

INSPECTION REPORT

SETON COMMUNITY PRIMARY SCHOOL

Staites, Saltburn

LEA area: North Yorkshire

Unique reference number: 121301

Headteacher: Mrs R Barningham

Reporting inspector: Mr E J Wheatley
10013

Dates of inspection: 12th - 14th June 2000

Inspection number: 181154

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Seaton Close Staithe Saltburn Cleveland
Postcode:	TS13 5AU
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Taylor
Date of previous inspection:	10 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr E Wheatley	Registered inspector	Science Information technology Design and technology	How high are standards? How well are pupils taught? How well is the school led and managed?
Mrs M Jacobs	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?
Mr J Fairclough	Team inspector	English Geography History Physical education Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
Mr C Whittington	Team inspector	Under fives Mathematics Art Music Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is on the edge of Staithes, about 10 miles north of Whitby. The buildings are modern and some modifications are planned to improve accommodation to teach information technology. Pupils come predominantly from local council housing and a smaller number from private houses. Opportunities for employment in the area are low. There are 108 pupils in total, 13 of whom are in the nursery. Twenty-six pupils were under the age of six at the time of the inspection. The school is smaller than average for schools of this type. There are 25 per cent of pupils who are entitled to free school meals, which is above average. Approximately 27 per cent of pupils have special educational needs which is above average and less than one per cent of pupils have statements of special educational needs, which is below average. The majority of these pupils have moderate learning difficulties and speech or communication problems. Levels of attainment are below average on entry to the nursery.

HOW GOOD THE SCHOOL IS

This is a very good school. The direction for raising and maintaining standards provided by the headteacher is excellent. There are outstanding links with the local community which make a significant contribution to the quality of education provided. The school evaluates its own performance very effectively and sets targets for its own improvement. The school gives very good value for money.

What the school does well

- The headteacher provides outstanding leadership for the school's work to raise and maintain standards.
- There is an excellent reflection of the aims and values of the school in its work.
- Teaching is good, overall, and about one third of teaching is very good.
- The quality of pupils' learning is good and has a positive impact on the standards of work achieved.
- The school's provision for spiritual, moral, social and cultural development is very good.
- The attitudes, behaviour, and personal development of pupils are very good.
- The contribution of the community to pupils' learning is outstanding.

What could be improved

- Standards achieved by pupils in information technology are broadly average, but do not match the standards achieved by pupils in English, mathematics and science.
- The time spent on literacy and numeracy leaves insufficient time to ensure that pupils study science, information technology and geography in sufficient depth.
- There are several minor health and safety issues which have not been effectively dealt with.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in June 1996. The headteacher still has a heavy teaching load, but this has reduced. The staffing structure has been reviewed and within the limitations of a small teaching staff, subject responsibilities are suitably shared. There has been good progress in developing schemes of work; they support teaching and show a good level of response to national and local initiatives. The development of the rôle of the governing body has been satisfactory. The headteacher ensures that governors are well informed and involved in producing long term priorities for the school. Governors take an active part in the life of the school. The school uses available funds carefully and has detailed plans to ensure that finances are targeted at the school's planned improvements.

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
	1997	1998	1999	1999
English	A*	D	A	A*
mathematics	A	A	A	A*
science	A	B	A	A*

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

A* indicates that the levels attained by pupils were very high compared with the national average or the average for similar schools.

On entry to the school, the attainment of the under fives is broadly below average and by the time they are five their levels of attainment are average. By the end of Key Stage 1, attainment in reading, writing and mathematics is above average, overall, and, by the end of Key Stage 2, attainment in English, mathematics and science is well above average. Compared with pupils in similar schools, levels of attainment are well above average in reading, writing and mathematics at the end of Key Stage 1 and very high compared with the average for similar schools in English, mathematics and science at the end of Key Stage 2. Standards have been maintained over recent years, with some improvements made through careful targeting of individual pupils. The trend in the school's results has been broadly in line with the national trend. However, analysis of results has to be treated with caution because only small numbers of pupils take the national tests each year and one pupil performing higher or lower than expected can alter the school's overall results dramatically.

The school exceeded its targets for 1999. Results for 2000 are not yet confirmed, but are likely to be lower, which is in line with the performance of this particular group of pupils in the 1996 end of Key Stage 1 national tests. The standard of work seen during the inspection is broadly in line with the levels of performance indicated in the end of Key Stage 1 and Key Stage 2 national tests. Standards of literacy and numeracy are particularly high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about school and respond very well to work and other activities.
Behaviour, in and out of classrooms	Very good. Pupils behave very well both in lessons and around the school building and grounds.
Personal development and relationships	Very good. Pupils take on responsibilities with pride, and relationships between pupils and between pupils and adults are warm.
Attendance	Good. Pupils are eager to come to school.

TEACHING AND LEARNING

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

Teaching is good, overall. All teaching is satisfactory or better and 34 per cent is very good. The skill

with which teachers teach literacy and numeracy to pupils is particularly good and has a positive effect on how well pupils do in all subjects. Teachers' subject knowledge is generally good and especially so in English and mathematics. It is mostly good elsewhere, although there are areas of information technology where teachers' expertise is less well developed. However, plans to deal with this issue are advanced. Teachers manage pupils very well and the very positive relationships between teachers and pupils have a significant effect on pupils' attitudes to work. Teachers plan work carefully to meet the needs of all pupils. The quality of pupils' learning is good and, in particular, they concentrate very well and work at a fast pace.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall. All subjects of the National Curriculum are covered, although the large amount of time spent on literacy and numeracy restricts the depth of study in other subjects, notably for information technology. The school is already reviewing the time spent on all subjects with an intention to change them in September 2000.
Provision for pupils with special educational needs	Good. The curriculum is matched well to the individual needs of each pupil and all staff work effectively to ensure that these pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good and improved since the last inspection. Pupils are taught about right and wrong and to respect the rights and opinions of others. Opportunities for spiritual development are provided throughout school life. Social development is planned into the many activities offered by the school. The school provides many opportunities for pupils to learn about their own and other cultures.
How well the school cares for its pupils	Good, overall. The procedures for promoting good behaviour, assessing and monitoring pupils' attainment and progress are very good. Some minor health and safety issues are not dealt with adequately.

The majority of parents are very happy with the school, the standards of education and care provided for their children. They are kept well informed and actively encouraged to be involved in school life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good, overall, and the headteacher provides outstanding direction for the work of the school in raising and maintaining high standards. The school is very well managed and all staff carry out their subject and other responsibilities effectively.
How well the governors fulfil their responsibilities	Satisfactory, overall. Governors are fully involved in the work of the school and the headteacher ensures that they are well informed so that they make well considered decisions. Governors generally fulfil their responsibilities well. However, they are not sufficiently well informed on safety issues so that their responsibilities for risk assessments of the premises are not secure.
The school's evaluation of its performance	Very good. The headteacher, staff and governors are effectively involved in evaluating the school's performance. All staff have personal targets for development. School self evaluation and development planning are closely linked.
The strategic use of resources	The school makes very good use of the finances available and of its resources and accommodation. Expenditure is closely linked to school development plans and the school plans purchases of resources wisely.

Staffing, accommodation and resources are satisfactory, overall. Resources are good and the accommodation is attractive and very well used. However, the space used for nursery children is rather cramped and sometimes inconvenient, because it is an access area to other classrooms.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school. • Children make good progress in their work and achieve high standards. • Children behave well at school. • The school provides the right amount of work to do at home. • Parents are kept well informed about the progress of their children. • Teaching is good and the school has high expectations of pupils. • The school works closely with parents. • The school deals with problems well. • The school is well managed and led. • The school encourages pupils to mature and take responsibilities. • Most parents feel that the school offers a wide range of activities outside of lessons. 	<ul style="list-style-type: none"> • A small proportion of parents feel that the school does not deal well with questions and problems. • A small proportion of parents think that there are not enough out of school activities.

Twelve parents attended the meeting with the registered inspector before the inspection. The great majority supported the school, the standards achieved and the school's activities. A very small number expressed concern about the amount of work their children take home, how the school deals with questions and problems and the range of out of school activities provided. There were also some concerns expressed about a lack of music and physical education and infrequent changes of reading books that pupils take home.

The inspection team support parents' positive views of the school. Inspectors judged that homework is well planned and that home reading books are changed sufficiently frequently to support children's acquisition of new vocabulary and reading skills. Parents' questions and concerns are suitably dealt with and for a school of this size the range of activities offered out of school is good. There is some support for parents' views on lack of time for certain subjects, but this was not just for music and physical education, but for all subjects other than English and mathematics. However, the school is well aware of this issue and its plans for September 2000 are to increase the proportion of time spent on subjects other than English and mathematics.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of children on entry to the nursery is below average, particularly in language and literacy and mathematics. However, the children make good progress and, by the time they are five, attainment is broadly average in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development and is above average in personal and social development.
2. In the 1999 end of Key Stage 1 National Curriculum tests in reading, writing and mathematics, attainment was very high compared to the national average and when compared to the average of pupils in similar schools. In reading, the proportion of pupils obtaining the higher levels (level 3 or above) was below the national average while in the writing tests the proportion was higher than average. In mathematics, the proportion of pupils obtaining the higher levels was below the national average. Standards were lower than in previous years, but still reflect continuing high levels of achievement.
3. In the 1999 end of Key Stage 2 National Curriculum tests in English, mathematics and science, the proportion of pupils reaching the expected level or higher was well above the national average and very high compared with the average for pupils in similar schools. The proportion of pupils obtaining the higher levels was well above the national average. Between 1997 and 1999 standards have risen in line with the national trend. The unconfirmed end of Key Stage 2 results indicate lower levels of attainment than in recent years, but these results reflect the school's targets and the performance of these pupils when they took the end of Key Stage 1 tests in 1996.
4. Analysis of performance in tests must be treated with caution because only small numbers of pupils were involved in the tests and the results of one pupil have a considerable effect on overall figures.
5. At the time of the inspection, standards were above average in English at the end of Key Stage 1, and broadly average by the end of Key Stage 2, although some pupils performed at higher levels. Standards in Year 6 were lower than in recent years, but reflect the increased proportion of pupils with special educational needs and pupils' earlier performance. Pupils read well at both key stages, they interact well when speaking and listening and do not interrupt others in class discussion. However, the oldest pupils in Key Stage 2 do not answer questions with sufficient detail. Handwriting is sometimes untidy in Key Stage 1, but by the end of Key Stage 2 it is accurate and well formed. There is much extended writing and pupils express themselves clearly and with confidence at both key stages. Literacy skills develop well through all subjects. Good use is made of writing in other subject areas, although, on occasion, explanation and reasoning skills are underdeveloped while factual writing is good.
6. Standards of attainment in mathematics were above the national average at the end of both key stages at the time of the inspection. Pupils' understanding of number is particularly good. By the end of Key Stage 1, pupils use fractions well and work competently with positive and negative numbers. They have a good knowledge of the properties of a wide range of two-dimensional shapes. By the end of Key Stage 2, pupils calculate percentages accurately and carry out mental calculations quickly and competently.
7. Attainment in science was above average at the end of both key stages at the time of the inspection. Pupils have good practical skills and a good level of understanding of, for example, the properties of materials, colours of the spectrum and how seeds germinate. By the end of Key Stage 2, pupils have a good understanding of electrical conduction, forces and the effects of drugs on the functioning of the human body. At both key stages, pupils express their understanding well with appropriate use of scientific vocabulary and terms.

8. Pupils' attainment in information technology is broadly average at both key stages. Pupils have good word processing skills, although their skills in data handling and control and modelling processes are underdeveloped. Attainment does not match that seen in English, mathematics and science, largely because pupils do not have enough opportunities to work at the appropriate depth in the subject. Attainment in religious education is in line with the expectations to the local agreed syllabus at both key stages. Attainment in art, design and technology, history, music and physical education at the end of both key stages is generally in line with that expected of pupils of this age.
9. The introduction of the Literacy and Numeracy lessons is having a positive effect on pupils' progress in all subjects. Standards of literacy and numeracy are well above average. Pupils write, speak and read very well and many opportunities are provided for them to do so. Numeracy skills develop well through science and geography. Pupils use graphs and number skills well in developing their knowledge of other subjects.
10. Pupils with special educational needs make good progress in relation to their identified learning difficulties. Individual education plans with achievable short-term targets and additional classroom support have a positive effect on their achievement. The curriculum is matched well to the individual needs of each pupil and all staff work effectively to ensure that these pupils make good progress.
11. The school has challenging targets which it exceeded in 1999. The school's targets are lower for 2000, but take into account the different nature of the year group and are realistic.

Pupils' attitudes, values and personal development

12. Pupils are eager to come to school and are enthusiastic about their work. They behave very well, both in lessons and when they are out and about. Pupils are given many opportunities to take on responsibility, which they do with pride. Relationships are warm and constructive.
13. Pupils of all ages show a real eagerness to learn. They concentrate hard with genuine interest in what they are doing and respond with enthusiasm to their teachers. They listen carefully and react quickly to instructions. In the Reception/Year 1 class, pupils go quickly to their tables and settle to their numeracy tasks sensibly and without fuss. In Years 5 and 6 science lessons on personal and social education, pupils pose responsible questions, contribute valuable ideas and engage in reasoned discussion when talking about drugs.
14. Pupils behave very well in classrooms and around the class. The school is also regularly complimented on the behaviour of its pupils on visits. A local museum awarded the school a trophy for having the most well behaved pupils. Pupils form orderly lines to go to and from assembly and listen politely and attentively while the vicar tells them the story of 'The Snow Wife'. Pupils queue patiently for their meals and then enjoy talking with each other while they eat. On the playground, they play very happily and particularly enjoy the climbing frame, which offers challenge and excitement and yet is used sensibly and with care. Pupils co-operate well with all adults in the school; they know what behaviour is expected of them and that poor behaviour will be dealt with firmly and fairly. There have been no exclusions in the year 1998 to 1999.
15. Children under the age of five have positive attitudes to school. They behave well and join in the activities willingly. Many play and work together readily.
16. Older pupils take on responsibilities with pride. Some are chosen as house captains and vice captains and they total their house points each week. Pupils sell biscuits at morning break and even the youngest pupils wait their turn quietly. They are trusted to operate the music centre and over head projector for assembly and ask politely to leave the classroom in time to set these up. Four pupils within Key Stage 2 have been elected to form a school council and other pupils put forward their ideas which the council discuss regularly with the headteacher. Younger pupils help in classrooms by tidying away equipment and resources.
17. Relationships are very good, both amongst staff and pupils and between pupils themselves.

Pupils treat all adults with respect, but are very relaxed and happy to engage in conversation. Year 5 and 6 show a developing grasp of the implications of how people behave towards each other when discussing drugs, alcohol and smoking, which they relate to their own family experience. Pupils listen to each other's answers and views and are able to comment and disagree without criticism. A visit to the Bradford Interfaith Centre made a positive contribution to raising pupils' awareness of the values and beliefs of others.

18. Pupils' attendance at school is good. It is a little above the national average and had been improving each year. As a small school, attendance is affected more markedly by the absence of a few pupils. Although the school takes a very firm stance on what constitutes an unauthorised absence and parents know this, a few parents do still keep their children away from school for inappropriate reasons. Most parents inform school immediately if their child is ill. Punctuality is very good. Registration is quiet and orderly and registers are correctly marked and collated.

HOW WELL ARE PUPILS TAUGHT?

19. Teaching is good, overall, and is never less than satisfactory. In 81 per cent of lessons, teaching is good or better and 34 per cent of teaching is very good. In the nursery, teaching in three out of five lessons is very good and the rest is good. At Key Stage 1 teaching is very good in one in seven lessons and at Key Stage 2 it is very good in about half of all lessons.
20. The teaching in the nursery is very good and is characterised by very thorough planning of work to meet the needs of all pupils. Children enter the nursery with a wide range of social skills and activities are provided which help pupils learn how to work and play together. This plays a significant part in helping children take a more active part in other learning activities. Children are managed very sensitively so that they are all encouraged to be involved in the wide range of activities provided. Work prepared is challenging and interesting.
21. The skill with which teachers teach literacy and numeracy to pupils is particularly good. Teachers have trained and prepared thoroughly to teach the National Literacy and Numeracy Strategies and this is having a positive effect on how well pupils do in all subjects. Teachers' subject knowledge is generally good, leading to skilled planning and teaching of most subjects with a good effect on the quality of pupils' learning. However, there are areas of information technology where teachers' expertise is less well developed. In addition, planning does not consistently ensure that pupils are taught the subject to an appropriate depth. Consequently, while standards achieved are broadly average, they are not as high as they could be and do not reflect standards achieved in English, mathematics and science. Plans to deal with both issues are being advanced by the school.
22. Teachers manage pupils very well and the very positive relationships between teachers and pupils have a significant effect on pupils' attitudes to work. For example, in a Year 1/reception mathematics lesson on symmetrical shapes, the good relationships between the teacher and pupils played a significant part in giving pupils the confidence to discuss the shapes of pieces missing from a pattern. Work set is challenging and teachers plan work carefully to meet the needs of all pupils, including those with special educational needs. Teachers monitor pupils' work effectively and plan teaching to address identified learning needs.
23. Teachers use a wide range of methods effectively. In an English lesson for the upper Key Stage 2 pupils, for example, reading a newly seen poem aloud with feeling and expression, encouraged a high level of involvement by pupils so that they identified important features of the poems they read. The quality of teachers' questioning is good. In a Years 3 and 4 science lesson on how a chick develops in an egg, for example, the teacher's questioning about pupils' observations of the structure of the yolk and white of an egg were particularly effective in making pupils look carefully for the significant features. The questions also helped pupils to come to a very good understanding of the importance of each part of the egg. The pace of lessons is invariably good; pupils move on fast through their work. In mathematics lessons, this fast pace is effective in helping pupils learn well because they practise techniques they have been taught while they are fresh in their minds. In all lessons, teachers use the technical language and vocabulary of subjects extensively and encourage pupils to use it regularly so

that they become familiar in its use. This has a positive impact on how well they speak and explain their knowledge and understanding. For example, in a lesson on light, Years 1 and 2 pupils used the correct vocabulary accurately to explain what happens to light passing through coloured filters.

24. Marking of pupils' work is clear and contains indications of what pupils need to do to improve. In most classes, teachers set targets for pupils to improve their work. For example, where a small amount of underachievement was identified in mathematics recently, targets were set for pupils, teachers planned lessons to include these targets and the standards achieved by the few pupils involved improved.
25. The teaching of pupils with special educational needs is well planned. Work is matched well to the individual needs of pupils and staff work effectively to ensure that these pupils make good progress. The support assistants provide very effective help and work closely with the class teachers in planning, assessing and monitoring achievements.

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

26. The school provides a curriculum that is satisfactory, overall, with some good, very good and excellent features. There is a broad range of opportunity that includes all requirements of the National Curriculum and religious education. A wide range of outside visits, to such places as an Interfaith Centre, supports the curriculum and brings life to ideas about other faiths. Excellent use is made of the local community to place teaching about the past into a realistic context.
27. All subjects of the National Curriculum and religious education are taught and, since the last inspection, the school has developed policies for all subjects. They are increasingly using national guidance about curriculum content and are developing new schemes of work to meet the requirements of Curriculum 2000 in the next school year. A review of geography and information and communication technology is planned for the autumn. Plans are well developed for the introduction of the National Grid for Learning to gain access to the internet and wider opportunities for research and communication. Pupils with special educational needs are integrated well into all lessons. There is minimal withdrawal from classes and a statemented pupil is supported well within lessons in a way that maintains involvement in the work of the class at an appropriate level. In the classroom, the pupil follows the same curriculum as the others and gains from this inclusion and is able to make a contribution to class discussion and to answer questions. Timetables for the teaching of all subjects are, however, organised into sessions that are overlong for the Numeracy lessons and Literacy hours and do not leave a useful period of time for the development of other subject areas. The result is that English and, to a lesser extent mathematics, receive a large proportion of time and other subjects such as science, history and geography receive less than national averages. Science has a particularly low allocation of time and information and communication technology has no time allocation, but is incorporated in other lessons. This means that some of these subjects receive their allocation of time in sequence over a period of weeks. As a result, there is a reduction in the effectiveness of teaching these subjects and there is less opportunity to develop study skills so that lesson content is focused more on the factual knowledge of subjects.
28. There has been good implementation of the recent initiatives for Literacy and Numeracy. The guidance is used well to meet the needs of the pupils. Each lesson follows the framework structure and there is good planning with clear objectives. The theme from the shared text is used well to develop knowledge and skills in word work and other learning activities. Good use is made of literacy across the curriculum with writing opportunities developed in subject areas such as history, geography, religious education, design and technology and information and communication technology.
29. Extra-curricular provision is good, with a wide range of activities organised in physical education for pupils at Key Stage 2 and a wide range of opportunities arranged in history, geography and religious education for pupils in both key stages. The school competes successfully at netball, football, swimming and athletics. Clubs are also run for computer studies, gymnastics, chess, recorder and maypole dancing. Activities are run at various times

on a cyclical basis due to the small number of teachers in the school. Support for the curriculum is extensive in other areas such as religious education where a visit to an Interfaith Centre was improved by a visit to the El-alaal supermarket for Key Stage 2 pupils. Pupils in Key Stage 1 visited the local Staithes museum of local culture in history and older pupils in Key Stage 2 visited Cleveland Potash Mine at Boulby. Visits such as this add much to the pupils' depth of knowledge in the topics studied. The school also provides a comprehensive personal and social education course that includes sex education and gives attention to drug misuse.

30. Equality of opportunity is good for all pupils. The ethos of the school policy is found in all areas of school life. Pupils with special educational need are integrated into the whole curriculum. There is mixed membership of teams and clubs. These mixed teams also represent the school in inter-school competitions.
31. Links with the community are excellent. The curriculum is supported in many areas and the pupils' learning is improved considerably. Staithes swimming club sponsors swimming so that pupils at both key stages learn to swim and this makes it possible for many pupils to achieve a high level of proficiency. A local fish and chip shop supported a business project at Key Stage 1. A member of the local clergy takes school assembly on a regular basis and pupils also visit the church. Another local person supports religious education with a talk on Judaism and the school takes a full part in events such as the opening of the local Heritage Museum, singing with the men's choir and performing at the local Senior Citizens' Christmas Party.
32. The school also has good links with other schools. There are a variety of contacts in areas such as sport, netball, football, athletics and swimming. The school also links with local colleges and secondary schools in providing work experience placements and nursery nurse training.
33. Since the last inspection the school has developed opportunities in all areas of the curriculum and is now making very good provision for the spiritual, moral, social and cultural development of its pupils. School planning is advanced to develop the curriculum in the light of current national guidance and to re-organise teaching timetables to produce more manageable units of time in which to give better opportunities to deliver each subject of the curriculum. Structural improvements are planned to support the development of information communication technology through the link to the National Grid for Learning.
34. The overall provision for the spiritual, moral, social and cultural development of pupils is very good. Very good provision for the spiritual development of the pupils comes from a three-year plan for assemblies that are clearly of a Christian nature. Pupils re-enact bible stories such as 'The Good Samaritan' in a modern setting to underline and emphasise the essential qualities of goodness of spirit in present times. Teaching in mathematics at Key Stage 1 brought out a sense of wonder as a symmetrical pattern developed from linking regular geometric shapes. Pupils in Key Stage 2 gasped as the realisation dawned about the power of the 'doubling' process and found that £5 for 20 weeks was worth much, much less than 1p doubled each week for 20 weeks.
35. The moral development of the pupils is also very good. Assembly stories such as 'The Snow Wife' emphasise the values of treating other people well. Pupils show an awareness of the rights of others in their daily behaviour, particularly at lunchtime and playtime. They play well together with no confrontation or argument; they are supportive of one another in times of accident and respect property such as clothing and garden areas. A School Council of which the senior pupils are members and rules for classroom behaviour also help to further the understanding of pupils about responsibility for their actions.
36. The very good social development of the pupils is founded in the ethos of the school. Pupils are encouraged to take responsibility, they sell biscuits at break, they help with a variety of tasks around the school and playtime is self organised with co-operative play and little difficulty for the supervisors. Responsible behaviour is evident when taking turns on the climbing apparatus, boisterous games do not interfere with the activities of others and pupils include others in their play. Lunchtime is pleasant and orderly, pupils follow the system well and eat quietly with consideration for other pupils and adults. Wider social issues are met in assembly stories such as the life of Martin Luther King and his 'I Have a Dream' speech.

37. Pupils have very good opportunities to appreciate their own cultural traditions through involvement in local community projects. They fund raise with the local swimming club, take part in events such as the opening of the local Heritage Museum, singing with the Staithes Men's choir and inviting local people into school to describe life in past times. Modern culture was explored in the assembly play that used the story of the Good Samaritan in the setting of football supporters travelling to a big match. Differences and qualities of other cultures are explored through talks from members of other religions and assembly music that introduces a wide range of music from other cultures. A visit to the Interfaith Centre included a talk from a Muslim about his religion and a shopping visit to the El-alaal supermarket.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school provides a caring, supportive atmosphere in which every pupil is valued as an individual. Their welfare and personal and academic progress are tracked carefully. Day to day care for pupils is good. Child protection procedures are secure and in general there is a good awareness of health and safety. However, there are a number of minor health and safety issues that the school is not sufficiently well informed about, most of which can be quickly remedied. First aid is administered with sensitivity and care and all staff have training. Good records are kept and parents properly informed where necessary. There is good awareness of the needs of pupils with specific medical and educational conditions.
39. Staff know pupils very well and they use their knowledge of the children and their family background with sensitivity. The process of getting to know children begins before they start in the nursery. There are home visits and each child spends a morning at the nursery with a parent before starting regularly. The nursery and reception classes have close links, not least of which is being next to each other. Nursery children are, therefore, very used to seeing the reception classroom and teacher. They attend infant assemblies every half term and on transfer visit day a parent can join them for school dinner. Year 6 pupils are also well prepared to move on to secondary school. There are opportunities to visit the high school for productions and to use the information technology suite as well as the planned transfer visit days so that pupils are familiar with the building and their new teachers.
40. Policies on behaviour and bullying are clear and well thought out. Pupils are involved in deciding the school rules so they have a sense of ownership and pride in keeping those rules. The policy on behaviour and code of conduct, including rewards and sanctions, is published in the prospectus. Parents are, therefore, properly informed and aware. Pupils respond very well to rewards and in particular that all kinds of achievement and effort are recognised. House points are eagerly earned. The 'Star' pupil recognises one member of each class every week that has deserved special recognition. These are recorded in a special book, which the pupils' parents see and write their comments in.
41. Good attendance is rewarded on a class and individual basis. Classes compete weekly and certificates are awarded to pupils who achieve full attendance each term. One girl was given special recognition last summer for never having been absent throughout her school career. Registers are checked weekly and totals are always completed. Attendance is monitored effectively and, if no reason is given for an absence, the school follows up with a letter, but such unexplained absences are unusual.
42. The school has very good procedures for assessing pupils' attainment and progress. These are based on a school improvement cycle. Formal assessments are used well to guide medium term curriculum planning and day-to-day assessment is equally effective in informing daily planning. Teachers know their pupils well and use this knowledge to target work appropriately. Samples of pupils' work from different ability groups are saved through the school. These show progression, but are not yet levelled to National Curriculum standards, a necessary development that the school has already identified.
43. Procedures for monitoring and supporting pupils' academic progress and personal development are very good. The school has very good procedures for monitoring the progress of pupils with special educational needs and, because of this, all pupils make good progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents are mostly very happy with the school and the standards of education and care it offers their children. They are kept well informed and actively encouraged to be involved in school life.
45. The majority of parents are very supportive of the school and all the staff. Most parents feel confident to talk with the headteacher or their children's class teacher if they have a problem or concern. They are happy that their children like school, they find teachers approachable and are satisfied with the amount of information they receive. The prospectus is a very useful and well-written document, which gives a thorough outline of all that the school has to offer and its expectations of pupils and parents. It includes the home/school agreement. Homework diaries are used well as a means of two-way communication. The 'star pupil' book also goes to parents who are invited to comment on the recognition given to their child and again makes them aware of just how well children do and how their different strengths are valued. Regular newsletters and letters keep parents updated, although parents say that, occasionally, these are sent out too late to be useful.
46. Pupils' reports to parents are suitably informative. They cover all areas of the National Curriculum and religious education, are detailed, individual and suggest areas for improvement. Records of achievement are used effectively for pupils to analyse their own progress. Pupils are then set their own specific targets.
47. Parents eagerly attend productions and concerts in which their children are taking part. Most come to open and reporting evenings to discuss progress. However, there is less interest in evenings that are aimed at informing parents more specifically about the education their children are receiving, for example information technology. The Friends of School is an active group, which puts on social events to raise money to buy additional resources. All parents are automatically members and their work is much appreciated by governors and staff. A number of parents help in school, giving valued support in the classroom, especially in the nursery. Some parents use their individual expertise. For example, a father who is an engineer helped pupils make models of pulley systems following their visit to the local Potash company.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The school is very well managed and the headteacher provides outstanding leadership in the school's drive to raise and maintain standards. Responsibilities for co-ordinating the different subjects are appropriately allocated and all staff are highly committed to carrying out their responsibilities effectively. The headteacher, staff and governors work very well together.
49. The school has very effective procedures to evaluate its work and, for example, quickly recognised a small proportion of pupils underachieving in end of key stage national tests and introduced methods that included individual targets for pupils in order to raise attainment. All teachers have realistic and agreed targets for their own professional development, and this is having a positive effect on the quality of teaching and maintenance of above average levels of attainment. All staff have been observed teaching by the headteacher and the outcomes have been used effectively to plan in-service training.
50. Governors work well to support the school. The headteacher works hard to ensure that they keep up-to-date with current legislation and practice in schools, so that they can make informed decisions about the school's direction for development. Consequently the school has clear priorities for development that include improvements to the buildings and improved computer provision so that pupils' information technology skills can be further developed.
51. The governors fulfil their statutory duties, although their knowledge in issues of risk assessment is not secure. Governors have not received suitable training or support in order to help them with their responsibilities of assessing potential risks around the school buildings.
52. Expenditure is planned carefully and the school purchases resources only after considerable

investigation into obtaining the best value for money. Consequently, the school is well resourced and the resources are of high quality. Financial planning is linked closely to the development plan and long term priorities. For example, plans to provide improved information technology facilities and increased administration space are being prepared for by prudent saving over a long period of time. All finances and grants available to the school are used well and the school has good administrative help to ensure that the financial procedures operate smoothly.

53. The accommodation is satisfactory, overall, and the space available is used well. The nursery is based in a corridor, which results in some disruption to teaching by people moving through the area. The walls throughout the school are made good use of to display pupils' work and photographic evidence of school trips.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has extremely good procedures to evaluate its own performance and continue its drive towards raising standards. As a result, the identified main key issues are already priorities for the school to work on. The school's plans to improve these areas are well advanced and are due to be implemented in September 2000.

The headteacher, staff and governors now need to:

- i. raise pupils' standards of attainment in information technology by:
 - completing the planned training programme to improve teachers' computer skills (paragraph 21);
 - planning teaching to ensure that all pupils have sufficient depth of study in the subject (paragraphs 21 and 103);
 - ensuring there is sufficient time for pupils to fully cover the scheme of work in the subject (paragraphs 27 and 103).
- ii. reorganise the timetable to ensure that all subjects can be taught in sufficient depth (paragraphs 27 and 87).

Other minor issues which should be considered by the school:

- the school needs to ensure that governors take appropriate advice on health and safety issues in order for risk assessments to be secure (paragraph 51).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	34	47	19	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)	7	95
Number of full-time pupils eligible for free school meals	n/a	26

FTE means full-time equivalent.

Special educational needs	Nursery	Y R– Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.4

Unauthorised absence	%
School data	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
	1999	4	6	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	6	6	6
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	6	6	6
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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
	1999	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	7	7	7
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	93 (71)	93 (82)	93 (88)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	7	7	7
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	93 (65)	93 (76)	93 (83)
	National	68 (65)	69 (65)	75 (71)

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	108
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)	4
Number of pupils per qualified teacher	20.7
Average class size	

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	35

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	13

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	26
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	214 459
Total expenditure	215 806
Expenditure per pupil	2 179
Balance brought forward from previous year	76 219
Balance carried forward to next year	62 356

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	102
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	2	2	0
My child is making good progress in school.	62	36	2	0	0
Behaviour in the school is good.	55	43	0	0	2
My child gets the right amount of work to do at home.	43	48	7	0	2
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	62	36	0	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	24	5	5	0
The school expects my child to work hard and achieve his or her best.	74	24	0	0	2
The school works closely with parents.	48	43	5	0	5
The school is well led and managed.	55	40	2	0	2
The school is helping my child become mature and responsible.	52	43	2	0	2
The school provides an interesting range of activities outside lessons.	62	24	10	0	5

A small number of parents at the meeting held before the inspection expressed some concern about a lack of music and physical education.

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

54. At the time of the inspection, four children in Class 1 were under the age of five. These children are integrated very well into the class, which also contains pupils who are over five from reception and Year 1. The quality of teaching and learning in this class is very good and all make good progress, being prepared very well for the National Curriculum. Here, much of the work covered at this stage of the year is planned to the National Curriculum, while still being linked into the Desirable Learning Outcomes.
55. Although children enter the nursery with standards that are generally below those expected nationally, there is a wide spread of attainment. This reflects the results of the baseline assessment carried out soon after the children enter school. The previous inspection reported that 'the nursery provision is a strength of the school and provides an excellent start to learning'. This is still the case.

Personal and social development

56. Personal and social skills develop very well, the children making good progress which reflects the positive attitudes of both teacher and assistant. The children settle happily and confidently to a variety of tasks. Responsibility is encouraged by children taking turns to prepare snacks. There is evident enjoyment and enthusiasm and relationships are good. Many are able to concentrate well, persevering with their work and play. Most play well together and take turns, relating well to adults as well as other children. Behaviour is very good and, by the time children are five, personal and social skills are generally above average. The quality of teaching is very good and is particularly sensitive to the individual difficulties of pupils. Tasks are often planned to ensure that pupils work and play together, with careful monitoring and support to help children develop interpersonal skills.

Language and literacy

57. Many children enter the nursery with poorly developed language skills, but, by the time they are five, language and literacy skills are broadly average. Although, to begin with, they find listening without interrupting particularly difficult, concentration is encouraged through constant reinforcement and most children listen well to stories and poems, especially in small groups, talking readily about their experiences. By the time children enter Key Stage 1, they all, including those with special educational needs, have made good progress in speaking and listening. Progress within language and literacy as a whole is good. Most children are developing early reading skills, handling books with care and talking about the pictures. The nursery has a reading area with a good selection of books. Each week, children choose books to take home from the good range available. Early writing skills are developing, with some children able to sound out and write initial letters. Most children make good progress in developing these writing skills through a range of carefully planned activities. The quality of teaching is never less than good. Relationships are good and there is considerable enjoyment. On-going regular assessment is used effectively to plan future learning.

Mathematics

58. Children enter the school with mathematical development which is below the national average. All children make good progress in mathematical skills which are promoted effectively through various activities, many of them practical. By the time they are five, children's attainment is broadly average. Children self-register, count the names of those present and calculate the number of children away. They count, and many recognise, numbers to ten (and some know them beyond). They have a good knowledge of number songs and rhymes. Most recognise and create patterns. When outside, they match numbers through a 'teddy bears' picnic' activity and through hanging out their washing, matching clothes to the different size bears. Teaching is very good. Lessons are planned well and are resourced appropriately. Those with special

educational needs are fully involved and supported well. The very good questioning encourages thoughtful responses. Assessment is used very well to inform planning.

Knowledge and understanding of the world

59. Children in the nursery make good progress in knowledge and understanding of the world and by the time they are five, their attainment is average. A number of topics have been effective in widening children's experiences. The role play area in the outdoor play area is an 'odd job shop', from where the children take part in a variety of activities, including 'painting' the fence around the playground. Opportunities are provided for sand and water play. Children are encouraged to think about their environment and where they live through a recent topic on the lifeboat station. They have also explored routes around school. A parent comes in regularly to help and all the children have the opportunity to bake. When working with the computer, many children operate the mouse accurately, moving icons and positioning text. Some are familiar with the keyboard. Teaching is very good. The teacher has good subject knowledge and her high expectations ensure that the children make good progress in their learning.

Physical development

60. The children make good progress in their physical development. Physical skills are broadly average by the time the children are five. Children are generally aware of space and others, moving with increasing co-ordination and control. Opportunities for outdoor play are provided daily and, here, children climb and balance well. They use malleable materials such as dough, developing appropriate handling of tools for cutting and shaping. Teaching is good and effective support is provided for these activities. The outdoor play area is used very well to encourage learning.

Creative development

61. The children make good progress in developing their imaginative and creative skills. They paint and print, exploring different colours. They begin to recognise patterns and colours, using patterns in shapes, computer-generated pictures and symmetry butterflies. There are opportunities for role-play and, during the inspection, this was based around the topic of bears. They act out stories and music is used effectively. Children use a range of percussion instruments and they sing with enthusiasm. Teaching is very good and very good use is made of a wide range of resources, for example, from nature it stimulates the children's imagination. By the time they are five, the children have broadly average skills.
62. There is a clear and comprehensive policy for provision for children under the age of five in the nursery and in Class 1. Planning is thorough, is linked appropriately to each area of learning and assessment is used consistently to ensure that each individual makes good progress. Relationships within these classes are good. Although the teacher has developed the nursery environment very well, the actual space is unsuitable. It is narrow and is used as a corridor for pupils from Classes 1 and 2. This is often disruptive, particularly when the nursery children have settled for a quiet activity. There is a good outdoor area, which is used very effectively. There is a good range of resources. The overall quality of learning in this class is at least good and the children are prepared well for entry into Key Stage 1.
63. Provision for the early years is overseen by the co-ordinator, who also teaches Class 1. She and the nursery teacher plan very effectively together, sharing topics when appropriate. A new early years policy is being developed, to be based around the Foundation Stage which will be in place from September.

ENGLISH

64. In the 1999 national tests for seven-year-olds, the pupils at Key Stage 1 attained results that were above the national average and well above those achieved by similar schools in reading. All pupils achieved level 2 or above and this was very high in comparison with the national average. In writing, pupils attained above the national average and well above average compared with similar schools. All pupils obtained level 2 or above and this was very high in

comparison with national averages. The proportion of pupils reaching the higher levels, level 3 or above, were below the national average for reading and above the national average for writing. Teachers' assessments for speaking and listening showed all pupils at level 2 or above and this is very high in comparison with national averages. Over the past four years, both reading and writing have been consistently above the national average. There was no significant difference between the performance of boys and girls.

65. In the 1999 end of Key Stage 2 national tests for eleven-year-olds, the proportion of pupils reaching the expected levels or higher was well above average and the proportion obtaining the higher level, level 5, was also well above average. Compared with similar schools, the performance of pupils was very high. Over the past four years, the performance of pupils has been generally above the national average, with minor variations. The small size of the year group and small differences in pupil performance have a noticeable effect on overall results. There is no significant difference between the results of boys and girls.
66. Inspection evidence finds a similar position of high attainment, with unconfirmed results for 2000 showing improved attainment in both reading and writing and a higher proportion of pupils achieving level 3 or above. Speaking and listening is above national averages at the end of Key Stage 1. Pupils give clear and confident answers and offer their own ideas when looking at the words used in a poem about a black pebble. They use accurate vocabulary when discussing words such as noun, verb and adjective and offer additional words to fit the poem. When reading, pupils are fluent and use suitable expression, they build unfamiliar words from the phonetic parts of a word; they explain the story so far and make suggestions about what might happen next. They also use the contents and a simple index when looking for information in a book and this attainment in reading is above national average. Attainment in writing is also above national average for the majority of pupils, with the higher attaining pupils using interesting sentences that are correctly punctuated and even exploring the use of conversation. Handwriting is joined and spelling is accurate. However, there is a significant proportion of pupils with special educational needs in the Year 2 class group and their writing is of a lower standard. They experience difficulty with letter formation and sentence writing. Nevertheless, all pupils, including those with special educational needs, make good progress.
67. During the inspection, attainment was seen to be broadly average by the end of Key Stage 2. This is a variation on the recent higher trends, but reflects this year group's performance in their end of Key Stage 1 national tests in 1996 and the proportion of pupils with special educational needs in this year group. Pupils make good progress, but they do not achieve at the higher levels of attainment. Speaking and listening are in line with the national average. Pupils speak clearly and with suitable timing during a short play for assembly. In classwork, they concentrate on explanations from the teacher and listen to the contributions of others. Accurate language is used in answering questions, but simple sentences are used in explanations and pupils make little use of reasoning in support of their answers. Reading is also in line with national averages. Pupils read with accuracy and know when they have misread difficult words. They use good expression and use points from a story to explain their ideas. Some pupils use information from a story to project events and they make some use of points in the story that are not obviously stated. But this level of reading is not present for the majority. Writing is in line with national averages. Pupils have a good knowledge of sentence structure and use a good vocabulary when considering adjectives, similes and alliteration in seeking to improve the effect of their writing. They use a good style of handwriting with good sentence structure and accurate punctuation of conversation in imaginative writing. They write factual accounts of visits and other lessons to a good standard, but they do not use opinions well or make comparisons and explanations in their writing.
68. Standards of literacy are generally above average. Pupils write well, spell and use technical language accurately and generally express their understanding and knowledge clearly.
69. Since the last inspection, the school has raised standards in writing at Key Stage 1 and has considerably improved standards in reading. Although there was a lower performance in 1998 at Key Stage 2 the overall trend is for significantly improved standards in English. Teaching has improved and the majority of teaching is now good, with no unsatisfactory teaching and some that is very good.

70. Pupils at both key stages have good attitudes to English. Their behaviour is good and their work is neat and carefully presented. At Key Stage 1, Reception and Year 1 pupils respond with enthusiasm and confidence to a poem about favourite foods. They listen carefully to every idea and make suggestions that are relevant to the poem and which also increase the class collection of ideas for their own poem. There is a high volume of work from Year 2 pupils that shows concentration and pride, particularly from the higher attaining pupils. Pupils at Key Stage 2 are attentive in class and read poems with real feeling and expression. They enjoy reading and the quality of their learning is evident in the enthusiastic way in which they do their work and the neat and careful way that it is written in their books.
71. Teaching is good, overall. One sixth of teaching is very good, two thirds is good and one sixth is satisfactory. Overall, there is a greater proportion of good teaching at Key Stage 2 than Key Stage 1. No teaching is less than satisfactory. The very good teaching of the youngest pupils at Key Stage 1 made good use of the shared text to identify descriptive words for enjoyable things to eat such as 'ice cold lolly on a hot day'. The good analysis of the structure of the poem extended the pupils' understanding of the way the words were being used and they responded with an interesting and imaginative collection of their own. These words were later developed into a poem of their own in the style of the one first studied. The high expectations of the teacher meant that the pupils were always thinking about the task, they concentrated well and always suggested words that were useful to the collection. Where teaching was less than good the teacher conducted the lesson at a good pace to ensure the interest of the pupils and made accurate use of vocabulary such as noun, verb and adjective. As a result the pupils readily identified these types of word and also suggested other words of the same type. However the objectives of the lesson were not fully shared with the pupils and so they lost concentration as they worked on activities that practised the ideas from the lesson. Learning was good for a group of pupils with special educational needs as a result of good support from the teacher and the parent helper. The good teaching at Key Stage 2 was founded on good relationships with pupils and enthusiasm for the lessons. Careful explanation made good use of previous knowledge and helped pupils to develop a wider awareness of an author and the nature of his books as they prepared questions for a letter. Expressive reading of a poem with effective change of tempo involved pupils in considering ideas for poetry. Good use of open questions such 'Where do you think the poet gets his ideas?' encouraged pupils to give accurate and constructive answers that helped them in the development of their own poem. However, there is a strong focus on factual answers and questions that require simple answers. This means that opportunities are missed to fully extend the imagination of the pupils and to develop reasoned answers that are supported by previous knowledge or information from the poems. Good use was made of a personal tutor for a pupil with a statement of special educational needs to ensure that he took a useful part in the lesson.
72. The time allocated for English is high when compared to national averages. Awkward lengths of time are left after the Literacy Hour and these tend to be used on English related activities. However, literacy is used well across the curriculum in subject areas such as history, geography, religious education and science. Many writing opportunities are created, but they are mainly factual accounts and do not contribute well to the development of reasoning skills such as explanation, comparison and contrast in these subject areas. Homework is a regular feature for all pupils, with work that complements lessons and develops pupils' effective use of English. The co-ordinator monitors the delivery of the English curriculum regularly and maintains useful records of pupils' progress and learning needs. Projections are made about pupils' performance, targets are set for school performance and teaching is modified to meet the recognised needs of the pupils.

MATHEMATICS

73. Pupils enter Key Stage 1 with levels of attainment which are generally in line with those expected of five year olds nationally. By the age of seven, their attainment is above national expectations and, by the age of eleven, it is still above that expected nationally. This represents an overall improvement from the last inspection, which found that levels of attainment were 'sound or better' at both key stages and reflects the work the school has done to raise standards in the subject. In the end of Key Stage 1 national tests for 1999, pupils'

levels of attainment were above the national average, although the number of pupils attaining level 3 was low. Unconfirmed results from the 2000 national tests indicate that standards at this key stage are rising, particularly for higher attaining pupils. Test results for 1999 showed pupils at the end of Key Stage 2 to be well above the national average and an analysis of pupils' work during this inspection confirms these results. However, very few pupils take the national tests, so the analysis of results must be treated with caution.

74. Pupils are confident in using and applying mathematics in a variety of situations. They enjoy learning games, such as finding factors in Years 3 and 4 and doubling pocket money in Years 5 and 6 and this leads to a high level of competence in mental arithmetic skills. Whole-class sessions are particularly effective. Pupils handle numbers well. By the end of Key Stage 1, they add, subtract and multiply money and work with simple fractions. They estimate numbers and compare these with exact calculations. By the end of Key Stage 2, pupils calculate averages and percentages, using decimals very well. They have a good understanding of the concept of probability and work confidently with a variety of problems. They multiply and divide competently, using large numbers.
75. Pupils' understanding and knowledge of shape, space and measures are good. A very sophisticated symmetrical design was produced by a group of Year 2 pupils and the pupils understood and explained what shapes were needed in the design, naming them correctly. By the end of Key Stage 1, pupils recognise right angles, measure in centimetres and weigh to judge heavier and lighter well. They use a programmable toy successfully to give directions. They tell the time, some in quarters, others in minutes. By the end of Key Stage 2, they work well with length, weight and time. They know the properties of two-dimensional shapes, they accurately measure perimeters, calculate area by counting squares and measure angles. Pupils collect data, using tally charts, and then use the information to produce suitable spreadsheets and graphs, often generated using a computer.
76. Standards of numeracy are generally high. Pupils develop numeracy skills well through design and technology and science. Mental calculation skills develop well. Data collection in several subjects means that pupils reinforce work learned in numeracy lessons effectively.
77. Assessment is used very well, so that although much of the work is linked, pupils with the potential for higher attainment are given tasks which are suitably targeted to their ability and they too make good progress. This was observed in all classes. Pupils with special educational needs are supported well through both key stages and generally make good progress against the targets of their individual learning plans. They are set appropriately planned work which matches their abilities, while linking in with that covered by others in the class, so that all feel included in lessons. Other pupils are supportive, which helps build confidence.
78. The attitudes and behaviour of pupils are good. Pupils work well together, supporting and sharing tasks when appropriate. In most classes, behaviour and relationships, both with adults and other pupils, are good. Most pupils are positive, concentrate well and enjoy their work. These factors have a direct influence on the high quality of learning throughout the school. The National Numeracy Strategy is having a very positive effect on maintaining standards and on pupils' confidence and their enthusiasm for the subject.
79. The quality of teaching is good and never less than satisfactory. At Key Stage 1, about two thirds of teaching is good and one third is satisfactory. At Key Stage 2, two-thirds is very good and one third is satisfactory. The best lessons are those where planning is specific, work is carefully matched to pupils of all abilities, the pace is brisk and good questioning makes the pupils think. Relationships are good and the contributions of all pupils are valued. A strength lies in the priority some teachers give for pupils to explain how they have reached a particular answer. This encourages pupils to think mathematically and some are very confident. Consequently, pupils' attitudes to mathematics are invariably good and most enjoy the subject. Some lessons observed engendered real enthusiasm and, in one of these, Year 5 and 6 pupils carried out a long calculation and were then awe-struck as realisation dawned that the answer was very considerably more than they had estimated.
80. The subject is well managed. Pupils' work is monitored, results of end of key stage tests are

analysed and teaching is observed, in order to raise standards. The policy and scheme of work for mathematics are good, being based largely on the numeracy framework. This is bringing about an improvement in teaching and learning. Assessment is good and is used consistently to inform planning, so that work is set which is suitable for those of all abilities. The school has built up its resources which are good, readily accessible and used effectively.

SCIENCE

81. In teachers' assessments at the end of Key Stage 1 when pupils are seven, levels of attainment are very high compared with the national average and with the average for pupils from similar schools. These results have been continued into the current year. In the end of Key Stage 2 national tests, when pupils are eleven, the levels of attainment are well above average and the proportion of pupils obtaining the higher level, level 5, is also well above average. Compared with similar schools, the performance of pupils is very high. Overall, the trend over recent years has been for standards to rise in line with the national trend. However, results must be treated with caution because each year group is small and minor differences between pupils year to year can have a significant effect on overall results.
82. Standards achieved by pupils by the end of Year 2 are above average. The majority of pupils have a good understanding of how plants grow from seeds and the conditions needed for plants to grow well. Most pupils know the colours of the rainbow and the highest attainers explain the order the colours appear in and use technical terms like 'spectrum' accurately. The same pupils also know that filters 'change' or 'cut out' other colours. Practical skills are good. Pupils use equipment carefully. Observation skills are good and develop well when associated with other subjects. For example, pupils are sharply aware of the parts of different fruits when examining them as part of an art lesson. Scrutiny of previous work shows that pupils have a good knowledge of the properties of different materials. All pupils use a range of different ways to record their observations and measurements well, for example, to show the difference between magnetic and non-magnetic materials. Pupils' written reports on experiments show they have a good understanding of 'fair testing' as a way to obtain useful results from investigations. Pupils' writing skills develop well through well planned writing exercises to write about experiments and to explain what they find out or learn and make a significant contribution to pupils' attainment. All pupils make good progress in their work.
83. By the end of Key Stage 2, standards are well above average, overall, and higher attaining pupils perform particularly well. For example, higher attaining pupils show a high level of knowledge in their independent writing about electrical circuits, forces, astronomy and animal and plant biology. They write detailed reports of investigations. Although the quality of work is good and above average, overall, there is insufficient depth of experience, particularly with investigations. Knowledge about animal reproduction is good and pupils can describe accurately the life cycles of many different animals. Generally, all pupils make good progress across the key stage.
84. Since the last inspection, standards have risen noticeably at both key stages, with a significant proportion of pupils obtaining higher than average levels in the end of key stage national tests.
85. Attitudes to work are very good and pupils work consistently hard. In practical work and other small group activities, they work very well together. They listen to each other and adults carefully. They respect each other's opinions, largely because teachers have established a good working in environment in which they, too, show respect for pupils' opinions and feelings.
86. Teaching is good at both key stages. From lessons and the scrutiny of pupils' work, teachers' expectations of pupils are high and this establishes the tone of lessons. Teachers' knowledge is good. Lessons are well planned. For example, in a Years 3 and 4 lesson, the practical observation of chicken eggs, the high quality questions and class discussion about the purpose of various parts of the eggs seen, the written activities and the brisk pace of work all contributed to the high level of pupils' learning. Activities are imaginatively presented to help pupils learn well. The use of filters to examine light from a spectrum, for example, raised the level of enthusiasm among Years 1 and 2 pupils and provided a vivid experience to help them remember facts about light. The management of pupils is good and is based on sensitive

response to individuals, high expectations and well planned lessons. Teachers assess pupils' work regularly and give oral and written feedback so that they are aware of how well they are doing. Assessment information is used well to plan future lessons. Teachers' knowledge of the needs of those with special needs is good and is used effectively to provide suitable work. Teachers use literacy and numeracy well, both to provide further opportunities to extend pupils' confidence and skills and to help pupils present their ideas better and to handle the information they acquire with greater competence. Information technology skills are used less consistently, an issue the school is aware of and is addressing.

87. The subject is well managed, with a clear view of what needs to be done to help maintain and raise standards. Pupils' work is monitored and end of key stage assessments are analysed, which has led to planning of work more closely matched to pupils' needs. Teaching time is limited which has an impact on the amount of investigation work pupils do. However, good medium and long term planning in the scheme of work ensures that the best use is made of the available time. Resources are good and are used well.

ART

88. Only one art lesson was observed during the inspection. There is considerable high quality art around the school and pupils talk confidently about artists, expressing their preferences and reasons for these. Pupils in Years 5 and 6 were enthusiastic about their work on perspective. Displays show good work on Monet and Picasso, links with history in Class 4's Aztec patterns, and good awareness of colour, especially in Class 1. Computer programs are used in some classes to draw pictures. There is a lack of three-dimensional art throughout the school. Sketchbooks are used effectively in one class for observational drawings of pupils' faces and still life.

DESIGN AND TECHNOLOGY

89. Only one design and technology lesson was seen during the inspection, so judgements are based on the scrutiny of work seen and discussions with staff.
90. Standards are broadly similar to those of seven and eleven year olds in most schools. In Key Stage 1, pupils plan and design bridges and houses and then make models, closely following their designs. They also carefully plan the layout of rooms and make realistic scale models using card, paper, straws and similar materials competently. Practical skills are good. The higher attaining pupils make sensible modifications to their plans as they realise difficulties in making their models. In Key Stage 2, pupils make a range of models in card and wood and from assembly kits. They work to tight design briefs very carefully, label and explain their own designs in detail and make comprehensive notes to help them in their planning. A strong sense of realism is established by linking this work to a local industry, for example, to explore forces and water power through hydraulic jacks. They apply their knowledge to making effective working models incorporating their own hydraulic jacks. The range of skills acquired is good. Numeracy skills develop well though the measuring and use of scale models in the range of practical work done. Written reports are clear and detailed and reinforce the literacy work done in school. Pupils use different materials, fasten them together in different ways and explore different kinds of moving joint. The majority of pupils made effective working models of musical instruments. The progress made by all pupils is generally sound.
91. The scheme of work is planned well providing opportunities for a wide range of skills to be taught and for pupils to develop their planning, designing, making and evaluating skills as they progress through the school. The subject is well managed.

GEOGRAPHY

92. It was not possible to observe more than two lessons in geography and so evidence for attainment is drawn mainly from analysis of the pupils' work. Very little work was seen from pupils at the age of seven and so it is not possible to make a firm judgement about attainment at the end of Key Stage 1. Pupils at the end of Key Stage 2 are judged to be attaining at a level

to be expected for pupils aged eleven. Pupils use their knowledge of the process of trade to develop a system of barter in order to meet targets for production and the use of resources. Analysis of work shows factual knowledge of a wide range of topics such as hurricanes, settlements, deserts and Pakistan. However, there is little evidence of pupils using the skills of interpretation and explanation.

93. Since the last inspection standards have risen, particularly at the end of Key Stage 2, due largely to the policy and the scheme of work based on national guidelines.
94. The pupils have good attitudes to geography. They are interested in how to use weather-recording instruments and were fully involved in an activity on world trade. They allocated responsibilities and co-operated in the task and later reviewed their methods and the results that had been achieved. Behaviour is very good. Pupils move quietly about the school as they test their weather-recording instruments or concentrate fully on the world trade activity with little disruption.
95. Two lessons were observed, both at Key Stage 2. In one lesson, teaching was very good; in the other it was satisfactory. In the very good teaching, activities were planned well so that pupils knew what was required and followed the rules of the game on world trade well. An understanding of the process of trade was gained and a realisation that the wealthy countries always have the advantage developed. In the other lesson, resources were well prepared and used an interesting range of information for a lesson on weather recording. The pupils were very interested in the equipment and gave full attention to all that was said. They located Whitby on a map of the British Isles, interpreted weather symbols and learned how to read scales on thermometers and wind speed measures.
96. The school makes good use of literacy and design technology in geography. Pupils write accounts of visits, record facts about topics studied and a model was made of the potash mine. Good use is made of outside visits to such places as Boulby potash mine and they extend the pupils' understanding of their work. Plans are in place for a co-ordinator to be appointed and the geography curriculum is to be reviewed in the autumn. Use of national guidelines is intended to be developed further and the school timetable re-organised to offer greater time allocation to the subject.

HISTORY

97. No history lessons were observed during the inspection. Standards by the end of each key stage are broadly as seen among most seven and eleven year olds. Analysis of pupils' work shows a wide range of work that covers all areas of the National Curriculum. Pupils at Key Stage 1 have studied local traditions and visited Staithes Heritage Museum to gain a deeper understanding of the past. At Key Stage 2, pupils have studied the Vikings, the Ancient Greeks and the Aztecs. They use information to explain the outcomes of the power struggle between the Spaniards and the Aztecs and they identify with the Aztecs in imaginative accounts of the battles. However, most of the work seen is factual and no evidence was seen of interpretation of historical facts or recognition of change over time.
98. The presentation of pupils' work shows pride and indicates good attitudes to the subject. Analysis of work indicates teaching that is satisfactory, but, since no lessons were observed, it is not possible to make a secure judgement on teaching.
99. Since the last inspection the school has prepared a policy and is beginning to implement national guidelines. Plans are in place to appoint a co-ordinator in the autumn and to improve curriculum time by re-organising the teaching timetable. The school makes good use of people from the local community in support of topics of local history and uses literacy well, such as when pupils write imaginative accounts of events in history.

INFORMATION TECHNOLOGY

100. Very little direct teaching of the subject was seen in the inspection and judgements are based on some pupils working independently, pupils' work, and discussion with staff. Standards are

broadly average for seven and eleven year olds and, at times, some pupils achieve above average. Overall, however, pupils do not reach the standards in line with their achievements in other subjects.

101. At Key Stage 1 pupils have overall sound keyboard skills. They type out simple words, use basic punctuation correctly and can correct errors. However, they are often slow, are not familiar with the positions of letters on the keyboard and lack confidence in what they do, which slows down their progress. At Key Stage 2, standards are broadly average. Pupils have sound word processing skills. They type and move text around competently. They design questionnaires, enter numerical information into a database and produce bar-charts to illustrate their findings. Pupils are also familiar with sending e-mails and using the internet and most do so competently. However, the use of programmable toys, for example, to learn about control and modelling is limited and pupils' attainment in this aspect of the subject is below average.
102. Attitudes to using computers in the classroom are good. Pupils work well when they have the opportunity, share with other pupils sensibly and work hard. They carry out the tasks provided thoroughly and at a brisk pace so that others can use the computers. Concentration is sustained, even when they find they make slow progress.
103. Provision is not fully co-ordinated to ensure that all pupils experience the full breadth of the subject as they move through the school, or receive enough opportunities to reinforce skills they are taught. Some teachers have limited expertise and, consequently, expectations of what pupils can achieve are not always secure. Plans to improve the planning of the information technology curriculum and teachers' expertise are well advanced and are in the school development plan. Resources are sound at present, but the school has ambitious, well prepared plans to improve accommodation and resources to increase pupils' opportunities to use computers more and to raise standards of attainment.

MUSIC

104. Only one music lesson was observed during the inspection. However, pupils' attainment is broadly as seen among most seven and eleven year old pupils. Pupils have a good knowledge of music from around the world, but are less confident with musical terms and have little experience of composing. A suitable published scheme is used as a basis for the curriculum, but insufficient time is allowed to ensure that this is covered fully. Pupils sing quietly and thoughtfully in assemblies. There is a good range of musical instruments.

PHYSICAL EDUCATION

105. Attainment at the end of Key Stage 1 is at the expected level for pupils aged seven. They follow instructions well and move at different speeds and styles. They find partners sensibly and use control skills to practice balance as they move in a variety of ways. Attainment at the end of Key Stage 2 is also at the expected level for pupils of eleven years. They throw with force and accuracy, run with control and respond promptly to instructions during shadow movement in pairs. All pupils make good progress in developing physical skills.
106. The pupils at Key Stage 1 have satisfactory attitudes to physical education. Although there are boisterous pupils in this class group the majority carry out the activities of balance and dribbling with bat and ball sensibly and with purpose. Applause is readily given when pupils demonstrate their performance. Pupils at Key Stage 2 are attentive to instructions and enthusiastic in warm-up exercises. They compete with enthusiasm in a rounders style game and are very supportive of their fellow team members. Although pupils at Key Stage 1 are boisterous, their behaviour is not allowed to become disruptive due to the firm and pleasant control by their teacher.
107. Teaching is good overall. Teaching in the one lesson seen at Key Stage 1 was good and at Key Stage 2, half of the teaching seen was good and half satisfactory. Lessons are planned well and all necessary equipment made readily available. Activities are organised well and a pleasant manner involves pupils in the organisation so pupils make constructive suggestions about rules of organisation. As a result, the activities then take place quietly and efficiently as pupils concentrate on improving their own skills, for example, in a Key Stage 1 lesson of balancing a

small ball on a racquet and dribbling a small ball hockey style through a sequence of obstacles. Good use of demonstration by successful pupils at Key Stage 1 raised expectations of individual performance successfully. At Key Stage 2, good teaching matches activity and challenge well to the age of the younger pupils. The one lesson seen with younger Key Stage 2 pupils was managed well in windy circumstances, groups of pupils were monitored frequently and change of activity was timed well. The level of difficulty was varied to meet the abilities of the different groups. As a result, the pupils concentrated on their activities in the strong wind and practised throwing and catching with greater challenge for accuracy and success. However, in another lesson with older pupils, the activity was not sufficiently challenging to expect the pupils to bat and bowl rather than just develop their throwing technique in a rounders style game.

108. Since the last inspection, the school has maintained standards. There is a wide range of extra curricular activities and the school is successful in competition with other schools. The scheme of work reflects the philosophy of the school and equal opportunity is practised well with mixed groups in activities and competitive teams. Swimming is provided for pupils of all ages thanks to sponsorship by the local swimming club and pupils make very good progress through to ASA gold award standard for some pupils. The school uses the TOPS sports initiative to bring in coaching skills and equipment for pupils at both key stages. The subject is managed well.

RELIGIOUS EDUCATION

109. Although it was not possible to observe any religious education lessons during inspection, analysis of pupils' work reveals that attainment is in line with the local agreed syllabus at both key stages. Pupils at the end of Key Stage 1 know about the creation, a variety of Bible stories (both Old and New Testament), Christian festivals and traditions, prayer and symbolic objects and their meanings. They have also studied the Hindu religion. Pupils at Key Stage 2 have studied faith symbols, the Christian calendar, Easter and Christmas in depth. They have also studied Judaism and Islam. Written work on the topics is mainly factual, but there are good displays of the ideas that have been studied. Overall, all pupils make satisfactory progress.
110. The pupils have good attitudes to religious education. Their work is neat and illustrated well. They show good understanding of ideas such as Christian care in an assembly play that has a modern setting of football supporters travelling to a local derby.
111. Since the last inspection, provision for religious education has improved. There is now a significant amount of study of faiths other than Christianity and the school works well to introduce the pupils to real situations in which to learn about religions such as Islam and Judaism.
112. Analysis of pupils' work shows that the locally agreed syllabus for religious education is being taught in full. The range and quality of the pupils' work reveal teaching that is at least satisfactory. Good links are made with other subject areas such as geography where Pakistan is studied at the same time as Islam. A person from the local community talks to the pupils about Judaism and a visit to the Interfaith Centre at Bradford introduced the pupils to the Muslim way of life. There was a visit to the mosque, a talk from a religious leader and an opportunity to go shopping in the El-alaal supermarket. Assembly stories illustrate Christian qualities and there is regular contact from a member of the local clergy with visits to the church as well as visits from the clergy. However, there is an emphasis on factual account in pupils' work and no evidence was found of their considering fundamental questions on such ideas as worship and belief or of them exploring their inner thoughts and feelings about religion. The subject is managed well.