to represent the line, tones and shapes typical of the artist's work. Pupils in Year 2 control tools and materials well and create work of very good quality. For example, pupils use charcoal pencils to record the areas of light and shade they see in a selection of building materials and natural objects. Others look carefully at William Morris fabric and wallpaper designs and interpret what they see in their own designs. They use fine brushes and ink to colour their designs carefully. Some go on create relief tiles from their designs and show a developing understanding of the techniques they need to use.
115. Pupils in Key Stage 2 continue to develop their skills at a good rate. For example, pupils in Years 3 and 4 use their skills in drawing, painting and collage to illustrate their work in history about the Vikings and the Ancient Egyptians. They create intricate and carefully finished patterns using line and colour. These are then developed further by

using pencil to create the tones and then as designs to be printed. Pupils in Year 5 observe carefully when they draw flowers and fruit. They interpret the shapes, tones and colour well using pencils, oil pastels or water colours. They learn how to use a colour wash in attractive seascapes from observations they made on a visit to Saltburn. By the end of the key stage, pupils include well observed detail in their work and use a range of materials and techniques with confidence. Those attending the art club achieve particularly high standards. For example, they work on a large scale in the style of Kandinsky using card, paper and other materials to create a collage. They study the work of Van Gogh and use pastels, glue, ink and paint in response to his painting "A Starry Night".

116. Pupils have very good attitudes to the subject. They behave very well in lessons and concentrate on their work for considerable periods. Pupils in Key Stage 1 are very independent when they get out and tidy away learning resources. However, pupils at Key Stage 2 are given fewer opportunities to take responsibility and are more dependent on the adults. Chances for those pupils to take responsibility are missed.
117. The quality of teaching is good at both key stages. This is an improvement since the last inspection when the quality of teaching was variable. Teachers have good knowledge and understanding of the subject and manage the pupils and resources very well. The plans for teaching describe precisely what the pupils will know, understand and be able to do by the end of the lesson and each lesson builds successfully on the previous learning. Teachers have high expectations and provide pupils with challenging and stimulating tasks. Because of the good teaching, pupils work hard, sustain concentration and persevere to complete their tasks. As a result, they make good progress in developing their knowledge and skills. Assessment procedures are developing well.
118. The subject co-ordinator provides good leadership for her colleagues. She is a subject specialist and has high expectations and a clear and well expressed vision for the development of art and design throughout the school. Since the last inspection, she has developed and implemented a policy and detailed scheme of work, provided training, advice and support for her colleagues and observed some lessons. Some very good examples of pupils' work from across the school have been collected into a portfolio and this has helped to raise teachers' expectations for pupils' achievement. Assessment procedures are both thorough and manageable and are beginning to have an impact on standards.
119. The curriculum is enhanced by an art club held after school for the older pupils in Key Stage 2. The subject makes a good contribution to pupils' cultural development. Pupils have many opportunities to consider the work of artists from the western European tradition and from the wider world. For example, they have looked at the work of Aboriginal artists. Pupils' work is valued and very attractively displayed throughout the school. There are sufficient resources of good quality and range. Good use is made of computers to develop some art work.
120. Improvement in the subject since the last inspection is very good and art and design is now a strength of the school.

## **DESIGN AND TECHNOLOGY**

121. Judgements are based on evidence from two lessons, an examination of pupils' work including their portfolios, models and photographs and discussions with the coordinator and teachers. The scheme of work is appropriately planned and meets the

requirements of the National Curriculum.

122. Standards of attainment in Key Stage 1 are typical of those of pupils at the age of seven and progress is satisfactory. By the time pupils are eleven, they have made good progress in developing their designing skills and achieve good standards; the standard of their skills of making are similar to those usually found among pupils at the end of Key Stage 2. Standards in both key stages have been maintained since the last inspection.
123. Pupils are introduced to the 'design and make' process right from the start in the nursery, and their work is well illustrated in the whole class work on designing and making a model house. Individual pupils have successfully designed the layout of each room, identified items of furniture and the materials they could use to make them. Digital photographs are used effectively to indicate how pupils made their models and, along with pupils' comments, to indicate how they evaluated their model. This forms a secure basis for the work in Key Stage 1.
124. In Key Stage 1, pupils show that they understand the design and make process in their work on making masks and vehicles for example. In Year 1 pupils research different kinds of telephones and then chose to design a particular type of 'phone, with the majority choosing a mobile 'phone. Pupils in Years 1 and 2 have designed and made party menus linked to their work on celebrations and masks as part of their work on Divali in religious education.
125. Pupils' skills in planning and design are well developed in Key Stage 2. Younger pupils in this key stage use their knowledge of different foods to design a healthy sandwich. They provide good reasons for the choice of different fillings. Having made the sandwich they evaluate the methods and ingredients used and the appearance of the completed sandwich. This work is well linked to their work in science on healthy eating. Other links are made with music through making musical instruments, and history and geography when making model houses. Older pupils have completed good quality models of fairground rides and have just commenced some work on bridge design and building. In lessons, pupils demonstrate their ability to draw annotated sketches of their evaluations of working models to inform their own designs. Good quality writing to explain their methods was seen in Year 6.
126. Pupils enjoy their work in design and technology and concentrate well during their lessons. They present their ideas sensibly to the rest of the class who listen with interest. Most pupils are able to negotiate well when discussing aspects of their work amongst their group and they show good collaborative attitudes.
127. The quality of teaching, from the limited evidence available, but supported by the evidence of good quality work, is judged to be good overall. Teachers have good subject knowledge and this enables them to give clear instructions and to ask focused questions to elicit what pupils know. They provide good opportunities for pupils to discuss their ideas, plan their work and practise specific skills. As a result, pupils have developed appropriate skills and complete some good work including evaluating their designs.
128. Curriculum leadership of design and technology is good. The co-coordinator teaches in the nursery and this makes it difficult for her to be able to monitor work across the school. However, she has assembled a very informative profile of samples of work from all year groups and she monitors planning effectively. There have been no opportunities for her to fulfill a monitoring role through classroom observations. There

are good resources for teaching and learning design and technology.

## **GEOGRAPHY**

129. Judgements are based on one lesson observation, a sample of pupils' work, an examination of teachers' planning and a discussion with the subject coordinator. The majority of pupils reach the levels expected nationally for their age at the end of each key stage. Standards found in the last inspection have been maintained. There are no noticeable differences between the attainment of boys and girls. All pupils, including those with special educational needs, make sound progress over time in subject knowledge and skills.
130. By the end of Key Stage 1 pupils demonstrate knowledge, skills and understanding of their locality and contrast this with a small island in the Hebrides. They interpret simple maps and plans and identify key geographical features such as hills, bays and roads. Pupils make models, write imaginative and informative descriptions of the island of Struay and create and label maps. They use drawing and painting to illustrate key geographical features. Pupils are starting to make good use of computers to record geographical information. The pupils learn about their local environment through visits to houses, shops and the church.
131. In Key Stage 2 pupils extend the skills and knowledge they gained in Key Stage 1. They make at least steady progress across the key stage and are on course to achieve at least the levels expected nationally by the end of Year 6. Pupils in Year 3 study the origins and movement of the Vikings and use maps, globes and interactive computer software to increase their understanding of the relationship between the land masses in the northern hemisphere and why settlements developed in some places and not in others. This learning has been well extended by letter writing to families in Europe. Pupils in Years 4 and 5 study India and make good use of a full range of reference resources including maps, photographs, books and CD ROM. Towards the end of Key Stage 2, pupils develop an understanding of how geographical processes can change the features of places and how such changes can affect the activities and lives of the inhabitants. Pupils in Year 5 consider the impact of a building development in the local area "Planning boom or disaster". They carry out surveys in the local area and record their work in a variety of ways. Pupils in Year 6, learn how earthquakes and volcanoes change the landscape and have a major impact on people's lives. This work has incorporated accurate diagrams and charts about the Richter scale. They study the management of the local coastline and describe the use of coastal defences
132. Throughout the school, the subject is used well to promote pupils' writing. Pupils write to describe what they see or to record information. They present their work in a variety of ways including continuous prose, tables and charts. For example, Year 6 pupils write imaginatively about the coast following a geography field trip.
133. The quality of teaching is good. Teachers have good subject knowledge and plan lessons well within the framework of the scheme of work. They use assessment well to provide a wide range of interesting, challenging activities for pupils. For example, in a lesson in Year 2, the teacher provides pupils with a number of items in a shoe box and they discuss which of the items they would associate with New Marske and what they might tell people about the area. During this lesson, the pupils respond well to the good quality of the teaching. They work cooperatively in pairs and small groups and are eager to please the teacher. Pupils' work is valued in attractive displays in the classrooms.

134. The subject is well managed. Since the last inspection, the school has developed a detailed scheme of work which incorporates national guidance and meets legal requirements. The curriculum is enhanced by a good range of visits and field trips at both key stages. The oldest pupils' residential visit includes some work on geography. Thorough and manageable procedures for assessing pupils' progress have been introduced recently and this is beginning to have an impact on the progress pupils make. The coordinator's role has been developed and now includes responsibilities for examining teachers' planning each term and checking samples of pupils' work. An opportunity to observe a colleague teach has been used appropriately. A sample of pupils' work from across both key stages has been collected and is to be assessed according to the levels of the National Curriculum. The coordinator has a good understanding of colleagues training needs and where resources need to be enhanced to support the teaching and learning.

## **HISTORY**

135. Standards found in the last inspection have been maintained. Judgements are based on three lesson observations, a sample of pupils' work, an examination of teachers' planning and a discussion with the subject co-ordinator. The majority of pupils reach the levels expected nationally for their age at the end of each key stage. There are no noticeable differences between the attainment of boys and girls. All pupils, including those with special educational needs, make sound progress over time in subject knowledge and skills. Since the last inspection the teachers have developed a good scheme of work which supports the teaching well.
136. Pupils in Year 2 are developing knowledge and understanding of the lives of people in the past. They are able to make and interpret simple time lines. They record events of the past, for example, the Great Fire of London, in a variety of ways including a class poem, eye witness accounts based on Samuel Pepys' diary, collages and illustrations. Pupils also use computers to present some of their work. Pupils' learning is enhanced by the effective use of visits to places of historical interest and by visitors to school. Children's independent learning is encouraged by the use of reference books and artefacts, for instance old toys.
137. Pupils' understanding and skills are developed further during Key Stage 2. In Year 3, pupils use their knowledge and understanding of the Viking period to write imaginative and descriptive accounts. They make good use of drawing and computer skills to enhance their work. They understand some of the main changes and events of the period and something of the day-to-day life of the Vikings. Pupils in Year 4, make good use of their literacy skills when they use reference books to research a topic on Ancient Egypt. They begin to select key points from the information they find. Pupils in Years 5 and 6 produce some good work about life in Victorian times when they draw information from the School Log book. The pupils' enjoyment of the topic is evident in their response to the work. They re-tell the stories of the lives of some influential Victorians, and understand the differences between the conditions experienced by the poor and by the rich in that era. Pupils use their knowledge and understanding of the Victorian period well when they study and interpret the evidence from the era they find in their study of the local area. By the end of the key stage, pupils demonstrate satisfactory factual knowledge and understanding of aspects of history in Britain, and describe the characteristics of past periods and societies and the changes within them.

138. Throughout the school there is no significant difference between the attainment of boys or girls, although in one class a minority of boys appeared to be less focused on the lesson, and consequently made less progress. Pupils with special educational needs are well supported and make satisfactory progress.
139. The quality of teaching in the three lessons was good. Teachers have good subject knowledge and plan lessons well. Where they are enthusiastic about the subject, this has a particularly good impact on the rate of pupils' progress. Teachers provide a wide range of interesting activities and tasks are generally well matched to pupils' abilities. They make appropriate use of praise and encouragement. For example, Key Stage 2 pupils researching the Ancient Egyptian period are stretched by the tasks and, because they are well supported by the teacher, they are able to complete them successfully. This success and the teacher's use of praise motivates them to work diligently and helps them to make good gains in learning.
140. The subject is well managed and the co-ordinator has introduced a comprehensive policy and scheme of work which meets the requirements of the National Curriculum. An effective assessment system, closely linked to the scheme of work, is in place and this is beginning to be useful in identifying areas of strength and relative weakness in the curriculum and in the teaching. Pupils' work is celebrated and the subject is well promoted through attractive and informative displays. The co-ordinator is collecting samples of pupils' work to illustrate the range of work they do and the progress they make through the school. The co-ordinator has a clear vision for the development of the subject. Further opportunities to observe colleagues teach and the provision of further training for teachers are the main priorities for development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

141. The school has made good progress in this subject since the previous inspection. Standards have been raised in Key Stage 1. There are clear plans for future developments in the subject particularly in the use of e-mails and the internet. Attainment is in line with expectations at both key stages. Pupils are gaining confidence in their use of information and communication technology in a range of subjects. In Key Stage 2, several pupils are above expectations in many aspects of information and communication technology. No evidence of the control element of the curriculum was observed; this is planned for the next term.
142. In both key stages pupils' skills in word processing and employing text, graphics and images are in line with those expected. There is not enough use of the word processor to help pupils to draft and shape their written work, however. Most pupils can change fonts and use colour and save text. In Key Stage 1, pupils use CD ROMs to locate information from key words. They follow a clearly structured worksheet to build up their information and most follow the procedures well. Other pupils in this key stage create charts and graphs to illustrate the results of a survey they have undertaken. After finding out what forms of transport are used by pupils coming to school, they translate these findings into pie charts and pictograms. Pupils with special educational needs are given the chance to use relevant programs to test their number and spelling skills. They can import graphic images into their stories and explore designs and ways to use the computer in art with support from teaching assistants.
143. In Key Stage 2 pupils show a greater range of independent skills as they learn to use the computer for design work. For example, a class are given the task of creating a

symmetrical pattern for an African dress or rug. The pupils discuss their work with the teacher and support assistants and modify their designs as a result. Several of them made good progress during the course of the lesson as they became more confident with the function keys on the computer. Pupils are also able to talk about their work and to say how to improve it.

144. Older pupils devise a spreadsheet using a variety of calculations that change the pattern. They are able to use the computer to make these varying calculations in order to solve the problem of working within a set budget. Pupils are largely positive about information and communication technology lessons but the older ones tend to be noisy at times and this impedes their learning. They do co-operate well and help each other when problems arise in their work.
145. Some of the power point presentations by the oldest pupils are very good. Higher attaining boys are well above expectations and one can describe in detail for the rest of the class how to set up and operate an animated slide show. His own work is imaginative, using the full range of functions available. Many others in the group also produce good work in a limited time. Overall, attainment is satisfactory but a small number of pupils attain high standards.
146. Teaching is satisfactory with some good features. In all lessons pupils are taught in two half groups and this is sensible. One group prepares work ready for their turn using paper and pencil while others work on the computers. This group then evaluates what they have achieved. Recent training has given most teachers the confidence to ensure that the information and communication technology curriculum is taught, using national guidelines. Some teaching of older pupils lacks rigour and standards could be higher.
147. There is a thorough system for assessing pupils' progress in information and communication technology but it is fairly cumbersome. The teachers intend to refine the procedures to bring them into line with other subjects in the school as soon as they feel confident enough in their subject knowledge. The range of available resources is good and all pupils, including those with special educational needs, use them readily throughout the school. A weekly family learning group set up by the school and local education authority has helped parents to understand new developments in information and communication technology by working alongside their children. The use of information and communication technology contributes significantly to the display of work which creates a good working climate in the school. Information and communication technology is managed competently and the plans for the future are sound but continued formal monitoring of teaching would help to raise standards in Key Stage 2.

## **MUSIC**

148. Pupils achieve levels in line with national expectations at the end of both key stages. Standards have been maintained since the time of the last inspection. There is no significant difference between the attainment of boys and girls. Most pupils, including those with special educational needs, acquire, use and extend musical skills, knowledge and understanding at a satisfactory rate in both key stages. A music specialist employed by the school and teachers from the local authority's music service taught the sample of lessons observed.



149. Pupils in Key Stage 1 enjoy songs and rhymes and sing enthusiastically. They understand how sounds can be made in different ways. When they clap and play instruments they keep a steady beat and start and stop together. They follow simple notation as they play. Pupils in Year 2 listen attentively and quickly learn the tune and words of a simple song. They add a regular beat by tapping on their knees and then a more complex clapped rhythm. When they perform using percussion instruments they control them well to create loud and quiet passages.
150. Pupils in Key Stage 2 sing enthusiastically although not always well in tune. The tuning generally improves during the lesson. Their diction is generally clear and they are beginning to add some expression to their singing to bring out the meaning of the song for example, when they sing a local song, "Ring of Iron". The oldest pupils maintain their part well when they sing the Tudor round, "To Portsmouth". They quickly learn new songs because they listen carefully. By the end of the key stage, pupils follow musical notation to clap crotchet and quaver rhythms. They understand that music often follows a particular form which involves, for example, repeated phrases and they identify these when they see them written and when they hear them played. They learn to listen to music and express likes and dislikes. For example, after listening to music from the Tudor period, pupils say that they like it because it is calm and peaceful.
151. Pupils have positive attitudes to music and generally behave well in lessons because of the good pace of the teaching and the way in which they are involved in practical activities. They are eager to take part in the activities and work hard to understand new ideas and improve their performance in lessons. The quality of learning is good.
152. The quality of teaching is very good. The activities are well planned to challenge the pupils and they are able to make good progress in the lessons because of the teachers' high expectations and very good subject expertise. The lessons are well organised and managed and this helps pupils to sustain their interest and concentration throughout. In a lesson at Key Stage 1, pupils improve their performance when they use percussion instruments to play rhythms to accompany their singing. This is because of the skilful way in which the teachers build on the pupils' earlier learning during the lesson. The enthusiasm of the teacher and the brisk pace of the lesson are important factors in the way in which pupils at Key Stage 2 gain confidence in reading notation, clapping and playing rhythms and performing songs. Pupils' potentially disruptive behaviour at upper Key Stage 2 is very well managed and, as a result, the pace of teaching and learning is well maintained.
153. Since the last inspection, the co-ordinator has developed and implemented a policy and scheme of work and has adapted this in line with national guidance. The scheme of work provides a clear and detailed programme of work for each year group and makes good provision for pupils to use their skills in language and number. Satisfactory improvement has been made overall. The curriculum meets legal requirements and pupils are taught all the elements of the National Curriculum for music. Pupils in both key stages have some experience of composing music but this is less well developed than performing and appraising music. Teachers' confidence in teaching music has been enhanced by practical training which extended their skills and knowledge and provided useful suggestions for managing and organising the lessons. Good use is made of the skills of visiting experts to enrich the curriculum. The subject makes a positive contribution to pupils' spiritual, social and cultural development. A particular strength is the use of songs about the traditions and history of the local area.

154. Many pupils learn to play musical instruments including violin, cello, guitar and keyboard and a recorder group has started this term. The pupils are committed to these activities and make good progress. Pupils perform in concerts for their parents and friends at least once each year when there are opportunities for them to sing solos and play instruments. The school makes very good use of the local education authority's music service to give pupils the experience of hearing brass and woodwind groups play. There is a good range of resources including some instruments and recorded music from other cultures.

## **PHYSICAL EDUCATION**

155. Judgements are based on two lesson observations, a sample of pupils' work, an examination of teachers' planning and a discussion with the subject co-ordinator. The majority of pupils reach the levels expected nationally for their age at the end of each key stage. Standards found in the last inspection have been maintained. There are no noticeable differences between the attainment of boys and girls. All pupils, including those with special educational needs, make sound progress over time in the key subject knowledge and skills. Since the last inspection of June 1996, the school has taken steps to provide a sound structure of policy development .
156. By the end of Key Stage 1, pupils show that they can follow instructions to develop safe routines in floor-work gymnastics. They are developing precision and control in their movements. In simple games activities, for example learning to throw and catch balls in different ways, they are developing satisfactory co-ordination skills. The scheme of work ensures that children develop a wide range of progressive skills, in the contexts of dance, games and gymnastics activities. The teaching also ensures that children are learning about healthy and safe living and fitness. Two qualified coaches employed by the school to promote soccer skills manage the large group of pupils well, and have clear expectations for their involvement in the session. As a result the pupils are highly motivated, work hard and make good progress.
157. During Key Stage 2, pupils' knowledge, skills and understanding are developed further. At the end of the key stage, pupils perform complex series of balances in gymnastics, both on the floor and using apparatus. The Gymnastics Club, held as a weekly extra curricular activity, provides the opportunity for further skills development. Although no dance or games lessons were observed, there is evidence in the plans for teaching that the curriculum provides pupils with a broad range of activities. Pupils have regular swimming lessons and by the time they leave the school at the end of Year 6, almost all of them can swim at least 25 metres. The quality of the extra curricular activities made available to the pupils, including football, netball and gymnastics is a strength of the subject. A lunchtime club for football and other games and fitness skills is having a positive impact on pupils' physical and social skills. The annual residential visit for older pupils gives them experience of such activities as orienteering and abseiling. The inter-school athletics event fosters healthy competition.
158. The quality of teaching at both key stages is satisfactory with some good features. Teachers emphasise the importance of safe routines and promote fitness. Whilst their subject knowledge is at least satisfactory they take part in in-service training to improve the quality of their teaching. The planning and assessment of activities is good. Pupils are offered a range of interesting activities and teachers keep lessons moving at a good pace. This means that pupils' attention is sustained and they make progress in the lesson. For example, Year 2 pupils develop a sequence of balances

successfully because of the teacher's good use of focused praise and encouragement. In this lesson good use is made of opportunities for pupils to discuss one another's performance and give suggestions for improvement. This helps them to improve their performance. In other lessons, opportunities for pupils to evaluate their own work and that of others in the class are sometimes missed.

159. The subject is very well managed and the co-ordinator has introduced a comprehensive policy and scheme of work that incorporates national guidance, and conforms to National Curriculum requirements. This framework provides good guidance for teachers' planning and assessment and ensures that pupils make progress in their subject knowledge, understanding and skills. The co-ordinator has developed a portfolio of photographic evidence of children's past work which demonstrates the range and standard of the pupils' performance. She has effectively evaluated the school's ongoing development needs, and has appropriate plans in place for the continued development of resources, monitoring the curriculum and the quality of teaching. Staff training, particularly in the areas of dance and gymnastics is identified as a priority. The co-ordinator has been instrumental in working towards improving the outdoor sports facilities and the provision of opportunities for older pupils to take part in adventurous outdoor activities.

## **RELIGIOUS EDUCATION**

160. Judgements about standards and quality in religious education are based on the observation of six lessons, three at each key stage, the scrutiny of previous work and four acts of collective worship, two of which were led by the local Anglican Minister. The curriculum is appropriately planned and meets the requirements of the locally agreed syllabus. Pupils of all abilities, in both key stages achieve levels in line with those expected by the locally agreed syllabus. The standards and quality of provision at both key stages have improved markedly since the last inspection when there was an over dependence on Bible stories followed by discussion.
161. Pupils in Year 1 and Year 2 have a good understanding of the Hannukah story and its relevance to members of the faith group. Children in Year 1 have recently been learning about baptism and this has include a visit to the Church where they learned about the different parts of the church under the guidance of the Vicar and they made some very good models of the inside of the church on their return to school. There is evidence from the scrutiny of work that the major Christian Festivals are taught and that the children know the significant stories from both the Old and the New Testaments. Children in Years 1 and 2 were actively involved in exploring Hinduism, making Divali lamps using clay, Divali masks and some very well detailed observational pencil drawings. The teacher had particularly good story telling techniques. Good use was made of artefacts. The cross curricular approach was typical of the way in which religious education is integrated with other subjects of the curriculum across the whole school.
162. Pupils in Key Stage 2 recall the key events of Holy Week and Easter, and they know that the Christian communion service is a remembrance of the Last Supper. They understand the relevance of harvest, Christmas and baptism. Pupils understand the symbolism of bread and wine in the communion service and know that symbolism is also used in the Jewish faith. They know some of the key stories of the Christian and Jewish faiths. Pupils learn how artefacts from the Christian faith are used and what they are called. For example, pupils in Year 5 name artefacts such as a chalice, a

patten and a stole and they have a good level of knowledge regarding the significance of the Passover Meal to those in the Jewish faith.

163. In Key Stage 2 pupils, including those with special educational needs, reach the levels expected. Pupils in Year 3 and Year 4 know the key events leading up to the death of Christ and how these are remembered in Christian worship. One teacher made very good use of a poem about the Last Supper. Teachers also encourage the children to contribute from their own experience. For example, one pupil brought a palm leaf to school and demonstrated how to make a cross. In upper Key Stage 2 pupils have compared Christian ceremonies with ceremonies in Judaism and have a satisfactory understanding of the similarities and differences. They make appropriate comparisons with artefacts and ceremonies used in the Christian faith. Pupils know some of the key stories from the Old and New Testaments of the Bible and something of their significance for believers.
164. Throughout the school pupils respond with interest to the teaching and have positive attitudes to the subject. Attitudes and behaviour in lessons in all classes is rarely less than good and in half the classes seen it was very good. Pupils are highly motivated, keen to ask questions and concentrate very well.
165. The quality of teaching is in the range of good to very good with half the lessons being very good and half being good. Teachers have good subject knowledge and this enables them to give clear explanations and to ask focused questions to elicit what pupils know. They provide good opportunities for pupils to discuss their ideas and plan their work. The teachers have high expectations and are enthusiastic about the subject. They make good use of carefully selected resources such as pictures and artefacts to gain and hold pupils' attention. For example, articles of faith from a local church are used very effectively and the local Anglican Minister makes a most valuable contribution to the teaching as well as to the spiritual development of the children by taking part in lessons. Pupils make visits to the local church and these experiences provide valuable enrichment of the curriculum. Pupils are confident in contributing to discussion. Sometimes they deal with challenging issues such as, in Key Stage 2, the nature of the spirit and how certain types of behaviour can be viewed as racist. Teachers explain clearly, ask challenging questions and value pupils' answers, questions and contributions to discussions. They provide very good role models for the pupils by handling the artefacts with respect and reverence.
166. The co-ordinator provides good leadership and he has very secure knowledge base for the subject. He has a clear understanding of what needs to be done to implement the new locally agreed syllabus. The co-ordinator checks his colleagues plans for teaching but no other monitoring, such as sampling pupils' work or classroom observations, has been carried out. The school has excellent links with local clergy who provide good subject support for teachers. The subject makes a very good and valuable contribution to pupils' spiritual, moral, social and cultural education.
167. Resources for religious education are good. They include good quality poster-sized photographs, a range of books and some artifacts. There are plans to enhance the artefacts to provide greater support for the teaching of world religions. Some links are being established with churches and the children in upper Key Stage 2 visit Mount Grace Priory as part of their residential visit and there are links with the Monks at Ampleforth.
168. The key skills of speaking and listening and pupils' personal development are well promoted in lessons. The subject successfully promotes the school's aims.

