

INSPECTION REPORT

WAWNE PRIMARY SCHOOL

Wawne, Hull

LEA area: East Riding of Yorkshire

Unique reference number: 117867

Headteacher: Mr K M Crabb

Reporting inspector: Mrs A Soper
18148

Dates of inspection: 2nd – 4th June 2003

Inspection number: 247821

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 – 11

Gender of pupils: Mixed

School address: 10 Greens Lane
Wawne
Hull

Postcode: HU7 5XT

Telephone number: 01482 835599

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Appropriate authority: The Governing Body

Name of chair of governors: Mr D Skinner

Date of previous inspection: 3rd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
<p>A Soper Registered inspector 18148</p>	<p>The Foundation Stage Educational Inclusion Special Educational Needs English Art and design Geography History Physical Education</p>	<p>What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How good are the curricular and other opportunities offered to pupils? What should the school do to improve further?</p>
<p>E Marshall Lay inspector 14141</p>		<p>Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?</p>
<p>D Pattinson Team inspector 19120</p>	<p>Mathematics Science Information and communication technology Design and technology Music Religious Education</p>	<p>How well is the school led and managed?</p>

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS ?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the small village of Wawne, near Hull. It is smaller than other schools and the roll is slowly declining. There are 75 pupils, 43 boys and 32 girls who are taught in mixed age classes in the school. There is no nursery provision. There are eight children in the reception class whose attainment on entry is broadly average. Most pupils come from the village, though almost one third come from the wider area, including a council estate in Hull. The proportion eligible for free school meals, 8 per cent, is below average. All pupils are from white, British backgrounds and there are no pupils whose mother tongue is not English. The percentage of pupils with special educational needs, 10.6 per cent, is well below the national average, though the proportion with a statement of special educational needs, 2.6 per cent, is above the national average. Their specific needs include physical disabilities and moderate and severe learning difficulties. At the time of the inspection, the Year 3 and 4 teacher was absent and the headteacher taught this class, while a temporary teacher taught the headteacher's usual class of Year 5 and 6 pupils.

HOW GOOD THE SCHOOL IS

The school's strengths outweigh any weaknesses and it provides a sound quality of education for its pupils. The leadership and management are satisfactory and the headteacher and deputy headteacher are forging an effective team. There have been difficulties with staffing that have affected the progress of developments. Standards are average in English, mathematics, science and most other subjects by the end of Year 6. While the quality of teaching is satisfactory overall, much of it is good in the reception and Year 1 and 2 class. The school provides satisfactory value for money.

What the school does well

- Standards are above average in reading, mathematics and geography by the end of Year 2.
- While satisfactory overall, much of the teaching is good.
- Pupils have good attitudes and values. Their behaviour is very good and there are very good relationships between staff and pupils. These contribute well to their learning.
- There is good pastoral care, which means that pupils' health and welfare are looked after well.
- There is a good partnership with parents.

What could be improved

- Teaching methods do not always encourage pupils to gain a good knowledge of their own learning.
- The use of assessment to guide planning for different pupils, and particularly for the more able, is inconsistent. As a result, too many pupils, especially in Years 3 and 4, receive work that is insufficiently adapted to meet their needs.
- Children in the Foundation Stage have insufficient opportunity to use the outdoor area and to make choices.

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 previously inspected in March 1998. It has made a satisfactory improvement since then. There has been a considerable focus on improving writing standards, which are now satisfactory by the end of Year 6. The school has greatly improved the provision for children in the reception class (Foundation Stage). The standards in information and communication technology (ICT) are better as a direct result of more confident teaching and improved resources. Subject co-ordinators now have more involvement in the planning and organisation of the curriculum. However, their roles are not yet rigorous enough to ensure consistently effective teaching and learning because staffing difficulties have restricted progress in developing their monitoring role. There is inconsistency in the use of assessment to guide teachers' planning and this results in limited progress by some pupils in Years 3 to 6.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	D	D	E	well above average A above average B average C below average D well below average E
Mathematics	B	C	C	D	
Science	C	D	E	E	

The table shows that in 2002 in the national tests the performance of the 11 Year 6 pupils was below the national average in English, average in mathematics and well below average in science. Compared with the performance of similar schools, the results were well below average in English and science and below average in mathematics. Taking the three years 2000 to 2002 together, pupils' performance exceeded national averages in mathematics but fell below these in English and science. The trend in the school's performance in all core subjects, which include English, mathematics and science, was broadly in line with the national trend. However, care should be taken when comparing pupils' performance from year to year because of the small numbers of pupils undertaking the national tests. It is inappropriate to publish the performance of the Year 2 pupils in 2002 because there were fewer than ten pupils who undertook these tests.

Standards are now average in English, mathematics and science by the end of Year 6 and generally reflect the pupils' capabilities. However, the pupils' progress between Years 3 and 6 is restricted because work is not always adapted well enough to meet the needs of all pupils, including the more able. Speaking skills are not always as well developed as they might be because teaching methods do not always provide sufficient opportunities for pupils to suggest ideas, offer opinions and explain their points of view. Standards by the end of Year 2 are above average in reading, mathematics and geography, where pupils achieve well. Attainment in ICT is in line with national expectations by the end of Years 2 and 6. In religious education, standards are broadly as expected for pupils' ages by the end of Years 2 and 6, in relation to the requirements of the locally agreed syllabus. Standards are average in all other subjects by the end of Years 2 and 6. Pupils with special educational needs make satisfactory progress. The school has set suitable targets for Year 6 pupils' attainment next year.

Children begin school with broadly average attainment. Those who have attended school for the whole year meet the early goals for their age by the end of the reception year. Those who have begun school at different times during the school year are making steady progress along the stepping stones identified in the six areas of learning and most are on target to meet the goals for their age by the end of the reception year. The youngest children, who have only recently started school, are making satisfactory progress but are unlikely to meet the early learning goals by the end of the year because they have had very little time in school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like school and are eager to learn.
Behaviour, in and out of classrooms	Very good. Pupils play and work very well together.
Personal development and relationships	Satisfactory. The very good relationships support pupils' learning. Pupils willingly help each other. Pupils' learning lacks sufficient opportunities for decision making, taking responsibility, independent study and making suggestions.

Attendance	Good. Pupils are rarely absent and parents support the school well by notifying staff of the reasons for any absences.
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Pupils have positive attitudes because they enjoy school and develop very good relationships. Their very good behaviour helps them to listen attentively and they show respect for adults and each other. However, they do not often have good opportunities to develop independent learning skills and to contribute their views because insufficient emphasis is placed on in depth discussions and investigative and practical work. This is because there is too much instruction from teachers, particularly in Years 3 to 6. Attendance is good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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

Teaching is satisfactory overall, with good teaching in the class containing reception children and the Year 1 and 2 pupils. The quality of teaching is good in English and mathematics in the reception, Year 1 and 2 class. Most English and mathematics lessons in Years 3 to 6 were taught well, but there is some difference in the teaching in Years 3 to 6, particularly in ensuring good progress in speaking skills. Literacy and numeracy skills are taught well in most lessons. Pupils' needs are not always taken well enough into account when devising work because assessment is not always used effectively to inform future teaching in Years 3 to 6. This means that more able pupils, in particular, are insufficiently challenged and the work they produce is of a similar standard to that of the other pupils. In most lessons, pupils listen attentively, follow instructions closely and persevere to complete the tasks that have been set for them. When given opportunities the pupils willingly answer and ask questions and contribute their ideas. However, these are not always a strong element in many lessons and pupils' contributions are restricted by too much direction from teachers, particularly in Years 3 to 6. Pupils with special educational needs are taught satisfactorily. There is effective help for pupils with special educational needs from support staff who pay close attention to the targets in their individual education plans when supporting them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is an appropriate range of experiences. The school is at the heart of its local community and there are many visitors who support its work.
Provision for pupils with special educational needs	Satisfactory. Pupils are given good guidance from support staff. Individual education plans are satisfactory and there are suitable arrangements for reviewing pupils' progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. There is good provision for moral development, as reflected in the pupils' very good behaviour.
How well the school cares for its pupils	Good. Teachers show care for pupils' welfare and safety. They successfully encourage pupils to show courtesy and care for each other.

There is a good partnership with parents. ICT is used well to support work in other subjects. The provision for geography and history is good. The planning in some subjects does not enable pupils, especially the more able, to make the best possible progress. The use of assessment to guide curricular planning is unsatisfactory in Years 3 to 6 because work is not always well matched to pupils' different needs. There is good provision for pupils' health and welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and deputy headteacher work well together and are developing sound management procedures. The school has experienced staffing difficulties that have restricted the contribution made by other key staff, though these are being resolved.
How well the governors fulfil their responsibilities	Satisfactory. Few governors have received training despite actively seeking this, because there has been insufficient opportunity provided for this by the local education authority. Governors fulfil their responsibilities satisfactorily and wish to improve their role in supporting the leadership and management of the school.
The school's evaluation of its performance	Satisfactory. The headteacher, staff and governors analyse pupils' performance and identify appropriate areas for improvement.
The strategic use of resources	Satisfactory. Good use has been made of funds to improve the ICT facilities and to improve teaching and learning. Resources for music are limited and restrict pupils' opportunities to perform and record their musical compositions in small groups. Some construction equipment for reception children is old and worn. There are old dictionaries that do not provide pupils with current meanings of words.

Overall, the staffing, accommodation and resources are satisfactory. The leadership of the school provides clear vision and a strong commitment to the community ethos. The school aims and some subject roles and responsibilities require review. They do not focus enough on the need to strive for high standards to help pupils to realise their potential. The headteacher and the deputy headteacher are still developing effective management systems. The staffing problems have had an adverse effect on the progress being made to raise standards. The governing body, while supportive and having a clear idea of the school's strengths and weaknesses, does not yet have a strong involvement in monitoring and evaluating the school's performance. The principles of best value are applied satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school staff are approachable. Their children like school. Behaviour is good. 	<ul style="list-style-type: none"> The range of activities outside lessons. A few believe that their more able children are not making good progress.

The inspection team fully agrees with parents' positive comments and with their views that more able pupils are not always making good progress. The team agrees that more could be done to enhance pupils' learning through planned visits. However, the range of other experiences, including school clubs for pupils, is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. This is a very small school and the number of pupils who undertake national tests is usually less than ten. This means that it is inappropriate to publish pupils' results and that care should be taken when comparing pupils' results from year to year. In 2002, only 11 Year 6 pupils were tested, so only the total percentages are shown in the report table. Less than ten Year 2 pupils undertook the tests so their results are not published. The trends over time are broadly in line with the national trend. Appropriate targets have been set for next year.
2. Evidence from the inspection shows that the current Year 6 pupils attain average standards in English and mathematics and science. In English, standards are average in most aspects and good in reading by the end of Year 2. They are average by the end of Year 6. There has been a strong focus on raising standards and increasing the opportunities for pupils to use their literacy skills in other subjects, which are successfully raising standards in Years 1 and 2. The planning has improved. However, in English and other lessons, particularly in Years 3 to 6, there are not always good opportunities for pupils to fully develop their speaking skills. Some teaching does not consistently ensure that methods cater for pupils of all abilities, which means, for example, that less able pupils in Years 5 and 6 do not always fully understand what is expected of them.
3. In mathematics, standards are above average by the end of Year 2 because the teaching is effective and pupils make good progress. Pupils in Years 3 to 6 do not always make the best possible progress because work is not always closely matched to their needs. This results in uneven progress for pupils, including the more able, particularly in Years 3 and 4. There is often too much work using worksheets and textbooks, limiting pupils' investigative and practical development. Marking is inconsistent in Years 3 to 6 and does not always ensure that constructive help is provided for pupils to further improve their work. As a result, the amount, quality and presentation of work vary from class to class.
4. In science, standards are average by the end of Year 2 and Year 6. However, pupils in Years 3 to 6 rarely plan, implement, record and evaluate investigations for themselves. When they undertake investigations, some are often too teacher directed and provide restricted opportunity for pupils to contribute their suggestions and predictions.
5. Standards are above average in geography by the end of Year 2, which is an improvement since the previous inspection. The pupils have a good understanding of localities and their features because there is a strong emphasis on studying places in the area and further afield, often supported well by using 'Barnaby Bear's' journeys with various people in the school. These pupils also have good mapping skills by the end of Year 2. The school has successfully reviewed the time given to geography and this is having a positive effect on raising standards by the end of Year 2.
6. Standards are similar to those expected nationally in geography and all other subjects by the end of Year 6. However, there are some factors that limit good progress in Years 3 to 6. Pupils' past work in subjects such as geography, history and design and technology indicates less effective continuity and progression in Year 3 and 4 pupils' learning. There is insufficient adaptation of work to meet the needs of pupils with different capabilities. There are too few opportunities for pupils to contribute their ideas, to discuss at length and to evaluate their work. These pupils' knowledge of their own learning and their personal development. Despite these limitations, pupils throughout the school, including those with special educational needs, follow instructions, persevere with, and complete tasks to the best of their ability.

7. The pupils with special educational needs make satisfactory progress overall. Their needs are known and generally work is soundly matched to their needs. However, in a few lessons the teacher's language was too complex and so the pupils had limited opportunity to answer questions. On these occasions they became confused and lost interest.
8. The children who have been in school for the whole of their first year meet the goals for their age by the time they leave the reception class. Others, including those who have only recently started school, make steady progress along the stepping stones identified in the six areas of learning. Most are on target to meet the early learning goals by the end of the reception year, with the exception of the most recently admitted children, who are still in the early stages of development because they have been in school for a very short time. Most children settle quickly to school because they receive sensitive support from staff. They quickly develop independence, such as when dressing and changing clothes for physical activities and in their personal hygiene. The children showed good skills and awareness in movement and dance. Although the teaching is often good, the children do not benefit enough from being able to choose from the well planned and varied activities provided, which restricts their personal development.

Pupils' attitudes, values and personal development

9. Parents say their children like coming to this school and inspectors agree with parents' positive views. Pupils are enthusiastic in their lessons, show an interest in what is being taught and try hard to please. They are happy to show their completed work and talk about it with enthusiasm. Relationships between pupils and staff are very good.
10. Behaviour in class and when moving around the school is very good. This applies to all age groups. For example, reception children moving across the hall and into the computer suite did so with complete silence and kept in line with no instruction needed. Pupils hold doors open to allow others to pass and are polite to visiting adults. There are no recorded exclusions for bad behaviour or any other reason. No incidence of bullying or other form of harassment was seen during the inspection. The behaviour observed justifies the positive views held by parents. The mid-day supervisors also fully support these views and refer to the Year 6 pupils as the "best behaved ever". Pupils work well together in pairs or groups as and when required and share resources sensibly. In the computer suite they are keen to help each other when the opportunity arises. They show a clear respect for each other and for the classroom staff. There is no litter or evidence of vandalism around the school and pupils show respect for the premises and equipment provided.
11. Pupils' personal development is satisfactory. The pupils respond well to visiting adults and are happy to talk about their likes and dislikes. The older ones are given a variety of additional duties such as setting up equipment for assemblies, keeping the library tidy and helping to set out and clear away chairs and drinks at lunch times. Year 6 pupils now sell biscuits at break time and 'cash-up' afterwards. However, opportunities to pursue their own initiatives in lessons and help plan or organise their own work are limited and do not help all pupils to gain a good knowledge of their own learning. Opportunities to suggest improvements to the school routines through the medium of an elected School Council are being considered.
12. Pupils' attendance is good and is above the national average for primary schools. There is no evidence of persistent lateness or truancy.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is satisfactory overall, with good teaching in the class with children from the Foundation Stage and Years 1 and 2. There have been significant changes in staffing since the previous inspection. The reception, Year 1 and 2 class is now the responsibility of the recently appointed deputy headteacher, whose teaching is consistently good and so the

pupils make good progress in their learning. The usual Year 3 and 4 class teacher was absent and the headteacher taught this class during the inspection, while the part time teacher taught Years 5 and 6 in the headteacher's place. While many lessons were taught well in Years 3 to 6, evidence from teachers' planning, the scrutiny of pupils' work and observations shows that there are some aspects of teaching that require further improvement. There are differences in Year 3 and 4 pupils' work that indicate that their progress, particularly for the more able, has not been as good as it should have been. Teachers in Years 3 to 6 often miss opportunities to promote pupils' independent learning skills.

14. Teachers and pupils have very good relationships, which results in very good behaviour. The pupils listen attentively and follow instructions well. The staff who were teaching during the inspection have good subject knowledge. They are well organised and make effective use of available resources and ensure that the content of the lessons are planned and developed well. The support staff contribute well by working with small groups of pupils and there is particularly good support for the small group of reception children. For example, the children worked well when matching pictures and letters because the support assistant explained the task clearly and asked searching questions to make sure they all understood.
15. The teaching in English in Years 1 and 2 is good. The teacher not only develops the lessons well but includes effective questioning to gain answers that require considerable thought. This means that all pupils, including the more able and those with special educational needs, express their views and have opportunities to consider the questions fully. They are learning to evaluate effectively and make good progress in their personal development. In Years 3 to 6, while pupils have some opportunities to contribute their ideas and to evaluate their work, these were rarely included in lessons. In the Year 5 and 6 class the more able pupils were encouraged to reply to questions but the others had little opportunity to do so. The teacher's language was too complex for less able pupils and they were reluctant to answer. In mathematics, there are similar strengths and weaknesses. The more able pupils, especially in Years 3 to 6, do not always make the best possible progress because work is not always matched carefully to their needs. Too much work is completed on worksheets, particularly in Years 3 and 4, which restricts pupils' progress in writing reports effectively.
16. Most teachers manage the pupils well and teach basic skills effectively. High standards of presentation are expected and the pupils generally respond well, with a few exceptions in Years 3 to 6. In geography and history, for example, the pupils generally produce attractive and informative topic books, which include some of their own individual research work. Teachers have successfully reviewed the balance given to teaching these subjects and there is a good focus on developing pupils' geographical and historical investigative skills.
17. Teaching methods are mostly good for pupils in Years 1 and 2. The teacher ensures that introductions clearly explain what is expected from the pupils by the end of the lesson. They include good opportunities for discussion and effective questioning. Time is used efficiently and effectively and lessons have a good pace. Introductions to many other lessons in the school were clear, but in Years 3 to 6 the pace was sometimes too slow and there was too much teacher direction. As a result the pupils became restless when sitting for lengthy periods, although they showed respect and did not misbehave. Lesson conclusions usually clearly review what has been learned and what the pupils will be going on to study next time. However, opportunities for pupils to evaluate their achievement are rarely provided in Years 3 to 6.
18. The teaching in the Foundation Stage is effective in most areas of learning. These children are taught well in the class containing the Year 1 and 2 pupils. The teacher has a good understanding of the ways in which young children learn and develop. There has been a considerable amount of work achieved in improving the provision, to good effect, but there is still insufficient provision for outdoor play to ensure that children can make choices between using indoor and outdoor activities.

19. There is sound support for pupils with special educational needs. They are taught satisfactorily. The assistant has attended training and her help has a good impact on the progress made by the pupils who have a statement of special educational need. Individual education plans are satisfactory and show targets for improvement. However, the file containing information about pupils with special educational needs is not well organised and it is difficult to retrieve information about pupils' progress from it. This makes it less effective for checking how well targets have been achieved or otherwise.

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

20. The curriculum is broadly satisfactory and meets statutory requirements for the National Curriculum and religious education. There is appropriate provision for sex education and for making pupils aware of the use and misuse of drugs. The school has a sound racial equality policy. It includes all pupils well, regardless of factors such as race, background and gender. The particular strengths in the provision include the contributions from the community and partner institutions. For example, Hull City Football Club provides coaching, and a major supermarket has donated equipment to support science and ICT. The good number of visitors includes theatre groups, sculptors and staff from the local secondary school. The school is at the heart of its local community and there are many visitors who support its work.
21. The school has improved the provision and planning for the Foundation Stage and ensures that the curriculum is related to the six areas of learning identified as appropriate for this age group. However, there are some aspects that still require further improvement. These include the provision for outdoor play for the youngest children. This has been developed considerably since the previous inspection, but children are unable to choose to access this regularly and independently. Also, the structure of some lessons means that the youngest children often have to sit still for too long during lessons for the whole reception, Year 1 and 2 class. The youngest and most recently integrated children in the reception year group find this particularly difficult and they are unable to make sufficient choices between activities.
22. The school curriculum planning has also improved since the previous inspection and now ensures an improved balance between geography and history, where pupils now have appropriate opportunities to develop skills and understanding in both subjects. The school now follows national guidance for its long and medium term planning and in general, most aspects of the planning are sound. There is still limited opportunity for pupils to investigate, experiment and evaluate and to talk in depth about their learning in most subjects.
23. Overall, the literacy and numeracy strategies are implemented well. The curriculum planning rightly includes a strong emphasis on reading and writing for various meaningful purposes. However, there is too much time allocated to English, which limits time for other subjects, including the time that might otherwise be given to discussion and evaluation. This also results in some rushed introductions to lessons, as in the Year 5 and 6 class, which cause some pupils confusion. In some work, such as art and design, the lessons lack opportunities for the pupils to use their prior knowledge and to develop individual ideas.
24. The provision for pupils with special educational needs is satisfactory. Pupils with a statement of special educational need receive effective support. The individual education plans are sound and contain appropriate targets for improvement. These are suitably discussed with pupils, parents and teachers. On occasion in the Year 5 and 6 lessons, pupils' needs were not met well when the teacher's language was too complex for them to understand.
25. There is satisfactory extra-curricular provision, with a good contribution from the community and partner schools such as Beverley High School. For example, there is a science day and pupils attend sports festivals at the High School, learning to develop such skills as throwing the javelin. The headteacher leads the very successful 'Wawne Out' club, giving up his own

time to develop various sporting activities such as hockey, gymnastics, football and dance. There is a 'Grid Club' for pupils in Years 3 to 6, which enables them to access the Internet to play games and undertake tests. The pupils have been helped to make a giant sized Egyptian sphinx and a mask of Tutankhamun by a visiting sculptor. However, there have been few visits, including residential opportunities, in the past year to enhance pupils' learning.

26. The provision for pupils' personal, including their spiritual, social and cultural development, is satisfactory. It is good for their moral development, which is supported very well by the way in which very good relationships have been established between teachers and pupils. The pupils respond well and show respect for each other and adults alike. In their spiritual and social development, pupils have a secure understanding of matters that are important in people's lives. They know the importance and effect of friendship and caring for others, both in the family and wider community and show consideration for others' views. In a few lessons, pupils experienced awe and wonder, such as in a Year 3 and 4 science lesson. Here, the pupils gasped with amazement when they saw the corrosive effect of vinegar on an egg. In a Year 5 and 6 history lesson, there was a good opportunity provided for pupils to reflect on evacuation and its effect on children. However, opportunities are missed in assemblies for reflection on the theme being taught and on the mood and effect of the music that is played. Only one teacher is present during assemblies, which limits the extent to which other staff can extend the themes later in class. There is little displayed in the hall to encourage reflection.
27. Pupils have a clear sense of right and wrong and they appreciate the rewards given for good effort, behaviour and achievement. They relate very well to each other, often showing care and consideration. For example, more able pupils frequently support those who are less confident in using the computers. They play well together and the older pupils readily look after the younger ones. There was no inappropriate behaviour during the inspection. There is an orderly organisation in the hall at lunch times, which successfully promotes good social behaviour. The pupils serve each other and help to clear away, which gives them a sense of responsibility. When looking for historical information in books, Year 5 and 6 pupils shared resources and collaborated well.
28. Pupils' cultural development is supported by work in other subjects such as art and design, history, geography and music. These subjects are often linked well within topic work to provide meaningful contexts for pupils' learning and they generally contribute well to pupils' understanding. However, there are aspects that could be improved further. These include making increased use of visits to places of cultural interest such as museums and places where different faiths are worshipped. The school has limited provision for widening pupils' understanding of the diversity of cultures in Britain, which restricts their cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. Teachers know and care for each pupil as an individual. Parents appreciate the warm and friendly atmosphere this generates inside and outside the classroom. The school makes good provision for safeguarding pupils' welfare. Risk assessment and premises condition surveys are carried out by outside professional officers and the governing body takes an active role. Routine checks on fire safety equipment, large physical education apparatus and portable electrical equipment are properly organised. Fire drills are held regularly and evacuation times are evaluated to check for any problems arising. First aid provision is good. Child protection arrangements, including security screening of Internet material, are good and are properly implemented. Parents have been suitably informed.
30. The procedures for monitoring and improving attendance are good. Parents are reminded of their obligations to ensure good attendance by newsletter and through the home/school agreement. The administrative staff thoroughly check attendance registers weekly to identify any unauthorised absence and parents are contacted so they can let the school know the reason. Family holidays taken in term time are effectively discouraged. The educational welfare officer makes periodic visits to the school to discuss any problems with the

headteacher and agree any action to be taken. Home visits are arranged if necessary. These successfully ensure that pupils' learning is not disrupted by avoidable absence.

31. Pupils are clearly aware of the school's expectations of high standards of behaviour and respond very well. The pupils have the opportunity to discuss the school and class rules. Teachers apply the rules consistently and fairly in all age groups. Good behaviour, attitude and effort are rewarded with team and house points, leading to certificates being presented in assembly. Consistently good standards of work and effort are recognised by the award of the coveted 'Merit Cup'. A silver cup for each class is now awarded to the two most deserving pupils who then share the cup for a full term. Winners' names are put onto the large shield prominently displayed in the entrance lobby. There are appropriate sanctions in place for inappropriate behaviour, the sternest of which is an entry into the headteacher's incident book. This is a rare occurrence. Two entries only are recorded for the current school year. These positive features ensure that the pupils develop very good behaviour and attitudes that contribute positively to their learning and to the harmony of the school.
32. The monitoring of pupils' academic performance and personal development is satisfactory overall. An early assessment is made of children's academic and personal and social skills shortly after entry into the reception year and this is followed by regular testing and teacher assessment in each year group. There are effective procedures for identifying pupils with special educational needs, with good use made of outside agency specialist support when necessary. The regular testing and assessment carried out is related mainly to pupils' progress in English and mathematics and this results in individual targets being set for each pupil. The school's approach to the other subjects is not consistent in all age groups. The information gained from assessment is not used well enough to adapt work for pupils with higher ability and they do not make as much progress as they could. Pupils' personal development is monitored informally and the teachers' assessment is summarised in the annual report of pupils' progress. However, there is insufficient consistency in promoting and monitoring pupils' independent learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. Parents have very supportive views of the school. They feel well informed of the progress their children are making and say the school expects every child to work hard and achieve his or her best. The staff are regarded as friendly and approachable. Parents have no hesitation in coming into school to discuss any questions or problems concerning their children's education. They say the staff will listen and try to help as far as possible. Inspectors agree with parents' positive views.
34. The effectiveness and impact of the school's links with parents are good and make a positive contribution to pupils' learning. For example, parents have helped to construct the environmental area and have constructed the bookshelves for the school library. The Friends of Wawne School Association organise an annual programme of social and fund raising events that are supported well by other parents and by the community. The funds raised are carefully spent to provide 'extras' such as sports, playground and computer equipment. The group subsidises the costs of the off-site visits that are sometimes made and buys presents for the pupils. The current activity is directed towards meeting half the cost of security shutters to protect the computer suite. Parents and grandparents give valuable help in the lower age group classrooms. Support for reading, computer work and practical work is regularly and freely given. Parents support their children's work at home by helping with reading, spelling practice and occasional mathematics and topic work.
35. The quality of information provided for parents is satisfactory. The school prospectus meets statutory requirements and the governing body annual report requires only minor amendment to do likewise. Newsletters are regular and informative and teachers make themselves available outside classrooms at the end of the school day to meet parents as they arrive to collect their children. There are sound arrangements for keeping parents informed about their

children's progress. Two parents' consultation evenings are arranged each year in the autumn and spring terms. Parents are invited to come into school to discuss their children's annual reports if they wish to do so. The reports meet statutory requirements but the presentation and description of progress is not consistent for each age group. Some targets lack precision, making the evaluation of progress difficult.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The headteacher provides sound leadership and management. He has a clear vision for the school and sets a clear educational direction. There are appropriate systems, arrangements, policies and procedures to enable the school to function effectively, despite staffing problems which have disrupted the smooth running of the school and made recent staff changes necessary. The staffing problem is being satisfactorily resolved. The headteacher's clear mission is to ensure that the school is at the heart of the local community, providing a broad range of learning experiences as well as care, support and nurture for pupils, and to this end he is largely successful. The school is highly regarded in the community it serves. The headteacher's energy and commitment to the school successfully promote a sense of shared purpose amongst staff and governors who are keen to make the school successful. However, school aims and some subject roles and responsibilities require review because they lack precision and do not focus enough on the need to strive for high standards to help pupils to realise their potential.
37. The deputy headteacher ably supports the headteacher. Together they are forming an effective team in running the school. The deputy headteacher has been responsible for the successful improvement in the provision for children in the Foundation Stage. However, there is not yet enough focus on teaching and learning strategies and approaches to improve standards throughout the school. For example, not all pupils have targets as a means of developing ownership in their learning and the analysis of test data is not yet rigorous enough nor used effectively, in order to identify and teach groups of pupils according to their ability to help raise standards.
38. The school's improvement plan is satisfactory. It gives clear points to the future developments of the school as well as for the current school year. The plan provides a sound framework for staff and governors because it sets clear targets, establishes who will oversee each task and identifies completion dates and the resources to get the job done. There are identified links to the budget and to systems for monitoring spending. The headteacher compiles the plan, although all staff and governors are consulted in the planning process to enable it to provide a sound steer for the school. However, there are weaknesses, which impair its effectiveness. The criteria through which the success of identified priorities are evaluated are not precise enough to enable the school to assess how much progress has been made so that it can carefully build on the achievements made year on year. Key priorities are neither identified nor linked to the importance of improving standards. There are omissions, such as the need to establish effective assessment arrangements to enable all teachers to ensure work is more carefully matched to pupils' abilities.
39. The procedures for monitoring the quality of education are not yet rigorous or regular enough. There has been some monitoring of teaching and learning, which has enabled some strengths and weaknesses in teaching and learning to be identified. However, an effective system is not yet embedded in the school's work. This is because high levels of teacher absence, combined with the headteacher's very high teaching commitment, are preventing the implementation of an effective scheme. Pupils' work is not regularly checked for consistency, quality and quantity. This means that the different quality of work in some classes has not been effectively addressed, particularly the work in the Year 3 and 4 class.
40. The governing body is increasingly involved in helping to shape the future direction of the school. This is largely due to the experienced Chair, who sets a good example to the committed and enthusiastic new governors. Relevant committees are established and have

clear terms of reference. Outcomes are recorded and fed back to meetings of the full governing body, which are held each term. The governing body, under the strong and involved leadership of the Chair, who has a very good working relationship with the headteacher, holds the school accountable for what it achieves. The governors are involved in monitoring the progress towards the achievement of targets in the school improvement plan. They know what the strengths of the school are and some of the further developments that are needed. However, they are not yet involved enough in monitoring the teaching, the standards pupils achieve and the school's overall performance. Although the governing body meets its statutory requirements, for example, on health and safety, there are minor omissions in the Annual Report to Parents, which require attention. The governors have sought opportunities for training, but with little success, which restricts their development.

41. The school has a sound performance management programme. Targets for the headteacher and the teachers are linked both to the priorities in the school improvement plan and to areas identified by them for their own professional development. Support staff also occasionally attend courses to help improve their skills. The school has satisfactory arrangements for the induction of all new staff.
42. Issues relating to special educational needs are managed satisfactorily. The deputy headteacher is the special educational needs co-ordinator and she oversees this important area effectively. She maintains and updates the Special Needs Register and consults with her two colleagues regularly to help ensure that pupils' needs are met. Support staff have clear roles and responsibilities, work well and are valued. They provide good support for pupils with special educational needs.
43. Financial planning and the monitoring of the budget are good. The financial planning ensures that the school's budget is used in the best interests of pupils and that additional grants, such as those for supporting developments in ICT, are used for their intended purpose. The governing body uses the principles of best value satisfactorily to ensure competition in tendering. It challenges the school and questions the level of spending and planned improvements, but does not evaluate the impact on pupils' attainment.
44. Daily routines are well established and the school runs smoothly. The headteacher and administrator have established working practices that minimise overlap of responsibility and result in the school's administration and organisation being efficient. There are clear systems for ordering, checking deliveries and processing invoices, with most information stored electronically. Improvements required in the most recent audit have been addressed. However, the current absence of the secretary means that only systems considered essential are being maintained. Attendance information is not stored and analysed electronically in order to make aspects of management and administration more efficient.
45. The match of teachers to the demands of the curriculum is good in respect to the staff who were working at the school during the period of the inspection. The small team of teachers provides sound subject leadership. However, their relatively large number of subject responsibilities and the constraints placed on them, due to the absence of regular monitoring of lessons and pupils' work, prevent them from becoming fully effective in their roles. Classroom assistants are qualified and experienced. They work closely with teachers and support pupils well with their learning.
46. The accommodation is spacious, clean and bright and supports the teaching of the curriculum. The large hall provides an ideal space for assemblies and physical education. Most classrooms are large for the number of pupils who work in them. One room is used as a museum and two wildlife areas have been developed within the school grounds to help bring the curriculum to life for pupils. However, there is no secure area where reception children can engage in outdoor play. Learning resources are mostly satisfactory and teachers make good use of the available equipment. The computer suite is a good resource and is used increasingly to support learning in all subjects of the curriculum. Hardware and software have

been improved significantly since the last inspection took place. However, some weaknesses in resources still exist. There are shortages of good, modern dictionaries for older pupils, which means that these do not support pupils' learning and reference skills well enough. Some construction material for children under five is old and worn. Chime bars and xylophones are in short supply for composition work in music, which restricts the extent to which pupils can develop group performances.

47. Improvements since the last inspection have been satisfactory. Taking all of the factors into account value, as well as the overall standards that the school achieves, the school gives satisfactory for money. However, there is clear potential for improvement with the present staff and a more focused approach to raising the standards that pupils achieve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. 48. In order to improve standards and the quality of teaching and learning further, the headteacher, staff and governors should:

(1) improve standards by the end of Year 6, by;

ensuring that pupils have increased opportunities for investigative work in mathematics and science;
ensuring all pupils have good opportunities to discuss and answer questions about their work during all lessons;
marking pupils' work regularly and consistently and providing guidance on ways in which it can be improved;
providing challenging tasks for more able pupils;
(paragraphs: 2,13,15,58,64,66,67,69,70,72,86)

(2) improve pupils' knowledge and understanding of their own learning by;

providing consistent opportunities for pupils to evaluate what they have learned at the end of lessons;
further developing the use of targets for each pupil, so that they can be more involved in evaluating their own progress;
reducing the amount of direction that is given by teachers to encourage independent thinking and reasoning;
encouraging pupils to contribute their own ideas and choose their own resources in practical tasks;
(paragraphs: 2,3,4,11,13,17,22,23,32,37,62,70,74,77,90,101)

(3) improve the short term planning to more fully meet all pupils' needs by;

making more effective use of assessment to plan work for pupils with different abilities;
(paragraphs: 6,32,37,38,72,104)

(4) further improve the provision for reception children by;

improving the use of the outdoor area;
reviewing the organisation of some lessons to ensure that children have increased opportunities to make choices.
(paragraphs: 8,18,21,46,49,52,53,56)

In addition, the school should include the following in its action plan:

Improve resources for music, construction work for reception children and dictionaries. (paragraphs: 46,63,100)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

23

Number of discussions with staff, governors, other adults and pupils

16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	14	7	1	0	0
Percentage	0	4	61	31	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

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)	N/a	75
Number of full-time pupils known to be eligible for free school meals	N/a	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	2
Number of pupils on the school's special educational needs register	N/a	8

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	2.4
National comparative data	5.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

It is inappropriate to publish Key Stage 1 pupils' attainment as there were less than ten pupils in the 2002 cohort.

The numbers of Year 6 boys and girls are omitted from the Key Stage 2 table because there were less than ten boys and ten girls in the cohort of 11 pupils.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	*	*	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	55 (80)	82 (80)	82 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	82 (90)	91 (90)	82 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	75	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	3.3
Number of pupils per qualified teacher	22.7
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	40.5

FTE means full-time equivalent.

Recruitment of teachers

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

FTE means full-time equivalent.

Financial information

Financial year	2002
	£
Total income	180,501
Total expenditure	176,654
Expenditure per pupil	2,370
Balance brought forward from previous year	18,644
Balance carried forward to next year	22,491

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	75
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	2	2	0
My child is making good progress in school.	39	54	4	2	0
Behaviour in the school is good.	52	46	2	0	0
My child gets the right amount of work to do at home.	37	61	2	0	0
The teaching is good.	54	43	2	0	0
I am kept well informed about how my child is getting on.	30	67	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	13	4	0	0
The school expects my child to work hard and achieve his or her best.	61	37	0	0	2
The school works closely with parents.	52	43	4	0	0
The school is well led and managed.	61	37	0	0	2
The school is helping my child become mature and responsible.	43	54	0	2	0
The school provides an interesting range of activities outside lessons.	17	43	35	0	2

*Figures may not equate to 100% due to rounding up

Other issues raised by parents

A few parents expressed concerns about the lack of challenge provided for their more able children.

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

49. The children's attainment on entry varies but is average overall. There are no children identified as having special educational needs. Children enter the reception, Year 1 and 2 class at three points during the school year, after their fourth birthdays. This means that at the time of the current inspection, out of eight children, two had been in the class for only a few weeks. Considerable organisation is needed to cater for those who have attended for varying times, as well as for the Year 1 and 2 pupils in the class. The teacher, ably supported by the classroom assistant, has achieved this well and has greatly improved the overall provision for the children in their early years, known as the Foundation Stage. There are now also better links with parents of pre school children, which help the school to gain a good understanding of their early experiences so that the school can more effectively build on these. This is a good improvement since the previous inspection, when the overall provision was unsatisfactory. However, there is still some way to go in ensuring that lessons provide enough opportunities for children to make choices.

Personal, social and emotional development

50. By the end of the reception year, the children who have attended the school for the whole year meet the early learning goals in their personal, social and emotional development. Those who have joined the class most recently are making good progress and have quickly settled into the classroom routines. Most are on target to reach expected standards by the end of the reception year. Those who have been in school for only a few weeks are unlikely to meet the goals expected by the end of the reception year because of their short time in school. The teacher and assistant sensitively support and encourage the children to become increasingly independent. Even though the youngest children take a little longer to undress and change for physical activities, for example, they are shown patience and understanding and successfully manage to do this with only a little support. The older children and pupils in the class help the younger children by including them in their activities and guiding them in using various tools and equipment. All of the children listen attentively and behave well because they are stimulated by the teacher's lessons. Children become increasingly confident with each other and adults. They develop very good relationships and work and play together successfully. The teaching is good and ensures all children are included in activities. However, there are insufficient opportunities for the children to choose activities, which limits their growing independence.

Communication, language and literacy

51. A good example of stimulating work was seen when the teacher shared the story of 'Captain Prue and her Scurvy Crew,' when the teacher's expressive reading and sense of humour motivated the children well. They joined in with repetitive phrases and enthusiastically offered their views about the characters. The effective strategies mean that the youngest children recognise there is a sequence of events and that words and illustrations combine to tell a story. The older children recognise many familiar words and, following the teacher's lead, recall the story and read aloud some familiar words. They talk in clear sentences and explain their ideas confidently because they are asked searching and thought provoking questions. The youngest children communicate freely and with increasing confidence. All children make good progress in early mark making and in forming letters of the alphabet and most write their own names. They use mark making areas to communicate ideas, such as those for pirate 'wanted' posters. The more able successfully write simple sentences about the 'nasty tricks' that the pirate might direct towards 'Captain Prue.' By the end of the reception year they meet

the early learning goals. The very few more able children read simple books, recognise three letter words and write several sentences independently.

52. The teaching in this area of learning is good. Work is carefully adapted to meet children's needs and the classroom assistant provides effective support, as in working with them on letter recognition tasks. However, by focusing for a long time on structured and teacher directed tasks, there is a reduction in the effectiveness of some work because the children become restless from sitting still for lengthy periods during whole class lessons.

Mathematical development

53. Children meet the learning goals identified for their age by the end of the reception year. Those who have recently started school are making steady progress towards these early learning goals. For example, they say some number names and recognise differences in quantity when comparing sets of objects. The older children recognise and count numbers up to 20 and find 'one more than' and 'one less than.' They write numbers up to twenty and make simple calculations. The children learn effectively through the use of number songs such as 'One man went to mow' and games such as those based on adding and subtracting numbers. For example, children successfully used two dice to add and subtract two numbers in a counting game. The children recognise coins and use these securely in the 'shop' as part of role play. The few more able children know many two and three-dimensional shapes and begin to read the time, exceeding the goals for their age by the end of the reception year. The children progress well in their mathematical language and understanding of concepts because they receive very good learning experiences that are enhanced by the teacher's expertise in mathematics. These ensure that all children achieve well in relation to their capabilities. As yet, although interesting activities are provided within the classroom, there is little provided outdoors, for example measuring tasks, to enhance the children's learning. The teaching is good and has a positive effect on children's progress.

Knowledge and understanding of the world

54. Children meet the early learning goals and show secure understanding of the world around them. They have a good knowledge of places and already identify similarities and differences between their own village and places further afield. Their understanding is considerably helped by the ways in which geography topics are developed in the mixed age class and because the teaching is good. The children learn alongside the older pupils about features of places such as the seaside and an island. Their views about Katie Morag's imaginary home of Struay are encouraged and the children clearly explain their likes and dislikes during whole class discussions. The children have a sound understanding of the passing of time, such as in knowing that localities change over time. They know for example, that people often took seaside holidays in Britain during the 1950s. They respond well when listening to memories about the activities available to holiday-makers at the seaside. The children have secure understanding that ICT can be used for a variety of purposes. They operate tape recorders confidently and use the computer mouse with ease, for example to draw a picture and play simple letter recognition games. The children have a sound knowledge of early science. They know and name parts of their bodies and understand the changes they have made from infancy to their present ages. They understand growth and changes, as in the ways seeds develop into plants when they have the best possible growing conditions. The children know that weather changes and that different clothes are needed in different seasons. They make satisfactory progress in learning how to investigate, as in using magnifying glasses to study different materials.

Physical development

55. Children's physical development exceeds the expectations for their age by the end of the reception year. In physical activities, children quickly develop a good awareness of the use of space and basic rules of behaviour and teamwork. They know for example that they need to

give each other enough room to practise their movements and that they should listen and respond promptly. The younger children move with developing control and co-ordination and repeat patterns of movement, such as when doing a simple move and balance. The teaching is good in this area of learning. In the lesson observed, all children paid close attention to interpreting the music well and most developed imaginative and uninhibited work because of the teacher's good use of demonstration and focus on improving their ideas. The children became 'pointed stars' that remained stationary then 'twinkled and sparkled' into another star shape as the music progressed. Their attainment was beyond that expected for their age because of the good control and development of their imaginative and physical skills. The children use a range of small tools such as pencils, scissors and glue sticks competently and confidently.

Creative development

56. As seen in the children's good use of their imagination during dance, most show creativity and imagination in a number of situations such as in drawing and painting, building with construction equipment and using musical percussion instruments. When investigating fabrics with magnifying glasses, they used creative language well to describe these as 'fluffy', 'stiff as a board' and 'bumpy.' They talked well together about possible uses for the fabrics and reasons for their choices of these for making a raincoat. The discussions contributed well not only to children's creative development but also to their knowledge and understanding of the world. The children use paint brushes confidently as in painting portraits and their homes. They cut and stick paper and other materials such as fabrics, sequins and wool to make collages and use malleable materials well to make a range of models such as objects found in nature. They sing enthusiastically and know a good range of songs. The teaching is satisfactory in this area of learning and the children meet the learning goals identified for their age by the end of the reception year. Children have sound opportunities to investigate and to develop their creativity, but these are often too directed by adults, limiting the extent to which the children can explore and use their imagination. Although activities are available, there tends to be too much focus on directing the children to these, rather than encouraging them to choose and develop their ideas. There is not always a good amount of time provided for the children to undertake role-play and to interact with each other informally. This restricts their creative development.

ENGLISH

57. Standards are average by the end of Year 2 and Year 6. They are similar to those at the time of the previous inspection, though standards in reading by the end of Year 2 are now above those expected for pupils' ages and are better than they were at that time. Pupils are benefiting from the strong emphasis on raising standards and the increased opportunities for pupils to use their literacy skills in other subjects. The planning has improved and invariably highlights lesson aims and expectations of pupils of different abilities. The teaching in Years 1 and 2 is good and ensures that pupils make good progress by the end of Year 2. However, there are a few aspects of the provision that have yet to become effective in promoting high standards. These include, in Years 3 to 6, improving the opportunities for pupils to fully develop their speaking skills, reviewing the time given to teaching English and ensuring that teachers adapt their teaching methods appropriately to cater for pupils of all abilities.
58. Standards in speaking and listening are average by the end of Year 6. By Years 2 and 6, the pupils, including those with special educational needs, listen attentively and follow instructions appropriately. This means that the pupils usually know what is expected of them and that they respond well. However, in several lessons observed, teachers dominated lesson introductions and pupils had insufficient opportunity to contribute their ideas and suggestions. This resulted in some pupils losing interest and others, particularly the less able and those with special educational needs, misunderstanding the teachers' instructions. In one Year 5 and 6 lesson, the teacher's language was insufficiently well adapted to ensure that most pupils understood

the subsequent task, with only the more able being appropriately challenged. When questions demanded little thought, the pupils provided limited answers, which insufficiently supported their speaking skills. Despite these limitations, the pupils generally behave well and persevere, but their progress in speaking, as well as their personal development, is restricted and means that they are often reluctant to contribute at length during whole-class and group discussions by the end of Year 6.

59. By Year 2, pupils' reading is above average and by the end of Year 6 it is satisfactory and matches national expectations for their age. The pupils enjoy shared reading tasks and show pleasure when reading stories and poems. The pupils in Years 1 and 2 have produced their own storybooks, which are often word processed and illustrated well. Similarly, pupils in the Year 5 and 6 class take pride in devising topic books, such as those about Ancient Egypt. These are comprehensive and informative. By the end of Year 2, the pupils understand well the rudiments of story composition, the development of a plot and the ways in which different writers engage the reader. Most read with appropriate accuracy and fluency. By Year 6, pupils continue to read for a variety of purposes, with research work playing an important part in their learning. For example, most pupils read and find information, using appropriate strategies effectively and efficiently. A good example was seen during research about the 1930's, when pupils searched a range of books and the CDROM well for answers to set questions. When reading aloud, pupils show appropriate attention to expression and punctuation. There is good teaching of different reading strategies, as shown in a Year 3 and 4 lesson where pupils were successfully taught to skim a piece of writing to gain an overall impression of the content before reading more closely for answers to questions.
60. The pupils make good progress in writing by the end of Year 2 and standards are as expected for their age. More able pupils write fluently, using a range of interesting vocabulary, and include dialogue to make their stories interesting. There is now a strong emphasis on improving sentence structure, punctuation and spelling and pupils' targets are referred to before each task, reminding them to pay particular care to these writing conventions. The pupils understand ways of writing interesting stories, as in a literacy lesson about powerful verbs, based on the story 'Captain Prue and her Scurvy Crew.' This not only enthused the pupils but also led them to suggest imaginative possible responses and reactions from the characters that comprised the mutinous crew. The pupils organise their ideas securely to tell a story. They write for a wide range of purposes and audiences, such as writing instructions, accounts, descriptions, letters, poems and lists.
61. By Year 6, the pupils continue to write for a variety of purposes throughout the curriculum and attain standards that are in line with those expected for their age. They have a secure understanding of story composition, planning and reviewing their work appropriately. Most include dialogue to make their stories interesting and the more able pupils use a good range of evocative vocabulary, including words such as 'glanced, demanded,' and 'scampered' to describe a character's actions. Most pupils punctuate sentences satisfactorily. Handwriting is mainly good. Throughout the school, there is a good reinforcement of writing skills in other subjects, including history and geography.
62. The quality of teaching is satisfactory overall, with good teaching in Years 1 and 2. Teachers follow the national guidance well and plans ensure that literacy skills are developed effectively. The only exception is the development of speaking skills. The times set aside at the end of lessons often include brief reviews of pupils' work but they omit opportunities for pupils to contribute fully and to evaluate what they have achieved. Time is generally used efficiently during literacy hours, but there is often too much teacher direction, limiting opportunities for pupils to make choices, plan independently and collaborate. In Years 3 to 6, there is sometimes too much focus on the use of textbooks and worksheets, which narrows the scope for extended writing. This reduces the extent to which pupils make progress in writing creatively. As well as having a literacy hour, times are also provided for lengthy handwriting sessions, and story and spelling times. These limit the time available for developing work in other subjects and are not always effective in improving standards. For example, skills in

joining handwriting are not subsequently transferred to work in other lessons. There is sufficient time in both English lessons and in other work to reinforce and extend these skills. Homework is used satisfactorily to support pupils' literacy skills.

63. The leadership and management of English are good. Much has been achieved since the previous inspection to improve the provision, including the planning and resourcing for the subject. The school successfully ensures that all pupils are fully included in activities. The use of ICT to support pupils' learning is improved and is now satisfactory. The monitoring and evaluation of standards and the quality of teaching and learning has begun, though the systems are not yet rigorous enough to ensure that all staff use consistent approaches to teaching. Assessment procedures have improved and most staff use the information well to inform planning. Resources for the subject are now adequate, with some good quality fiction and non-fiction books. However, the school still possesses old and worn dictionaries, as at the time of the last inspection, which are of limited use.

MATHEMATICS

64. Standards in mathematics are above the national averages by the end of Year 2 and are in line with them by the end of Year 6. Progress for most pupils is good as they move through Years 1 and 2 because work is well planned to meet the needs of all pupils, including those with special educational needs. It is satisfactory for most pupils as they move from Years 3 to 6. However, here, some pupils, mostly the more able pupils, do not make the best possible progress because work is not always matched carefully to their needs.
65. The pupils, including those with special educational needs, make at least satisfactory progress because the co-ordinator for mathematics is an effective and efficient teacher, who sets a good example to others. The subject is soundly led and managed and there are clear plans for its continued development. This is an improvement since the previous inspection. Mathematics is well represented within the school's curriculum, and all teachers place good emphasis on developing important number skills. All pupils are included well in lessons. The teaching is never less than satisfactory and teachers ensure that they follow the requirements of the National Numeracy Strategy to help ensure consistency of approach. Information gained from tests is starting to help teachers to identify weaknesses and set targets to help raise standards, although this has yet to make an impact. There is a good range of resources to support learning. Information and communication technology is increasingly used to extend learning, such as through data handling activities. Mathematical investigations are helping to develop understanding in most classes. Teachers pay increasing attention to the development of number skills through other subjects, such as when Year 5 and 6 pupils counted, compared, and recorded their pulse rates before and after exercise, as part of their science and ICT work.
66. Pupils do not always make the best possible gains in learning. This is because teachers do not always give pupils work that is matched to their abilities, which leads to them making uneven progress in Years 3 to 6. For example, less able pupils in Year 3 often carry out the same work as more able Year 4 pupils. Sometimes, more able pupils complete work that they already understand before proceeding to suitably challenging tasks. Mathematics is rarely linked to real-life situations to help make it more relevant for pupils and there is an over-reliance on worksheets and textbooks. The work of all pupils is not regularly checked. As a result, the amount, quality and presentation of work vary from class to class and marking does not always help pupils to move forward with their learning.
67. All pupils make at least sound progress in the development of understanding of number, shape, space and measures and in their ability to handle and interpret data. By the end of Year 2, pupils use mathematical names for common two-dimensional shapes. They are starting to understand the place value of digits and are beginning to represent and solve simple number problems. More able pupils are starting to approximate and understand the place value of numbers to 1000. All pupils learn to understand that data can be collected and presented in

different forms, such as bar charts and pictograms. By the end of Year 6, pupils employ efficient written methods to solve number problems. They measure angles precisely using protractors. Most pupils solve number problems involving the use of simple fractions and percentages and add and subtract decimals accurately.

68. Teaching and learning are mostly good in Years 1 and 2 and sound for all other pupils. Where teaching is good or better, teachers' high expectations result in challenging work and pupils put more effort into getting it right. Purposeful questioning develops clear understanding of new knowledge. The good use of resources ensures that learning is effective. High levels of enthusiasm from the teacher, good relationships, secure subject knowledge and a brisk pace help to keep pupils motivated and involved. A good example of these strengths was a lesson involving the subtraction of numbers using a number square. The pupils used a range of methods to calculate answers quickly and the teacher interacted effectively with them to continually extend their learning.

SCIENCE

69. Standards are in line with national expectations by the end of Year 2 and 6 and progress for most pupils, including those with special educational needs, is satisfactory overall. Most teachers place good emphasis on the development of investigative approaches and practical experiences to aid learning. By the end of Year 6, standards are average. However, especially in Years 3 and 4, skills of scientific enquiry are not always taught often enough, too much work is undertaken on worksheets that lack relevance and all pupils usually carry out the same work whatever their age or ability.
70. By the end of Year 2, pupils are starting to obtain, consider and present evidence gained through investigation. For example, they test different kinds of paper as a means of blocking light, but their work shows that they do not predict likely outcomes. The pupils learn that living things grow and reproduce as they grow cress, and identify external parts of a flower, such as the leaf, petal and root. By the end of Year 6, pupils know how forces can be measured. They describe correctly some methods, such as heating, for separating mixtures and know that friction is a force that slows objects. Pupils know that micro-organisms are living things and that they can be beneficial or harmful. However, they rarely organise investigations for themselves.
71. No lessons were observed in Years 1 and 2 during the inspection. Teaching is satisfactory overall in Years 3 to 6. Positive features of the best teaching include the very good relationships with pupils and the effective and efficient use of resources. In a good Year 5 and 6 lesson, the teacher showed good subject knowledge and there was purposeful and regular questioning, which helped the pupils to make good progress. Pupils' work was marked constructively. As a result, these strengths helped to ensure that pupils responded well.
72. Most areas for development relate to the teaching of investigative skills, as at the time of the last inspection. Pupils in Years 3 to 6 rarely plan, implement, record and evaluate investigations for themselves. They are not always encouraged to record in different ways. Planning does not always identify work for pupils of different abilities. As a result pupils, including those with special educational needs, often follow identical tasks. There is no regular monitoring of pupils' work to ensure consistency of approach.
73. Strengths in the subject are evident. The subject is soundly led and managed and there are clear plans for its further development. This is an improvement from the last inspection when leadership was unsatisfactory. The subject is secure with all components represented. Links with other subjects such as ICT are evident, such as when older pupils use a spreadsheet to compile and interpret data about pulse rates taken at rest and after vigorous exercise. Marking helps to improve most pupils' understanding, but insufficiently challenges the more able pupils to achieve better. Many pupils present their work tidily. Resources are used satisfactorily to aid learning. The school wildlife areas are used well to support learning, especially in Years 1 and 2.

ART AND DESIGN

74. Standards match those expected nationally by the end of Years 2 and 6, as they were at the time of the previous inspection. Pupils make satisfactory progress overall but in lessons in Years 3 to 6 the pupils were not always enabled to use their prior understanding to design and select their own ideas and resources, restricting their creative skills.
75. By Year 2, the pupils demonstrate a secure range of techniques, using an appropriate variety of materials and tools. For example, they have satisfactorily painted flower arrangements, printed and sketched natural objects such as leaves and used pencils, chalks and fabric confidently to produce a range of work inspired by nature. The pupils have studied famous artists such as Vincent van Gogh, using 'Long grass with Butterflies' as a focus for their satisfactory work. Pupils learn effectively through a good range of opportunities to study famous artists, such as Henri Matisse, Henri Rousseau and William Morris. In the study of patterns, pupils have used 'Joseph's coat of many colours' as a good stimulus to investigate and make patterns with paper and fabric. As well as linking with religious education, there were also effective links with design and technology as pupils have also successfully considered the best ways of joining fabric.
76. By Year 6, the pupils develop sound designing skills, such as in designing and making Egyptian masks, using paint, paper, wool and various decorative objects. They have made Egyptian wall pictures that show good attention to colour and shade, although many have been made from templates produced from pictures, which restrict pupils' progress in their free hand drawing and painting. Pupils' observational and drawing skills are satisfactory and there is a clear focus on the development of skills such as illustrating perspective and drawing portraits. Pupils with special educational needs also produce work of a satisfactory standard, in relation to their capabilities. There are good links with religious education, as in the pupils' attractive Rangoli patterns. There is little evidence of practice in the style of famous artists.
77. The pupils enjoy art and design and work hard in lessons. The quality of teaching is satisfactory overall. Teachers have a secure knowledge of the curriculum and generally introduce lessons well. They use an appropriate range of resources and materials and deploy support staff effectively. However, some lessons omit opportunities for the pupils to apply what they have previously learnt to new work and the pupils merely follow instructions. The pupils concentrate well during lesson introductions and respond satisfactorily. In lessons with classes in Years 3 to 6, pupils did not always have good opportunities to make suggestions, present their views and evaluate their work. The work they produced lacked individualism and creativity because the lessons were too directed by the teachers.
78. Art and design is taught mainly through topic work and there are often good links between other subjects. Discrete teaching also takes place, appropriately, to develop particular skills such as sketching, painting and other techniques. There is an appropriate policy and the programmes, which provide appropriate development of skills and knowledge, enable the pupils to make satisfactory progress in their creative, observational and appreciative skills. Examples of pupils' work are generally attractively displayed in classrooms, though the displays around the school do not provide a wealth of opportunities for reflection and appreciation of different artists' work. The leadership and management are broadly satisfactory, though there are few opportunities for monitoring the quality of teaching and learning in each class. Examples of pupils' work are kept and are used satisfactorily to monitor pupils' progress.

DESIGN AND TECHNOLOGY

79. Standards in design and technology are in line with national expectations by the end of Years 2 and 6. They are different to those at the time of the previous inspection, when standards were above national expectations. However, the standards are appropriate in relation to pupils'

capabilities. Pupils, including those with special educational needs, complete a satisfactory range of projects that enable them to apply and improve their skills of designing, making, evaluating and changing the things that they make. Pupils have equal opportunity to work with tools, equipment, materials and components to make products of satisfactory quality.

80. By the end of Year 2, pupils know that fabrics can be patterned in different ways and they understand ways of making repeating patterns. They have investigated the properties of material, such as in discovering that some is woven closely, while other fabric is not. They use a computer program confidently to experiment with different patterns and use a variety of ways to join fabric. The pupils have produced 'Joseph's Coat of Many Colours' in a link with their work in religious education. The teaching is good and makes effective use of a range of resources to support pupils' learning. In a good Year 1 and 2 lesson the teacher asked purposeful and challenging questions to help pupils extend their knowledge. Pupils were encouraged to complete a good quality final product by evaluating and refining their work.
81. No lessons were seen in Years 3 to 6, though plans indicate an appropriate progression of work through the programmes of study. However, there is a reduction in the quality of the design work in the Year 3 and 4 class because there has been insufficient focus on this aspect of the subject. This means that pupils, including those with special educational needs, make slow progress in these years, which is unsatisfactory. By the end of Year 6, pupils make models of Egyptian houses and working shadufs, using precision tools such as hacksaws. They work with materials such as balsa wood, paying attention to the quality of the finished product, which is of a satisfactory standard. The pupils design and make accurate copies of Viking brooches, using tools provided by Beverley High School. Skills of designing, making and evaluating are appropriately developed through Years 3 to 6 and the pupils show interest and enjoyment. The leadership and management of the subject are satisfactory and there are plans for its continued development. There are good links with Beverley High School, which benefit pupils. Good links are made with other subjects, such as ICT and history, which help to make learning relevant for the pupils.

GEOGRAPHY

82. Standards are above average by the end of Year 2, which is an improvement since the previous inspection. They are satisfactory by the end of Year 6. The pupils have a good understanding of localities and their features and mapping skills by the end of Year 2 because of the improved programme of work and the more balanced allocation of time that is now given to the subject. This is a good improvement since the previous inspection.
83. By Year 2, the pupils, including those with special educational needs, know that there are similarities and differences between their own and other localities. They confidently describe these and their likes and dislikes of places they, and Barnaby Bear, have visited during their holidays. The pupils know and understand well the effects of climate by studying hot and cold countries. They recognise and use well simple symbols on maps and plans. They know and securely locate the countries of the British Isles on a map and they name principal towns in Britain and Scandinavia.
84. By Year 6, the pupils have a secure knowledge and understanding of places, their features and the lives of their people, such as in the study of Ancient Egypt. They know, for example, that the River Nile is formed from two rivers that were called the White and Blue Rivers and that the Ancient Egyptians had three growing seasons. The importance of the Nile for irrigation is well understood. The pupils respond well and show interest. They compare and contrast two different localities satisfactorily. For example, they have studied India, marked the locations of the main towns and ports and know the countries surrounding its borders. They have soundly compared the lives of their own mothers and an Indian boy's mother, recognising that their daily routines are quite different.

85. The teaching is good overall, with a good focus placed on developing pupils' geographical skills. The pupils listen attentively and follow instructions well. All pupils, including those with special educational needs, are included well in lessons and they respond well, showing interest and enthusiasm for the subject. There are often good links with other subjects, including history, so that learning is reinforced effectively. For example, Year 1 and 2 pupils' understanding of seaside towns is reinforced well by the study of Victorian and early 1950's coastal resorts and the changes that have occurred in them over time. Literacy skills are taught well through geography. For example, Year 2 pupils have held a debate on 'the best place to live,' considering the imaginary island of Struay and their own village. They have made and written their own postcards to members of their families, supporting well their learning of letter writing conventions. The pupils in Years 3 to 6 have also used their literacy skills to good effect when writing a newspaper report about a land protest in an Indian town. Satisfactory use is made of ICT to support pupils' learning. For example, they use a paint program to draw sea turtles and the word processing facility to produce stories about Struay.
86. The quality of teaching is good in the reception, Year 1 and 2 class and in the Year 5 and 6 class. Here, there has been an appropriate development of pupils' knowledge and skills because work has been planned carefully to meet the needs of all pupils, including those with special educational needs. The quality of teaching in the Year 3 and 4 class has been less successful in ensuring good continuity and progression. The work completed in this class has not been adapted well enough to meet the needs of different groups of pupils, resulting in unsatisfactory progress. Geography planning has been considerably improved since the last inspection and this is having a beneficial effect on pupils' learning, ensuring a good balance and development of skills in most parts of the school, except for Years 3 and 4. The leadership and management are broadly satisfactory. As yet the co-ordinator, who has good subject knowledge, has had little opportunity to monitor and evaluate standards and the quality of teaching, which means that the differences in the quality of teaching and learning have not yet been fully addressed.

HISTORY

87. By Years 2 and 6 standards are in line with national expectations, as they were at the time of the previous inspection. Pupils make satisfactory progress and this is improving because the school has improved the continuity and progression of the programme and the planning. There is now a suitable balance of work in history and geography, which means that pupils' skills and knowledge are appropriately developed throughout the school.
88. By Year 2, the pupils know about the lives of famous people such as Florence Nightingale. They understand the reasons for some people, such as footballers, pop stars and spacemen becoming famous. The pupils know about major events such as the Great Fire of London and have a secure understanding of sources of evidence, such as photographs, artefacts and books. Throughout the school, pupils are supported particularly well in their learning through the use of the school's very good collection of artefacts. Literacy skills are reinforced well through the writing of descriptions of famous people and accounts of events.
89. By Year 6, the pupils have a secure knowledge and understanding of the past, sources of information and the effects of major events on people's lives. They understand the impact of the Second World War on children's lives, for example by assuming the role of evacuees and writing sensitive letters as children who were unhappy with their placements in unfamiliar surroundings. In their work on Ancient Egypt, the pupils successfully learnt about Pyramid numbers and builders, reinforcing their numeracy skills. The pupils are fully included in all work and those with special educational needs progress as well as the others. They learn successfully how to gain information from artefacts and to collect information from books and other sources of information.

90. The quality of teaching is good. In a successful Year 5 and 6 lesson, good use was made of ICT for research work, showing that the pupils work maturely when presented with such tasks. The more able pupils, in particular, showed good understanding of sources of information and their reliability. For example, they explained that different writers can and do make biased statements and that the reader must sift through information carefully to gain the true facts. There is good provision for the subject and teachers have good subject knowledge. The school takes its cultural and social heritage very seriously and imparts this well to the pupils. There is usually sound use made of the local area and visits to places of historical interest to support pupils' learning, though there have been no recent visits to enhance pupils' learning. The pupils often present their work neatly and attractively by the end of Years 2 and 6. However, some work, such as the study of Ancient Egypt, is too reliant on the use of published worksheets, which limit pupils' investigative skills in using a range of sources and resources. This is particularly evident in classes in Key Stage 2.
91. The leadership and management are good. The headteacher, supported well by parents and friends of the school, has built up a very good school 'museum' containing a wide range of interesting artefacts. This is used well to reinforce pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

92. Standards are broadly in line with national expectations by the end of Years 2 and 6. Pupils, including those with special educational needs, make sound progress as they move through the school. This is an improvement since the previous inspection, when the standards by the end of Year 6 were below national expectations and progress in Years 3 to 6 was unsatisfactory.
93. Standards are higher than previously at the end of Year 6 because ICT is given increasing emphasis and there is good leadership and management by the part-time co-ordinator. Control technology is represented well and there are rigorous plans for the subject's continued development. The school now has a well-resourced computer suite, which is used regularly by all classes. This enables all pupils, including those with special educational needs, to improve their confidence and competence in working with computers. All are fully included in activities. Pupils are using ICT for an increasing range of purposes. They use the Internet to obtain information. For example, pupils in Years 5 and 6 researched evacuees in wartime as part of their history work. The range of software has substantially improved, enabling pupils to develop ICT skills well throughout most subjects. For example, Year 2 pupils wrote poems, such as 'The Bus Driver,' as part of their work in English. Teachers have improved their skills over time, which benefits pupils. A large interactive screen is used increasingly effectively to teach specific skills, and is helping pupils to make good progress. A computer club extends learning for some pupils.
94. By the end of Year 2, pupils recount stories they have heard to help them develop their keyboard skills. They make 'light' pictures, as part of their science work. Pupils in Years 3 and 4 are starting to present information in different forms. For example, they input data onto spreadsheets and analyse their results. However, work on photocopied sheets is of limited value and does not help develop pupils' writing skills. By the end of Year 6, pupils compare the use of ICT with alternative methods. For example, they compare the benefits of representing and interrogating information in different forms using ICT, as opposed to using pen and paper methods. The pupils use spreadsheets confidently to record pulse rates at rest and after vigorous exercise to find the average, in a good link with mathematics. They use a digital camera extensively to record evidence of work completed. Pupils compile school magazines with different texts, pictures and inserts, showing how publishing skills are developing over time. However, pupils do not exchange information often enough with others in different ways, such as through the use of e-mail.

95. Teaching and learning are mostly good. This is because much teaching is undertaken by the co-ordinator, whose subject knowledge is secure. Both lessons observed in Years 5 and 6 were well planned and taught, resources were used to good effect and pupils were supported effectively. Clear explanations and good questioning ensured that pupils concentrated and made good progress.

MUSIC

96. Standards in music are broadly as expected for pupils by the end of Years 2 and 6. Pupils make satisfactory progress in composing and performing as they move through the school. However, listening and appraising music, such as the works of famous composers, though satisfactory, is not as high profile as at the time of the last inspection.
97. Pupils' singing is satisfactory. Most pupils sing with enthusiasm and a sense of commitment. They all participate and the school actively encourages equal opportunity so that all pupils, regardless of background or ability, make satisfactory progress. Many, including those with special educational needs, sing tunefully with clear diction and secure intonation. However, pupils rarely play instruments to support singing at assemblies. There were missed opportunities in assemblies to learn about, appraise and reflect on the music of Glen Miller, which was played as pupils came into the hall.
98. Pupils make satisfactory progress in acquiring musical knowledge and understanding and in developing important skills as they move through the school. In Year 2, for example, pupils completed a simple composition to accompany an approaching storm. They reflected well, through their piece, how a storm gathered momentum and then faded away. The pupils satisfactorily recalled and copied simple rhythmic patterns and created rhythmic patterns based on words. Pupils in Years 3 and 4 wrote singing games based on familiar tunes and identified the ways in which music could be used to represent different animals. By Year 6, pupils completed more complex compositions on the theme of 'journey into space.' They understood musical scales, harmony and discord and performed 'London's Burning' in a round. The teaching was good in the lessons observed because the teacher's enthusiasm and effective management of the pupils motivated the pupils to work hard and to improve their performance. The teacher showed secure subject knowledge, placed good emphasis on developing important skills, gave much encouragement and used resources well. These strong features ensured that pupils responded well.
99. Pupils make sound gains because all music is taught by the music co-ordinator, who is an experienced teacher of the subject. This ensures work carefully builds on previous learning. The subject is led and managed well and there are good plans for further development. These plans include forming a choir and improving resources. The co-ordinator places strong emphasis on practical music making to stimulate interest and involvement. There are good opportunities to develop music skills through other subjects such as history, in connection with work on the Second World War, and in science in work on 'sounds.' Pupils' experiences are enriched by musical performances in concerts, such as at Christmas, annual Maypole dancing and occasional visits by musicians. A recorder club helps to extend the learning of some pupils. Arrangements for assessing pupils' development are satisfactory and systems are being developed to track pupils' progress.
100. There are shortages of resources, such as tuned instruments and tape recorders to help pupils perform and record their musical compositions in small groups. Few pupils have the opportunity to learn to play a musical instrument. A suitable programme of work has recently been re-written and the policy has been reviewed. Links with ICT are not yet strong enough.

PHYSICAL EDUCATION

101. By Year 2, pupils, including those with special educational needs, have a good understanding of the value of physical exercise on their bodies. The standards in dance are good. There was insufficient evidence to make a judgement about standards in other aspects of physical education. The pupils know that their heartbeats become faster after exercise and fully understand the importance of warming up and cooling down. Teachers have high expectations and effectively promote the need for pupils to follow safety rules when working closely together in the hall. These are clearly shown in teachers' plans and were evident in the lesson observed where all Year 1 and 2 pupils listened attentively and followed instructions well. The pupils interpreted music and its mood well, using both Holst's 'The Planet Suite' and Jean Michel Jarre's 'Oxygene' as a basis for movement. The effective teaching successfully helped pupils to produce imaginative and well-controlled movements, representing stars and travel in space. The staff have moved away from using taped broadcasts and this teacher showed confidence in developing an effective lesson.
102. Only this lesson was observed, which restricts making an overall judgement about the quality of teaching and learning throughout the school. At the time of the previous inspection standards were average by the end of Year 2 and above average by the end of Year 6. The indications are that standards are improving by the end of Year 2. The headteacher is a qualified physical education teacher and the plans show that there is a good physical education programme. For Year 3 to 6 pupils this includes gymnastics, a good range of athletics activities, team games and cross country running. Pupils in Year 3 and 4 attend swimming lessons and their attainment is above that expected for nine year olds. The pupils with special educational needs also make good progress in swimming. Pupils are fully included in all that the school has to offer.
103. Good use is made of the link with the local secondary school to enhance pupils' skills. For example, the pupils take part in schools' sports' festivals there, where they participate in events such as running and throwing the javelin. There is an annual sports day and Maypole dancing, which are supported well by parents and friends of the school and which contribute well to pupils' social and cultural development. The deputy headteacher leads and manages the subject well and the Wawne Out club provides good extra-curricular sports activities. Good links are often made between physical education and other subjects. For example in dance, the pupils have represented the movements of archaeologists, when studying Ancient Egypt.

RELIGIOUS EDUCATION

104. Standards in Years 2 and 6 are broadly as expected for pupils' age in relation to the requirements of the locally agreed syllabus, as at the time of the last inspection. Most pupils achieve satisfactorily as they move through the school. The subject is led and managed satisfactorily, with good plans for its further development. There are some links with other subjects, such as English and ICT. For example, pupils have used the word processor to write letters to the local vicar asking about the maintenance of the church. However, there are no consistent approaches to assessing pupils' progress as they move through the school. Work is rarely matched to pupils' needs, with all pupils in a class often being given the same work. This means that more able pupils are insufficiently challenged to attain the higher standards of which they are capable and that less able pupils and those with special educational needs produce limited work because the expectations of what they can achieve are too high. The pupils with a statement of specific need are supported well and make good progress because work is explained to them carefully.
105. By Year 2, pupils have developed a secure understanding about the matters that are important in people's lives, such as caring for others, both in the family and wider community. They have started to explore artefacts and symbols used in Christian celebrations, such as the baptism ceremony, comparing their feelings with others. Through a re-enactment of a christening service, led by the local vicar and involving pupils as parents and godparents, they begin to appreciate the role of a religious leader in a formal ceremony. They begin to build a related

vocabulary, with one pupil describing the font as “looking like a bird bath”. Pupils experience a wide range of religious and secular stories, which increase their learning. As a result, they are beginning to appreciate some of the values and themes common to humanism and to the main religions of the world.

106. In Years 3 to 6, pupils gain sound knowledge both about and from religions. By Year 6, they have been introduced to Hinduism, Sikhism and Judaism and understand the values, customs and beliefs associated with these religions. For example, pupils in Years 3 and 4 learn about Divali, discovering that Hindus decorate their doorsteps with Rangoli patterns and put lights in their windows. By the end of Year 6, pupils consider issues such as how their beliefs give Christians inner strength to achieve difficult goals. They compile ideas for peace and learn about the peace pipe ceremony carried out by native North American Indians.
107. Pupils are interested and eager to learn. The quality of teaching is satisfactory. In a lesson with reception children and Year 1 and 2 pupils, they were well motivated because the teacher provided good experiences for the pupils to learn. The teaching was good because strong relationships underpinned learning. The teacher was confident, resources were used well to support learning and the pupils received good encouragement.
108. Assemblies play a sound part in developing and encouraging pupils to consider their own beliefs and values. For example, collective worship encourages pupils to consider issues of friendship, emotions such as anger and sadness, and the ways in which their actions impact on others. They make a good contribution to pupils’ understanding, though time is not always provided for reflection and deeper thought. Religious education makes an important contribution to pupils’ personal development.