

INSPECTION REPORT

BRAEBURN INFANT AND NURSERY SCHOOL

Eastfield, Scarborough.

LEA area: North Yorkshire

Unique reference number: 121316

Headteacher: Mrs Sandra Dudley

Reporting inspector: Tim Boyce

OIN: 20932

Dates of inspection: May 13th - 16th 2002

Inspection number: 199267

Full 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 Nursery
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Braeburn Eastfield Scarborough North Yorkshire
Postcode:	YO11 3LG
Telephone number:	01723 582616
Fax number:	01723 585641
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D.T Bowden J.P.
Date of previous inspection:	November 10 th 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20932	Tim Boyce	Registered inspector	Information and Communication Technology (ICT)	The school's results and achievements. How well pupils are taught. How well the school is led and managed.
1305	Brian Rance	Lay inspector		How well the school cares for its pupils. How well the school works in partnership with parents.
31975	Kay Andrews	Team inspector	Science Art and Design Music	
31334	Barbara Atcheson	Team inspector	The Foundation Stage History Religious Education	Pupils' attitudes, values and personal development.
7465	Richard Brent	Team inspector	English Geography Special Educational Needs Equal Opportunities	
22704	Garry Williams	Team inspector	Mathematics Design and technology Physical Education	How good the curricular and other opportunities offered to pupils are.

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Braeburn Infant and Nursery School is a slightly larger than average sized infant school, providing full time education for 176 pupils aged from 4 to 7 years in the main school and part time education for 72 children aged 3 and 4 in the nursery. Almost all the pupils in the school come from Eastfield, an area of mainly local authority and housing association homes on the outskirts of Scarborough. Eastfield is an area of significant social deprivation and as a result the school receives some additional funding and support. A high number of pupils, more than double the national average, are eligible for free school meals. The social and economic circumstances of the majority of parents are well below average. Almost all pupils have a white United Kingdom heritage and only one pupil comes from another ethnic group. All pupils speak English as their home language. An above average proportion of pupils, (approximately 40 per cent), have special educational needs. The majority of these pupils have minor learning difficulties, but a small number have more serious needs, including one with hearing impairment, one with visual impairment, two with physical disabilities and two with emotional and behavioural difficulties. Four of these pupils have statements of special educational need. Assessments administered by the school, and inspection evidence, show that attainment on entry to the nursery and the reception classes is well below both the local and national average, and has declined since the last inspection, particularly in the area of communication, language and literacy.

HOW GOOD THE SCHOOL IS

This is a very good school, with many excellent features, which serves its community very effectively and helps all its pupils to achieve well. The head teacher, senior staff and the governing body all work together as a team and provide the school with excellent leadership and management. The quality of teaching is good overall, and is often very good and sometimes excellent. The curriculum is broad, rich and relevant and most pupils achieve higher than average standards when compared with similar schools. The school provides excellent care and support to all its pupils and has forged very effective working relationships with parents and carers. When all these positive factors are taken together, and weighed against higher than average costs, the school provides good value for money.

What the school does well

- The leadership and management provided by the head teacher, key staff and the governing body are excellent.
- The overall quality of care is excellent.
- Excellent procedures result in pupils behaving well, having positive attitude to their work, and in them forging very good relationships with all staff and classmates.
- Good, often very good and sometimes excellent teaching results in effective learning and good achievement in all subjects.
- The curriculum is broad, balanced, rich, relevant, inclusive and accessible to all pupils.
- The management and provision for special educational needs are excellent and enable these pupils to make good progress.
- The school has very effective relationships with parents, carers, partner institutions and the wider community and these all have a very positive impact on pupils' learning.

What could be improved

- Standards in speaking and reading.
- Standards across the full range of mathematical concepts.

Both these areas have previously been identified by the school and are included as the main priorities in the school improvement plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the school was last inspected in November 1997. Whilst standards in art and design, design and technology (DT) and physical education (PE) have all improved since the last inspection, it would appear that standards in several other subjects have deteriorated.

Standards in English, religious education (RE), geography and history are all lower than those reported in the previous inspection, when they were judged to be broadly average. This is not because of any deterioration in the quality of teaching and learning in the school, which has, in fact, improved. It is mainly due to a lowering of attainment on entry, with the majority of children starting in the nursery with very limited skills in communication, language and literacy. Other factors, which are also having a negative impact on standards, include the proportion of pupils with special educational needs, which has nearly doubled since 1997, and the high numbers of pupils (approximately 30 per cent) moving in or out of the school each year.

The school has worked very hard to resolve the Key Issues identified in the previous report and most of them have been achieved. The school has raised standards in design and technology, which are now in line with national expectations. Teachers, who now have appropriate expertise in all subjects, are providing all pupils with the full range of experiences. There has been a significant improvement in the quality of the teaching of mathematics and all pupils are now set work that is appropriate to their prior attainment. Whilst levels of achievement in mathematics have improved, and are now good, standards of attainment are still below the national average. The school has worked very hard improving its curricular provision, particularly in subjects other than English, mathematics and science and the overall curriculum is now judged to be of very high quality and to fully meet the requirements of the National Curriculum. There has been very significant improvement in the schools' provision for equal opportunities and all pupils have full access to a rich, relevant and inclusive curriculum.

The quality of teaching, which was previously judged to be good, is still good overall. There is now no unsatisfactory teaching and the proportion of very good and excellent teaching has gone up significantly. Other improvements include the provision for pupils' spiritual and cultural development, which has gone up from sound to very good and the provision for moral and social development that has been raised from good to very good. Procedures for support, guidance and pupils' welfare and for the assessment and recording the academic performance of pupils have gone up from good overall to very good, whilst the provision for personal support and guidance has risen from good to excellent. Links with parents have been further strengthened whilst the overall judgement on leadership and management has gone up from very good to excellent.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
Reading	C	D	E	B
Writing	B	D	D	A
Mathematics	C	D	E	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The National Curriculum assessments administered in 2001 indicated that, when compared with the national average, standards were well below average for reading and mathematics and below average for writing. When compared with similar schools (those with more than 50 per cent of pupils' eligible for free school meals), results were above average in reading and mathematics and well above average in writing. Results have been dropping steadily since 1999 when they were broadly in line with national averages. This is due to a gradual decline in attainment on entry, an increase in the proportion of pupils with special educational needs and a high number of pupils moving in and out of the school. Whilst the introduction of the National Numeracy Strategy has resulted in a slight improvement in numeracy skills, pupils' knowledge and understanding of other mathematical concepts has gradually declined as other areas of the subject have been given less emphasis. Teacher assessments indicate that standards are below average for speaking and listening and broadly average for science.

Inspection evidence indicates that whilst levels of achievement are good, the standards achieved by pupils

in the current Year 2 group are below average in reading, writing, speaking, listening and mathematics. Standards are broadly in line with national expectations in science. Pupils are making rapid progress in ICT and the majority of pupils in Year 2 are now attaining standards in line with the national expectation. Standards in art and design, DT and music are in line with the national expectation, whilst standards in PE exceed the national expectation. Standards in history and geography are below the national expectation, mainly because the majority of the pupils have limited language skills. Standards in RE are below the expectations of the locally agreed syllabus.

Children learn very effectively in the two nursery classes and the three reception classes and make good progress. However, because of the very low standards on entry and the growing proportion of pupils with special educational needs, by the age of five, the majority do not attain the expected standards in the areas of learning associated with communication, language and literacy, mathematics and knowledge and understanding of the world. Children do however achieve the expected levels in their personal, social and emotional development, their creative development and their physical development. The school sets and achieves appropriate targets for its attainment in reading, writing and mathematics. Levels of achievement are good and all pupils are working to their potential irrespective of their age, gender, or social circumstance. Pupils with special educational needs make good progress. Whilst the school has not formally identified any gifted and talented pupils, the progress of higher attaining pupils is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy coming to school, are interested in the work that is set and do their best at all times.
Behaviour, in and out of classrooms	Good. The majority of pupils behave well although a small proportion in every class have difficulty controlling themselves and do not always understand the impact of their actions on others.
Personal development and relationships	Good. Most pupils develop very effective relationships with other pupils and with all adults in the school. Pupils enjoy taking responsibility and complete the tasks they are set diligently.
Attendance	Satisfactory. Most pupils arrive to school and lessons on time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Good	Good

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

The overall quality of teaching and learning is good and is a major strength of the school. No unsatisfactory teaching was seen and nearly nine out of every ten lessons seen were either good, very good, or excellent. This includes a much higher proportion of very good or excellent teaching than is usually found. This is a much higher standard than was found in the previous inspection when 10 per cent of teaching was judged to be unsatisfactory and only one lesson was judged to be very good or excellent. Very good teaching was observed in every class. Teachers are totally committed to their work and have a sense of vocation. English and mathematics are taught well and very good attention is given to the teaching of the basic skills of literacy and numeracy. Teaching is consistently good and all subjects are taught effectively. The teaching of art and design and DT is good. This is a better standard of teaching than that found in the previous inspection when weaknesses were identified in the provision for both subjects. The teaching of PE is very good and is a strength of the school's provision.

The main strength of the very good teaching seen was the wide range of strategies employed to ensure that the challenging behaviour of a small number of pupils was not allowed to disrupt the learning of the

majority. In the best lessons this was achieved by combining firm, but fair discipline with well established, good relationships based on humour and mutual respect. Other positive features of the best teaching were high expectations, a brisk pace to work and good subject knowledge. As a result, pupils come to school willingly and enthusiastically, concentrate hard in their lessons and make good progress. Teachers make very good use of all the available assessment information to ensure that work meets the needs of all pupils. Pupils with special educational needs are very well supported and make good progress. The small numbers of higher attaining pupils are challenged appropriately and are achieving well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very Good. The curriculum is of a very high quality and fully meets statutory requirements. It is broad, generally balanced, rich and relevant. However, insufficient emphasis is given to some aspects of mathematics. The school is a totally inclusive community that provides excellent access and opportunity to all pupils irrespective of their age, gender, prior attainment, social circumstance or level of disability. The curriculum for the youngest children, appropriately based on imaginative play, is a major strength. The excellent relationships the school has with other schools, support agencies and the wider community all make a positive contribution to pupils learning.
Provision for pupils with special educational needs	Excellent. The provision for pupils with special educational needs is of the highest standard and meets their needs superbly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very Good. The school takes great care to provide very good planned opportunities to develop pupils' personal development.
How well the school cares for its pupils	Excellent. The school is an amazingly caring community that takes very good care of all the pupils throughout the day. Procedures for child protection and for ensuring pupils' welfare are excellent, as are the procedures for personal support and guidance. Assessment and recording procedures are very good and help teachers to accurately match work to the needs of each individual. Procedures for monitoring and promoting good behaviour are excellent.

Parents have very positive views of the school and are delighted with the quality of education being provided for their children. The school has excellent working relationships with parents and carers and provides an excellent range of information to keep them fully informed about the progress of their children. Parents and carers make a very positive contribution to children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Excellent. The head teacher, senior staff and the governing body all have a shared commitment to the school and work together as a cohesive unit. The excellent leadership of the head teacher provides the school with a clear sense of purpose. The aims of the school are clearly reflected in the very good practice that is found throughout the school. Co-ordinators manage their areas of responsibility very effectively.
How well the governors fulfil their responsibilities	Excellent. The governors play a very significant role in shaping the direction of the school. They have a detailed understanding of the strengths and weaknesses of the school and fulfil all their responsibilities to excellent effect. The chair of governors makes a notable personal contribution in this respect.
The school's evaluation of its performance	Very Good. The school improvement plan is a very detailed and useful document that contains all the main priorities for further development. The monitoring of quality and standards is very effective and is helping to inform the raising of attainment throughout the school.
The strategic use of resources	The school makes very good use of the higher-than-average funding allocated to the school. Great care is taken to ensure that all resources are

	used to the greatest effect and the principles of best value are applied to very good effect.
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There is a very good number of well-qualified teachers and support staff, who meet the needs of the curriculum very well and who support all the pupils to very good effect. The accommodation is excellent, is kept in immaculate order and is spotlessly clean throughout. The building is further enhanced by the many beautiful displays in classrooms and shared areas which all serve to create a wonderfully rich and stimulating teaching and learning environment. There are sufficient quantities of good quality resources to support and enhance teaching and learning in every subject.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • That the children enjoy coming to school. • That the children are making good progress. • That the teaching is good. • That they are kept fully informed about what is happening and how their children are getting on. • That the children are expected to work hard and do their best. • That the school is well led and managed. • That the school is helping their children to become mature and responsible. • That the school works closely with parents. 	<ul style="list-style-type: none"> • The amount of homework set. • The range of activities provided outside lessons.

The team agrees with all the aspects identified by parents as strengths. Of the areas identified by a minority of parents for improvement, the inspectors consider that an appropriate amount of homework is set and that the range of activities provided outside of lesson time is good and makes a very positive impact on pupils’ learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Baseline assessments and inspection evidence show that most children start in the nursery classes with levels of attainment well below those usually found in all of the areas of learning except the running, jumping climbing and other gross motor aspects of physical development. In these aspects standards are in line with national expectations.
2. Good and often very good teaching ensures that good progress is made in the nursery. By the time children move into the three reception classes standards in personal, social and emotional development, physical development and in the creative area of learning have improved to the point that they are closer too, but still below the expected level. Standards, however, remain well below the expected level in the areas of learning associated with communication, language and learning, mathematical development and knowledge and understanding of the world. These are similar findings to the last inspection report. There is a particular weakness in communication skills throughout the Foundation Stage, particularly in speaking.
3. Good and often very good teaching is maintained in the reception classes and ensures that all children achieve well, irrespective of their gender, cultural background or social circumstance. Due to the carefully considered focus of the work set, children make particularly good progress in their personal, social and emotional development and the majority attain the early learning goals in this area of learning by the end of the reception year. Their knowledge and understanding of many mathematical concepts is weak, however, and their grasp of aspects such as shape, space and measures, and money, remains well below average. This is because the majority of children still have a poor understanding of mathematical language. Good progress is made in their knowledge and understanding of numbers. Despite consistently good teaching, which results in good progress in knowledge and understanding of the world, the majority of children do not attain most of the early learning goals in these areas by the end of the reception year. Good progress is made in both physical and creative development and most children attain most of the early learning goals in these areas.
4. In 2001, the results of the National Curriculum tests for seven year olds indicated that, when compared with all schools, standards in reading were well below average, with only half the average number of pupils attained the higher Level 3. This is mainly because many of the pupils had special educational needs and there was a higher than average turn over of pupils, with approximately 25 per cent of the pupils leaving or joining the school since the reception year. The school has produced compelling evidence to show that reading standards dipped with the introduction of, and strict adherence to, the methods and techniques contained in the National Literacy Strategy. As a result the school stopped hearing each pupil read almost every day, which resulted in a drop in reading standards. Regular individual reading has, once again, been given greater emphasis and the head teacher and staff are confident that reading standards are once again rising. These views are also supported by the results of reading tests. Standards in reading found during the inspection, at the end of the key stage, concur with the results gained in 2001 and are well below average. This is not as good a standard as that found in the previous inspection when standards were average. When compared to those achieved in similar schools, standards in reading were above average and show that whilst attainment is low, achievement is good.
5. Results for writing indicated that, when compared with all schools, standards were below average. An average number of pupils attained Levels 2B and 2C and the higher Level 3, but a lower than average proportion of pupils gained Level 2A. The trend has generally been one of steady improvement but standards improved significantly in 1999, when the school had a better than average cohort, and then dipped again in 2000, when the cohort contained the usual proportion of

pupils with special educational needs. Standards observed during the inspection were below average. The last inspection report gave no clear judgement on standards in writing, but the overall judgement was that standards in English were in line with national expectations. Any deterioration in standards in the past five years is due to the recorded decline in standards on entry, increases in the proportion of pupils with special educational needs and increased movement in and out of the school. When compared to those achieved in similar schools, standards were well above average and show that, whilst attainment is low, levels of achievement are good.

6. Teacher assessments in speaking and listening indicated that standards were well below average because, although a broadly average proportion of pupils attained the higher Level 3, not enough pupils reached the expected Level 2. Inspection evidence agrees that standards in speaking and listening are well below average, with standards in speaking, particularly among some of the girls, being an area for concern.
7. Results in mathematics indicated that, when compared to all schools, standards were well below average. A higher than average proportion of pupils gain the lower 2C, and the expected 2B, but relatively few attain the higher Level 2A or 3. The general trend over the past five years has been fairly constant, with the school gradually slipping further behind as national standards improve. Standards observed during the inspection were below average although there has been some improvement in numeracy skills. However, the recent emphasis on numeracy with the introduction of the National Numeracy Strategy has led to a decline in conceptual understanding and standards in shape, space and measures, for example, are below average. This is a similar situation to that found in the previous inspection. When compared to those achieved in similar schools, standards in mathematics were above average.
8. Teachers' assessments for science in 2001 indicated that, by the age of seven, the number of pupils attaining the expected Level 2 was below average, whilst the proportion gaining the higher Level 3 was broadly average. Inspection evidence agrees with these assessments and standards are judged to be broadly in line with national expectations. These results are similar to those reported in the previous inspection.
9. As a result of the good and often very good teaching found in all classes, levels of achievement are good, and pupils build effectively on the good start made in the nursery and reception classes. Inspection evidence shows that, by the age of seven, standards in ICT, art and design, DT and music are in line with national expectations. Standards in PE exceed the national expectation, with particular strengths in gymnastics. Standards in geography, history and RE are not as good as those usually found, mainly because many pupils have not developed an appropriate technical vocabulary and cannot understand or explain the underlying concepts. The standards found in music and ICT are similar to those found in the previous inspection, whilst standards in geography, history and RE are not as good as those previously reported. Standards in art and design, design and technology and PE have all improved.
10. Standards in the key skills of literacy and numeracy are well below average, despite the many good opportunities provided for pupils to develop them across the curriculum. A real strength of the school is the way that meaningful applications of pupils' ICT skills have been developed throughout the school in subjects such as art and design and mathematics. The provision, in this respect, is better than is usually found. Pupils develop satisfactory research and inquiry skills in science.
11. The school makes very effective use of a wide range of assessment information to set challenging targets for pupils and to inform target setting for pupils with special educational need. As a result all pupils make good progress irrespective of their prior attainment, gender, social circumstance or disability. Pupils with special educational needs achieve well as a result of careful planning and good teaching, linked to effective support from all adults.

Pupils' attitudes, values and personal development

12. Pupils generally have good attitudes to their learning. Most pupils are keen and eager to attend school and are glad to be there. Children in the nursery classes are happy to come into class independently and say goodbye to their parents and carers without any fuss. Most pupils say that they like everything about the school. Parents said their children liked coming to school as they felt welcome there and they liked the teachers. Most pupils care for each other and listen attentively to their teachers. They apply themselves to tasks with interest, sustain their concentration to the best of their ability and persevere with their work until it is complete. There is a minority of pupils who do not always settle down to learn, but teachers have very good procedures in place which are used to very good effect when guiding pupils' behaviour. Pupils are very keen to attend the football club, which is run at lunchtime.
13. Pupils' behaviour in and around school is good and there have been no recent exclusions. Most pupils are polite and considerate to one another as well as to staff and visitors. They hold doors open and stand back to allow visitors to go first. Most are well behaved during lessons. There are occasions when a minority of pupils do not behave sensibly in lessons, but the majority ignore this bad behaviour and get on with their work. There is a sense of order, for example, as pupils enter assembly. Pupils understand school rules and the need to keep them. At playtime there is occasionally some inappropriate behaviour amongst a minority of boys, but this is dealt with well by staff. Play is boisterous but pupils line up quickly and quietly in response to teachers. Pupils hang up their coats with a minimum of fuss and most are quick to get to their lessons. Children gain confidence and maturity as they get older.
14. The quality of relationships is very good. Teachers and pupils relate very well to each other and pupils respond by forming very good relationships of their own. A very caring ethos is evident both in class and round the school. In class, most pupils work well collaboratively, supporting each other and sharing resources and ideas sensibly. Older pupils look after and take care of younger ones. Pupils were often seen to assist classmates who needed extra help with their work.
15. Pupils' personal development is good. Most pupils readily take responsibilities in their own classrooms and carry out the tasks they are given. Some pupils, however, find it difficult to think about their own behaviour and its impact on others or to have respect for the feelings, beliefs and values of others, unless teachers are guiding them. Staff constantly reinforce the very good systems and procedures that ensure that pupils reflect upon and begin to learn about the impact of their actions on others.
16. Overall, pupils' attendance at school is satisfactory as it was at the time of the last inspection. Levels of absence, both authorised and unauthorised, are in line with national averages. The great majority of pupils arrive at school punctually and registration is taken promptly so that the day gets off to a good start, and the pupils have the opportunity of a full day's learning.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching and learning is good and is a major strength of the school. No unsatisfactory teaching was seen and almost half of the teaching seen was good, with a further third being very good and almost one tenth being excellent. This is a much higher proportion of very good or excellent teaching than is usually found. Very good teaching was observed in every class. This is a much higher standard than was found in the previous inspection when 10 per cent of teaching was judged to be unsatisfactory and only one lesson was judged to be very good or excellent. Teachers are totally committed to their work and all have a sense of vocation.
18. Teachers' subject knowledge is good overall. English and mathematics are taught well and very good attention is given to the teaching of the basic skills of literacy and numeracy. In an excellent

literacy lesson for pupils in Year 2, the teacher had a marvellous rapport with the class that enabled her to hold the attention of all the pupils in the class and to get a very positive response from them. In an equally effective mathematics lesson for pupils in Year 1, the teachers high level of organisation meant that resources were available for every eventuality and, as a result, learning proceeded with barely a pause. Teaching is consistently good and all subjects are taught effectively. The teaching of art and design and DT is good, and has improved since the previous inspection when weaknesses were identified in the provision for both subjects. The teaching of PE is very good and there are particular strengths in the teaching of gymnastics. Teachers have very secure discipline, keep the lesson moving well and are constantly identifying ways in which pupils can improve their performance. Very good use is made of demonstration and pupils are encouraged to evaluate the work of others so that the focus is kept on the quality of the movements being performed. Very good attention is paid to safety factors and great care is taken to ensure that pupils warm up before and cool down after activities.

19. The very caring ethos of the school is reflected in the strong and positive relationships that have been established between teachers and pupils. The management of pupils is generally very good and ensures that the unsatisfactory behaviour of a small minority of pupils is not allowed to disrupt the learning of others. Teachers expect pupils to behave and to do their very best and pupils respond by achieving well. They have positive attitudes to their work and many show great interest in what they were doing. In many of the very best lessons observed pupils sustained their concentration for long periods and showed good levels of independence, collecting and putting away resources as required. Planning is very good and teachers identify clear objectives for learning. They make very good use of all available assessment information to ensure that work is effectively pitched to the needs of all pupils, including those with special educational needs and relatively higher attaining pupils. As a result, pupils come to school willingly and enthusiastically, concentrate very hard in their lessons and make good progress. Teachers make satisfactory use of homework, and the work completed at home makes an appropriate contribution to pupils' learning.
20. There is extremely effective liaison between teachers and learning support assistants. This is seen, for example, when all adults present help pupils with speech and language needs to meet their set targets. Teachers plan effectively on a day-to-day basis to meet the needs of pupils that have special educational needs by ensuring that work is carefully matched to their individual needs.

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

21. The curriculum for children in the nursery and reception classes is very good and is appropriately planned within the recommended six areas of learning. It is very well structured, interesting and stimulating, and provides many opportunities for practical experiences. Teachers provide an immediate and intense focus to raise standards in all areas with systematic, sensitive and well-planned approaches and strategies. Children are effectively introduced to an appropriately adapted programme of literacy and numeracy strategies, which enables them to make good gains in their learning.
22. The quality and range of learning opportunities for pupils at Key Stage 1 are very good. There have been significant improvements in the curricular provision since the previous inspection, when concerns were expressed that National Curriculum programmes of study were not being taught in sufficient depth and that work was not sufficiently challenging the more able pupils. Other areas causing concern were the inequality of access for pupils with special educational needs and the fact that there were no extra-curricular activities. These issues have been appropriately addressed. Programmes of study are now taught in considerable depth and work is now carefully matched to the needs of individual pupils, whatever their prior attainment. When the introduction

of the National Literacy Strategy led to a dip in reading standards, because pupils were not being heard read as often, the school reviewed its practice and has now increased the emphasis on individual reading, to good effect. The school is currently aware that, following the introduction of the National Numeracy Strategy, there is an imbalance in the curriculum for mathematics, with the teaching of some concepts, including shape, space and measures and time, receiving insufficient emphasis. The school has a well structured programme of personal, social and health education (PSHE) which effectively supports pupils' personal development. The provision for special educational needs is excellent and the introduction of extra-curricular football on two lunchtimes per week for boys and girls in Years 1 and 2 is proving highly popular and is well supported.

23. The school provides very good equality of access and opportunity with no significant variations in the provision for boys and girls, or different ability groups. The provision for pupils with special educational needs is excellent throughout the school. Very effective Procedures ensure that pupils having difficulties are identified quickly and the required support is provided as a matter of urgency. Full consultation takes place with parents, carers and all relevant agencies prior to the writing of individual education plans (IEP's) and these are monitored carefully by the special educational needs co-ordinator. IEP's are prepared carefully and incorporate literacy, numeracy, social communication and behavioural targets. There are excellent arrangements for using IEP's to ensure that that individual needs are met whilst giving pupils full access to the curriculum. The provision detailed in statements of special educational need is implemented very effectively.
24. The school plans a range of carefully selected school visits to support the curriculum. They include visits to the Scarborough Woodend Museum, Cruckley Farm, the art gallery, Eastfield library and the local church. Visitors to the school also feature prominently, including a local baker, theatre groups, and a school governor who has been booked to be interviewed by the pupils about her holidays in the past. Two ministers of different denominations visit the school regularly to take assemblies, meet the children and celebrate harvest festival. The local policeman is also regular visitor to the school. All these activities make a very positive impact to pupils' learning.
25. The overall provision for pupils' spiritual, moral, social and cultural development is very good. This is an improvement since the last inspection when it was judged to be sound. The provision for pupils' spiritual development is very good. The incubation of eggs, which then hatched into chicks, provided a very good opportunity for all pupils to gain an understanding of life and how important it is to look after and nurture small creatures and was a very good example of planned spirituality. Some pupils know very little about life and living things and were frightened of the chicks, never having handled any other creature before. Others were unable to contain their excitement. The teaching staff remained calm and patient giving the pupils confidence and providing very good role models of how to care for young animals.
26. Themes in assembly include friendship and the Muslim act of prayer and are effective in helping pupils to reflect on their experiences of life and the fact that they are members of a community with shared values. Display of pupils' work in the hall show that pupils have been given opportunities to reflect on the need for respect for the earth, peace for all people and delight in good. A 'Special Tree' with the names of those who have achieved particularly well, on its leaves, dominates a table that has a cross and candle as a visual focus. These demonstrate that this is a school, with a climate in which all pupils can grow and flourish. Pupils learn to respect others whilst gaining self-respect.
27. The provision for pupils' moral, development is very good. The school's behaviour policy is implemented with remarkable consistency throughout the school, providing a clear framework for moral development. Pupils are clear about the school rules and the need to keep them. All staff provide very good role models and help pupils to see the difference between right and wrong. In discussions, teachers provide pupils with good opportunities to reflect on the significance of their actions. Pupils' efforts to behave well are rewarded, and the positive atmosphere that runs throughout the school helps pupils to be considerate and co-operative. There is a clear moral code

as a basis for good behaviour, which is actively promoted consistently through all aspects of the school. Good opportunities are planned in RE for pupils to develop moral concepts such as fairness, integrity and the resolution of conflict.

28. The provision for pupils' social development is very good. Pupils relate very well to each other and to all staff. Pupils with special educational needs are well integrated into school life. The care of animals such as the guinea pigs, tadpoles and the newly hatched chicks provide pupils with very good opportunities to exercise responsibility and show respect for living things. Pupils complete simple tasks and take responsibility for taking the register to the office and helping new children settle into school. Assemblies are planned to help pupils to develop a good awareness of friendship and make a significant contribution to pupils' social development. Songs, sung in assembly, emphasise the good quality of relationships that exist particularly when all staff and pupils exchange a handshake of friendship. The extra-curricular football provides pupils with very good opportunities to develop group skills and to learn the importance of working as part of a team.
29. The provision for pupils' cultural development is very good. The schools' cultural values are effectively reinforced through displays and posters, in particular the display featuring a Muslim family. There is a good range of multi-ethnic dolls in the nursery together with dolls of both genders. Staff constantly extending pupils' knowledge and use of cultural imagery and language. Pupils are taken on visits to the local church and to the Art Gallery. They visit Woodend Museum and have music days when all children participate. Pupils in Year 2 are given opportunities to visit the Spa and Conference Centre. There are opportunities for pupils to listen to music from other cultures such as Spanish guitar music and to practice limbo dancing to a steel band. Pupils also learn songs from other countries, such as the echo song from Africa. Links with Kenya through members of staff are used to good effect to raise pupils' awareness of life in other cultures and the art and music to be found in other countries. Pupils are also given good opportunities to compare the differences between a Muslim and a Christian wedding. They learn to move to Indian music and look at different clothes and rituals including the design of attractive Mehndi patterns.
30. The contribution of the local community to the life of the school is very good and the schools links with partner institutions are excellent. These aspects taken together have improved since the last inspection and are a real strength of the school. They have a positive effect on pupils' learning. The school is clearly seen as a focal point of the local community, particularly with the Eastfield Open Doors Project located on the school site so that adults can also enjoy the benefits of some further education. This project, run in partnership with Yorkshire Coast College, has a nationally high reputation and offers the opportunity for parents and carers to enhance their learning so that they can better support their children in their work at school.
31. In addition to the Open Doors project, the school has very close links with a wide range of specialists from the Health Service and also the National Society for the Prevention of Cruelty to Children (NSPCC) team based at nearby Westway House. The school enjoys a close relationship with the Junior School to which most pupils will transfer at age of seven. The school provides a variety of work experience and teaching practice placements and welcomes students from at least eight different schools and university colleges. These factors all contribute to the quality of the school's provision and the quality of learning experienced by the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The care that all the staff take of the pupils is excellent and is a positive strength of the school. It provides a good basis on which teachers can teach and pupils can learn. Children in the nursery classes settle in quickly and throughout the school pupils report that they enjoy all aspects of their life in the school.

33. The steps taken by the school to ensure pupils' welfare, health and safety are excellent and have improved since the last inspection. The school provides an extremely caring environment, where the teachers and all the support staff know the pupils very well and are aware of their often difficult home circumstances. Excellent child protection procedures are in place with the head teacher undertaking the role of designated person. All members of staff are aware of their responsibilities in this regard, and take care to record all the relevant information about the children. Routines for dealing with first aid, medicines and accidents are very well established with all staff having received emergency first aid training. Health and safety risks are reviewed regularly by governors, and the local education authority undertakes formal risk assessments. Safety checks on potentially dangerous equipment take place annually, and practice evacuations of the premises take place each term.
34. The procedures for promoting attendance and punctuality are good. The majority of pupils arrive at school in good time and are settled ready for registration, which is taken promptly. The registers are reviewed constantly to ensure that parents co-operate with the school by notifying reasons for pupils' absences, and also follow the correct procedure for requesting leave of absence for family holidays. The welfare officer from the local education authority monitors the attendance registers regularly and is available to assist the school when families experience difficulties in getting pupils into school. The award of certificates, each week, to the pupils of the class with the best attendance record has recently been implemented and is proving both effective and popular.
35. The procedures for promoting good behaviour are excellent. The school has a very effective behaviour policy that reinforces the school's aims and ethos. In practice, appropriate emphasis is placed on recognising and rewarding good work and good behaviour, with little need to apply any sanctions. All staff, including the midday supervisors, are well versed in these procedures. The quality of the procedures and the consistency of their implementation by all the staff are evidenced by the high standards of behaviour and discipline that are achieved, including the low incidence of bullying.
36. There is excellent liaison with outside agencies such as the Educational Psychology Service and Speech and Language Service. Teachers know their pupils' needs very well and support them effectively. The school complies fully with the Code of Practice for pupils with Special Educational Needs and has prepared well for the new arrangements. Statements of special educational need are fully up-to-date and the organisation for ensuring that annual reviews are effective is very good. Key staff know the requirements of these statements and work well to help pupils to meet them.
37. Teacher assessments are carried out on entry to the nursery and in each subsequent term. Attention is particularly focussed on the early identification of children with special needs. Baseline assessments are carried out on entry to the reception class but are not repeated later in the year and so there is no assessment of the value added in the reception year. Good use is made of all assessment data in order to plan for the children's learning. All children have literacy targets, which are shared with parents and children and are written clearly on their books as a reminder for all.
38. Overall, the school has very good procedures for monitoring pupils' academic and personal development and there has been good improvement since the last inspection. This contributes to the good achievement that pupils make over time. There are very good arrangements for monitoring the progress of all pupils, and the head teacher reviews detailed progress records on a half termly basis. Pupil targets are of good quality and are displayed prominently on exercise books. Regular liaison between teachers, the head teacher and support staff, informed by meticulous record keeping, promotes excellent educational and personal support and guidance for pupils. An appropriate assessment policy is in place and all subjects play their part in its successful implementation. The head teacher monitors whole school practice closely and plans

are in hand to give all subject co-ordinators regular opportunities to monitor teaching and learning in other classes and share best practice.

39. Procedures for assessing pupils' attainment and progress are very good overall. They are very well developed in English, mathematics, science and ICT and good in all other subjects. Teachers give good verbal and informal feedback in lessons and written remarks are often both diagnostic and developmental. Self-assessment for older pupils is well developed. The teachers' own assessments of the pupils' attainments at the end of Year 2 are generally accurate when compared with the test results.
40. The use of assessment information to guide curricular planning is very good. Teachers use assessment information well to modify schemes of work in order to raise standards in, for example, art and design, DT and science. Work is well matched to the needs of individual pupils and larger groups within classes. The head teacher uses data analyses very well to identify whether particular groups of pupils are under-achieving, or are doing particularly well, and takes appropriate action, where required. As a result, the school is on course to meet its ambitious targets for academic improvement.
41. The educational and personal support and guidance for pupils is excellent. Teachers know the needs of pupils extremely well. The school's arrangements for identifying pupils with special educational needs have due regard for the procedures recommended in the new code of practice and the provision outlined for those with statements of special educational need is implemented meticulously. The school gives excellent care for pupils known to need particular attention and works effectively with outside agencies, including the speech and language service and the NSPCC.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The staff in the nursery and reception classes have very good procedures for keeping parents informed about what is happening in school. There is a very effective two-way flow of information and parents feel that they are kept well informed about the progress of their children. Parents' views of the school are very positive and many very positive comments were made at the parents' meeting. Questionnaire responses also praised the work of the school and gave its work a ringing endorsement. Parents appreciate the caring ethos of the school, and the standards of behaviour and discipline that the pupils develop. Parents feel welcome in school and state that they are welcome to approach the staff or head teacher at any time.
43. The information provided by the school to parents is excellent and has improved on the very high standards reported in the last inspection. The general information provided by the school through a steady stream of letters and other information about forthcoming events is very good. Every term, parents receive a curriculum newsletter explaining what topics the pupils will be covering. All this information is also displayed on notice boards at the entrances to the school. Parents new to the school are provided with comprehensive information packs and, during the term prior to joining the nursery, parents and their toddlers are invited to join a playgroup in school one afternoon per week. Nursery staff complete home visits prior to the children starting school. During their first year in the nursery parents are similarly invited to family learning sessions where they have the opportunity to work with their children and understand how the staff introduce the children to learning at school. The Prospectus and the Governors' Annual Report meet national guidelines. Consultation evenings are held every term and at the end of the summer term parents receive the annual written reports on individual pupils. These written reports are of very good quality. They contain detailed commentaries on what has been covered in each subject and how well each child has done. There is occasional commentary on what could be improved but they all include a small number of academic and personal targets for improvement in the year ahead.

44. Parents' involvement in the life and work of the school is very good. For many this is achieved by involvement in the "Open Doors" project, where courses are provided to help them improve their own learning. Many parents encourage their children with their homework and take advantage of the very good resources such as the reading books and "story sacks" that the school provides. Parents of pupils with special educational needs are closely involved in identifying their children's needs and are provided with excellent support. They co-operate in reviews of progress and are encouraged to help with their children's learning. This is a particular strength of the provision. A large number of parents assist in school in classrooms. This help is greatly appreciated by the staff and the contributions of these parent helpers are carefully integrated into lesson plans. Support for fundraising activities organised by The Friends Association is good so that the Christmas and Summer Fairs raise substantial funds which are use to improve the school facilities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The overall quality of the school's leadership is excellent and is a major strength of the school. The head teacher, senior staff and the governing body all have a shared commitment to the school and work together as a cohesive unit. The aims of the school are clearly reflected in the very good practice that is found throughout the school. The excellent and inspirational leadership of the head teacher provides the school with a very clear sense of purpose and has helped to create a warm and purposeful teaching and learning environment that is a perfect blend of care and academic rigour. She has the full support of her deputy and other senior staff, and together they have empowered staff so that they can serve the pupils and community to very good effect.

46. The governors are justifiably proud of the school and play a very significant role in shaping its policy and direction. They have an excellent understanding of the strengths and weaknesses of the school and fulfil all their responsibilities to excellent effect. All governors are totally committed to the school and the work that it does in the local community. The chair of governors makes a notable personal contribution.
47. The school improvement plan is a very detailed and useful document, developed after discussion with all interested parties, which contains all of the main priorities for further development and sets a clear agenda for improvement. It is notable that the two areas identified as key issues by the inspection team were identified as numbers one and two in the school improvement plan. The monitoring of quality and standards is very effective and is helping to inform the raising of attainment throughout the school. The head and senior staff have regularly observed teaching and learning throughout the school and it is planned to extend this monitoring to all co-ordinators in time.
48. The management of the curriculum is very good. The leadership and management of the Foundation Stage are very good. The co-ordinator has a thorough knowledge and understanding of both the Foundation Stage and the children. The school's strategy for literacy is well planned to provide opportunities for pupils to develop their speaking and listening skills as well as their reading and writing skills. This has recently been adapted to give greater emphasis to individual reading. The school's strategy for teaching numeracy is also good and having impact on improving numeracy skills, although other aspects of mathematics have declined. The literacy and numeracy governors both have appropriate oversight of the progress made in these two areas.
49. The management of and provision for special educational needs are excellent and are major strengths of the school's provision. There are good numbers of staff to provide support for pupils with special educational needs. There are numerous, very skilled support staff who play a vital part in helping pupils to do their best. Good use is made of ICT to help pupils' achievement in literacy and numeracy. It is also used well to produce high quality IEP's. Governors attend well to their statutory functions and ensure that good value for money is provided. The special educational needs co-ordinator is both committed and capable and, in conjunction with the head teacher, has played a conspicuous part in sustaining and improving the very good procedures noted in the earlier inspection report.
50. The previous report indicated that financial control was of a high standard, budgets were set appropriately, priorities for development were realistic and the day-to-day financial management was carried out effectively. The present situation indicates a similarly positive picture. Finances are used well to support the school's priorities for improvement. The close professional relationship that exists between the head teacher and the chair of governors and the shared commitment they have for school improvement have resulted in the good improvement made since the last inspection.
51. Specific grants for such areas as special educational needs are used effectively to provide excellent provision. Financial planning has been prudent in providing a very good staffing ratio and the high under-spend previously retained has now been considerably reduced in order to sustain the governing body's philosophy of keeping classes as small as is reasonably possible. Bids are appropriately obtained for items of major expenditure and suitable advice is obtained from the Local Education Authority (LEA). Spending is monitored carefully and governors are all kept well informed through the provision of regular budget statements. Informal monitoring takes place to find value for money but the governing body has not yet established effective formal procedures for judging the effectiveness of their spending decisions. The school makes appropriate use of modern technology in financial management. The last auditor's report judged financial procedures to be good and the only minor recommendation was immediately addressed. The school receives a much larger amount of money, per pupil, than most other schools and when this is weighed against the very good provision and progress, the school provides good value for money.

52. The school works positively with its staff and all adults who work for the school are valued. Arrangements for the induction of staff new to the school are very good. The school is successfully involved in the training of new teachers. Staff development needs are identified clearly, and are matched well to the school's priorities. Arrangements for the appraisal and performance management of staff are very good. The match of teachers' qualifications to subjects taught is good, leading to good learning across the attainment range. The school has an above average number of very effective learning support assistants to help the large number of pupils with special educational needs. They are well deployed so that their impact on learning is maximised. The school administrative staff work well together to carry out the day-to-day financial management of the school effectively, and provide very good support for the head teacher and staff.
53. The quality of the accommodation provided by the school is excellent and much has been done to improve the school's environment since the time of the previous inspection when it was judged to be good. The standard of maintenance, decoration and cleanliness is excellent and very good displays of pupils' work significantly enhance the building. Very good use is made of all available space. Outside areas are equally impressive. The outside play area for children in the Foundation Stage is spacious, safe and exceptionally well equipped and provides very well for the development of physical and other skills. Around the school are extensive gardens that are well stocked with flowers and shrubs and maintained to a very high level by staff and pupils.
54. Resources are good and are used well. This aspect is a strength of provision. The library has been extended and is now very well stocked with both fiction and non-fiction books, which are thoroughly checked for inclusion issues. The wide range of reference materials is having a good impact on pupil's personal research skills, particularly in science. The stock of multicultural resources, such as instruments for musical development and dolls in the nursery, has been increased although the school recognises that more are needed. The school makes very good use of local resources, including regular visits to art galleries, museums, the library and churches. Visitors from the local and wider community extend pupils learning experiences.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to raise attainment, and to help all pupils to achieve their full potential, staff and governors should implement the two main priorities identified in the school improvement plan:
- (1) Raise standards in speaking and reading so that all pupils can attain higher levels in all academic subjects of the National Curriculum and religious education.
 - (2) Raise standards in mathematics throughout the school by giving greater emphasis to the development of conceptual understanding in all aspects of the subject.
56. Other minor issues that the governors might wish to consider include the following:
- Provide co-ordinators of non-core subjects with better opportunities to monitor teaching and learning and share best practice.
 - Developing better formal procedures for measuring the effectiveness of the governing body's spending decisions.
 - To continue to develop the quality and range of resources to help pupils develop an appropriate appreciation of other cultures.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	24	34	10	0	0	0
Percentage	8	33	46	13	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	37	176
Number of full-time pupils known to be eligible for free school meals	n/a	93

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	2	2
Number of pupils on the school's special educational needs register	21	74

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	28
Pupils who left the school other than at the usual time of leaving	46

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	39	26	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	30	35
	Girls	20	24	25
	Total	47	54	60
Percentage of pupils at NC level 2 or above	School	72 (77)	83 (80)	92 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	35	35
	Girls	21	23	21
	Total	52	58	56
Percentage of pupils at NC level 2 or above	School	80 (81)	89 (83)	86 (81)
	National	85 (84)	89 (88)	89 (88)

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	212
Any other minority ethnic group	1

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	2	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 – Y2

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	19.55
Average class size	22

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	207

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	18.5
Total number of education support staff	2
Total aggregate hours worked per week	48
Number of pupils per FTE adult	9.25

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	587,490
Total expenditure	619,734
Expenditure per pupil	2,909
Balance brought forward from previous year	79,667
Balance carried forward to next year	47,423

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	248
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	81	19	0	0	0
Behaviour in the school is good.	58	37	3	0	2
My child gets the right amount of work to do at home.	57	31	4	2	6
The teaching is good.	94	6	0	0	0
I am kept well informed about how my child is getting on.	82	16	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	87	13	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	75	23	2	0	0
The school is well led and managed.	81	17	2	0	0
The school is helping my child become mature and responsible.	81	16	0	0	3
The school provides an interesting range of activities outside lessons.	43	36	6	2	13

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

57. At the time of the inspection there were seventy-two children who attended part-time in two nursery classes. There were seventy-one children in the three reception classes. Staff have established very good relationships with the parents and there is an effective two-way flow of information. Parents feel that they are well informed about the progress of their children and they know that their children are both happy and settled as a result of effective induction procedures. Staff meet with parents at the beginning and end of each day and there is an information board in the nursery which keeps parents well informed about class matters. The children enjoy coming to school. They leave parents and carers readily and come into school confidently. This is due to the good support offered by teachers, classroom assistants and helpers. As the previous inspection found, children are given an effective start to their education and a secure basis upon which to build when they enter Key Stage 1.
58. Attainment on entry to the nursery is well below average in all areas of learning with many children starting from a very low base with their language skills. Good and sometimes very good teaching means that the children make effective progress in all areas of learning. By the time they enter Year 1, most pupils meet the requirements of the early learning goals in personal and social development, physical and creative development. Although the curriculum is very well planned with interesting, well equipped activities, most children enter Key Stage 1 with a knowledge and understanding of the outside world that is much lower than is usually found. Standards are also well below national expectations in mathematical development and in communication, language and literacy. The curriculum is very well established and enables the children to make effective progress in line with the guidance for the Foundation Stage. Children are provided with appropriate activities that extend their skills, develop their confidence, build on what they already know and give them time to explore their own ideas and interests in depth.
59. Staff in all classes put great emphasis on promoting children's **personal social and emotional development**, and teaching in this area of learning is good, and often very good. At snack time in the nursery, children are effectively encouraged to be polite, to say 'please' and 'thank you', to take turns and to wait for everyone to finish. Many good opportunities are provided to support the children in forming positive relationships with each other and in learning to work and play sensibly together. Children play happily together in the role-play areas and in the sand and water areas. Teachers effectively develop the children's awareness of the need to finish a task and then to clear away afterwards. Children respond well to these requests. Children develop good levels of concentration and perseverance, especially when working with an adult, but some children who still find it difficult to remain interested in any one activity for more than a few minutes. Teachers and support assistants provide very good role models and ensure that children develop self-confidence and are motivated to persist and to learn.
60. As they move through the reception classes the children's concentration span increases. They develop more positive attitudes to work and are able to select and use resources independently. They form good relationships with adults and each other. They learn to respect and take care of themselves and others as, for example when pupils taking a visually impaired child by the hand, leading her to activities and encouraging her to join in. In music lessons they learn to take turns with the instruments. By the time pupils enter Year 1 they are all in line to reach the Early Learning Goals for this area of development.
61. Every opportunity is taken by staff to extend the development of the children's **communication, language and literacy** skills. This is done through careful planning and their own very good use of language and questions. In the nursery, many children are only able to give single word answers to carefully framed questions posed by the teacher. Sometimes their answers are

inappropriate. For example when asked, “what else do plants need to grow?” one child replied “hot”. Conversation between children is often limited and when they do talk, they often use single words. Children are given many good chances to imagine and recreate experiences. Staff encourage children to talk about imaginary things as they play in the role-play farmer’s house. Communication, language and literacy are incorporated at every opportunity in planned activities. All children listen intently, but many have indistinct speech. Many children do not hold a pencil correctly but with encouragement they begin to make marks and a few trace over their names with appropriate accuracy. Children are interested in books and most are developing the conventions of reading.

62. Literacy lessons in the reception classes are also very well prepared with work carefully matched to the needs of particular children. Children are eager to respond but their discussion is often limited and their speech is generally unclear. Very good use is made of relevant resources including hand puppets and models. These engage children’s interest as, for example, when they suggest adjectives to describe the wolf and the pigs. Some replies, however, are irrelevant and are not well matched to the teacher’s question. This is handled well and good support is given to enable children to produce more suitable answers. During outdoor play, children make up stories about their game in the fire engine. Some more able children use a pencil accurately to produce well-formed letters.
63. Most children handle books carefully and understand the conventions of words. Some of the most able children are beginning to recognise familiar words but do not fully comprehend the story. Higher achieving pupils like reading and can read simple texts, using initial letter sounds as cues. Good and sometimes very good teaching in the Foundation Stage enables children to make good progress but language skills are so limited that few children will achieve the Early Learning Goals in this area of learning by the time they enter Year 1.
64. Due emphasis is placed on **mathematical development** and teaching in this area of learning is good, and often very good. At the time of inspection there was an incubator in the nursery and the eggs were hatching. Children’s learning was imaginatively consolidated through a mathematical game, which encouraged them to practise their mathematical skills and knowledge as they threw a dice, read the number and put the right number of artificial eggs in their box. The teacher modelled mathematical language and gave very good support as some children struggled to match one-to-one. Imaginative opportunities for mathematical development are planned both in and out of the classroom. In a very good outdoor session, children used big paintbrushes and water to paint round 2D shapes on the play area. Two boys proudly showed the circles they had ‘painted’ on the ground.
65. In the reception classes, lively teaching encourages children and enables them to learn the various mathematical activities planned. Resources are excellent and, for example, children are trusted to use real money when calculating the amount of change to be given. Higher achieving children work independently to create shopping lists. Pupils of average ability work with the teacher to consolidate their learning as they work out the value of various coins. The teacher gives the children many good opportunities to practise their mathematical skills, but many lack confidence and constantly look to the teacher for reassurance. Very clear, effective planning provides the children with many very rich experiences, but their knowledge of most mathematical concepts is poor. Basic numeracy skills, such as counting one to one, are developing more quickly, but most children will not achieve the early learning goals in this area of learning by Year 1.
66. Many good practical activities are planned that encourage exploration and observation and increase the children’s **knowledge and understanding of the outside world**. Teaching in this area of learning is good, and often very good, but many children enter the nursery with limited language skills and little knowledge and understanding of the outside world. This hampers progress towards achieving the early learning goals by the time that they enter Year 1. Despite the close proximity to the coast, many children have not visited a beach or seen the sea.

67. Children in the nursery are helped to make effective use of the outdoor environment to grow vegetables. Teachers provide children with valuable real life experiences and give them opportunities to find out about the world around them. As the chicks hatch in the incubator the children express excitement, amazement and real delight in the miracle that they witness at first hand. Teachers are very skilled at making children aware of the wonders of nature. Children are given opportunities to experience splashing in puddles and learn that the sun dries puddles. The teacher draws the children's attention to the wind, carefully posing questions so that they notice it blowing their hair and the trees. When cooking, the nursery nurse takes the opportunity to talk about how the biscuits have changed during cooking. All the children listen attentively, but few respond. Children in the nursery are given good opportunities to develop ICT skills.
68. ICT skills are developed effectively in the reception classes where children are beginning to use simple programs. They make bookmarks choosing different fonts and colours. They use 'My World' to click and drag items with reasonable accuracy into their own virtual farmyards. They are given good opportunities to grow seeds and know what is required to make seeds grow. They gain a satisfactory knowledge and understanding of religion through stories about Easter and Christmas. Pupils are given many good opportunities to learn about other animals and there are guinea pigs, chicks and tadpoles for the children to care for and watch. Children make satisfactory progress but, having come into the nursery with such limited language skills and knowledge and understanding of the outside world, only a few will achieve the early learning goals in this area of learning by Year 1.
69. The children make good progress in **physical development** because of the good, and often very good teaching they receive. In the nursery, they are given a wide range of opportunities to develop their skills in a safe environment. They are given plenty of time to persist and perfect their skills and as a result grow in self-esteem. Children learn to adjust their speed and change direction as they pedal their large toys, with a high degree of competence, on the hard surface outside. They show good control when pushing wheelbarrows. The large wooden frame provides the children with good opportunities to see things from a different perspective. Children are encouraged to climb over and go through the equipment, demonstrating skill and speed. They find hand and eye co-ordination more difficult and many do not have adequate control over their movements when using pencils or paintbrushes.
70. Teachers in the reception classes make effective use of the very good facilities, outside as well as in, to support children's physical development. Children are given time and opportunity to explore, experience and to refine their movements and become more confident and controlled. Children use large and small equipment successfully in the large sandpit and can follow the teacher's good example jumping from two feet to two feet on the numbered stepping-stones, counting as they go. Good opportunities are provided for children to draw, cut and use small tools and their fine motor control develops well. Children make very good progress in this area of learning and attain the standards expected for their age.
71. The quality of teaching in the **creative area of learning** is good, and often very good. Children in the nursery classes are given many good opportunities to develop their own ideas and to discover, explore and express their creativity in sand and water play, role-play and painting. They engage in imaginative role-play based on their own experiences and make very good use of an additional role play area to develop language skills in the chosen topic. Children participate happily and with great enjoyment as join in with action songs. They are already building on a bank of familiar rhymes and songs that they sing tunefully and with much enthusiasm. When painting children select different colours, but often paint one colour over another. Some children use a range of sponges and other objects to develop their printing skills appropriately.
72. In the reception classes, children are quick to learn the words to songs and sing sweetly, tunefully and enthusiastically whilst keeping a steady beat with body actions. With the good support given

by the teacher in a music lesson based on Jack and the Beanstalk, children begin to explore the sounds made by different instruments. Teachers encourage children to choose instruments that make the most suitable sound to represent each part of the story. Children play the instruments with a good sense of rhythm and express their preference for various instruments. When painting, the class assistant introduces the technique of colour mixing well. Children make up imaginary situations as they play with the toy house. They use ICT to successfully create pictures. Children make effective progress and most are in line to achieve the early learning goals in this area of learning by Year 1.

ENGLISH

73. At the last inspection standards were reported to be in line with the national average. Since then, good progress has been made, although overall standards are now below the national average. This is mainly because standards on entry are much lower than they were then. In addition, the number of pupils with special educational needs has risen steeply and there is considerable movement in and out of the school. Many of the pupils in the current Year 2 classes have joined the school since the reception year. Whilst standards are below the national average, this represents good achievement in the light of their attainment on entry and standards are higher than those found in most other schools in similar areas. Overall, girls and boys do equally well, except for speaking and listening, where boys do better. Pupils with special educational needs make good progress.
74. By the age of seven, although pupils have improved their skills in speaking and listening, standards remain below average, particularly for many girls. The school is aware that in the many local families, whilst the views and opinions of the men and boys are often sought, the women and girls often contribute little to discussions. Teachers therefore take particular care to question girls and to elicit lengthy responses wherever possible. Pupils generally find it difficult to join in discussions and to offer alternative words when asked, for example, to find another word for “boat”. They have too limited a vocabulary to enable them to discuss other subjects of the curriculum in any detail. Nevertheless, the school is developing effective strategies to raise standards in this area. In a Year 1 class, for example, pupils were paired into “Talking Partners” and produced some thoughtful contributions on what can be found in a forest. Additionally, all of the subjects of the curriculum emphasise the primacy of speaking, as in an excellent history lesson where pupils were encouraged to quiz an “actor” from the nineteenth century. There is good evidence to suggest that the school’s continuing emphasis on widening pupils’ knowledge of words will help standards in speaking and listening to improve.
75. By the age of seven, pupils have made good progress in reading. Although attainment overall is below average, achievement is good, since they enter the school with standards which are poor. They are given a good foundation in the early years in the skills needed for initial literacy such as letter and word recognition, and a variety of phonic skills, all of which are taught systematically. The school makes strenuous and successful efforts to encourage parents to read with their children and to record their comments in reading logs, which pupils take home regularly. There is an extremely effective system of “Story Sacks”, with fifty five different cloth bags containing story books, audio-tapes, cards and models linked to the text. These are taken home by parents and do much to stimulate interest in and to raise standards in reading.
76. By the age of seven, pupils have made particularly good progress in the acquisition of writing skills. Standards are close to the average and achievement is very good. This is the result of a number of factors. Firstly, there is a good foundation in the nursery and reception classes, where pupils are taught skills of letter formation and other techniques required for producing written sentences and short texts. Secondly, confidence is built early through the use of emergent writing, with minimal corrections being made. Pupils are encouraged to write stories based on role-play, as in “The Three Billy Goats Gruff” and topic work on “Night”. Supplementary skills, such as handwriting and spelling, are taught systematically throughout the school and achievement in these aspects is good.
77. Teachers help pupils to achieve well in reading by providing a range of interesting experiences such as book weeks, library visits and visiting storytellers. In Year 2, good opportunities are provided for pupils to enjoy planned play sessions to help their speaking skills. The speech and language therapist works closely with teachers to formulate appropriate speaking targets. The progress that pupils make is assessed carefully and the school has been commended, justifiably, for using the data that it gathers to guide future planning. ICT is often used imaginatively to enhance learning and achievement and, during the inspection, a girl in Year 1 produced her own

poem, on screen, about a witch. Many other similarly good examples were also seen. Teachers provide many good opportunities for pupils to speak about their books to adults, and this encourages speaking.

78. The National Literacy Strategy has been implemented effectively but because of the limited language skills of many of the children found in the school, the reduction in the emphasis given to regular individual reading with group reading and other strategies resulted in a significant dip in reading standards. The curriculum for reading has now been modified to include the most effective elements of the strategy as well as individual daily reading and standards are once again rising.
79. The last inspection report concluded that teaching was good. It is now somewhat better with more evidence of very good teaching. The particular strengths that contribute to the growth of pupils' learning and achievement are the teachers' ability to motivate and manage pupils, and their skills of questioning and assessment. Thus, in a Year 1 class, a glove puppet was used skilfully to encourage all pupils to pronounce words such as "peach" and "meat". As the lesson progressed, the teacher's subtle questioning resulted in the discovery that many in the class had difficulty in understanding and describing the sense of smell, and this was addressed accordingly. In a Year 2 class, excellent class management led to pupils finding the correct words in a rhyming poem. The teacher of another Year 2 class worked effectively to make sure that every pupil understood the details of a contents page of a non-fiction book.
80. Relationships between pupils and staff are very good. Moral and social development is encouraged through the discussion of a range of issues carefully chosen through the reading scheme as, for example, when a boy in Year 1 was encouraged to reflect on why the story of the owl ended happily. Support staff are deployed well and contribute substantially to pupils' achievement. They play, for example, a prominent and effective role in liaising with the speech and language therapist over language targets, and in monitoring the progress pupils make towards achieving them. Pupils respond to this teaching well. Most pupils work hard and persevere with their reading and writing drafts. Standards of presentation are good. These positive attitudes play an important part in improving the quality of learning and raising achievement.
81. The subject co-ordinator works extremely hard and has been instrumental in raising standards during a period of organisational change. The subject features prominently in the school improvement plan and she has the major responsibility for bringing about improvement. She is managing this well with the active support of colleagues and targets are in process of being met. There has been good overall improvement since the last inspection and the school has the capacity improve further.

MATHEMATICS

82. Mathematics in the previous inspection was reported to be below the national average. Attainment in the 2001 standard assessment tests for seven-year-olds indicated that pupils' attainment was well below average when compared to schools nationally but above average in comparison to similar schools. Inspection evidence confirms that pupils' attainment is below that expected nationally in numeracy but is well below in some other aspects of mathematics. However, the progress pupils achieve is good. All pupils make similar progress, including pupils with special educational needs. Higher attaining pupils make good progress because work is well matched to their needs.
83. Good teaching is proving effective in improving pupils' numeracy skills, particularly their quick mental recall of number facts and the use of these skills to solve problems. Teachers share learning objectives with the pupils to very good effect. Most oral and mental sessions are taught with great enthusiasm, making learning interesting for pupils. There is appropriate evidence of mathematics being used well in other areas, such as science and DT, for example, when cutting a

banana in halves and quarters. In a Year 2 ICT lesson, mathematics was being used well to identify the three numbers needed to make a given number and to write the answers as a number sentence.

84. The school has successfully introduced the National Numeracy Strategy but there is currently an imbalance in the time and emphasis given to the teaching of numeracy skills and the teaching of other mathematical concepts. As a result, whilst standards in numeracy have shown a steady improvement, standards in other areas of the subject, including shape, space and measures, have shown a marked decline. The school is aware of this weakness and already has plans to make good this deficit. The school's focus on problem solving using number is progressing well and teachers are using problem solving activities whenever possible. For example, in a DT lesson for pupils in Year 1, there were only eight beakers of orange juice for sixteen children. Pupils were then given the problem of working out how this problem could be solved.
85. Throughout the key stage pupils work hard and are achieving well in their computational skills. In Year 1, pupils count on and back in fives and tens from zero. They are able to round up numbers to the nearest ten. A large number of the class knew that infinity meant 'on and on.' By Year 2 the more able pupils are able to add three and four single digit numbers up to 20, whilst the less able add two numbers up to six. The majority of pupils understand the principle of addition and subtraction and use appropriate mathematical vocabulary. However, the conceptual aspects of shape, space and measurement are less well developed and many pupils have difficulty in describing a cylinder or its main features. The pupils in one Year 2 class, for example, were convinced that a sphere had no faces.
86. The quality of teaching and learning is consistently good. It is this consistency of delivery and planning that ensure equality of opportunity for all pupils. Pupils are encouraged and supported very effectively and most achieve their potential. Teachers have high expectations of their pupils and build effectively on previous learning, providing a good range of challenging and interesting activities. The pace of lessons is brisk, particularly in the mental arithmetic part of the lesson, when pupils concentrate very hard. Throughout the school children are not afraid to make mistakes. They know that their efforts are treated with respect and support is at hand. Work is regularly marked, but although encouraging, marking does not always clearly identify the next steps, or the ways in which pupils could improve. Target setting is used well and encourages pupils to work hard and achieve their potential. Achievements are celebrated and promote confidence and self-esteem. Procedures for assessment are good and information is used well to inform future planning.
87. Pupils have very positive attitudes to their learning. This is particularly so when they are set tasks that encourage them to work individually, or collaboratively. In these lessons, pupils discuss with each other the tasks in hand and concentrate very hard. This contributes significantly to the progress they make. Pupils make an effort with their presentation and teachers provide good role models by displaying work carefully.
88. The subject is well managed. The co-ordinator is confident, committed and well informed. Test results from the end of the key stage are analysed carefully and areas for improvement identified. She has a good understanding of the strengths and weaknesses of the subject and where further developments are required. The monitoring of planning is effective, but she is aware of the need to further improve the monitoring of teaching and learning. Resources are of good quality and are used well to help to improve standards through a range of stimulating practical experiences.

SCIENCE

89. Standards in science were reported to be average at the time of the previous inspection. Teacher assessments and inspection evidence show that, by the age of seven, standards are broadly in line

with national expectations. Inspection evidence shows, however, that not enough of the lower attaining pupils are able to achieve the expected levels due to their language difficulties and need much adult support to complete their work. Pupils with special educational needs are very well supported to ensure that they keep on task and complete their work appropriately.

90. Pupils effectively explore and investigate a range of work across the programmes of study. Older pupils, in their current work on life processes, enjoy measuring the plants that they have grown. They compare the growth of their plants with that of plants in other classes and can name all the relevant parts. They thoughtfully predict how much their plants might grow by the next day and measure carefully to see if their predictions are correct. More able pupils accurately describe the life cycle of plants, frogs and butterflies, because they have been given the opportunity to observe the changes from first hand experience. Pupils make good use of books and computer programs to find out exactly what will happen. They grow, for example, caterpillar eggs from a butterfly farm, use magnifying glasses to watch them hatch and carefully observe and record their feeding habits. They are intrigued that the caterpillars in one class have grown quicker, are fatter and have entered the cocoon stage quicker than in the other class. They use suitable scientific vocabulary to describe all these processes and have a sound knowledge of the differences and similarities between plants and animals. Great excitement was generated during the inspection when chicken eggs, in two incubators, hatched successfully and pupils were eager to describe to visitors exactly what would happen, and when, because they had learned what to expect in their studies.
91. More able pupils recall of previous work is sound, and sometimes good. They can describe in detail how to construct circuits to cause a bulb to light up and know that they can change what happens by, for example, breaking the wire or removing a battery. When they investigate the height of ramps, to find out if the distance a car moves will change, they accurately record their findings on a graph. They remember how their cars crashed at the bottom of the ramp when they put it up too high. Some less able pupils are equally excited by their work in science, but are less able to recall and describe their knowledge in any detail because they lack the necessary language skills.
92. Teaching and learning are at least good, and sometimes very good. Teachers have very good subject knowledge, plan thoroughly and work very well together. There is a very good emphasis on investigative work. There is evidence of very good breadth and balance in work seen across the school and the key skills of ICT, literacy and numeracy have been carefully woven in to the work planned. Lessons are carefully organised, catering well for the needs of pupils of all abilities and ensuring that all pupils achieve appropriately. Pupils are eager to participate in lessons, particularly when they include practical work. Friendly but firm discipline ensures that pupils behave well and stay on task. Very good relationships between pupils and teachers have a very positive impact on pupils' attitudes towards this subject, despite the fact that some younger pupils lack the ability to concentrate for sustained periods. Teachers skilfully use challenging questions linked to good quality demonstrations to extend and challenge learning.
93. The leadership and management of science are very good. The co-ordinator is very knowledgeable and helps to set high standards through the quality of her own teaching. She is enthusiastic and competent and has good insight into the strengths and weaknesses of her subject, due to the rigorous system of assessment that she has introduced. These procedures are constantly being reviewed to ensure that assessments give the most accurate picture of the progress pupils are making. The curriculum is also under constant review to ensure that progression across the school is good and practical work is used effectively to interest and motivate pupils. Thorough monitoring in lessons has highlighted weaknesses such as, although much investigative work is happening through play, many pupils are not able to further their learning without adult intervention, due to their lack of language skills. Ways of compensating for this are being considered and the matter will be addressed through next year's school improvement plan. There is a wide range of good quality resources.

ART AND DESIGN

94. Standards in art and design are satisfactory overall, and sometimes good. In all aspects of artwork, all groups of pupils, including those with special educational needs, make good progress and achievement is good. This is an improved situation from that found at the time of the previous inspection, when, although standards were satisfactory, progress was unsatisfactory. Concerns raised at the time of the previous inspection have been fully addressed and the school is now well placed to raise standards further.
95. Younger pupils closely observe a still life of fruit, by Cezanne, and explore the possibilities of using different media for this picture, such as paint, pastel and plasticine. They record effectively from direct observation when they discuss the patterns, texture and shapes seen in cross sections of familiar fruit. In a Year 1 class, pupils, after observing and discussing their fruit very carefully, use small tools efficiently to create texture and pattern on their clay fruit models. Some pupils use magnifying glasses to carefully observe their fruit and describe them using appropriate vocabulary, such as bumpy, rough and dark. They create detailed observational drawings in pencil. Some younger pupils have difficulty remembering the meaning of terms such as texture and, without adult help, lack the concentration for sustained work. They sometimes wander off to other activities before their work is fully complete. Three-dimensional work is developing well, as when pupils create “up and over” pictures with strips of paper. Also when, after studying the work of Arcimboldo, they use real fruit and vegetables to create still life compositions and record them with a digital camera.
96. Older pupils successfully experiment with different media to design a background for a silhouette picture. They effectively create the hues and tones of an orange sunset. They practise and carefully record their ideas in preparation for tackling their pictures. They investigate which materials will give the best effect and make their own decisions as which to use in their final picture. In discussion, they use a relevant visual vocabulary, such as “blend, smudge and mix” and thoughtfully describe the effect they wish to create. Some pupils, who are unable to work for long periods without adult intervention, continue to experiment for too long and their original good ideas are lost.
97. Teaching is at least good, and often very good. This is because teachers have good subject knowledge and are enthusiastic about artwork. Learning varies from satisfactory to very good. Occasionally learning is only satisfactory because some younger pupils have difficulty sustaining their concentration. Learning objectives are shared with pupils so they fully understand teacher’s expectations. Questioning is used well to encourage pupils to use relevant vocabulary and talk in sentences. Good skills teaching, linked to appropriate demonstrations by teachers has a positive impact on pupils’ learning. Spirituality is carefully considered and successfully built in to teacher planning through visits to art galleries to see and discuss artwork from other times and other cultures.
98. The quality of the curriculum is good. However, the school is currently reviewing the curriculum to ensure that specific skills develop appropriately as pupils move through the school. Pupils use their literacy skills appropriately when they record in their own writing how they set up experiments to find out print textures around the school. They use their art skills appropriately in geography when they create detailed observational drawings of different types of homes outside the school and in science, when they create good quality observational paintings of flowers from the school grounds. The leadership and management of the subject are very good. The co-ordinator regularly works alongside teachers in the classrooms and, as a result, has a clear picture of strengths and weaknesses in the subject and where improvements are needed. Resources are interesting and plentiful.

DESIGN AND TECHNOLOGY

99. Pupils make good progress and attain standards that meet national expectation at the end of Year 2. This is a significant improvement since the previous inspection when standards were judged to be unsatisfactory. The improvement is due to improved planning and a more effective scheme of work. Teachers now have more confidence and resources are now appropriate, plentiful and accessible. Boys and girls, including those with special educational needs, all achieve well.
100. Pupils in Year 1 thoughtfully construct a pigsty out of blocks, whilst more able pupils, responding to the same brief, were constructing one out of cardboard and experimenting with a curved roof. Throughout the school, progression can be seen in their use of tools, for example, when cutting a banana in slices to make a fruit salad. Pupils are aware of basic food handling skills, hygiene practice and personal hygiene and speak confidently about the 'dos' and 'don'ts' when preparing food. The school allocates appropriate time to food technology, which helps to promote pupils' listening, speaking and fine motor skills. In one lesson, pupils were amazed at the amount of juice they collected when squeezing oranges. Pupils in a Year 2 class made good quality glove puppets. Clear planning identified the materials required, the tools needed and the methods of fixing which they consider the most appropriate.

101. The quality of teaching is good. Lessons are well planned and well supported with good, readily available resources. Work is matched to the needs of all pupils and all are challenged appropriately, including higher attaining pupils. Care is taken to ensure that planning and delivery are the same in all three classes in the year group to ensure equality of opportunity. Teachers question pupils well and encourage them to respond with full answers. They use appropriate vocabulary, such as cutting, joining, sawing and sharing and pupils do likewise. This has a positive impact on pupils' listening and speaking skills. Pupils with special educational needs are well supported by teachers and classroom assistants. Pupils listen attentively to instructions and follow them carefully. Behaviour is very good and pupils look after equipment and share it sensibly.
102. The co-ordinator provides good leadership and management and gives good support to staff. Appropriate assessment procedures have been introduced and are now being further developed. The school has an appropriate scheme of work to ensure continuity, progression and coverage. Resources are good.

GEOGRAPHY

103. By the age of seven, pupils' attainment is below that expected nationally. However, this represents good achievement when compared to their standards on entry. At the time of the previous inspection, standards were reported to be in line with national expectations. There is no evidence that the quality of the school's provision has deteriorated and this drop in standards is due to declining standards on entry. Most pupils join the school with a limited range of experiences and poor communication skills. As a result, many experience difficulties both in understanding the subject and in communicating their ideas. Nevertheless, the school works hard to overcome these difficulties by tailoring the curriculum, using it to encourage literacy and affording the subject sufficient time.
104. The topics studied provide a satisfactory grounding in geographical skills, themes and, to a lesser extent, localities. Pupils describe and map their way to school and graph the various means used. They are also able to identify the uses of a range of local buildings. They enjoy conducting traffic surveys in Cayton Low Road and produce charts of the results. The subject, therefore, makes a positive contribution to the development of pupils' numeracy skills. Teachers plan well to provide excellent opportunities for contrasting studies and, for example, Year 1 pupils visit the local station at Seamer before taking the train to the much larger Scarborough station. However, many cannot describe easily any significant differences between the two. They also compare farms that they visit in the local area with those in other parts of the world, including Kenya, where the school has a link. Again, however, many find difficulty in communicating their understanding of the visits that they clearly enjoyed.
105. The school provides good opportunities to broaden the outlook of the pupils. Large wall-maps abound, often containing stimulating items such as family e-mails from identified places abroad. Pupils in Year 2 work in pairs to list words to use on an imaginary post-card, an exercise which helps to develop their literacy skills. ICT is also used well to sharpen their knowledge of subject specific vocabulary. Geography makes a positive contribution to cultural development, with its emphasis on local and international links, but more could be done to help pupils to locate Scarborough on a map of England.
106. No lessons were observed during the inspection as a result of the time tabling of the subject, but findings from the analysis of work and teachers' planning indicate good quality teaching, which has improved since the last inspection. Planning is linked imaginatively to recommended topics and assessment arrangements are satisfactory. The subject is led soundly and is shortly to feature as a focus of the school improvement plan. No opportunities have been provided, to date, to enable the co-ordinator to monitor teaching and learning in the subject to further raises standards, but there are plans to give all co-ordinators opportunities to perform this role in the future.

HISTORY

107. By the age of seven, pupils' attainment is below that expected nationally. However, this represents good achievement when compared to their standards on entry. At the time of the previous inspection standards were reported to be in line with national expectations. There is no evidence that the quality of the school's provision has deteriorated and this drop in standards is due to declining standards on entry. Most pupils join the school with a limited range of experiences and poor communication skills. As a result, many experience difficulties both in understanding the subject and in communicating their ideas. Pupils with special educational needs make good progress and are supported well by class assistants and by the good teaching in this subject.
108. In a lesson where both the teaching and learning was judged to be good, the teacher produced a painting of the seaside in the past and asked pupils to compare it to the photographs that we take today. Her own knowledge and understanding of the subject was good and she successfully transmitted her enthusiasm to the pupils. She used good questioning skills to raise awareness and impart information as she supported the children as they compared one of their class, who was dressed in modern attire, and had items that one would take on the beach in the present day, and two children dressed as Victorians. As a result of her skilful questioning, pupils noticed that the girl's dress was hooped and that the boy's costume was not what would be worn on the beach in the present day. After some skilful prompting they were able to say why the velvet suit would not be appropriate for the beach. Pupils are beginning to understand why people acted as they did and, when supported by the teacher, are beginning to make simple observations, and to answer question about life in the past.
109. In a lesson where the teaching was judged to be excellent, the teacher used a 'magic wand' to conjure up a person from a hundred years ago. (A pupil in costume). In the initial question and answer session, most pupils showed that they had a limited awareness of the past, and present, in their own and others' lives. They had limited knowledge and awareness of how people travelled and only a few knew that railways brought people to Scarborough. Good links with literacy were developed as pupils were encouraged to question the 'Victorian' child. Although pupils had very limited chronological awareness they greatly enjoyed this lesson, and gained much from it. They were both focussed and fascinated but their knowledge and understanding and related speaking skills were below expectation.
110. Overall, the teaching of history is good, and spans the range from excellent to good. Teachers plan their work well and the requirements of the national curriculum are fully met. Good use of real artefacts support pupils' understanding of what life was like in the past. Pupils in Year 1 examine Victorian household implements carefully, but pupils lack the communication skills to record their views and do not have the necessary language to express opinions. This use of real artefacts is developed further in Year 2 where children have the opportunity not only to see and handle artefacts from the past but to wear clothes from the 1890s. Work in history is greatly enhanced by visits to such places as the local Art Gallery and by visits from travelling theatre groups. Good use is also made of the local museum loan service, which provides authentic artefacts that are effectively used by teachers to develop pupils' skills of enquiry. This enables pupils to begin to identify the different ways, in which the past is represented. Pupils' attitudes to learning are very positive. They show great interest and most behave well in class. They respond well to the well-planned activities set.
111. The leadership and management of the subject are satisfactory and the co-ordinator has a good understanding of the future needs of the subject. The attainment and progress of pupils is assessed each term against national guidelines. No opportunities have been provided, to date, to enable the co-ordinator to monitor teaching and learning in the subject to further raise standards, but there are plans to give all co-ordinators opportunities to perform this valuable monitoring role in the future.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. Pupils are making good progress throughout the school, irrespective of their age, gender, prior attainment or social circumstance and, by the time they reach the end of Year 2, the majority are broadly in line with national expectations. There has been a significant improvement in the quality of the school's provision over the last two years. During that time teachers have improved their subject confidence and expertise and the quality and quantity of the computers available in the school is much better than it was previously. Despite the recent raising of standards, this is a similar position to that reported in the previous inspection, when standards, which were much lower then, were also judged to be in line with national expectations.
113. Pupils are developing their ICT skills both on and off the computer and are developing an appropriate capability. Pupils in Year 2 can see the advantages of displaying text in a variety of different sizes and colours to add emphasis. Much work of an appropriate standard is on display in classes and shared areas and demonstrates that pupils are being given access to the full range of activities.
114. The quality of teaching seen during the inspection was good, but learning was often only satisfactory because it was limited by the lack of opportunity to get "hands-on" experience due to the high ratio of pupils to computers in classrooms. Strengths of the better teaching observed included very thorough planning, good subject knowledge and good questioning that was effective in maintaining pupils' concentration despite the lack of "hands-on" experience. Pupils are experiencing the full variety of experiences required by the National Curriculum programmes of study and are being given an appropriate allocation of time to develop their ICT capability. Staff are also making good use of ICT across the curriculum and pupils are being given good opportunities to develop their skills in a number of subjects, including English, mathematics and art and design. In all classes pupils use computer programs confidently and independently to create their own colourful observational drawings of fruit. They use the tool bar accurately to bring lines and dots on to their fruit to create texture and pattern.
115. The co-ordinator provides good leadership in the development of ICT throughout the school. She has carefully monitored the changes made and created her own effective action plan for further improvement. She has started to evaluate the quality of pupils' work and is monitoring planning and there are plans for her to observe teaching and learning at a later stage. There are effective whole-school procedures for assessing and recording pupils' attainment in ICT and for monitoring their progress. Resources for the subject are satisfactory, but more computers will be required if the school is to meet its target of one computer to every eight pupils.

MUSIC

116. By the end of Year 2, pupils attain standards in music that are in line with expectations, although achievement is good. This shows improvement since the time of the previous inspection when both attainment and progress were satisfactory. Pupils and teachers enjoy music making activities and all pupils, including those with special educational needs, are fully involved in music making activities.
117. Younger pupils are developing a satisfactory knowledge of the musical elements. They know the correct names of a wide range of percussion instruments and the sounds they make, including instruments from different cultures. They recognise how sounds can be made and changed. They create sounds appropriately, from a given starting point. They identify and copy simple repeating patterns. They represent sounds with symbols and work well with the teacher to create their own sound pictures using these symbols. They work hard to improve their compositions and participate in the lessons with enthusiasm and enjoyment. Listening skills are developing well, although sometimes, because they are so excited by their work, pupils forget to take turns and

shout out. This sometimes slows the pace of lessons. When asked what he had learned in the lesson, one more able pupil said, “symbols show us when to play and when to stop”. The quality of music making activities is enhanced by opportunities to create their own instruments from recyclable materials and by learning songs and music from other cultures, such as when pupils in Year 1 learned African songs to link with their work in geography. Pupils memorise new songs quickly and practise the short melodic patterns using loud and soft voices.

118. By the age of seven pupils are aware that a good warm up relaxes the muscles and improves the quality of singing. They engage readily in specific exercises to practise their skills in pitch. The majority copy pitch examples accurately and individuals confidently offer pitch examples for others to repeat. Singing is tuneful and is helped by the good breathing control of most pupils. They respond eagerly to opportunities for individual performance, which they thoughtfully evaluate. They choose appropriate instruments and body actions to accompany their songs and combine some of these to create new sounds. Pupils describe with enthusiasm how they created movements in dance, after listening to the music of “Peter and the Wolf”, and how they used a computer program to create their own tunes.
119. Teaching and learning are now good because teachers have improved their subject knowledge. They were aware that their lack of confidence, particularly with singing, was hampering development of the subject. They now join in and demonstrate confidently to pupils, who respond well to these more positive role models. Spiritual experiences are regularly incorporated into teachers planning, such as when pupils listen to music and are encouraged to express their feelings about it. Resources are plentiful, which allow teachers to engage all pupils in practical music making. Pupils behave well in lessons and respond enthusiastically, singing with enjoyment.
120. The leadership and management of music are good. The co-ordinator is knowledgeable and enthusiastic. She works closely with the LEA to ensure she is up to date with new ideas and is constantly trying to improve her own skills, which are shared with other teachers in regular inset sessions. The curriculum undergoes regular review, particularly when incorporating national materials, to ensure that progression is accurate across the school. Assessment is informal, but teachers check for progression against national curriculum criteria. An action plan is in hand to improve the input of music from other cultures and styles as it is recognised that although it does take place, it needs to be addressed more rigorously.

PHYSICAL EDUCATION

121. The previous inspection identified standards as being in line at the end of the key stage with particular strengths in gymnastics. Since the previous inspection, standards have risen and are now above national expectations. All pupils make equally good progress, irrespective of their age, gender, social circumstance and disability.
122. In work seen during the inspection, standards were above expectation in gymnastics, dance and satisfactory in games. In gymnastics, pupils use space appropriately and sensibly. They follow instructions and complete sequences of two and three movements. They run quickly and display very good co-ordination when they jump and land accurately. In their dance lessons, they experiment with different ways of moving and develop their movements in rhythm with the music. Pupils respond individually to the music and allow their movements to express their own feelings. In a games lesson observed, pupils understood the importance of warming up their bodies. All pupils show good spatial awareness and move athletically. They dribble balls with good control and although some find the activities difficult, they persevere to improve their performance. Pupils display effective control when sending and receiving the ball.
123. The quality of teaching is good overall. Learning objectives are clearly laid out and pupils are very much aware of expectation in terms of behaviour and standards, and respond accordingly.

Routines in the hall have been well established. All pupils set out and return apparatus, irrespective of their age or disability and carefully observe the safety rules. The management of pupil behaviour is good and the carefully planned lessons proceed at a brisk pace. As a result, all pupils work energetically, with enthusiasm and enjoyment and all achieve well irrespective of their gender, prior attainment or level of disability.

124. The management of the subject is good. The co-ordinator has a clear vision of the way the subject is developing and how it can be improved. The scheme of work provides teachers with a well-structured programme, which carefully promotes the development of skills as pupils move through the school. Resources have been systematically improved and are good. Planning is monitored carefully and the monitoring of teaching, learning and standards is receiving appropriate attention. Satisfactory assessment procedures identify the standards of individual pupils in gymnastics and are being developed in other aspects of the subject.

RELIGIOUS EDUCATION

125. Many pupils enter the school with little knowledge and understanding of the world and with very limited language skills. All pupils, including those with special educational needs, who are well supported by learning support assistants, make good progress throughout the school. By the age of seven, their attainment in the subject, much of which is language based, is below that expected nationally. At the time of the previous inspection, standards were reported as in line with national expectations. The apparent drop in standards is due to a downward trend in attainment on entry, particularly in the area of communication, language and literacy and is not due to any deterioration in the school's provision for the subject.
126. The overall quality of teaching is good. Pupils in Year 1 follow the teachers' good role model and act out short role-play sequences, to show how the qualities of good friendship, discussed in a previous lesson, could be used to help someone in need. The teacher effectively extends pupils' vocabulary as they try to search for words other than happy or sad. Pupils in Year 1 shared their reactions to a drama lesson that focused on the fact that everyone is important. They found it difficult to respond when asked what they could do to help someone who had been excluded from a game at playtime. They were not able to empathise and suggested taking negative action, going to play with someone else, standing by the wall, even when the teacher effectively emphasised positive behaviour. In discussion, higher attaining pupils could remember some of the items that they had been shown during a visit to a church but did not understand the reasons for them being there or the symbolism that lay behind them. They know that the Bible is a special book but could not recall any stories about the life and work of Jesus.
127. In a discussion about special places, pupils recalled their visit to a church and the name of a special place where Muslims worship. However, they found it very difficult to think of any ideas about designing a special place in school. The teacher made very good use of peaceful music to calm the pupils who were at first very restless. Few pupils volunteered any information but, with the teacher's support, most pupils began to structure their thoughts and by the end of the lesson were making effective contributions. Speech in discussion is often limited to one repeated word or grammatically incorrect phrases such as 'me at work'. Pupils' attitudes to the subject are generally good and most try their best even though they find the work very hard.
128. The curriculum is broad and balanced and meets the requirements of the locally agreed syllabus. This gives them satisfactory insights into the faith and beliefs of others and is a contributing factor to the tolerant and respectful attitude pupils show to one another. Formal assessment procedures have yet to be established, but informal procedures are satisfactory. The subject is well led and the co-ordinator has a clear vision for the further development of the subject. No opportunities have yet been provided to enable the co-ordinator to monitor teaching and learning in the subject to further raise standards but this is planned for the future.