

# INSPECTION REPORT

## **STAKESBY COMMUNITY PRIMARY SCHOOL**

Whitby

LEA area: North Yorkshire

Unique reference number: 121353

Headteacher: Mr S Jackson

Reporting inspector: Mr R Fry  
21073

Dates of inspection: 18 – 22 September 2000

Inspection number: 224547

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Byland Road Whitby North Yorkshire
Postcode:	YO21 1HY
Telephone number:	01947 820321
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Appropriate authority:	Governing Body
Name of chair of governors:	Miss Jane Kenyon
Date of previous inspection:	12 / 1 / 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Roger Fry OIN 21073	Registered inspector	English as an additional language Information technology Physical education	What sort of school is it? How high are standards? - The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
Alan Sanders OIN 19575	Lay inspector		How well does the school care for its pupils? Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Paula Allison OIN 21420	Team inspector	Equal opportunities Science Geography History	How well are pupils taught?
Jenny Holmes OIN 21360	Team inspector	Foundation stage Mathematics Art Music	How good are the curricular and other opportunities offered to pupils?
Joan Mitchell OIN 27477	Team inspector	Special educational needs English Design and technology Religious education	

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

### **INFORMATION ABOUT THE SCHOOL**

Stakesby Community Primary is an average sized school for boys and girls aged between three and eleven years. It has 241 pupils on roll, including children who attend part-time in the nursery. Children's attainment on entry to the school is below what is typical of children nationally. Twenty per cent of pupils are known to qualify for free school meals, which is a little above the national average. Seventy pupils have special educational needs, an above average figure. Three pupils come from Spain and Sweden and all pupils speak English. The school was inspected early this school year.

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

Stakesby is an effective school. It makes good provision for all pupils, including those from other countries and pupils with special educational needs. Standards of pupils' work have improved in the last two years. The teaching is consistently good and the work that pupils are set is usually demanding. All staff work well together to improve the school and seek to improve further standards of pupils' work. The cost of educating pupils is similar to other schools of this size nationally and the school provides good value for money.

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

- The school is very well managed by the headteacher and deputy headteacher, and governors are actively involved in the life of the school.
- There is a strong, shared commitment to the school amongst staff and the school takes decisive action to constantly improve itself.
- Standards of work in mathematics and science are above average.
- The teaching is consistently good, it is planned well and pupils make good progress.
- The partnership with parents is very good.
- The contribution made by the community and the school's relationship with other schools are very good.
- The provision for environmental education, music and extra-curricular activities is very good.
- The way the school develops pupils' spiritually and culturally is very good.

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

- Some pupils' listening and speaking skills are insufficiently well developed.
- The school's behaviour policy is not effective enough; the behaviour of a small number of boys is unsatisfactory.
- Teachers who are responsible for subjects do not have enough opportunities to watch their colleagues at work in lessons, so that they may improve further the teaching quality.

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

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

The school was last inspected in January 1998. At that time the school was considered to have 'serious weaknesses.' Six months later the school had a follow-up visit from a member of Her Majesty's Inspectorate to check on the school's progress towards its then key issues.

The school has made very good improvement since the last inspection. There has been good improvement in pupils' attainment in mathematics and science and a satisfactory improvement in pupils' standards of writing. Higher attaining pupils are better challenged by the work they receive. Standards of pupils' work in information technology have also improved and teachers are sufficiently expert to teach the subject well. The school now plans courses of lessons effectively for all subjects. The governors have successfully appointed a permanent headteacher and other staff to senior posts in the school. Assessment procedures, for checking how well pupils are progressing in lessons and over the course of the time they are in school, are satisfactory. The school now checks closely how well it is getting on with the targets it has set itself through the use of a well organised school development and improvement plan. Governors are well informed about the school's work and are competent to comment on the value for money that the school provides. The reorganisation of the school day has made more time available for lessons for junior age pupils. There is a clear homework policy which indicates what should be done and when. Satisfactory progress has been made with developing the role of teachers with responsibility for the organisation of subjects.

There have been other important improvements. There is now a strong sense of purpose in the school. The partnership with parents has improved, as has the provision for music. The school's previous strengths continue, for example, in environmental education, the nursery and the use of the building and grounds in many creative and interesting ways. The school now no longer has serious weaknesses.

### STANDARDS

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

Performance in:	Stakesby compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	E	C	C
mathematics	D	E	B	B
science	E	E	A	A

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

Children enter Stakesby with levels of knowledge and understanding that are lower than many schools nationally. By the time they leave the school, pupils have made good and sometimes very good progress. Pupils mostly meet the standards of which they are capable. During the inspection the following standards were observed. At the age of eleven, pupils achieve standards of work in English similar to those expected nationally. In mathematics and science, pupils achieve standards that are above what is expected of pupils at 11 years old. In all other subjects pupils achieve appropriate standards of work and good standards in music by the age of 11. Pupils' standards of work in listening and speaking activities are weaker.

The table above shows that pupils' achievements have varied considerably between 1997 and 1999. For example, English results in 1997 were average but in 1998 they were well below average. Pupils' results (1999) compared with all schools in England and with schools similar to Stakesby were average in English, above average in mathematics and well above average in science. The trend is for improving results, particularly in mathematics and science. The school's rate of improvement is above the national trend. The results for year 2000 confirm this. The targets the school set and achieved this year (2000) for eleven year olds were realistically high and took good account of the capabilities of the year group. Boys and girls now achieve similar standards of work by the time they are 11 years old, although in the past girls achieved significantly better than boys. Pupils' standards of work at seven years old observed during the inspection match what is expected in English, mathematics and science. Mathematics standards have improved considerably in the last two years.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are enthusiastic about school and many involve themselves, for example, in the clubs offered. Some pupils show outstanding examples of dedication to care for the environment.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave appropriately in lessons and at playtimes. The behaviour of a small number of boys in lessons is unsatisfactory. Movement through the school is good.
Personal development and relationships	Satisfactory. Most pupils respect the feelings of others and are keen to take the initiative and be responsible for duties.



Attendance	Good; above the national average.
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### TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The teaching is consistently good. The teaching ranged from unsatisfactory to very good across the school. In 25 per cent of lessons the teaching was satisfactory, in 57 per cent of lessons the teaching was good, and in 15 per cent it was very good. In three per cent of lessons the teaching was unsatisfactory. The behaviour policy and procedures are not effective with a small number of boys and the flow of lessons is interrupted in some cases. Where there is good management of pupils' behaviour, lessons are good.

Teachers have a wide spread of expertise. The good level of challenge in literacy and numeracy lessons has led to pupils' current standards of work. The strengths of the teaching lead to pupils' good progress. Pupils' capacity to learn is extended effectively, although not enough emphasis is placed on developing pupils' listening and speaking skills. There is a purposeful atmosphere in classrooms; many pupils enjoy working hard and receiving praise for what they have done. As a result of careful joint planning amongst teachers, young children and older pupils are taught progressively more difficult ideas in a logical order. This has led to improved standards of pupils' work. Teachers' enthusiasm and the wide range of methods used to teach pupils, which include much practical work and use of the extensive site and local area, encourage pupils to apply themselves well.

Pupils and young children mostly acquire knowledge, skills and ideas well. They usually apply themselves well and work at a good pace. Most pupils show much interest in their work. Pupils with special educational needs make good progress. All pupils learn to transfer skills they have learnt in one subject to another effectively.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All aspects of the National Curriculum are taught. High priority is given to literacy and numeracy, which support pupils' work in other subjects. There is a particularly strong emphasis on local and environmental studies.
Provision for pupils with special educational needs	Good. Pupils make good progress towards the targets in their individual education plans. Teachers support pupils effectively in lessons and all pupils are well integrated into lessons.
Provision for pupils with English as an additional language	Good. The school welcomes pupils from different countries resident in the town to join it. Pupils receive appropriate support from the teaching staff and from outside agencies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils' moral development is satisfactory and social development is good. Pupils' spiritual and cultural development is very good. Pupils have the opportunity to take part in everything the school does. The many extra-curricular activities are strengths of the school.
How well the school cares for its pupils	Good. Pupils' attendance at school is regularly checked. Procedures for assessing what pupils know, understand and can do are satisfactory and improving. Procedures for promoting good behaviour are effective, except for a

	small number of boys.
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The school works very effectively with parents. Parents are kept well informed about what the school does.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The head and deputy headteacher work very well together. Since the last inspection the school has made a very positive response to what needed to be done. New staff have been successfully appointed. The headteachers' presence in the school has improved pupils' behaviour and gained the confidence of parents.
How well the governors fulfil their responsibilities	Good. The governing body is closely involved with everything that the school does. They understand its strengths and weaknesses and effectively fulfil all the duties that they should.
The school's evaluation of its performance	Very good. Since the last inspection the school has closely evaluated its successes and followed its good plans for improvement closely. The evaluation of pupils' progress is particularly strong.
The strategic use of resources	Good. The school has made good use of the money available to it. For example, there are many modern computers in the school for pupils to use. The school applies the principles of 'best value' well.

Teachers and support staff are well qualified. The accommodation is good and the use of the grounds is exceptional. Resources for use in lessons are satisfactory.

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

*Parents returned 139 questionnaires and 12 attended the meeting.*

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like going to school and make good progress with their work.</li> <li>The teaching is good and parents feel comfortable when approaching the school with a question or problem.</li> <li>The school has high expectations of children.</li> <li>The school is well managed and led.</li> <li>The school helps children to mature and become responsible.</li> <li>The school keeps parents well informed about their children's progress.</li> <li>Parents like the wide range of extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>No widely felt issues were raised.</li> </ul>

The inspection team agrees with parents' positive views. At the parents' meeting, many references were made to how well the school has improved in the last two years.

#### OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

## **PART B: COMMENTARY**

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

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

1. Pupils now make good progress through the school and achieve well. Many pupils achieve the standards of which they are capable. Attainment on entry to the school is below what is typical of young children nationally but pupils leave the school with higher than expected standards of attainment in mathematics and science, and the expected standard in English. Pupils with special educational needs and English as a second language make good progress towards their targets and achieve well. Key reasons for the improvement in standards are the consistently good teaching and the vigorous management over the last two years that has confronted the school's earlier shortcomings, such as low standards in writing. The National Literacy and Numeracy Strategies have been well implemented and are having a positive effect on standards as well.
2. At the age of five, young children have made good progress overall. They reach standards that are typical of young children nationally in physical, social and creative development. Young children's standards in language and literacy, mathematics and knowledge and understanding of the world are a little below what is expected at five years old. Good progress occurs because the curriculum is well organised, there are sufficient adults to give children much individual time and the staff understands the needs of young children.
3. Results of the National Curriculum tests have varied considerably between 1997 and 1999. For example, results for eleven year olds in English in 1997 were average in comparison with all schools but in 1998 they were well below average. Pupils' results (1999) compared with all schools in England and with schools similar to Stakesby were average in English, above average in mathematics and well above average in science. Results typically vary from year to year when numbers of pupils in years are relatively low and the proportion of pupils with special educational needs changes. The trend now is for improving results, particularly in mathematics and science, because for example, the school is better organised and the school also has a settled teaching staff. The school's rate of improvement is above the national trend. The results for year 2000 confirm this. The targets the school set and achieved this year (2000) for eleven year olds were realistically high and took good account of the capabilities of the year group. Boys and girls now achieve similar standards of work by the time they are 11 years old, although in the past girls achieved significantly better than boys. Attention to issues of equal opportunity have been effective.
4. Results of seven year olds' National Curriculum tests show a big improvement in mathematics and were well above average in 1999. In reading pupils results from 1997 to 1999 have been below average or well below average. In writing they have varied from below average to average. Pupils' standards of work at seven years old observed during the inspection match what is expected in English, mathematics and science. Mathematics standards have improved considerably in the last two years.

5. During the inspection the following standards were observed. At the age of eleven, pupils achieve standards of work in English similar to those expected nationally. In mathematics and science, pupils achieve standards that are above what is expected of pupils at 11 years old. In all other subjects pupils achieve appropriate standards of work and above average standards in music by the age of 11. Pupils' standards of work in listening and speaking activities are the weakest area but are satisfactory.
6. Standards in *speaking and listening* are close to what is expected nationally at both key stages. However, pupils' listening and speaking skills are not as well developed as other areas of English. A minority of boys find listening difficult and this affects their progress. Junior age pupils discuss the content of morning lessons, football results and the effects of the recent fuel shortages confidently. The behaviour of some boys reduces the capacity of teachers to develop pupils' listening and speaking skills.
7. Pupils' attainment in *reading* matches that expected nationally at seven and eleven years. Pupils, including those with special educational needs, make good progress with reading skills, in part because there are helpful reading diaries that encourage parents to hear their children at home. At the age of seven pupils read simple texts with confidence using a variety of clues to tackle unknown words. At eleven, pupils have favourite authors and give reasons why they like them. Pupils have satisfactory library and research skills in spite of the small library.
8. Pupils' standards of *writing* match what is expected nationally at seven and eleven years. The school has worked successfully to raise standards, through for example, monitoring pupils' writing and identifying where more teaching is needed. Most Year 2 pupils use capital letters and full stops appropriately and spell simple words correctly. Year 5 and 6 pupils are able to write the start of a new chapter to a book that has inspired them.
9. The school is effective in teaching skills that are relevant in many subjects. This has a positive effect on standards of pupils' work. *Reading and writing* skills are used well in science and geography. Pupils explain themselves mostly clearly and find information successfully. For example, junior age pupils know how to use an index of a non-fiction book. Good use is made of information technology, especially with regard to the presentation of work and for making graphs. Literacy skills are successfully reinforced in most lessons that involve reading and writing. Pupils' recording skills are weaker in history because the teaching of them is limited.
10. Other subjects contribute successfully to pupils' understanding of *numeracy*. For example, in music pupils repeat rhythmic patterns. In geography they measure the length, breadth and depth of evaporating puddles over a period of time. Very good practical use is made of the environment to develop skills of measurement and scale. Pupils plotted the actual area of the school's Millennium Wood on squared paper scaled down to 1cm = 1m. They calculated the perimeter, the number of trees and the quantity of fencing required to complete the project.
11. Seven year olds' work in *mathematics* this year meets national expectations. Pupils typically work with numbers and sequences to 100. The positive effects of the numeracy strategy are beginning to be felt, as are the results of intensive staff training. Pupils solve money problems by quickly recognising patterns. Standards in Year 6 are above expectations. Pupils, for example, mentally alter fractions from one type to another changing. Most pupils accurately add, subtract, multiply and divide numbers up to 1000.
12. Standards of work in science at seven this year meet national expectations. Eleven year

olds' standards are above those expected. The school has traditionally placed considerable emphasis on pupils' practical understanding of many aspects of science. The grounds have been extensively developed to encourage pupils' interest and standards of work. Much emphasis is placed on investigative work by teachers, which has also boosted pupils' scientific understanding.

13. At seven years old, pupils have an improving idea about what a fair test is. They know about materials and some of their properties and have a good knowledge and understanding of life processes and living things. At eleven years old, pupils typically explain what a food chain is and they can classify living things using the external characteristics of animals.
14. Standards of pupils' work in information technology meet national expectations at seven and eleven years old. Standards have improved, for example, because there are better resources and teachers are more confident in their use. The headteacher and teacher responsible for information technology have had a positive effect on the provision at the school. At seven years old, pupils load and save their work successfully and control a floor robot. At eleven, pupils further refine their data handling and word processing skills. Pupils know how to use a simple programming language to draw shapes and then move them as part of their mathematics work.
15. Attainment in religious education matches the expectations of the Locally Agreed Syllabus for pupils at seven and eleven years old. Pupils at seven have an appropriate knowledge and understanding of Christianity and some other religions. For instance, they are aware of Christian festivals and celebrations, such as Harvest. Pupils at eleven compare different beliefs and religions.
16. Standards in all other subjects match those expected at seven and eleven. Teachers give an appropriate level of attention to all subjects, which is reflected in the standards achieved. Pupils' achievements, taking account of their prior attainment, are good. The oldest pupils learn to use line effectively in art to show movement. They use the 'design, make and evaluate' method of working well in design and technology. In history and geography pupils learn much about the local area and understand, for example, how a marina might be built in Whitby. Pupils' historical enquiry skills are weaker. In physical education, pupils learn to successfully develop a sequence of movements in gymnastics. Pupils' standards in music are above average. As a result of the particularly strong teaching, pupils learn to conduct, to evaluate their work and to listen to a range of recorded music from different cultures.
17. At both key stages, pupils make good progress and achieve well. They effectively gain skills and develop their knowledge and understanding. Teachers challenge pupils with work at an appropriate level. Pupils respond well to this and they gain in confidence. Pupils with special educational needs achieve appropriate standards and make good progress towards targets set in their individual learning plans. In literacy and numeracy pupils are placed in groups within their class of pupils of similar capability. Group tasks matched to pupils' needs ensure good learning. Individual work is often well supported by the teacher or classroom assistant.

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

18. Most pupils have good attitudes to school. They enjoy coming to school and their enthusiasm for all aspects of school life is good. Behaviour and pupils' personal development are satisfactory and range from very good to unsatisfactory. Where pupils'

attitudes and behaviour are good, this has a positive impact on their learning. Since the last inspection many of the good features of the provision have been maintained. Although the behaviour of some boys is a concern, the attitudes of some boys have improved as a result of the school's better awareness of equal opportunities. Most parents, correctly, feel that pupils have good attitudes to work and that most behave well and develop into responsible young people.

19. Most pupils, from the time they enter the school have good attitudes towards school and their work. Discussions with pupils and lesson observations confirm this judgement. Pupils are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. The attitudes of pupils with special educational needs are also good, both in lessons and when they receive specialist support. These positive attitudes make a good contribution to pupils' learning and the progress they make. Pupils enjoy lessons and show a keenness to learn. For example, in a Year 3 design and technology lesson they were deeply involved and worked well when making interesting masks to celebrate the festival of 'Ganesh'. Pupils worked enthusiastically with most requiring minimal supervision. Pupils are polite and well mannered at the lunch table and keen to talk to visitors in a friendly and welcoming manner.
20. Pupils' behaviour around the school, in the dining hall and in the playground is satisfactory. Most pupils have a good understanding of expected behaviour and school rules and they behave well. For example, when they are in the playground all ages mix well and relate to each other. Most pupils behave well and they are courteous to adults. However, some boys are disruptive in lessons in some lessons. Teachers' deal mostly effectively with any disruptive behaviour but the behaviour policy is not strong enough. Teachers have too few sanctions and ways of dealing assertively with disruptive pupils. The whole school approach for dealing promptly and efficiently with disruptive behaviour is not effective for all classes. In some lessons, small numbers of boys have poor listening skills. On occasions teachers have to persistently repeat themselves and this has a negative effect on all pupils' progress at times. Pupils behave well in assemblies and show a genuine understanding of what is being said to them. For example the assembly theme, 'How did I feel entering a new school,' promoted a good question and answer dialogue between all ages. There was no sign of bullying or aggressive behaviour in the playground during the inspection. The school in conjunction with the pupils ensures that should bullying occur it is dealt with effectively. There have been no exclusions from school during the last school year.
21. Relationships between pupils and between pupils and adults are satisfactory. The staff knows the pupils well and pupils are treated in a mature manner. Most pupils collaborate well when working in groups but not all respect and listen to each other's views. There is a wide variation in the quality of relationships. In an art lesson pupils were observed sharing resources well and they were able to relate well in all aspects of the lesson, such as doing as they were asked by the teacher. However, in a physical education lesson some boys tended to ignore the teachers' instructions and their progress was limited. Throughout the school most pupils work well on individual tasks with good concentration.
22. Many pupils are keen to accept and carry out responsibilities. For example, they act as monitors to ensure that the animals are well looked after and they take these responsibilities very seriously. There is a deep commitment amongst some pupils towards the care of living things and the protection of the environment. This is a strength. Throughout the school pupils hold fund-raising events. For example, they collect tokens to enable them to donate sums of money to the school and to charities. Visits to other places and visitors to the school enhance pupils' personal and social development. The

school and its resources are well looked after and respected by all pupils. For example, during playtime pupils ensured that any litter was collected without being asked to do so.

23. Attendance at school is good and is above the national average. Most pupils arrive at school punctually and lessons start on time. The school has successfully improved attendance and punctuality. Pupils' attendance and punctuality make a positive contribution to the quality of learning in the school.

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

24. The quality of teaching in the school is good. Parents' positive views are justified. Almost all the teaching seen during the inspection was at least satisfactory; in 57 per cent of lessons the teaching was good; in 15 per cent of lessons the teaching was very good. This is a considerable improvement from the last inspection in 1998 where the teaching was satisfactory overall, but in almost 10 per cent of lessons there was unsatisfactory teaching. More effective teamwork, better planning and higher expectations of what pupils can do have led to more consistency in the quality of teaching through the school. The good quality of teaching has a positive effect on the learning that takes place and has resulted in the raising of pupils' standards of work.
25. The teaching in the Foundation Stage (under fives) is good and sometimes very good. The teacher responsible provides effective leadership and supports a team of staff who enjoy working with young children and clearly understands their needs. They provide a wide range of activities with the emphasis on 'hands-on' experience and opportunities are available for children to initiate activities and take responsibility for what they do. Good routines are developed in both classes that provide a secure framework for children. Careful assessments are made of children's attainment on entry to the nursery and to the reception class. The information gathered is analysed to ensure that children receive good support. Teachers and nursery nurses effectively plan together. They assess children's learning regularly and ensure that lessons take account of children's previous learning and good progress is made. They know the children well and keep careful records of each child's attainment.
26. There are particular strengths in the teaching of English and mathematics, where there is effective teaching of basic skills. In science, music and geography, a practical approach, an excellent use of resources and the enthusiasm and expertise of teachers have a positive effect on pupils' interest and motivation. There has been an improvement in teachers' expertise and confidence in teaching information technology. In a few lessons, for example physical education, a weakness in the management of pupils affected the quality of learning.
27. Teachers throughout the school are competent in teaching basic skills in English and mathematics. They have effectively implemented the National Strategies for Literacy and Numeracy and these lessons result in pupils gaining new skills and building on their previous learning well. For example, in literacy lessons the Year 1 teacher used a practical approach to help pupils learn letter sounds, and the Year 4 teacher taught pupils to spell longer words with double letters. In both lessons, careful planning and the involvement of all pupils led to pupils gaining knowledge of how letters sound and then applying them to their spellings. In a numeracy lesson, the Year 5 teacher skilfully used questioning to help pupils develop speed in mental calculations. It is this organised approach that has made a valuable contribution to the raising of standards in these subjects.

28. Teachers have a good knowledge and understanding of the subjects they teach and they plan lessons effectively. Planning is thorough. There are clear learning targets, which are often communicated to pupils, so they know what they are learning and understand what they are doing. The school has put in place courses of lessons that are used well by teachers as a support for their lesson planning. Where there are particular strengths in knowledge and understanding, this results in good quality learning. For example, in science in Year 3 the teacher's breadth of knowledge and interest in the environment helps her to inspire pupils and develop their own knowledge and understanding of living things. The specialist music teacher brings in her considerable expertise, which has a significant good effect on pupils' learning. For example, in her lesson with Year 2, her insistence on pupils listening carefully led to a distinct improvement in the quality of singing. In a Year 6 music lesson, pupils learnt to identify and recognise different rhythms in pieces of music.
29. Two of the major strengths in the teaching in the school are the enthusiasm with which teachers approach their work, and the range of methods that they use. These challenge pupils and inspire them to work hard. In particular, the practical approach is a real strength of the teaching in such subjects as science, geography and art. For example, in an art lesson in Year 3, pupils were offered a wide range of creative opportunities, and the enthusiasm of the teacher helped pupils to learn through their own exploration and experimentation with materials and techniques. In a Year 6 geography lesson, pupils measured puddles as they evaporated and in so doing they learnt to think for themselves and come to their own conclusions based on their observations.
30. Another major strength of the teaching is the very good use teachers make of resources. This particularly applies to the use of the school environment in science and the locality in history and geography. The school environment has been imaginatively developed and is now a very good resource for pupils' learning. It is used well by teachers and is a significant factor in the development of pupils' knowledge and understanding of the protection of living things. For example, in several science lessons the topic of habitats was well taught by teachers allowing pupils to actively explore the school grounds for themselves. This interested them and ensured that they gained a depth of understanding of this aspect of science. Often in this kind of work teachers need the support of other adults, and volunteers such as parents are well briefed so they can make a valuable contribution to lessons and pupils' learning.
31. Other resources are also well used. For example, in a design and technology lesson, the Year 4 teacher had a range of money containers and she effectively planned for these to be used to help pupils understand the features which would be needed in their own making of a money container. Information technology is also used effectively, a distinct improvement from the last inspection. The improvement in teachers' knowledge and confidence in using this technology has resulted in it now being taught effectively. For example, the Year 1 teacher introduced the 'Roamer' to her class and they soon understood how it needed to be controlled. In Year 2, the teacher built on this experience as her class learnt how to give it more complex instructions to follow.
32. Teachers use time well. Their careful planning and organisation means that lessons are balanced and pupils achieve what the teachers plan they should. A good pace to lessons keeps pupils involved and challenged. For example, the Year 4 teacher keeps pupils busy and ensures that they know what they have to do in the time available. The Year 6 teacher is clear in his expectations and often gives time limits for tasks, so pupils know what they have to do and how long they have to do it. This ensures that they work at a good pace and complete tasks they have been given to do. Occasionally time is less well planned. For example, in a history lesson in Year 3, in which pupils had a range of exciting



activities all around the school, the learning was not consolidated, because not enough time was planned for quiet reflection and sharing of what had happened in each group.

33. In most lessons, pupils are managed well and a purposeful working atmosphere is created in which pupils can concentrate and learn. In these lessons, teachers have high expectations of the kind of behaviour to be accepted and are consistent in their approach to inappropriate behaviour. Pupils respond to this; they attend and concentrate well. For example, in a Year 1 science lesson the teacher had very good control of the class. She had made it very clear what was expected and how pupils were to behave. In a quiet but firm way she insisted that pupils kept to the rules, such as putting their hands up to answer questions. As a result, pupils went to the animal area and carried out some careful observations without getting over-excited. They returned to talk about what they had seen and were able to consolidate their learning effectively. In a similar way, the Year 6 teacher has created a calm working atmosphere in his classroom and pupils are carefully and consistently controlled to ensure they do not disturb the work of others. In these lessons pupils are able to sustain concentration and make clear steps in their learning.
34. In a small number of lessons however, the management of behaviour is less successful. Teachers have to spend an undue amount of time ensuring that pupils listen and do not disturb the learning of others. This can have a negative effect on the class as a whole and affect the quality of learning of all the pupils in the class. For example, in a Year 2 mathematics lesson the undercurrent of pupils talking was not dealt with effectively and it disturbed the concentration of the class. In a Year 5 science lesson, the pupils did not settle down well, in order for learning to take place. In a physical education lesson there was a lack of self-control on the part of a few boys, sufficient to affect their progress in the lesson. In these circumstances teachers find the policy for controlling behaviour ineffective.
35. A weakness in some lessons is the lack of opportunity for pupils to develop speaking, and most particularly their listening skills. Sometimes teachers' questioning is too directed and there is not sufficient opportunity for pupils to think for themselves. In some lessons the teachers are too enthusiastic and tend to dominate the lesson giving pupils little opportunity to talk. In other lessons there is insufficient calm, reflective time for pupils to listen to the teacher and to each other.
36. There have been considerable improvements in the use of homework and assessment, both of which were weaknesses in the last inspection. There is now a good homework policy, providing clear guidelines on how homework is to be used to support the work in class and to involve parents. Most teachers now use homework well. For example, reading diaries are consistently used as a means of communication between teacher and parent and this motivates pupils and helps them make progress in their reading. Research tasks are sent home and this extends the work in class and helps pupils develop independent study skills. In a few classes provision of homework is inconsistent, although the inspection did take place at the beginning of the year, and some routines were not fully established.
37. Sound assessment procedures are now in place and they are used well, particularly in English and mathematics. Teachers know their pupils well and they make accurate assessments of their achievements. Careful records are kept and information from assessment is used for the purpose of grouping pupils. Teachers usually mark pupils' work in a manner that helps pupils. However, day-to-day assessment is not yet fully established in other subjects and the extent to which informal notes about pupils'

progress are kept and used varies from class to class. More effective assessment procedures are being developed.

38. The work for pupils with special educational needs and for those whom English is an additional language is well planned in literacy and numeracy. For other subjects pupils undertake similar tasks to the rest of the pupils but often receive good support from teachers or support assistants. For example, in a religious education lesson pupils rewrote the story of the Hindu festival of Ganesh. Pupils with special educational needs were supported by a worksheet so that they could record the story with pictures and captions. In a class where there was a large group of pupils with special needs the teacher had written a group learning plan as well as pupils' individual plans. This enabled the teacher to match tasks successfully within a group framework.

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

39. The whole curriculum reflects the school's aims and makes a valuable contribution to the learning of all its pupils. Since the last inspection the national strategies for teaching literacy and numeracy have been fully implemented and developed. This guidance, together with a general improvement in the overall planning of the curriculum, has resulted in a clearly defined teaching programme designed to meet all National Curriculum requirements over time. A positive effect on pupils' attainment in all areas of the curriculum has resulted from these improvements. The school reviews the curriculum in the light of pupils' attainment and adapts provision to meet pupils' needs. Proper emphasis is placed on continuing to improve standards in English and, as a result, more time is allocated to this subject than is the case nationally. However, sufficient time is made for teaching all subjects. New national guidance about the National Curriculum and the curriculum for young children is being incorporated into the school's plans and the school meets all statutory requirements.
40. The curriculum, for children in the nursery and in the reception class, is well planned and carefully follows the 'Areas of Learning' for children of this age. A review is already underway, which will address new curricular guidance for pupils in the Foundation Stage of education, and the school is adapting its policies appropriately. A range of stimulating and imaginative activities is provided, which enable children to develop skills and gain knowledge and understanding. There is a good balance between adult-directed activities and opportunities for children to be independent and show initiative. Liaison between classes is good. Teachers share expertise and resources to ensure that children transfer successfully from one class to the next.
41. Pupils of all ages and capabilities benefit from a curriculum that meets their personal and social needs well. However, the behaviour policy does not provide sufficient strategies to support teachers in their management of a small minority of disruptive boys. The content and organisation of the curriculum ensures that pupils have equal opportunities for learning. There are appropriate health topics in the health education programme. They include a sensitive approach to sex education and drugs awareness. Teachers deal with any additional issues as they arise and at a level of understanding suitable for the pupils. Personal development is enhanced further, for example, through opportunities to take responsibility for the care of the environment and for the nurture of animals. Pupils mostly show respect for the opinions and contributions of others. In lessons and assemblies they celebrate success and achievement. As a result the school has a positive atmosphere and pupils experience a safe and happy environment in which to learn.

42. An effective two-year cycle of planning for subjects is in place. Courses of lessons outline expected learning clearly for each year group. Teachers responsible for subjects keep these under review and continual development. This ensures that the curriculum meets the needs of the school and any changes in national requirements. The curriculum is taught mainly as separate subjects, although purposeful cross-subject links are made in the planning. For example, knowledge of measurement and scale gained in mathematics was used in a real life practical application when planning the school's Millennium Wood. Likewise, poetry and art have been incorporated into the same project. The development of the environment provides exceptionally rich experiences that are exploited fully to enhance pupils' learning in all subjects.
43. The school recognises the importance of a wide curriculum and makes good provision for many extra activities. Pupils take care of the school environment, the gardens and the animals. They have opportunities for additional study in literacy, music, art and sport, and a wide variety of instrumental tuition is available. There is a strong musical tradition in the school that continues. Interested pupils can join the steel band, the choir and the recorder groups. The pupils' musical talent is well recognised in the locality as the school steel band and the choir participate in many community events. Pupils successfully enter the Eskdale Festival of Arts taking part in choir and solo competitions. Regular subject related visits are made to museums, art galleries and places of interest, and in addition pupils have the opportunity of a residential visit of several days and visits to other schools. Visiting artists and crafts people share their expertise and local adult groups help pupils in the gardens.
44. The provision for pupils with special educational needs is good. Teachers write the pupils' individual educational plans and incorporate them into their daily planning. Teachers support pupils effectively within the classroom. The extra provision for pupils who do not speak English as their first language is good. One pupil is currently supported by an outside agency. Work is properly adapted to pupils' needs in lessons.
45. There is good communication with the two comprehensive schools and valuable opportunities to ease the transition of pupils at eleven are arranged. Year 6 pupils use the computer facilities of one of these schools and meaningful liaison is developing through art and music.
46. Pupils' spiritual, moral, social and cultural development is good. The provision for spiritual development is very good and it is developed through assemblies and to a lesser extent through religious education lessons. Pupils listen to music as they come into the hall and there is time for quiet reflection and for prayers. Pupils are encouraged to empathise with the feelings of others. Pupils were struck with sympathy as a teacher leading an assembly described her feelings about starting university and entering a place where she was alone and knew no one. She told this experience well to new pupils who had just arrived at school. During lessons, pupils were amazed when they realised that a computer controlled toy could be programmed to move on its own. The contribution made to pupils' spiritual development by the strong environmental interest in the school is considerable. Through the care and nurture of animals and plants and their habitats, pupils are given excellent opportunities to appreciate the wonders of nature.
47. The provision for moral development is satisfactory. Pupils have a sound understanding of right and wrong, as their reactions showed when they recognised their own pond had been vandalised. However, the behaviour policy does not ensure that good moral and social behaviour is made routine within the school. The provision for social development is good. Pupils are given opportunities to take responsibility in classrooms and especially in the maintenance and care of the environmental areas. Throughout the school pupils

usually work co-operatively together sharing ideas and supporting each other as required. In a design and technology lesson pupils worked in groups evaluating the designs of money containers. In another lesson pupils jointly decided what vegetables they would chose to put in their soup. The school makes full use of outside visits, including residential visits, that provide pupils with valuable social experiences.

48. The provision for cultural development is very good. Both stories and music from other cultures are used throughout the school. The nursery has a number of artefacts from African cultures in the role-play area. Food from different cultures is included in a topic on food studied by the youngest children. During assemblies pupils listen to music from a different country each week. During the inspection, pupils recognised music played on a didgeridoo from Australia. The local environment is fully used for both history and geography; artists and craftsmen visit the school. For example, poetry benches were carved for the Millennium wood by a local woodcarver.

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

49. The school continues to be a good caring environment. Relationships with parents and carers are good. The staff knows pupils well and have satisfactory relationships with them. Good procedures are in place for child protection. The policy follows the Local Education Authority's guidelines well and the staff is aware of the named responsible person. The staff is kept up to date and procedures for them to follow are well communicated to all concerned. The staff knows what to do if they feel a child is at risk. Outside agencies are called in as necessary. The school makes good provision for the health and safety of its pupils and staff. The lunch time break is well supervised and accidents or illness are dealt with appropriately. Appropriate and prompt action is taken to follow up any recommendations, as well as any concerns the school has. A formal system of 'physical risk' assessment is in place. Health and safety matters are checked regularly by governors and this provision enhances the environment for its pupils and staff. Pupils move around the school premises in a sensible and orderly manner.
50. The provision for pupils with special educational needs is good. There are clear and consistent procedures for placing pupils on the register of special educational needs. These are clearly outlined in the policy. Teachers identify pupils' needs appropriately through screening tests. Pupils' individual educational plans set short-term specific targets that ensure tasks set meet pupils' specific needs. The teacher and special needs co-ordinator review these each term. Parental involvement is encouraged. Annual reviews are in place for all pupils with a statement of special educational needs and the school provides good opportunities to involve parents. Clear records are kept of each meeting.
51. The procedures for assessing what pupils know, understand and can do are satisfactory. There are several strengths in the provision that the school makes. The assessment of pupils' writing, which has been a priority for improvement, is good. Pupils' writing is carefully analysed and good records are kept of pupils' progress. Appropriate use is made of all assessments the school makes. This is particularly the case where the school uses results of tests to ensure that pupils are set work that is sufficiently challenging. The records of under five children's progress are particularly good. The school has very good plans for improving assessment procedures, such as the routine use of 'before and after' testing of learning as part of a course of lessons, to see how much pupils have learned in subjects. Other information, about pupils' wider achievements and their personal development, is good. Overall the school's assessment procedures are in a transitional phase, and it is likely that when procedures are fully in place that they will have a good effect on pupils' progress. At present the co-ordinators do not have sufficient opportunity

to see the assessments teachers make so that they can adapt policy, planning documents and practice for which they are responsible.

52. The school policy for good discipline does not contain sufficient sanctions and rewards to ensure all pupils understand and respect school rules. Teachers do not have enough guidance about how to deal with particular circumstances that arise on occasions. Teachers are not always clear what to do if a pupil misbehaves. This has a negative effect on pupils' progress in some lessons. No incidents of bullying were seen during the week of the inspection and all pupils are clear about what they should do if someone frightens or hurts them. Pupils' attendance is good and all unexplained absences are checked. The school encourages good attendance by ensuring that pupils enjoy coming to school. The interesting lessons, good teaching and caring ethos have a positive effect on pupils' attendance.

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

53. Since the last inspection the school has improved relationships with parents very well. In the questionnaires and at the meeting for parents there was strong support for the school. Most parents have noticed how much the school has improved. There are a valued number of parents who provide help in classes and on visits. This has a positive effect on many aspects of school life and pupils' progress. Parents, for example, help pupils to learn about food technology and to read better. The Friends of Stakesby Parents' Group is well supported. They organise many fund raising events and buy many additional resources for the school. Good opportunities are provided for parents who do not speak English well to make themselves known and for any concerns they may have to be addressed individually. The headteacher makes a very good contribution to the quality of communication with all parents.
54. The information provided by the school to parents is good. The school provides regular informative letters about the curriculum, events and activities. Parents acknowledged in the questionnaire that they are happy with the information they receive about their children's progress. Pupils' annual reports are good and contain clear guidance for pupils' further development. The prospectus and governors' annual reports to parents are satisfactory. Parents who responded to the questionnaire feel comfortable approaching the school with questions or concerns and consider that any matters raised are handled well. Meetings for parents have been well attended, for example, about the National Literacy and Numeracy Strategies, and the school sets out to communicate regularly in many different ways about many areas of interest to parents.
55. The school involves parents well in the assessment process for pupils with special educational needs. Parents are seen as partners in the education of pupils with special educational needs. They are notified at an early stage of any concerns and invited to school to discuss their child's progress. Parents are seen regularly at parents' evenings as well as any time it is appropriate. Parents are invited to annual reviews and usually attend.
56. The school has encouraged parents to sign the 'home-school' agreement so that they understand the importance of assisting their children at home with reading or other school projects. The school values parents who contribute to their children's learning at home. The teachers follow up any comments made by parents, for example, in the reading diaries. In the questionnaire and at the parents' meeting, parents considered that they have a very good partnership with the school and expressed satisfaction with virtually all

areas of its life and work. The inspection findings confirm the positive views expressed by parents about the school.

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

57. When the school was last inspected, Stakesby provided unsatisfactory value for money. Since then it has improved in many areas of its work and in particular the quality of teaching and the consequent improvement in pupils' standards of work. Virtually all of the points for action from the last inspection have been tackled effectively and areas remaining are very well identified in the school development planning. The school now gives good value for money.
58. The governing body makes a good contribution to the smooth and effective running of the school. It fulfils its statutory responsibilities. The chair of governors has a very clear view of the school's strengths and weaknesses and of the many influences on the school. She provides very good support and direction for the school and knows it well. Many other governors provide good support and, for example, regularly work with groups of pupils in classes. The headteacher receives good support in areas such as health and safety and seeking 'best value' when making financial decisions. The content of the school's prospectus and annual report to parents meets statutory requirements.
59. The school is very well led by the committed head and deputy headteacher, who with the staff have provided the drive, vision and good ideas to improve the school. The two senior staff have provided very good leadership and a clear sense of direction through the many key issues from the last inspection. The headteacher promotes a highly supportive working atmosphere that has allowed the great improvements in school performance to occur, based on good relationships, close team-work amongst staff and clear expectations of what needs to be done. Good communications between staff, parents and governors are a feature of the school. The school is keen to improve further and the staff shares the vision for the school. There is a strong commitment in the school to realistically high targets for standards in English, mathematics and science. The school's aims are well reflected in its work. A main effect of the very good management is the achievement of good standards in pupils' work, particularly in mathematics.
60. Delegation of responsibilities is presently limited in one respect. Teachers responsible for subjects have had few chances to watch colleagues at work in classrooms or to read the assessments teachers make of pupils' progress. Rightly, there have been many other priorities and the most senior staff have made themselves responsible for most checking activities, for example, of planning of all kinds. The headteacher acknowledges that delegation of duties should be extended if the school is to advance the quality of teaching and learning further in all subjects. The middle management group of staff, who will have a monitoring role, has begun work this term. To date, English teaching, for example, has been regularly monitored and teachers receive helpful information about the strengths and weaknesses of their teaching. The teaching and learning are good and the school is in a position to know where it can make further improvements in English.
61. Strengths and weaknesses in the school's results and in teachers' assessments are very carefully evaluated and effective plans are put in place to further improve standards. The lower performance of boys in comparison with girls has been a feature in National Curriculum test results for seven year olds, and the school has sought to motivate boys with more appropriate lesson planning and resources. There is a teacher responsible for equal opportunities, which ensures this important aspect of schooling has prominence.

62. The management of special educational needs is good. Pupils' individual educational plans are monitored regularly by the co-ordinator. The governor for special educational needs keeps up well with developments and the teacher responsible has given a presentation about the school's provision for the governors. Though very few pupils have English as an additional language, the school manages the provision with a keen interest for pupils' individual needs and those of parents. Parents are invited into school and teachers spend, for example, helpful periods of time explaining what the school does.
63. The school has a clear view about what it needs to do to improve further. There are many good examples of clear thinking in the school's documents. The school's long-term financial planning and the plans to improve the building (to create a resource area) are two examples. The school development plan is good. It takes the form of a series of targets, which include who is responsible for what, costs for the year and how the school will know when it has achieved particular goals. Presently the school is not a provider of initial teacher training, but it is certainly suitable.
64. Educational priorities are well supported through the school's financial planning and there is a good focus on raising standards further. The school has a large under-spend. However, all funds are appropriately allocated to ensure that the school maintains its good provision, for example, to maintain the number of classes over a period should numbers of pupils decline. The school is fully aware of its likely future costs and any implications that might require action. The strategic use of resources, including money for school improvement, is effective. The school follows the principles of 'best value' well. Members of staff, for example, check the value for money that contracts for services provide. Pupils benefit from the care and attention given to financial efficiency, for example, the investment in the site to create so many interesting areas. The school office is efficiently administered by the secretary and part-time bursar. Proper use is made of new technology to save time.
65. The accommodation is good. The school has a good hall, plenty of field space and sufficient classrooms. Resources are satisfactory and the library is easily accessible but small. The match of teachers and support staff to the demands of the curriculum is good. There are sufficient well qualified and well inducted teachers to meet the demands of the National Curriculum. The school conducts its business with a good level of effectiveness. Taking into account the cost of educating each pupil and the school's context, it provides good value for money.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

66. In conjunction with plans already in place, the governing body, headteacher and staff should now:
- Improve the attitudes and behaviour of a small number of boys by strengthening the policy for behaviour. (Paragraphs 20,34,47,52,85,96,104,146)
  - Improve the quality of pupils' listening and speaking skills by providing more opportunities in lessons for pupils to discuss ideas. (Paragraphs 6,35,78,85,96,104,106,147,153)
  - Increase the opportunities for co-ordinators to check the consistency of teaching and learning in lessons by providing more opportunities for them to work in other classes. (Paragraphs 51,60,116,126)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	57	25	3	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	18	206
Number of full-time pupils eligible for free school meals	0	42

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	70

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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



**Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	18	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	5	6
	Girls	17	18	18
	Total	20	23	24
Percentage of pupils at NC level 2 or above	School	80 (60)	92 (73)	96 (60)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	15	16	14
	Total	18	19	17
Percentage of pupils at NC level 2 or above	School	72 (77)	76 (70)	68 (87)
	National	82 (81)	86 (85)	87 (86)

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

**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	16	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	13	12	15
	Total	22	23	26
Percentage of pupils at NC level 4 or above	School	81 (58)	85 (45)	96 (55)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	13	12	13
	Total	23	22	24
Percentage of pupils at NC level 4 or above	School	85 (58)	81 (49)	89 (55)
	National	68 (65)	69 (63)	75 (72)

*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	238
Any other minority ethnic group	3

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

**Exclusions in the last school year**

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

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

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

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	25
Average class size	29

**Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	64

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18

**Financial information**

Financial year	1999 / 2000
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	£
Total income	408254
Total expenditure	410681
Expenditure per pupil	1670
Balance brought forward from previous year	40577
Balance carried forward to next year	38150

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	9
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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	241
Number of questionnaires returned	139

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	3	2	0
My child is making good progress in school.	52	42	5	1	0
Behaviour in the school is good.	38	53	4	0	5
My child gets the right amount of work to do at home.	22	49	14	2	13
The teaching is good.	50	45	3	1	1
I am kept well informed about how my child is getting on.	47	42	7	2	2
I would feel comfortable about approaching the school with questions or a problem.	67	29	1	1	2
The school expects my child to work hard and achieve his or her best.	58	39	0	0	3
The school works closely with parents.	44	38	12	3	3
The school is well led and managed.	50	42	6	1	1
The school is helping my child become mature and responsible.	47	46	3	1	3
The school provides an interesting range of activities outside lessons.	35	50	6	1	8

### Other issues raised by parents

Parents strongly support the school. No negative views were raised, held by a significant number of parents. Parents stressed how much the school has improved.

## **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**

67. Children are admitted to the nursery following their third birthday. Children attend the 26-place nursery either mornings or afternoons only, and transfer to the reception class in the September and January prior to their fifth birthday. The range of experiences in the nursery and in the reception class are good. It is appropriately based on the 'Areas of Learning'\* intended for children of this age. There are good facilities and equipment in both areas which support teachers' work in promoting learning in speaking, listening, numeracy, investigative work and physical development. Provision in the nursery overall is very good and provides a firm foundation for children's future learning. The positive provision has been maintained since the last inspection.

\* Language and literacy, mathematical development, knowledge and understanding of the world, physical development, personal and social development, creative development.

68. There is a wide range of attainment on entry to the nursery. Although some children have attainment that is expected for their age, there is a significant number whose attainment is below what might be expected. This is particularly the case in language, literacy and numeracy skills, and in their knowledge and understanding of the world. However, as a result of good teaching all pupils, including those with special educational needs, make good progress. By the end of their time in the reception class their attainment, although still below in some 'Areas of Learning,' is much closer to expected levels. Some children's attainment matches or exceeds that which is expected for their age. Children with special needs are identified promptly and appropriate provision is made for them.

69. Children's personal and social development meets expectations at five and progress is good. In the nursery they show considerable independence when leaving their parents and they quickly settle to self-chosen activities. Children are encouraged to show consideration for others and role-play happily together in areas such as the African and home corners. Most become absorbed in their activities and persevere with learning. Transfer into reception is carefully managed and good progress is maintained. Here the children are particularly attentive, helpful and enthusiastic. They enjoy celebrating the culmination of their week's work by sharing fruit they have used in previous lessons. At the end of the day children are encouraged to think of a kind thing they can do for someone else. They demonstrate care and respect for each other. They are polite and respond well to the teacher, the nursery nurse and to all other adults in the class. They work together well, taking turns and behaving sensibly.

70. The attainment of most on entry to the nursery is below expectations in communications, language and literacy skills at five. Although this remains the case in the reception, children nevertheless make good progress in both classes. Whilst a few children do reach the expected standard for their age, most are still working towards them. All children respond with enthusiasm to the stories read to them. In the nursery adults take every opportunity to share books with children and to develop their listening and communication skills. Both the teacher and the nursery nurse skilfully introduce and extend children's vocabulary during all activities. Good provision of equipment and resources encourages children to act as readers and writers during role-play lessons. They tell each other stories, speak into the play telephone and make marks on paper in the office area. In the reception class, children join in with repetitive phrases as stories are read to them. They handle books with care and know that words and pictures are

linked and that they carry meaning. They begin to recognise initial letter sounds and some record what they have learned by accurately colouring in pictures. They leave a message for a friend on the notice board and act as letter writers in the writing corner. Higher attaining children know most letter sounds and read simple words using pictures to aid the recognition of words. Some are familiar with a library and have a good knowledge of a number of well-known stories and nursery rhymes.

71. Most children's attainment in mathematics at five is below that expected for their age, but they make good progress. In both classes the teachers and the nursery nurses seize every chance during all activities to develop an understanding of numbers and the language used in mathematics. Children sing and play number games during music lessons with interest. In the nursery they effectively count the number of bottles during water play and discuss their size using words such as 'bigger' and 'smaller.' They count how many fruits are left in a shopping basket after most have been taken out, and they count the number of coins they need when playing in the shop quite accurately. In the reception class children use numbers to ten and they are familiar with larger numbers in their everyday lives. Some higher attaining children know the correct sequence of numbers from one to twenty and recognise deliberate mistakes when putting numbers in order on a number line. When describing their work, they use mathematical language to express order, size and position. They handle information on the computer well and print the results.
72. Children have limited knowledge and understanding of the world at five, however their knowledge is broadened through a variety of practical experiences and activities provided in both classes. In the nursery, children play appropriately in an imaginatively created corner that suggests an African background and has been inspired by a favourite African story. They listen to music well and use related ethnic instruments and soft animal toys well. They know that one of the dolls was made in Africa and that they must take special care of her. They use construction equipment effectively to make vehicles and bridges and they name farm animals during their play. In both classes children learn the names of different fruits and use them in a variety of activities. In the nursery children cut fruits into halves and discover the seeds inside, whilst in reception they make fruit salad and jelly successfully with adults. Children are aware of the environment and in reception they record the daily weather on a weather-board. They use computer programs to support their learning and use the mouse to select and drag items fairly accurately into place on the screen.
73. Children experience a wide range of creative activities that includes art, music and imaginative play. All are carefully planned to develop learning and the children's attainment at five in this area is appropriate for their age. A good range of resources is available that offers opportunities to explore and experiment with different tools and materials. In the nursery children identify the colours of fruit and apply dry powder paint to their pictures to capture the many shades of green seen on an apple. They select appropriate colours when printing with fruit and whilst making apple puppets they practice skills such as cutting and joining. In reception, children gain skills and confidence when sketching and when using modelling material to make three-dimensional fruits. They mix their own colours when painting and quickly discover that the addition of white lightens the shade. Opportunities to sing and make music are introduced into the school day in both classes and children develop a good response to rhythm.
74. In their physical development most children's attainment matches what is typical for their age at five. In the nursery they use the outdoor equipment with confidence and make good use of the balancing boards, steps and slatted bridge. They play safely on all the tricycles and cars and use the space skilfully. They show good control on the slightly sloping

playground and adjust their speed accordingly. They are aware of the presence of others and develop good co-operative play on some of the wheeled vehicles designed for two. In reception they explore different ways of moving on feet and hands in the school hall. They move forwards and backwards and most can skip sideways. Their movement is appropriately controlled. In both classes they handle pencils, small tools, scissors and construction equipment with increasing dexterity.

75. The teaching in the Foundation Stage is good and sometimes very good. The teacher responsible provides effective leadership and supports a team of staff who enjoy working with young children and clearly understand their needs. They provide a wide range of activities with the emphasis on 'hands-on' experience and opportunities are available for children to initiate activities and take responsibility for what they do. Good routines are developed in both classes that provide a secure framework for children. Careful assessments are made of children's attainment on entry to the nursery and to the reception class. The information gathered is analysed to ensure that children receive good support. Teachers and nursery nurses effectively plan together. They assess children's learning regularly and ensure that lessons take account of children's previous learning and good progress is made. They know the children well and keep careful records of each child's attainment. Parents are kept well informed about their children's progress, but there are few opportunities for parents to be involved in their children's work because regular access to the nursery is limited. Resources are particularly well organised in the nursery and the whole room is arranged to provide easy access to a rich range of different experiences. The very good quality of this early education has been maintained since the previous inspection and continues to be developed to take account of new national lesson guidance.

## **ENGLISH**

76. Pupils' standards of work match the standards expected nationally at age seven and eleven years old. Pupils throughout the school make good progress. Girls and boys achieve similar standards now. The introduction of the Literacy Strategy and the purposeful teaching of basic writing skills are having a positive effect on standards. The weakness in writing identified during the last inspection has been addressed well. Standards of pupils writing have risen throughout the school.
77. The results of National Curriculum tests for both seven and eleven year olds show that standards in the last two years have steadily improved. The results in 1999 for eleven year olds matched those achieved nationally and in similar schools. The results of the 2000 tests show a small decline that reflects a slightly less capable year group. The results for seven year olds, in 1999 showed that while their standard of writing had improved to match those expected nationally and with similar schools, their reading was below the standard expected for their age. However, in the tests this year, results indicate that the improvement has continued and the reading standard of seven year olds now matches that of their peers in schools nationally. Inspection findings confirm these results.
78. Pupils' speaking and listening standards are similar to those expected nationally at seven and eleven years old. In science, Years 2 pupils discuss effectively the types and colours of birds in the outdoor cage as they classify what they can see. In a Year 5 lesson pupils created a new character for a story by first drawing the character. They developed their thoughts while they were drawing using a few well chosen adjectives. During the lunch hour a small group of junior aged pupils were articulate when discussing morning lessons, football results and the effects of the recent fuel shortages. Year 6 pupils



answered the teachers' questions well in a geography lesson, accurately and to the point, about how they were to record their work. The listening skills of some pupils, however, are unsatisfactory. Lack of good listening skills and poor concentration by some pupils negatively affects learning in some lessons. Pupils, for example, do not learn as much as they might from their classmates. There is good listening in assemblies, where many pupils offer appropriate responses to questions.

79. Standards in reading meet those expected nationally at seven and eleven. At the age of seven pupils read simple texts with confidence using a range of clues to tackle unknown words. Pupils' reading records show that pupils are well supported at home by their parents and this contributes to the progress they make. Pupils enjoy reading and talk about the books they own at home. Pupils choose books themselves to read at school and have access to further books from the class libraries. Older pupils read more complicated texts, such as longer stories and novels. By reading different styles of writing, pupils make progress with what makes writing more interesting and stories more exciting. In follow-up work to a shared reading session in Year 3, adjectives were removed from a passage. Pupils saw that the passage was less interesting. Through reading activities, pupils learned skills that transferred to their writing.
80. Year 6 pupils reading "The Hobbit" together as a class, detected an older style of writing that created a fantasy world and used words and phrases that are no longer in common use, such as 'pantry' and, 'At your service.' Using the same text pupils then practised their quick reading skills to locate out of date words in the text. By the time pupils leave the school most can discuss the book they are reading and compare it to other books they have read. Pupils have favourite authors and give reasons why they like them. Other pupils like one type of book, 'funny stories' or sport related stories. Pupils have satisfactory library and research skills and some said that if they wanted information then they would look on the Internet. The school has a small non-fiction library but makes full use of the library loan service. The library does not have sufficient space for pupils to work; therefore the opportunities for independent research within it are limited.
81. Pupils' writing reaches the expected standards at seven and eleven years old. At seven years old, most pupils write independently and spell simple words correctly. They use simple punctuation in the form of capital letters and full stops. Some pupils who learn more easily add imaginatively to their stories using speech, exclamation marks and more complicated sentences. All pupils in the school practise handwriting and many pupils begin to join their writing by the time they are seven. As pupils grow older they write for different audiences and for different purposes. In Year 5, pupils were inspired by a book read to them which had strong characters and complicated relationships. They rose to the challenge of writing the start of a new chapter with dialogue. The teacher very effectively read out some pupils' contributions expressively so emphasising the impact that dialogue can have. At the end of Year 6, for example, pupils identify the tense of verbs and deduce information from texts. They give alternative words, such as 'surprised' for 'bewildered.'
82. The teaching is good overall. The teaching of reading and writing is good and pupils learn well. Teachers work hard to improve writing skills and this has been a good area of improvement since the last inspection. By teaching basic skills thoroughly and regularly keeping assessed pieces of work, the school is now able to track pupils' progress. Assessment of pupils' work has contributed to the raising of standards. Pupils have individual targets written in the back of their books and pupils are encouraged to work hard to achieve them. By keeping all assessed work in one book pupils see their own improvement. The assessment of pupils' writing, which has been a priority for

improvement, is good. Pupils' writing is carefully analysed and good records are kept of pupils' progress.

83. Reading skills are thoroughly and often imaginatively taught during literacy lessons, using 'Big Book' stories. In a Year 2 lesson the teacher covered words in a story, and pupils then enjoyed guessing the hidden words. The teacher successfully supported their predictions by asking, "Does it make sense?" "Let's check and look at the first letter." "Is that the right sound?" Reading skills are thoroughly taught during lessons and pupils learn well. Well chosen resources catch younger pupils' interest when they are learning first single-letter sounds, then blends of two letters. In a Year 1 lesson the teacher very effectively used a selection of objects and letter cards in a practical activity to teach and continually reinforce the letters at the ends of words, thus supporting their spelling skills. The precise teaching of spelling patterns for three letter words and words with a blended sound in the middle such as 'ee' has a positive impact on the quality of pupils' spelling. Although there is still a weakness in spelling in some pupils' writing, teachers work hard and use a variety of ways to improve pupils' skills.
84. Teachers plan work thoroughly to develop writing skills including spelling. They ensure that all pupils, including those with special education needs, understand what they are going to learn in each lesson. In a Year 4 lesson the skill of writing instructions was imaginatively taught through 'correspondence' with an alien called "Zog." Pupils were very keen to rewrite Zog's instructions to make his favourite drink, while pupils who needed more challenge wrote instructions for Zog so that he could improve his instructional writing skills.
85. The teaching of speaking and listening is satisfactory. On occasions teachers do not give pupils sufficient time to collect their thoughts, express opinions, and contribute to lessons, so developing their speaking skills. The negative behaviour of some boys in some lessons is not well managed because the behaviour policy does not provide enough guidance and teachers do not have a wide range of strategies to use to bring about good behaviour. Consequently teachers limit interactions at times. Pupils' attitudes and behaviour are satisfactory overall.
86. Pupils with special educational needs and for whom English is an additional language are well supported during literacy lessons and make good progress. Teacher's carefully select questions for them at an appropriate level during whole class sessions and following work on tasks are often well supported by adults. The school has effectively implemented the Literacy Strategy and the teaching is having a clear positive impact on learning. Care is taken to ensure that pupils are given tasks that are matched well to their capabilities.
87. Literacy skills are extended well in other subjects. For example, reading and writing are used well in history and science. Pupils explain themselves clearly and find information successfully. Older pupils know how to use the library to find fiction and non-fiction books. Good use is made of information technology, especially with regard to the presentation of work. Literacy skills are successfully reinforced in most lessons that involve reading and writing.
88. Leadership and management of the subject are good. The teacher responsible for English has successfully worked to improve standards. The school analyses and evaluates test results to correctly identify priorities for action and to improve pupils' performances. There are good procedures for formal assessment of what pupils know, understand and can do. Resources to support the teaching and learning of English are

satisfactory and are being systematically extended. Activities such as cultural events in Whitby further enhance learning in all aspects of English.

## **MATHEMATICS**

89. Standards in mathematics have improved since the previous inspection. Although there has been an erratic pattern to the results between 1996 and 1999, there has nevertheless been a general upward trend. The National Numeracy Strategy has been implemented well and, together with good leadership and intensive staff training, this has had a positive effect on teaching and learning. Pupils make good progress across the school.
90. In the 1999 National Curriculum tests in mathematics for seven-year-olds, pupils' attainment was well above average both nationally and when compared with pupils' attainment in similar schools. This is a considerable improvement on the previous year. However, the assessment teachers made of pupils' expected attainment were well below the actual results. This suggests that teachers' assessments at that time were insecure.
91. Standards achieved by eleven year olds in the 1999 National Curriculum tests were above expectations both nationally and in comparison with similar schools. This again is a marked improvement on the previous year. Teacher assessment of anticipated attainments for this age group were generally close to actual results. The school slightly exceeded its target for achievement in mathematics in 2000.
92. The results show that the trend has been for girls to achieve slightly better than boys at the age of seven, but for the reverse to be true at the age of eleven. As yet there is no national comparative information against which to judge the tests taken in 2000. However, the school's results show that the percentage of higher achieving pupils at the age of seven has fallen slightly, whilst at the age of eleven there has been a considerable increase. These differences are partly the result of the strengths and weaknesses of the different year groups and are not a reflection on, for example, the teaching.
93. Inspection evidence indicates that most pupils aged seven achieve the expected standard for their age. Eleven year old pupils exceed the expected standard. Pupils with special educational needs make good progress towards their own individual targets. The school sets realistic individual and yearly group attainment targets, which are achievable and challenging.
94. Pupils in Year 2 have a good grasp of the value of numbers and use this understanding to sequence numbers to 100. Some mentally double numbers such as 14, 15 and 16 and recognise the addition of two to the previous answer within this pattern. They solve money problems such as  $9p+3p+6p$  by quickly recognising that the answer is double nine. They distinguish accurately between odd and even numbers, and they know the vocabulary for addition such as, 'sum of' and 'total'. In written calculations, higher attaining pupils solve money problems involving simple multiplication. They understand that multiplication can be expressed as addition carried out several times. Teachers' planning indicates that the mathematics curriculum covers all that it should and includes activities involving shape, and measuring.
95. At eleven most pupils mentally work with fractions of numbers, by adding and subtracting them. They recognise when two fractions have the same value and calculate whether fractions are greater or smaller than each other. Most pupils accurately add, subtract, multiply and divide numbers up to 1000 and do this with problems with money and length. Pupils measure angles to the nearest degree and calculate the perimeter and area of a

rectangle. They interpret tables, graphs and charts and use the computer to help develop their skills and to explore shape and pattern.

96. Progress in mathematics is not consistent from class to class but is good overall. However, pupils do their best work in those classes where they listen carefully and where teachers ensure that concentration is not disturbed. In some classes the disruptive behaviour of a minority of boys is allowed to affect learning and some pupils do not make the progress that they should. Many pupils however, enjoy mathematics and work quickly and efficiently, especially when involved in mental arithmetic work. Teaching is good across the school. Some teachers employ strategies that effectively capture attention. For example, in Year 1, teaching and learning was enhanced as pupils enthusiastically corrected the mathematical mistakes made by a hand puppet, worked by the teacher. In Year 6 clear explanations and well-paced lessons ensured pupils' full concentration.
97. The use and application of pupils' mathematical skills is integral to the school day and very few opportunities are missed to include and develop them in real situations and across many subjects. For example, in music pupils count how many beats there are in a bar and they repeat rhythmic patterns. In geography they measure the length, breadth and depth of evaporating puddles over a period of time. Very good practical use is made of the environment to develop skills of measurement and scale. Pupils plotted the actual area of the Millennium Wood on squared paper scaled down to 1cm = 1m. They calculated the perimeter and, from the resulting information, they worked out the number of trees and the quantity of fencing required to complete the project.
98. Since the previous inspection the school has introduced the National Numeracy Strategy and this has improved teachers' planning. This, together with refined assessment of pupils' attainment is producing much better results. The previous co-ordinator and the present headteacher have been instrumental in leading the subject well. With the support of the county's numeracy consultant, good practice within lessons has been demonstrated and taken up by other teachers. Teachers have undergone intensive training, which has ensured that the government's new guidance on the teaching of mathematics has been implemented successfully. Consistent teaching of mental strategies is a particular strength and as a result pupils have the capacity to give accurate answers orally. Careful monitoring by the co-ordinator, the headteacher and a representative member of the governing body has raised awareness and highlighted clearly any areas in need of further development. The new co-ordinator was involved in discussions prior to her appointment this term and she is now in a good position to continue to develop the subject further.

## **SCIENCE**

99. Pupils make good progress in science throughout the school. As a result, the oldest pupils achieve standards that are above what is expected, and well above what is achieved by pupils in similar schools. There are particular strengths in pupils' knowledge and understanding of life processes and living things, brought about by the school's emphasis on environmental work. There has been a considerable improvement in standards since the last inspection, caused by better planning and a more consistent quality of teaching through the school.

100. Children of the age of five have a limited knowledge and understanding of the world, despite the good progress they make in the nursery and reception classes and the range of experiences they are provided with during that time. Teacher assessments in 1999 showed that seven year olds were still well below the standards expected of this age. Last year however, many more pupils achieved the expected standard and a considerable number achieved above this; an indication that standards are improving.
101. This rise in standards is reflected in the work seen currently. Seven year olds perform at the expected standard for pupils of this age. Their work shows a knowledge and understanding of all aspects of science. They know about materials and their properties. For example, they test materials to see how they can be changed by twisting, squashing, stretching. They know about some physical processes, such as electricity. They have a good knowledge and understanding of life processes and living things. For example, they know about plants and how they grow; they know about their own bodies and what they need to be healthy. Year 2 pupils make observations; for example, they see similarities and differences between birds in the school cage. Higher attaining pupils make a grid to record this information, but generally recording skills are weak.
102. The standards achieved by eleven year olds have been rising over the last few years and continue to improve. Results of National Curriculum tests in 1999 showed standards to be well above both the average nationally and for similar schools. There are indications that these standards have been maintained. Almost all pupils achieve at the expected standard, and a high percentage achieves above this. This is a considerable improvement since the last inspection. In particular the performance of boys and of higher attainers has improved.
103. Currently, pupils' work reflects these high standards. Eleven year olds have a good knowledge and understanding across all aspects of science. For example, they investigate the properties of materials and describe changes that occur when they are heated or cooled. They know about different types of forces, such as gravity and friction. They know how shadows are formed. Pupils have a particularly good knowledge and understanding of life processes and living things. For example, they have a detailed knowledge of plant growth and can competently explain food chains in the living world. Year 6 pupils confidently identify and classify living things, using external characteristics to make identification 'keys.' They learn to ask appropriate questions in order to distinguish one thing from another.
104. All pupils make good progress through the school. Pupils with special educational needs and lower attaining pupils benefit from the practical approach, in which they can be involved alongside their peers. Higher attaining pupils are sufficiently challenged by the work they are given. Teachers use a high level of questioning to stretch the thinking of these pupils, although sometimes they are not given sufficient opportunity to discuss their ideas with each other. Boys have in the past performed less well than girls, but this trend has been dealt with well by the school and they now achieve as well as the girls. Only in a few lessons, where the restless behaviour of a few boys is allowed to dominate, does this affect the progress of these particular boys.
105. The quality of teaching throughout the school is good and has a positive effect on pupils' learning. Teachers plan carefully and have clear targets which pupils can understand. Planning is organised so that what pupils are taught builds on what they have already learnt. As a result, pupils gain new knowledge and skills and make good progress. Teachers successfully build on the work in the previous classes. For example, in Year 1 the teacher planned for pupils to observe birds in the animal area and to talk about

their observations. In Year 2 pupils observed similarities and differences, and so developed their observation skills further.

106. Only in the area of pupils' recording of their work is planning weak. Pupils do not have sufficient opportunity to develop their recording skills through the school. Sometimes this is due to an over-emphasis on the practical approach, and only limited time is left in lessons for the more formal recording of their learning. Sometimes it is because speaking, listening and writing skills are limited and pupils find it difficult to discuss and share their findings. Teachers do not always provide modified recording sheets to support the lower attainers and they find it difficult to record what they know. In a few lessons, the inattentive behaviour of a few pupils is allowed to disturb the progress of the lesson, and teachers find it difficult to create the calm atmosphere in which reflective discussion and quiet recording can take place.
107. To support their planning, teachers effectively use a wide range of resources. The outside environment is used particularly well. This area has been developed over the years until it is now an extremely valuable resource for work in science and other subjects. Pupils have the opportunity to observe living things in a practical way, and this provision has a considerable impact on their interest and motivation. For example, the Year 4 class was outside looking for creatures and pupils began to discover the different animals found in different habitats. They developed their enquiry skills as they asked questions about why certain animals lived where they did. Pupils' literacy and numeracy skills are put to good use. They record investigations in words, learn new technical terms and to count accurately.
108. A major strength of the teaching in science is the knowledge and understanding teachers bring to the subject and the enthusiasm with which they approach it. This encourages pupils and affects their positive attitudes to their work. The co-ordinator has had a major positive effect on this, as her enthusiasm affects other teachers and the whole subject. It is her influence that has ensured the school has the breadth of curriculum it has and that pupils gain a depth of knowledge and understanding. For example, in her class pupils observed 'mini-beasts,' such as insects, with great interest and developed their understanding of how they could be identified. This was a lively session and it resulted in pupils learning and increasing their understanding. The lesson would have been even more effective if there had been time for reflection and consolidation at the end of the session.
109. When teachers combine the enthusiasm they have for the subject and the emphasis on making tasks relevant and practical, with the skills they have in organising their teaching, pupils make good progress and high standards are achieved. For example, in a Year 6 science lesson the teacher carefully taught pupils to use 'decision trees' (a way of recording what happens in the right order) as a means of identifying things. Pupils then went to the school pond to observe living things and on the return to the classroom used information from their observations to help them make their own 'decision trees.' In this way pupils developed skills in a scientific way. This quality of teaching, seen throughout the school, helps pupils in all classes to make good progress and is a key factor in the raising of standards.

### **Environmental education**

110. For some years the school has put a considerable emphasis on using the environment to enhance lessons provided for pupils. This great interest is largely due to the enthusiasm of one teacher who puts in a lot of time and effort to keep environmental education as major focus of work in several subjects. Her enthusiasm and tireless

effort has resulted in the school receiving awards and grants, all of which have been used very effectively to further develop the accommodation. The different gardens and areas in the school grounds now form a valuable resource for the school. When the use of the grounds is carefully planned into lessons, these facilities have a positive effect on the quality of lessons and of pupils' learning.

111. The focus is mainly on the science curriculum. Environmental education has a major impact on pupils' knowledge and understanding of living things as well as on the development of observation and enquiry skills. However, there are benefits for other subjects, such as geography, history and English. One of the most positive benefits is the way in which this approach to teaching provides opportunities for pupils to take on individual responsibilities, for example in caring for animals. In a wider context, pupils gain an understanding of the environment and how they are responsible for its care. This was very clear during the inspection when the effects of some vandalism caused many pupils to think carefully about how such behaviour affects the habitats of living things.

## ART

112. During the inspection no art lessons were observed in infant classes. However, judging from teachers' planning, displayed work and discussions with pupils, a satisfactory curriculum is in place. This evidence is consistent with attainment that matches national expectations for pupils aged seven. At the age of eleven, pupils' attainment in art matches the expectations in the National Curriculum. Pupils, including those with special educational needs, make satisfactory progress. The school has sustained the standards found at the previous inspection.
113. At seven years old, there are strengths in pupils' standards of observational drawing and in the sensitive use of colour. From their earliest days in school, pupils are taught to mix their own paints and to experiment in matching shades. They know that by combining colours they create new ones and they add white to lighten them. Pupils use water-colours to skilfully match the colours in given pictures. They extend some pictures with the addition of pencil and charcoal detail and they use computer programs to aid composition. At eleven years old, pupils compile pictures and record observations in sketchbooks. They practice drawing figures in a sequence of positions to complete a simple action, such as a forward roll and achieve some good results. Samples of previous work suggest that the local environment and school grounds influence much of their work and their paintings of land and seascapes often depict mood and atmosphere.
114. Scrutiny of teachers' planning indicates that pupils experience all aspects of the art curriculum. However, evidence of creative three-dimensional work is more limited. Projects such as those connected with the development of the school's 'Millennium Wood' provided opportunities for modelling and pupils benefited from working with local artists and craftspeople in a practical way. They made good animal shapes from willow branches and carved and painted designs on wooden benches. Good opportunities to extend their experiences are arranged through visits to local museums and art galleries. Following a recent visit, pupils in Years 3 and 4 were inspired by local paintings. They made sketches that included notes referring to technique, colour and texture. The sketches helped their work in the classroom as they experimented with a wide range of media.

115. Pupils enjoy art activities and work well on their own and in collaboration with others. Their concentration on drawing tasks is good and enables them to produce some work of appropriate quality. Opportunities to join the after-school junior Art Club are well supported and demonstrate pupils' significant interest in the subject.
116. Judged from the extent and quality of pupils' work and observed lessons, the teaching is satisfactory. Some teachers transmit their enthusiasm for art to pupils very effectively and this produces good results. The co-ordinator has had little opportunity to monitor teaching and learning but this has been built into future planning. Good links have been established with the local secondary school. There is a useful scheme of work in place to support teaching and there is now a satisfactory range of resources to meet the needs of the curriculum.

## **DESIGN AND TECHNOLOGY**

117. Pupils, including those with special educational needs, are enthusiastic about their work in design and technology. The standards they achieve at both seven and eleven years of age are those expected in the National Curriculum for their ages. Pupils make good progress. Enthusiasm is generated by the high profile that the subject is given by the headteacher, who holds the post of co-ordinator at the present time. Teachers follow a well structured commercial scheme of work that enables them to plan thoroughly and they teach lessons with confidence and enthusiasm. This is an improvement from the last inspection where there was no scheme of work to ensure clear planning of the subject.
118. Seven year old pupils are clear about the design stage of preparing their soup; they considered what vegetables were going to be used to produce a soup with attractive colour and good flavour. All pupils knew the importance of hygiene and were very ready to give reasons for washing hands and wiping tables. The smell of the soup drifting through the school enhanced pupils' pride in their achievement and encouraged the eagerness of groups that awaited their turn another week. At eleven years old, pupils evaluate the construction of shelters and then design and make bomb shelters, wigwams and Tudor houses. Pupils make moving things such as pop-up toys that move using cogs. Pupils make good progress in designing things.
119. The teaching is good across the school and pupils learn many new skills. In the infant classes food technology is well taught through, for example, the designing and making of soup. Literacy skills are well supported as pupils identify and then spell the names of the vegetables that are available to use. The methods of preparation successfully include discussion about the most suitable verbs to use, such as 'scraping' and 'peeling'. Voluntary adult support is very well used in these lessons. Teachers brief the support staff well and groups of pupils are withdrawn from classes to make the soup in the cooking area. Opportunities for good learning are enhanced in this way and all pupils achieve well. Pupils with special educational needs are well supported with written work in designing and succeed well in the practical tasks.
120. Pupils in Year 4 were given a good selection of money containers to evaluate. As preparation for this exercise, the teacher was very effective in supporting a whole class lesson where pupils identified the features that they would need to look for. Interest and enthusiasm for the task was good. In Year 5 pupils had already evaluated a range of slippers as preparation for designing slippers of their own. The teacher enthusiastically supported and challenged pupils with the problems that they had to consider when designing a slipper. Support included explaining the need for a pattern or template for



the slipper and then how pupils would be able to make it so as to fit round the curved shape of a foot. This thorough preparation enabled pupils to succeed in the design task that followed.

121. Because of the stage in the school year, no evidence of finished products was available. However, the evaluation of ready-made products and the design work seen are laying good foundations for the making and evaluating stages that will follow.

## **GEOGRAPHY**

122. The standards pupils achieve in geography at the age of seven and eleven match what is expected of pupils of these ages in the National Curriculum. As result of good teaching and a curriculum that offers a wide range of experiences, the quality of all pupils' learning and progress is good throughout the school. Provision for the subject has improved since the last inspection. Improvement is the result of better planning, more consistency in the quality of teaching through the school, more emphasis on using the local environment and the development of resources.
123. Seven year olds know about places and they make observations about features of the environment. For example, they know why they like certain places and why some places are suitable for holidays. They compare other places with their own locality. Eleven year olds know about physical processes, such as the water cycle. They carry out practical investigations, such as when pupils measured the rate of evaporation of puddles in the playground. Good links are made to mathematics; pupils revised important work about making scale drawings to assist the recording of the investigation. They competently use maps and globes to find out about places.
124. The teaching is good. Teachers demonstrate a good level of knowledge and understanding of geography and they plan well to develop pupils' learning. Teachers make good use of the local environment, both in the vicinity of the school and further afield. These experiences have a positive impact on pupils' interest and motivation. Pupils enjoy the subject and show an interest in finding out about places. For example, older pupils went to Tynemouth and carried out fieldwork in the area. The quality of their work as result of this experience provides evidence of a keen interest and enthusiasm, as well as some good gains in learning. Some thoughtful work is encouraged. For example, Year 5 pupils considered the development of a marina in Whitby, and they communicated their opinions well as to whether this was a good thing or not.
125. Good use is made of information technology. For example, one class used a computer to help them make a bar chart of information about where pupils went on holiday. This enabled them to find out what was the most popular place. Older pupils were introduced to a 'graphics' program to enable them to create a representation of the water cycle. However, pupils' recording skills generally are weak. Their written recording of findings is not always clear and they do not always make progress in developing these skills. Higher attaining pupils in particular are not achieving what they might in this aspect.
126. The newly-appointed teacher responsible for geography has a good level of expertise and interest in the subject and has already had a positive effect on the subject. For example, she has developed the number and quality of resources. She has clear plans for the future, as the subject becomes a focus for school development this year. She is aware of some of the strengths and weaknesses in the subject, but has not yet had

sufficient opportunity to find out what the quality of teaching and learning is in each class.

## **HISTORY**

127. The standards pupils achieve in history at the age of seven and eleven match what is expected of pupils of these ages. All pupils gain a satisfactory level of knowledge and understanding but the development of enquiry skills is weaker. The curriculum is sound, and pupils make satisfactory progress through the school. Planning for history is better than it was in the last inspection, and there is more consistency in the quality of teaching. Good use is made of the local environment to support pupils' learning.
128. Seven year olds know about life in the past. They make comparisons between their own lives and life in the past. For example, they know about changes in methods of transport. Pupils have learnt about the life of Captain Cook. Eleven year olds know about life at the time of the Egyptians and have a good level of knowledge and understanding about life in Britain since 1930. They are currently learning about the Ancient Greeks and they make appropriate comparisons between different ways of life and beliefs, then and now.
129. The teaching is satisfactory. Teachers demonstrate a satisfactory level of knowledge and understanding of the subject and they plan well to develop pupils' learning. The planning of the curriculum has been improved and there is now more consistency in what is being taught in each class than there was at the last inspection. Several classes study the same topic at the same time. This occasionally leads to a shortage of resources, such as books, but is effective as a means of ensuring that planning is shared and carried through efficiently.
130. Good use is made of the local environment, both in the vicinity of the school and further afield. These experiences have a positive impact on pupils' interest and motivation. Pupils enjoy the subject and show an interest in finding out about different times. For example, younger pupils found out about Captain Cook and his links with Whitby. Year 3 pupils used the school environmental areas to support their work about life at the time of the Tudors, for example, to find out how and why herbs were used.
131. More use is made of information technology, for example, using a CD-ROM to find out about the topics studied. However, pupils' enquiry skills generally are weak. There is some evidence of teachers encouraging pupils to do their own research, for example, from books and pictures. Sometimes this is quite imaginative. For example, Year 5 pupils looked for evidence of change in the environment. On occasions, homework is used to encourage more independent research. However, these skills are not taught in a structured way through the school, so that pupils become confident and are able to carry out their own research regularly and effectively. The recording of information is not clear and pupils do not always make progress in developing these skills. Higher attaining pupils in particular are not achieving what they might in this aspect. For example, they do not understand sufficiently well how to ask and answer questions, or look at how the past is interpreted in different ways.

## **INFORMATION TECHNOLOGY**

132. Standards of pupils' work meet the expectations of the National Curriculum at seven and eleven years old. Pupils, including those with special educational needs, make

satisfactory progress. Judgements are based on the observation of five lessons, a scrutiny of pupils' work, teachers' planning, discussions with the teacher responsible for information technology and discussions with small groups of Year 2 and 6 pupils. There have been good improvements since the last inspection as a result of better organisation of the subject. The school has more and better computers, programs and other equipment. Pupils achieve higher standards of work than at the time of the previous inspection. Recent improvements in the teaching have led to a quickening in pupils' progress; pupils have caught up with what they are expected to know. The school has also wisely adopted the latest national guidance for information technology as its overall plan for the curriculum.

133. At seven years old, pupils load, save and retrieve their work successfully. In two lessons observed, pupils were seen learning to control a floor robot. Pupils know how to create pictures using a painting program. In other subjects, pupils use information they have collected from CD-ROM based encyclopaedia to help them with their work. Pupils also successfully use word processing skills, such as changing the size and type of letters and rearranging the order of their writing, to enhance their work in many subjects.
134. At the age of eleven, pupils further refine their information handling and word processing skills. Many pupils know how to use a large number of features on the word processor's 'tool bar.' Pupils know how to use a simple programming language to draw shapes and then move them as part of the unit of work about controlling things on screen. Pupils have used the internet to find information and soon pupils will talk to pupils at another school using sound and pictures.
135. The staff now has the skills to teach information technology well and the subject is well organised. The headteacher and co-ordinator for information technology have made the development of information technology a priority for spending since the last inspection. A considerable amount of money has been spent effectively to improve the subject. However, the co-ordinator does not have enough time to see his colleagues at work or read the assessments teachers make of pupils' knowledge and progress. Therefore he is not as well informed about the provision the school makes as he might be.
136. The use of computers in other subjects for supporting work in information technology is good and pupils' progress is enhanced. Pupils use information technology in English, such as drafting and editing of work, using some of the many features of word processing programs. They have access to a wide range of programs, such as simulation games that require pupils to make decisions and skill practices for understanding number in mathematics. Pupils use CD-ROMS to find out about subjects, such as how things such as gearboxes work in science and to find information for work in history.
137. Pupils have good attitudes to work and enjoy their studies. Their attitudes to work have encouraged a good rate of progress in many aspects of information technology. The teaching now is good at both key stages. Teachers explain things well and give pupils time to understand what they have heard. This leads to good learning. For example, teachers give infant pupils time to experiment with controlling the floor robot and pupils quickly learn to send it the distance they want to. Pupils in Year 4 learn the value of using 'decision trees', where each instruction given to the computer is recorded and its result in order. This means that pupils learn to analyse what they are doing in order to save time and to better understand procedures for using computers. In Year 5, pupils make good progress with learning how to make a diagram of the 'water-cycle' using a drawing program. Year 6 pupils have very good opportunities to use the computer suite

at the local secondary school. Pupils learn to follow instructions and then to persevere with a 'spreadsheet' program to add columns of figures.

## MUSIC

138. Pupils' attainment in music at the age of seven matches what is expected nationally. All pupils, including those with special educational needs, make good progress and by the time they are eleven their attainment exceeds what is expected in the National Curriculum. This is an improvement in both progress and attainment at eleven since the previous inspection. Pupils' attainment in listening, appraising and performing is good and in composition is now satisfactory. Music provision overall has improved since the last inspection. This is the result of better planning, more consistency in the quality of teaching through the school and the development of resources.
139. The youngest pupils know a wide range of counting and action songs. They begin to use some percussion instruments and learn how to hold and play them correctly. In reception they concentrate well and copy simple clapped rhythmic patterns accurately. By the age of seven pupils compose their own clapping patterns, maintaining a steady beat. They have a good knowledge of percussion instruments and many act as a conductor when leading a large group. Pupils concentrate well and respond to instructions correctly. Their singing is tuneful and some accurately distinguish between high and low notes and follow the rise and fall of a tune with their hands. They listen carefully to each other when singing two-part songs, one group sustaining a repetitive phrase as the other performs the melody. Whilst listening attentively to recorded music, older pupils accurately identify the number of beats in a bar and use correct conducting patterns. In response to good teacher demonstrations, pupils control sound through singing and improve their own performance through practice. They evaluate their work and suggest improvements. In Year 6 pupils work with three different rhythmic word patterns, applying one on top of the other in the form of a round. They listen to a range of recorded music from different cultures and recognise unusual beats.
140. Pupils' response in all music lessons is good. They are enthusiastic, and many in Key Stage 2 join the school choir, the steel band and recorder groups and show a pleasing commitment. The music curriculum is further enriched for a significant number of pupils, who choose to take advantage of the instrumental tuition provided for strings, brass, drums and keyboard.
141. The teaching is good. The specialist music teacher is very good and she provides very effective support for all the teachers. Standards of pupils' work reflect the high quality of teaching. She models good practice during weekly lessons and suggests follow-up activities in preparation for the next lesson. This is a new innovation this term and it is working well. She provides very effective regular training for teachers and builds their confidence. The subject is well co-ordinated. There is a clear school policy and a commercial scheme that has been adapted to meet the school's individual needs and reflects all aspects of the National Curriculum programmes of study. Resources are good and mirror the high regard for music in the school.
142. Pupils have many opportunities to perform and considerable effort is made to broaden these experiences beyond the school. Each year the school participates in a number of town events and festivals. They regularly celebrate success at the Eskdale Festival of Arts and they enjoy workshop sessions with pupils from other schools. The choir and the school band is in demand to entertain in the town, and pupils experience a true

sense of pride in their school as they wear their special group sweatshirts and waistcoats. These activities enhance pupils' progress and attainment in music.

## **PHYSICAL EDUCATION**

143. Pupils, including those with special educational needs, make satisfactory progress across the school. Seven and eleven year olds achieve standards that are typical of pupils nationally. Standards of pupils' work are similar to the previous inspection. Although physical education is not a priority, the good features of the provision reported four years ago have been maintained. The arrangements for swimming are good. At eleven years old, 80 per cent of pupils swim 25 metres.
144. Year 2 pupils balance on their hands and other parts of their bodies and hold shapes which are wide and narrow. Higher attaining pupils find interesting ways to move over equipment such as mats and benches. Pupils return equipment safely to its proper place. Lower attaining pupils achieve appropriately but some are not fully aware that there are others in the room and they sometimes run into others and equipment. Most pupils in Year 1 catch and throw a ball successfully standing three metres apart.
145. Year 6 pupils put a sequence of actions together following a tape-recorded theme about the Aztecs. Pupils learn to link several short sequences of movement into one long sequence. Pupils show that they can move in pairs like an ant, form a bridge and worship the Aztec god. In Year 4, pupils make sequences of shapes, which are symmetrical or asymmetrical. Higher attaining pupils imaginatively link them together to form one smooth sequence. Lower attaining pupils tend to copy rather than to develop their own ideas.
146. The teaching is satisfactory across the school. The school provides a good curriculum and all the elements of the National Curriculum for physical education are present. Teachers' levels of expertise and expectations of what pupils should do are satisfactory. Lessons are well planned. Pupils' attitudes and behaviour are satisfactory. However, in one dance lesson, some boys did not apply themselves as well as they might and they made less progress than they should. In some lessons, the procedures to control all pupils successfully are not strong enough. Some boys' attitudes and behaviour are unsatisfactory and this has a negative influence on the learning of some classes of pupils.
147. Many pupils of all ages are interested in what they do and they make good attempts to carry out the teachers' instructions. For example, in the Year 1 class, pupils made satisfactory progress with learning to throw and catch a ball, which many found difficult to do. Teachers place good emphasis on the use of space but little use is made of pupils' self-evaluations of their work, which involves pupils listening and speaking. Some teachers demonstrate the required movements well, using higher attaining pupils or themselves to inspire pupils. Good demonstrations have a positive impact on the effort pupils make, the learning and quality of work. Some teachers also make good use of praise to motivate pupils.
148. The co-ordinator has a good knowledge of physical education. Because of the greater importance of other subjects, he has had few opportunities to watch his colleagues and pupils at work in lessons. The school's programme of extra-curricular activities is very good. It includes net-ball, football, indoor games for younger pupils, sporting visits to other schools in the north-east and outdoor and adventurous activities, which raise the standards of pupils' work. The school's accommodation is good. The hall and

playground are large and pupils have sufficient room in which to work. The school uses these spaces to very good effect.

## RELIGIOUS EDUCATION

149. The teaching of religious education is based on the locally agreed syllabus, which has recently been brought up to date. It provides teachers with a secure framework in which to work. The attainment of pupils of seven and eleven matches the expectations of the syllabus. All pupils make satisfactory progress. Pupils make a satisfactory response to religious education and the teaching is satisfactory. The school has sustained the standards reported in the previous inspection.
150. At seven years old, pupils have an adequate knowledge of famous Christians and Christian traditions such as Lent, Christenings and Palm Sunday. They have a reasonable knowledge of famous parables, such as 'The Lost Sheep.' Pupils have also studied the story of 'Joseph and His Coat of Many Colours.' At the age of 11, the curriculum for religious education considers the quality of the environment. Pupils study ten rules for protecting the environment and relate these to Christian rules. Pupils study Judaism and Hinduism as well as aspects of Islam, Buddhism and Sikhism.
151. Teachers have good subject knowledge of other faiths as well as Christianity and this is reflected in the respect that other beliefs are given. The lack of resources identified at the last inspection have been partly addressed but the school lacks large posters suitable for class lessons. The lack of a large picture to focus pupils attention during a Year 5 lesson had a negative affect on the concentration and behaviour of a minority of boys who found it difficult to concentrate. In Year 2, pupils reinforced the continual changes of the seasons by chanting the cycle. The teacher then successfully used a poem about Autumn to develop pupils' knowledge and feelings about the seasons. Through the teachers' sensitive reading, pupils were successfully encouraged to reflect on their feelings about this season and the significance of Harvest Festivals.
152. Pupils in Years 3 and 4 showed a good understanding of some the stories and traditions of the Hindu religion. The acting-out of the ceremony of Ganesh enhanced their knowledge. This involved the making of simple masks, preparation of traditional sweets and the dressing up of a pupil to lead the procession. By actively taking part in this ceremony pupils showed respect as they quietly followed and stood round the pond. Marigold petals were sensibly thrown on to the water and 'Ganesh' was carefully lowered into the water, so reproducing events that take place on the banks of the river Ganges. Although pupils had good knowledge of the story and respected the moral that it told, they did not make the link to it being part of another faith, although they knew it took place in India.
153. Homework is effectively used. Pupils drew the outside of a church showing what features made it different from other buildings. Through looking at a photograph of the inside of a church, pupils picked out some main features and understood the use of the altar, pulpit and pews, but for many their lack of experience meant that this knowledge was purely factual and they did not regard it as a special place. Few appreciated the significance of candles. Overall pupils' knowledge of faith and religions is satisfactorily developed through lessons but there are too few opportunities for pupils to reflect on their own and other beliefs and feelings.