

# INSPECTION REPORT

**DANBY CHURCH OF ENGLAND (VOLUNTARY  
CONTROLLED) PRIMARY SCHOOL**

Danby, Whitby

LEA area: North Yorkshire

Unique reference number: 121486

Headteacher: Mr T Landers

Lead inspector: Mrs Bernice Magson

Dates of inspection: 17<sup>th</sup> - 19<sup>th</sup> May 2004

Inspection number: 255946

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	56
School address:	Ainthorpe Lane Danby Whitby North Yorkshire
Postcode:	YO21 2NG
Telephone number:	01287 660345
Fax number:	n/a
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Fowles
Date of previous inspection:	June 1998

## CHARACTERISTICS OF THE SCHOOL

This is a small primary school situated in the hamlet of Ainthorpe, Danby, on the outskirts of Whitby. There are 56 pupils on roll, aged from 4 to 11 years of age, with equal numbers of boys and girls overall, although there is a considerable variation in many year groups. The school serves a rural community with limited movement of pupils or staff in and out of the area. Social indicators of families are above average and very few pupils are entitled to free school meals. All families are of white British origin. There are 6 children in the reception year, admitted in the September or January closest to their fifth birthday. Most of the children entering the reception class have had some pre-school experience at one of the local playgroups. The levels of attainment on entry to school are above average and remain above average at the start of the National Curriculum in Year 1. Nine per cent of pupils are identified as having special educational needs, a below average figure, and two pupils have formal statements of special educational need for their learning difficulties.

The school is involved in a 'Talk for Learning' project, which is established in conjunction with the University of Cambridge to promote and accelerate children's learning through classroom talk.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18143	Bernice Magson	Lead inspector	The Foundation Stage Science Information and communication technology Geography History Music Religious education English as an additional language
19807	Keith Osborne	Lay inspector	
17907	Michael Bowers	Team inspector	English Mathematics Art and design Design and technology Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective primary school providing a very good quality of education for its pupils.** They achieve well and attain well above average standards by the age of 11. The quality of teaching and learning is good. Leadership and management are very good. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Pupils have very positive attitudes to learning, behave very well in and around the school and develop very good relationships with each other;
- By the age of 11, standards are well above average in English, mathematics and science, although their spelling is not accurate enough;
- The leadership and management of the school are very good;
- The school provides a very good curriculum for its pupils with very good enrichment opportunities and a very good range of activities out of school;
- There is an excellent partnership with parents and the community.

There has been a very good rate of improvement since the last inspection. The curriculum is now very good. The school has given good attention to improving standards in writing and by Year 6, the content of pupils' writing is very good. Although the trend of improvement in writing is below the national trend by Year 2, standards are consistently above average. The policy for special educational needs has been improved and provision is now good. There have been significant developments in the work of the governing body and they monitor and evaluate the work of the school very well.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	D
mathematics	A	A*	A	E
Science	A	A	C	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Care must be taken in interpreting test results because of very small cohort sizes and differences in numbers of boys and girls.

**Overall, the achievement of pupils is good.** It is very good in Years 5 to 6. In the Foundation Stage, children exceed the goals they are expected to reach by the end of the reception. Currently, standards are well above average by Year 6 in English, mathematics and science and by Year 2 they are above average. In national tests, Year 6 pupils attain well above average standards over time, although in 2003 there was a dip to average standards in science, as a result of the under performance of one pupil. In English and mathematics, twice as many pupils as nationally attained the higher Level 5. Compared to pupils in similar schools, the test results in 2003 were below average in English and well below average in mathematics and science. Standards by Year 2 were above average in writing and mathematics and average in reading. A third of pupils attained the

higher Level 3 in reading, which was greater than nationally, although in writing and mathematics fewer pupils than nationally attained higher standards. At both key stages there are differences in the performance of boys and girls but there is no consistent pattern over time. Pupils identified as having special educational needs achieve well because of the good levels of support and guidance. Standards are above average in information and communication technology (ICT) by Year 6, and in design and technology by Years 2 and 6. Throughout school, standards are average in religious education and in music. There is insufficient inspection evidence to make a judgement on standards in other subjects.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall.** Their interest in the life of the school is excellent and they join in all activities with great enthusiasm. Pupils develop very good relationships with others and have very positive attitudes to learning. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. Teaching and learning are good,** although in Years 5 and 6 the majority of teaching is very good. Teachers plan lessons very thoroughly and the needs of all pupils are very well promoted. In Years 5 and 6, a key strength of the teaching is the very high quality dialogue where, through skilful questioning, pupils' conceptual thinking is developed very well. Pupils are given very good opportunities to work collaboratively and independently and in Years 1 to 6 they respond very well. Although assessment systems are often informal, teachers know pupils very well and in lessons they are appropriately challenged. Assessment procedures are good in reception and satisfactory elsewhere.

The curriculum is very good. It includes a very good range of practical activities with learning focused on 'first-hand' experiences. There is a very good range of activities out of school, some in conjunction with other local schools. Links with other schools and colleges are very good. Links with parents and the community are excellent. The school is an integral part of the community. There are very good induction arrangements for pupils joining the school. Teachers take very good care of pupils, giving them very good support and guidance.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management are very good overall.** The headteacher provides very good leadership. He gives the school a very clear sense of direction and promotes the inclusive ethos of the school very effectively. The governance of the school is very good. The governors fulfil their roles very efficiently and are very committed to support and develop the work of the school. Key staff provide good leadership and management, appropriate to their wide range of responsibilities, in this very small school.

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

Parents think highly of the school. They are fully supportive of its philosophy and the range of opportunities it provides. Pupils view the work of the school as excellent.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Develop strategies to improve the accuracy of pupils' spelling.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

The achievement of pupils is good overall. Achievement is very good in Years 5 and 6. By the age of 11, pupils are attaining well above average standards in English, mathematics and science. Over time, there are some variations in test results as a result of very small cohort sizes and differences in numbers of boys and girls. This makes any meaningful comparison of data difficult. In both key stages there are differences in the performance of boys and girls but there is no consistent pattern over time. The very small numbers of pupils with special educational needs achieve well.

#### **Main strengths and weaknesses**

- By Year 6, the majority of pupils attain the higher Level 5 in national tests in English, mathematics and science;
- By Year 6, many pupils attain below average standards in spelling;
- In ICT and design and technology, standards are above average by Year 6 and have remained consistent over time.

#### **Commentary**

1. Children make a good start in reception. On entry, standards are above average in all areas of learning. The length of time in the reception year varies according to children's birthdays and this affects their rate of progress. Overall, children achieve well and by the end of the reception year, exceed the goals they are expected to reach in all areas of learning. There is limited opportunity to improve rates of progress more rapidly, particularly in physical development because of shortcomings in accommodation. All children are well prepared for their next stage of learning.
2. There were only 7 pupils in the Year 2 group and 9 in the Year 6 group. Therefore the standards in national tests tables are not shown.
3. Currently, standards by Year 2 are above average in English, mathematics and science. Pupils achieve well overall. In national tests, the results fluctuate significantly in all areas tested, varying from well above average to below average standards over a three-year period. Over time, the trend of improvement in national tests is below the national trend. However, both parents and the school identify and understand that these findings are a consequence of the school's focus on a wide range of practical experiences in all subjects in Years 1 and 2, and that national tests do not fully assess pupil's wider knowledge and skills. In 2003, the standards of Year 2 pupils were above average in writing and mathematics and average in reading. More pupils attained the higher Level 3 than nationally in reading and results matched teacher predictions for all pupils. Overall in 2003, Year 2 pupils made average progress in writing and mathematics and satisfactory progress in reading. Compared to pupils in similar schools, standards were average in writing and mathematics and below average in reading.
4. Standards by Year 6 are well above average overall. Over time, an analysis of data shows that the majority of pupils attain the higher Level 5 in national tests in English, mathematics and science. The trend of improvement in national tests in core subjects is in line with the national trend. The school is proud of its achievements by Year 6 in science, apart from in 2003, as all pupils have attained or exceeded the nationally expected standard over time. In

2003, pupils attained well above average standards in English and mathematics and above average in science. Test results were unreliable as a means of comparison as one pupil represented 12 per cent of the total class. Nevertheless, the test results show that the majority of pupils attained the higher Level 5 in all core subjects and almost all pupils attained their predicted targets, including those pupils with special educational needs whose results did not match national expectations. The performance of girls was significantly better than that of boys in 2003, although this is not a consistent pattern over time. Compared to pupils in similar schools and using prior attainment data, the results of the 2003 national tests were disappointing in all core subjects. Results were below average in English and well below average in mathematics and science. However, this was because of the higher number of pupils with special educational needs in the cohort.

5. By the age of 11, pupils with special educational needs achieve standards in English and mathematics that are close to expected levels for their age. This is because the tasks they are given are carefully planned for them. Pupils are well supported by learning assistants and, additionally, by specialist help from a visiting teacher, who gives booster support out of the classroom. Pupils experience success and this boosts their self-esteem. They have good opportunities to practise their speaking, listening and reading skills. Overall, these pupils achieve well.
6. In ICT, standards are improving gradually in all year groups, as pupils have better access to machines to practise skills and now use ICT in other subjects. Nevertheless, expectations in ICT have increased nationally and, compared to other pupils, standards are average by Year 2 and above average by Year 6. In Years 3 to 6 pupils are achieving well because they have regular access to the computer suite. In Years 1 and 2, achievement and progress over time are satisfactory. There is limited opportunity for specialist teaching in Years 1 and 2, as pupils are in a class of mixed ages and key stages. During the inspection, there was limited use of ICT in this class and the good quality specialist teaching is offered currently to Year 1, provided on a rotational basis with Year 2.
7. Standards by Years 2 and 6 are above average in design and technology. There is good specialist teaching of skills and ample practice of new techniques in other subjects of the curriculum. By Year 6, pupils have a good understanding of the process of design, plan, make and review and, by Year 2, their work shows good achievement for their age in all processes. In music, standards are average by Years 2 and 6.
8. Good attention is given to the needs of higher attaining pupils and those identified as gifted and talented. In all year groups they achieve well because of good levels of support and consistently attain higher levels in national tests.
9. In religious education, standards meet the expectations of the locally agreed syllabus by Years 2 and 6. Pupils have a satisfactory understanding of Christianity and a good interest in other world faiths. However, their knowledge of the values, beliefs and customs of major faiths, although satisfactory in Year 2, is barely satisfactory by Year 6.
10. No judgement can be made on standards in Years 2 and 6 in art and design, history, geography or physical education because of insufficient inspection evidence.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are very good. They have very good relationships with others. The provision for their spiritual, moral, social and cultural development is very good. Attendance has improved since the last inspection and is now good. Punctuality is good.

## Main strengths and weaknesses

- Pupils enjoy school and their willingness to join in all activities is excellent;
- Teachers have very high aspirations of pupils and they respond very positively in lessons and around the school;
- Pupils take very good care of each other and show very good levels of concern for the needs of others;
- Pupils have very good attitudes to learning and develop very high levels of confidence and self-esteem.

## Commentary

11. In the reception year children settle well. They respond to the positive and supportive environment with eagerness and enthusiasm and make good progress in their personal development. This good progress is continued as pupils move through school. Pupils learn to value and respect the contributions of others and respond well to school rules. They are fully confident about the good procedures which are in place to take care of them and to deal with any bullying. Pupils show concern for others, such as when a younger pupil arrives at school cycling on the wrong side of the road. They act responsibly in classrooms and around the school; for example when a foal is born in the next field they follow staff instructions, peering at the new arrival only in small groups so as not to frighten the mother. Older pupils take good care of others in school. They readily serve out school dinners, help in the playground or help younger ones find their place in hymn books. Pupils are curious about the world around them and enjoy learning about the interests of others. When two pupils brought a Shetland pony to school one morning, all pupils showed a keen interest. On the school field, pupils play well together and individually. When several Year 5 and Year 6 girls played leapfrog all around the field, the boys took care not to hit them as they played football. In lessons pupils concentrate well and want to learn. They appreciate the range of extra activities provided for them out of school. Pupils enjoy the activities provided by visitors, which enrich the curriculum, and visitors note that they are polite and well mannered when they are out in the community. When Years 3 and 4 were planting juniper trees in the forest, wardens praised them for their good behaviour and when Years 5 and 6 perform in local arts festivals, their contributions are greatly admired. Pupils show a good respect for their teachers and work hard in class. The school encourages racial harmony through its positive links with other schools and in lessons.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.0
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

12. Attendance is above average and there are no unauthorised absences. Occasionally pupils are late arriving at school, but there are effective systems to remind parents of the importance of punctuality. On the rare occasions when no message is received, office staff telephone home promptly.

## Exclusions

There have been no exclusions in the last school year.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a very good quality of education for its pupils. The quality of teaching and learning are good overall and assessment is satisfactory. There is a very good curriculum with a very good range of enrichment activities and activities out of school. Links with parents and the community are excellent and greatly enhance the curriculum. Links with other schools and colleges are very good. Teachers take very good care of pupils and give them very good support and guidance.

### **Teaching and learning**

The quality of teaching and learning is good. Assessment is satisfactory overall.

### **Main strengths and weaknesses**

- Teaching and learning are very good in Years 5 and 6;
- All teachers plan lessons very thoroughly, maximising all learning opportunities and with very good consideration given to the needs of individuals;
- There is very good teamwork among adults, which is effective in supporting pupils and motivating them to learn;
- Assessment is good in the Foundation Stage and information is shared effectively with parents.

### **Commentary**

13. During the inspection almost all teaching observed was good or better. In Years 5 and 6, all teaching was very good or excellent and in reception, half of all teaching was very good and the remainder was good. An excellent lesson was seen in science with pupils in Years 5 and 6. In Years 1 and 2, teaching was consistently good, as was most teaching in Years 3 and 4. There was no unsatisfactory teaching during the inspection.

### **Summary of teaching observed during the inspection in 25 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	5	18	1	0	0	0

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

14. In reception, the teacher has a good understanding of how young children learn. She is effective in settling young children into an already established class and in giving value to their contributions. As a result, children flourish in her care, quickly learning good social skills and recognising the needs of others. Very quickly, the children feel an equal member of an enlarged family and there are good opportunities for cross fertilisation of ideas between the year groups. The teacher plans very effectively for pupils from reception to Year 2, providing all children of reception age with a wide range of exploratory activities and giving regular teacher led input to direct their learning more precisely. Learning objectives are precise and explained meticulously to children so that they understand what it is they are to do. They are given good opportunities to develop independence in their learning and there is a high expectation from all adults that they will succeed. The teacher is very well supported in the classroom by an able teaching assistant, and sometimes by governors or adult helpers. Together they ensure that children are challenged and encouraged in all learning tasks. The teacher has very clear views about the purpose and teaching methods to adopt in the education of young children and she provides them with many practical experiences in all

- areas of learning. Assessment of their progress is good and ensures suitable small steps of learning are identified for each child.
15. In Years 1 and 2 the teaching is good. Some well focused teaching takes place, enabling pupils to perceive new information with the teacher questioning skilfully to ensure that knowledge is developed progressively. During a mathematics lesson, for example, pupils in Year 2 had learnt about lines of symmetry. They had developed an understanding of the rotation of shapes to make symmetrical designs and to count lines of symmetry. During a later practical session of designing and making models, they were asked to build a construction which included lines of symmetry and the more able measured their constructions to ensure accuracy. The lesson gave pupils ample opportunity to talk about symmetry, identify patterns, measure accurately in centimetres and consolidate many aspects of their prior learning. Pupils showed that they had a very good capacity to work independently.
  16. In Years 3 to 6, pupils continue to work well independently because this aspect of their learning is developed very well. Pupils are expected to become independent learners and they are praised for their individual achievements. They are encouraged to recognise that time is important and levels of motivation remain high. Frequently teachers set timed targets, explaining tasks with clarity and with varied learning objectives for pupils of varying abilities and ages. All lessons have a good pace and variety. In successful lessons, the high quality of teachers' subject knowledge is effective in extending and challenging pupils' learning. In some other lessons, teacher expectations, although adequate, are lower and there is less urgency in the learning. In Years 3 and 6, although most work is suitably presented, there is an acceptance of poor spelling from some pupils.
  17. Across all classes good attention is given to the development of pupils' conceptual thinking through careful questioning and the promotion of high quality discussions. The work is undertaken as part of a project with Cambridge University and there is good planning of speaking and listening activities in most lessons. During the inspection, a very high quality discussion took place in a class of Year 5 and 6 pupils as they took part in problem solving activities about electrical circuits. Through their own discussions and supported by skilful teacher questioning, pupils worked out that to be successful electrical circuits need sufficient voltage to prevent bulbs dimming. Pupils explained about thermal insulators and loop circuits, demonstrating knowledge and understanding well above that expected for their age and developing learning about power packs and ring circuits.
  18. Teaching and learning of pupils with special educational needs is good. They achieve well because they are effectively supported with carefully planned work and good encouragement from adults. Well informed and enthusiastic teaching assistants enable these pupils to learn alongside their classmates. In mathematics, however, the absence of small steps of improvement on their individual education plans prevents the school from measuring the rates of progress they can sustain.
  19. Good use is made of homework opportunities. The contribution of parents is valued and extends pupils' learning very successfully. Younger pupils read regularly with parents and learn times tables, and older pupils are encouraged to undertake research at home. Pupils are eager to share their experiences out of school with others; for example, Years 5 and 6 brought special things to school, which during the inspection extended pupils' learning about fossils and rocks.
  20. Marking is satisfactory overall. It is good in Years 3 and 4, where the teacher gives pupils good advice about how to improve their work based on learning objectives. Overall, there is good use of self-evaluation by pupils in lessons so that they can measure their progress, but there is a lack of understanding by some pupils about how to improve their work.

21. Assessment procedures are satisfactory overall. They are better in Years 3 to 6 and in English and mathematics, but some systems are informal and in personal development and in some subjects there is insufficient recording of achievement. In Years 1 and 2, for example, some day-to-day improvements in pupils' learning are missed in the busy medley of practical experiences, which are part of the teaching and learning for pupils of different ages and key stages. Currently, the school is addressing its assessment systems in ICT so that a useful and consistent approach is in place.

## **The curriculum**

The curriculum is very good. It meets all statutory requirements and pupils of all abilities have equal access to the activities. Opportunities for enrichment through clubs, working with outside agencies, visits and visitors are very good.

## **Main strengths and weaknesses**

- Provision for children in the reception year is good, because there is a good balance of investigative and taught activities;
- Many good links are made between subjects to support pupils in their learning;
- The school provides well for pupils with special educational needs;
- Opportunities for pupils to influence the work of the school are underdeveloped;
- There has been a very good extension to facilities to support learning in ICT and in the provision of a library;
- Restrictions of accommodation limit the range of opportunities in some subjects, such as gymnastics.

## **Commentary**

22. Since the last inspection the curriculum has been improved. A good programme of learning is in place for pupils of reception age. All children are taught basic skills well through the literacy and numeracy strategies. Classroom environments are attractive and are interesting places of learning. Each subject follows national guidelines. Appropriate documentation supports teachers in their planning and ensures that knowledge and skills are taught progressively. Planning cycles ensure that there is no repetition in the delivery of topics in the non-core subjects for pupils taught in mixed age classes. A two-year cycle of science topics enables pupils to undertake investigations in which knowledge builds effectively on their previous learning.
23. The school identifies many opportunities for subjects to support each other. For instance, in design and technology younger pupils practise their measurement skills, whilst older pupils apply scientific concepts to their model making. ICT is used successfully in most subjects. For example, in science and geography pupils collate data from surveys of the local environment. History is enriched through role play and by visits to local historical sites.
24. Pupils with special educational needs have full access to all aspects of the curriculum. Those with statements receive the support they require in English, and the carefully planned learning activities include small steps to success, with a suitable challenge.
25. Through the provision for personal development the school is effective in promoting necessary skills for pupils to become good citizens. For example, there are good opportunities for discussion about care of the environment in many lessons. However, there are few formal, planned opportunities for pupils to discuss their feelings, beliefs and emotions. The school recognises that this is an area for further development and is currently

- planning to introduce 'Circle Time'. Opportunities for pupils to take part in decision making or planning projects are under developed. The school is fully involved in village events.
26. The school provides very good opportunities for enrichment. Regular residential visits are organised for all pupils in Years 3 to 6. Regular visits are made to local centres, such as art galleries and museums, which bring pupils' research to life. Local events are supported well, such as the science festival. A very good link has been made with an inner city school in Middlesbrough, enabling pupils to compare their rural village environment with that of the city. Artists regularly visit the school, enabling pupils to take part in dance and choral work. A wide range of sports activities are organised and there are high levels of pupil involvement. These include national gymnastics awards.
27. The accommodation is well maintained and the location presents a wonderfully stimulating natural environment for the pupils. The neat and tidy gardens and playing field offer excellent opportunities for the pupils to observe the changing moods of nature. The birth of a foal during the inspection was a particularly good example and the arrival of two Shetland ponies at school interested all pupils. However, the building presents some limitations, restricting progress in some subjects. The absence of a hall necessitates the clearing of the Year 5 and 6 classroom on a daily basis for the provision of school meals, gymnastics and dance lessons. This is repeated for the daily assemblies. Although this is very well organised, with older pupils taking on responsibilities, it is a disruption. The mezzanine area is used very effectively by small groups of pupils working with learning assistants and visiting teachers on a regular basis. The computer suite and library are situated in this area and are used regularly by groups of pupils. These facilities make a very good contribution to the curriculum and give the school extra flexibility in its organisation of groups of pupils.
28. There is a good ratio of well qualified and experienced teachers and learning assistants. Resources are plentiful and relevant to the needs and interests of the pupils.

### **Care, guidance and support**

The provision for pupils' care, welfare, health and safety is very good. The school provides very good provision of support and advice and guidance is very good. The involvement of pupils through seeking, valuing and acting on their views is satisfactory.

### **Main strengths and weaknesses**

- Staff know their pupils very well and respond to their needs;
- Induction procedures and transition to secondary school are very good;
- There is a very good range of external links to care for and support pupils;
- There is no formal mechanism to consult pupils and take account of their views.

### **Commentary**

29. This is a strong area of the school's work. From the time before children enter the reception year, staff get to know them and their families very well. They provide learning opportunities and community activities which enable the children to mature and develop very well. The detailed policies and procedures for health and safety and child protection are implemented fully and children are given appropriate levels of independence and responsibility. For example, many pupils cycle to school and after school lessons ensure they are proficient. Pupils' personal development is recorded informally and reported to parents fully at the end of each year, as well as when difficulties arise. Although the school takes good advantage of the many local opportunities for pupils to contribute to the environment and the life of the village, for example by competing in the local agricultural shows, there is no formal structure for consulting pupils and ascertaining their views and ideas.

## **Partnership with parents, other schools and the community**

Links with parents, carers and the community are excellent. Links with other schools and colleges are very good.

### **Main strengths and weaknesses**

- The partnership links with parents and the community are very effective;
- Parents have excellent views of the school and its work;
- Links with other local schools enhance the quality of education.

### **Commentary**

30. This school has the full support of its parents, who make very good commitments of time and money to improving the quality of education. For example, the major scheme to create an additional room at mezzanine level and equip it as a learning centre, with ICT and library areas, relied heavily on local fund raising. Parents give readily of their time and expertise to help in the classrooms and with day excursions, such as to Runswick Bay or Middlesbrough, as well as on the residential visits. Most pupils get valuable help with homework, using the family computer for research. The school's formal and informal communication with parents is of a high standard, enabling parents to be well informed about their children's progress. Links with other local primary schools allow for joint learning activities. The link with, high schools is very good, ensuring that the secondary transfer process is successful. The developing link with a large school in Middlesbrough, with exchange visits between both schools, is helping the development of many aspects of the curriculum, as well as giving pupils a wider outlook on urban life in a multicultural society.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are very good. The leadership and management of the headteacher are very good and that of key staff is good, including those of the Foundation Stage and special educational needs. There has been good improvement in the governance of the school and this is now very good. Both governors and the headteacher have an excellent commitment to, and understanding of, the vision and direction of the school.

### **Main strengths and weaknesses**

- The headteacher and governors are very effective in creating a very good ethos for learning, based on well conceived principles about the provision and quality of education for pupils;
- The headteacher provides very good leadership and management of the curriculum and teaching and learning;
- Financial management is excellent, enabling educational priorities to be achieved;
- The school development plan lacks clarity in its presentation.

### **Commentary**

31. The headteacher has a very clear vision about the quality and range of education to be provided by the school and is very well supported by the staff and governing body. He places a very strong emphasis on providing the pupils with a wide and enriched curriculum, which includes very good development of the National Curriculum, and also offers many practical experiences appropriate to the pupils, enabling them to develop to their full potential. He provides very effective leadership based on a very good knowledge and understanding of the needs of all pupils and staff. All staff and governors are regularly consulted and key priorities

are identified and addressed through the good systems of review and self-evaluation. The headteacher is effective in team building and, as a result of well developed partnerships, the school is able to utilise the expertise of all individuals and address professional training needs as required.

32. Very good use is made of performance management in establishing key areas for development, setting suitable targets and monitoring and evaluating performance. The process involves all staff and gives a well balanced structure to the identification of need and the introduction of remedial action to overcome difficulties. The governors are fully committed to this process, using it as a means of measuring pupils' progress.
33. The governors have a wealth of knowledge and skills which they share very effectively with the school. In their well structured committees and through meetings of the governing body, governors take on individual responsibilities and also contribute to their collective decision making. Roles and responsibilities are clearly understood and carried out efficiently. Governors are enthusiastic about their work, operating very well in fulfilling statutory responsibilities and in planning for the immediate and longer-term needs of the school. All decisions are based on an excellent understanding of the financial restraints of a very small school and involve best value judgements. Often governors are creative in their support of the school. Recently they produced 'The Governors School Flyer' showing pupils at work and explaining the school's philosophy and developments to parents. Overall, governors have been very effective in communicating their vision to others. When the school planned the development of a computer suite and library, involving a large financial commitment to build a mezzanine floor, governors held a public meeting and enlisted the help of the community. The project has been very successful. Since the opening of the very attractive learning areas, governors have produced a CD-ROM showing the new facilities.
34. Subject co-ordinators fulfil their roles appropriately. However, in a very small school there are many responsibilities for them to undertake and key priorities have to be selected for more detailed attention, sometimes at the expense of other things. Nevertheless, there has been good overall leadership and management of the curriculum. There is good evidence of the development of key priorities with the introduction of new teaching methods, such as inclusion in the 'Talk for Learning' project with Cambridge University, which is focused on accelerating pupil's learning through classroom talk. Currently there are good plans for the development of assessment systems for ICT. There are good arrangements for monitoring teaching and learning, both in lessons and by a scrutiny of pupils' work. The co-ordinators for the Foundation Stage and special educational needs are effective and provide good leadership and management of provision. They ensure that the needs of these groups of pupils are given good consideration, such as in purchasing resources.
35. The school's financial planning is excellent. Long, medium and short-term arrangements are clearly matched to financial commitments and include imaginative use of funds to achieve the schools aims. Capital grants and the school's own funds have enhanced the provision. Currently, governors and the headteacher are involved in the planning and preparation for the building of a new classroom and an appropriate playground area for the younger pupils. Capital grants and other funds are identified for this purpose, as it is realised that better accommodation will provide more opportunities for practical activities for pupils in reception and Years 1 and 2. These extensive developments are the subject of thorough planning and regular ongoing reviews to ensure that the project can be completed successfully. Well developed systems of self-review and analysis ensure that there are high quality discussions on the implications of all financial decisions. This has been a good development since the last inspection. Daily financial administration is very good. The office manager is effective and a key link with all members of the school community. Although the school has very high unit costs per pupil it provides very good value for money, because of the well above average

standards of pupils, very good quality of education and very good leadership and management.

**Financial information**

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	179748
Total expenditure	186251
Expenditure per pupil	3211

Balances (£)	
Balance from previous year	19292
Balance carried forward to the next	12789

# PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

## AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**. At the time of the last inspection there were no children of reception age to be reported on and, consequently, no judgements can be made on improvements over time.

### Main strengths and weaknesses

- Children are happily settled into school and are eager to learn;
- The teacher and support assistant work effectively as a team and give children very good levels of support and guidance;
- The curriculum includes a wide range of practical experiences which extend children's learning successfully across all areas of learning;
- The accommodation offers limited opportunities for children to play with large toys.

### Commentary

36. Children start school in the reception class in September or January at a time closest to their fifth birthday. Currently, there are 6 boys on roll. When children start school standards are above average overall, although the full range of ability is represented. All children have some pre-school experience, mostly at a local playgroup. Although the classroom is cramped, it is bright and stimulating and with many activities for children to explore independently or with an adult. Children achieve well because of the good teaching and well planned curriculum. Teachers provide a good range of tasks, matched successfully to children's needs. The teacher has established very good relationships with her class and they respond well to her high expectations. She plans lessons very thoroughly and with very good consideration of the needs of all children. Currently, she is providing suitable activities to interest and challenge this class of boys. The teacher knows the children very well because there are good systems of assessment which, over time, provide a clear profile of children's personal and academic progress.
37. Leadership of the Foundation Stage is good. The co-ordinator has good expertise and ensures that the needs of the youngest children are fully addressed. She has a good understanding of the strengths and weaknesses in the Foundation Stage provision and she works hard to compensate for any deficiencies, for example in accommodation. There is very good governor support for this key stage, with several governors visiting the classroom regularly to help, such as in hearing children read. Accommodation is adequate; although there is no outdoor area large enough to allow children to play on climbing and balancing equipment or with large wheeled toys. Nevertheless, the outdoor area is attractive and well resourced, with good access to a garden and a field closeby. Resources are of good quality and plentiful overall.
38. In their **personal, social and emotional development** children enjoy coming to school because they feel secure, included and valued. Although some have been in school for only one term, good relationships have developed among the children and they have a good understanding that the needs of all must be considered, including members of the class who are older. The staff provide very good role models and have high expectations of children's behaviour and learning. The children behave very well and comply very well with instructions. When the new baby foal was born in the next field, the children peered from a distance and complied completely with the teachers' directions not to approach the mother horse and

frighten her. Children are confident in answering questions, including joining in class discussions, and organise themselves successfully in imaginative play. Concentration levels remain high and children work together effectively.

39. The children achieve well in their skills of **communication, language and literacy**. They are attentive listeners to stories, comments and instructions. They have a rich vocabulary for their age and use increasingly complex sentences as they explain their ideas. Staff encourage communication and model sentences for children as they engage them in conversation. The children join in language activities with interest, because the teacher is skilled at providing a continual change of challenging games to improve their visual and oral memory. There is a wide range of ability in writing skills. All the children recognise their names and add them to their work independently. When writing to a mysterious robot who has arrived in the classroom, they write meaningful questions showing that they understand that writing conveys a message. The more able children can write two or three short sentences unaided, while the newest children copy write their own message. Children display a delight in reading with adults and are beginning to make predictions and express preferences. All children recognise that a word is made up of sounds. In an 'I spy' game in the garden, they showed that they are beginning to recognise initial letter sounds. Children take books home on a regular basis to share with family members. All children are reading simple books and picture stories.
40. Children achieve well in their **mathematical development** because of the good attention given by the teacher to developing mathematical knowledge and skills. Children play mathematical games confidently and use words such as more or less as they play. Although the children count numbers confidently and match one to one in their counting, they are not yet able to do this task mentally without equipment. Good practical activities generate and sustain interest. As they play a game of 'Shape snap' they achieve well in recognising shapes. All the children can identify and name circles, squares, triangles and rectangles and the more able name a pentagon and hexagon, accurately counting the number of sides. One child confidently points out that the hexagon has six sides and six corners. During one good lesson on shape, an older Year 2 pupil challenged the reception children to identify a diamond shape in a 'Feely bag'. She gave good instructions about its properties so that the reception children learnt well from this example of pupil teaching. The teacher questions skillfully, sometimes setting problems around the register or when singing number rhymes. Through all these activities the children enjoy mathematics and are eager to achieve more.
41. The teacher plans stimulating activities through which the children make good gains in their **knowledge and understanding of the world**. The good progress is due to the wide range of experiences provided, which enable children to recall and share their own experiences and, by investigation, discover more about the world around them. Currently a sense of time and place is being developed well as children handle household artefacts used by the Victorians. They have discussed their own experiences, such as a time without electricity following the recent storms, and they show that they are beginning to understand how modern inventions are changing their lives. This area of learning is reinforced very well across the curriculum. For example, in a mathematics task in the water play area children investigated if objects could float or sink and learnt mathematical terms such as 'heaviest' and 'lightest'. With the teacher's help the children classified materials according to their properties, placing them in separate circles, and the more able used intersecting circles for materials with two properties, the task being a practical introduction to Venn diagrams. Lessons have a very good balance of teacher led activities and exploratory play and, in all tasks, children are challenged to make new discoveries and talk about their findings. Children operate tape machines and computer programs to extend their learning in mathematics, language and literacy and art and design.

42. No lessons were seen in **physical development** and it is not possible to make a judgement about provision, teaching and learning or standards. Since the last inspection, the school has made considerable improvements in the accommodation and space to provide regular opportunities to promote children's physical development. Nevertheless, there is limited space available for more robust and lively outdoor games. Observations of children at play with small construction resources indicate that standards are above average in this aspect. When building with small bricks or manipulating and using tools, children show good dexterity and persevere well to make models or complete jigsaws. Children handle a variety of tools, materials and small equipment safely and with care, showing considerable dexterity with pencils and crayons.
43. During the inspection, only one lesson was seen in **creative development** and no judgements can be made about provision or standards. However, a scrutiny of teacher's planning indicates that this is an important area of the curriculum, with skills often taught separately and with activities also stretching across all aspects of the curriculum. Additionally, there are good opportunities planned for the independent development of imaginative play and extension of their language and creativity. Children explore music making through very effective teaching of precise skills. Although children are taught alongside Years 1 and 2, their specific needs are considered well. The work is well matched to their interest levels and children join in the singing enthusiastically. During the teacher's telling of the story 'The Three Little Pigs' the children joined in the refrains with great expression, huffing, puffing and clapping as they chanted 'I will not let you in'. A classroom display incorporating paint mixing shows that children have an above average understanding of primary and secondary colours for their age and have used paint with care to make attractive designs.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- The quality of writing has improved since the last inspection, although pupils do not consistently apply their spelling skills to their independent writing activities;
- The performance of girls is often better than boys;
- Marking does not always give pupils a clear picture of how well they are doing or what they have to do to improve;
- Writing is incorporated into all aspects of the curriculum and pupils write confidently and independently, using many styles and for many purposes;
- Good use is made of ICT to extend literacy skills.

#### **Commentary**

44. Standards in English are well above average and the content of pupils' writing is high.
45. In the 2003 national tests, by Year 2 standards of reading were average and above average in writing. By Year 6 pupils achieved well above average standards overall and with well above average numbers attaining the higher Level 5. The performance of boys and girls varies over time. This reflects the variations in size of cohorts and the incidence of pupils with special educational needs. Nevertheless, pupils with special educational needs achieve

- well towards their individual targets because they are effectively supported with carefully planned work and good adult support.
46. Overall, standards in speaking and listening are above average in Years 1 and 2 and well above by Year 6. Pupils speak confidently and competently. This is because all staff regularly engage pupils in discussion and ask them to clarify their ideas. Very good use of questioning helps pupils organise and sequence their thoughts and appropriate vocabulary is introduced. Consequently, pupils achieve well. The pupils have benefited from the school's involvement in the 'Talk for Learning' project with Cambridge University. This has also guided the staff and developed further competence and expertise.
47. Pupils achieve well in reading, with the development of their knowledge and enjoyment of books going hand in hand with the development of their reading skills. Standards are good in Years 1 and 2 and well above average in Year 6. There is a structured reading programme with pupils working through a published scheme, and more advanced children choosing from library resources. Much thought has gone into the provision of appropriate titles to encourage boys. There are good opportunities during the school day for pupils to engage in group or individual reading. Pupils with special educational needs make good progress, sometimes undertaking additional work with a visiting teacher if considered necessary. Parents give children good support when reading at home. There are good communication links between home and school, which help children make continuously good progress. Pupils in Years 1 and 2 have a good understanding about the strategies that they should use to decipher new words or identify the meanings of sentences. All pupils tackle new reading material confidently. In Years 3 to 6, pupils have developed good preferences for a wide range of favourite authors, such as The Bronte's and JK Rowling. In school they choose books from a well stocked library. Year 6 pupils talk at length about the books they read, showing very good reading skills, such as inference or deduction. Their reference skills are good and enhance their learning in other subjects. Year 6 pupils use a contents page, an index and a glossary effectively and scan text to locate facts.
48. Staff have worked hard and successfully to drive up standards in writing. These standards are now above average in Year 2 and well above average by Year 6. Pupils achieve well because of good teaching. Factors that have been instrumental in raising standards include:
- teachers use a variety of teaching methods so that pupils of all abilities are challenged fully;
  - the writing tasks interest and excite pupils;
  - pupils are provided with opportunities to write for many purposes.
49. Pupils are now skilled and confident writers. By Year 6, the content of pupils' writing shows good levels of empathy and clarity of purpose and organisation. Handwriting is mostly clear and legible. Younger pupils in Years 1 and 2 regularly practise sound work to improve their spellings. However, these skills are not systematically transferred to their writing and throughout school basic words are often misspelled. While the teachers highlight these mistakes, the school does not ensure that pupils note correct spellings or learn spelling patterns.
50. Teaching throughout the school is consistently good. Teachers have high expectations of their pupils and lessons are planned effectively. However, often in Years 1 to 4 pupils are grouped by age and not their current levels of development. Well informed and enthusiastic learning assistants support groups of pupils, including those with special educational needs and this enables them to learn alongside their classmates. The Years 1 and 2 pupils quickly develop the skills of letter writing, whilst the Years 5 and 6 pupils effectively develop their use of adverbs and adjectives to increase the depth of mood and meaning in their creative writing. By Years 3 and 4, pupils can write a story, chapter by chapter. In Years 5 and 6, very good techniques of 'brain storming' and 'talking partners' encourage pupils to share their

thoughts and make notes of their ideas. This, together with adult direction, produces descriptive vocabulary and text of the highest quality; for instance, a pupil with special educational needs used his notes to write about his feelings as if he was a chicken hatching from its egg.

‘I am cramped and frustrated in my egg! I feel squashed, trapped  
and damp in my dark home ....’

51. The subject is very well managed and standards have risen largely because of the successful implementation of the school’s strategy to improve writing.

### **Language and literacy across the curriculum**

52. Pupils use their language and literacy skills well in other subjects. Their science, history and geography work includes independent writing that incorporates subject specific vocabulary. Mathematical language is continually incorporated into pupils’ work and diagrams and sketches in science and design and technology are enhanced by accurate labelling. Very good use is made of ICT as pupils practise their word processing skills to present a text of high quality.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards have improved since the last inspection;
- Pupils in Years 5 and 6 achieve very well because of the very good teaching;
- There is a strong focus on developing numeracy skills;
- Mathematics is used well in other subjects, particularly science, design and technology and geography;
- ICT is effectively incorporated into data handling activities.

### **Commentary**

53. Standards in Year 2 are above average and by Year 6 are well above average. In the 2003 national tests, all Year 2 pupils reached the expected standards and a quarter of 7-year-olds reached the higher standard. The small groups of pupils in each curriculum year make it difficult to compare the school’s attainment against the national average. In 2003, the presence of pupils who had special educational needs adversely affected the number of pupils achieving average standards. When standards are compared with other pupils achieving the higher Level 5, the school achieved well above the national average.
54. Pupils in Years 1 and 2 consolidate the good start they receive in the reception year and this good progress is further extended through the school. In the 2003 national tests, the girls outperformed the boys. However, the current Year 6 girls and boys are doing equally well. Pupils with special educational needs make good progress, although the absence of mathematical targets on individual education plans prevents teachers from measuring the rate of progress they can sustain.
55. Since the last inspection, the school has worked hard to raise standards in mathematics and the quality of teaching in Year 1 and Year 2 has improved. Over time, test results show a wide variation in the overall trend of improvement, because of the presence of pupils with

special educational needs in some of the very small year groups. By Year 2, pupils are working well within the expected range for their age, with about half working at the higher level. They recall number facts to 10 and beyond, and double numbers up to 100. They handle money accurately and begin to solve practical problems involving halves and quarters. They develop their multiplication and subtraction skills, measure accurately and use the correct mathematical language and terminology. Year 6 pupils have a good understanding of place position and accurately calculate long multiplication sums, using both factors and traditional arithmetical methods. More advanced pupils apply their knowledge of place position to solve complex numerical problems. They confidently handle percentages and calculate the area of irregular shapes. They involve themselves in investigations, using ICT to compile spreadsheets to identify the frequency of word lengths and the use of time throughout the school day. More able Year 6 pupils study the relationship between the diameter and circumference of a circle and gain an early understanding of geometrical relationship.

56. The strong and appropriate focus on numeracy skills has improved pupils' knowledge and capability, and this competence is demonstrated in other areas of mathematics. Pupils in the Year 1 and 2 class make sensible estimations of the lengths of their construction kit models before they measure, using cubes of the same size. They are introduced to standard units of measurement such as centimetres, metres and kilograms.
57. In all of the lessons seen, teaching was good. The teaching of Year 5 and 6 pupils was very good. This is a good improvement on the findings of the last report.
58. Strengths include:
- carefully planned lessons with clear learning objectives;
  - the good quality of teaching which successfully captures pupils' interest and enthusiasm;
  - a good emphasis on, and correct usage of, mathematical vocabulary;
  - clear explanation of methods of calculation;
  - skilful questioning to check pupils' understanding and encourage them to contribute to discussions;
  - teaching assistants are well briefed on teaching methods.
59. Adoption of the national guidelines as the basis for planning has made a significant contribution to the development of the subject. Teachers are particularly knowledgeable about how pupils learn mathematics and resource their lessons appropriately. For example, in a very good lesson Year 5 and 6 pupils were challenged to use data handling techniques. They constructed line graphs and pie charts to show patterns of probability through 36 throws of a six-sided dice, all against their own predictions.
60. The subject is very well managed and effectively resourced; this ensures that all pupils have good opportunities to investigate mathematical ideas and order their thinking.

### **Mathematics across the curriculum**

61. Pupils often use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical use of these skills. For example, they construct graphs and record data in science and geography and accurately measure materials in design and technology.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- Pupils enjoy science and show very good levels of independence and self-reliance in their investigations;
- In Year 5 and 6 the teaching of science is very good overall and sometimes excellent;
- Teachers have a good interest and enthusiasm for science and teach knowledge and skills effectively;
- There is a strong emphasis in the science curriculum on the development of investigative skills.

### Commentary

62. Science is a strength of the school. Pupils achieve well in lessons and currently they attain above average standards by Year 2 and well above average standards by Year 6. In Years 5 and 6, pupils achieve very well, showing high levels of self-reliance and maturity in their investigations. Apart from in 2003, over time, the pupils have consistently attained nationally expected levels by Year 6. In 2003 one pupil did not attain national expectations, and results were affected adversely in national and similar school comparisons. However, as each pupil represented 12 per cent of the total, comparisons are unreliable. In 2003, pupils attained average standards but well below the performance of pupils in similar schools. Nevertheless, in 2003 over half the year group attained the higher Level 5, which was above other schools nationally. In 2002 and 2003, the performance of girls in national tests was better than boys, but there is no consistent pattern over time.
63. Lessons are very well planned. Scientific experiments provide pupils with a purpose for their work and offer opportunities for pupils of all abilities to develop their scientific reasoning. Each lesson has a varied challenge, sufficient to interest and excite pupils in mixed age classes. In the introductory part of each lesson, teachers quickly establish pupils' prior knowledge and adapt tasks as appropriate. Teachers are skilled at asking questions, which encourage pupils to suggest and test their ideas and then make judgements based on scientific findings, rather than predictions or assumptions. There is a very good emphasis on discussion and evaluation of findings as lessons progress. Teachers challenge individuals constantly because they have good specialist knowledge. Pupils with special educational needs make similar progress to all other pupils, because they are very well supported in lessons. All pupils record their work using a variety of tables, charts, graphs and scientific reports. Marking is satisfactory but does not always provide pupils with sufficient information about how to improve their work.
64. In the excellent lesson in Years 5 and 6, pupils made vast strides in their knowledge because the tasks were very well structured to build on previous learning. The teacher structured the challenge by a very good balance between investigation, discussion and recording. Pupils confidently used a mature scientific vocabulary for their age and there was very good development of their conceptual thinking in their scientific explanations. The teacher used time targets successfully in each part of the lessons, so that there was no time wastage and the lesson developed at a very fast pace. Pupils co-operated very well, learning from each other and at times succeeding very well as a group.
65. The curriculum for science is very good. It reflects the school's mission statement and aims to provide pupils with a wide range of experiences, based on 'first-hand' experiences. Lessons are planned so that in Years 1 and 2 pupils are involved in practical tasks for half of

the time allocated and in Years 3 to 6 for 40 per cent of the time. The subject is well resourced and, when relevant in lessons, pupils have access to a further range of materials, which extend their thinking because they present a more in-depth challenge. There are well planned visits to support learning, such as river and rock pool studies or the planting of juniper trees with wardens on the North Yorkshire moorland. Visitors extend learning in science. A mobile planetarium visited the school to support a topic on planets and included a 'Star Party' for parents. Middlesborough football club have supported learning about the harmful effects of smoking and drugs.

66. There are very good links to support scientific development through other subjects. In Years 1 and 2, pupils have made bird boxes as part of a design and technology project and learnt about animal habitats at the same time. In work with Scarborough hospital, pupils in Years 5 and 6 have learnt about personal hygiene and healthy life styles. Science is also used to support learning across the curriculum. In science folders Year 6 pupils have set out their work as non-fiction books and made newspaper reports to explain the harmful effects of a 'Plaque Attack'.
67. The subject is very well led and managed. The co-ordinator has an enthusiasm for the subject which is infectious, and sets the approach to learning across the school. There is a very clear structure to monitoring of the curriculum and teaching and learning with a clear focus for each term.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- By the age of 11 standards are above average;
- ICT is used well to support learning in other subjects;
- Pupils enjoy using ICT and take pride in the work they produce.

### **Commentary**

68. Since the last inspection, there has been good improvement in provision and standards have developed in line with other schools. By the age of 11, pupils now have a good competency in all aspects of the subject. The good position of computers near to pupils in Years 3 to 6 enables the teachers to use the resources effectively to teach specialist skills and to provide opportunities for the development of ICT across the curriculum. In Years 1 and 2, machines are available in the classrooms and there is some specialist teaching in the computer suite.
69. During the inspection, it was only possible to observe a small number of direct teaching sessions. A scrutiny of work and discussions with pupils indicate that standards are average by Year 2 and above average by Year 6. Pupils with special educational needs achieve well because of the good levels of support, which are applied as appropriate to pupils' needs.
70. In good lessons, activities are planned very well. Teachers and support staff have a good confidence in the subject following specialist training. They introduce pupils to new skills through purposeful and relevant teaching and learning situations. For example, in Year 2 pupils have made a graph of hair colours as part of a class survey. Learning is structured successfully to build on prior attainment. Teachers have a good knowledge of the skills of each pupil and key skills are taught well in small progressive steps. Examples of pupils' work show that they are learning to use ICT for word processing, data handling, graphics and the Internet as well as in control technology. Pupils achieve good progress over time. In Year 2,

pupils have the confidence to explain the process of creating drawings in which they have used several colours and texts, and with a suitable understanding of the technology. By Year 4, they are able to work through a series of instructions without any prompting by the teacher, and by Year 6 many have the confidence to sort out technical problems unaided.

71. Discussions with pupils show that they are able to work well collaboratively and that all pupils have an enthusiasm for the subject. 'Its real fun' they explain. Proudly pupils in Years 4 and 5 opened files to show inspectors their work, explaining the preparation which had preceded a 'PowerPoint' presentation made with words and music. Already pupils in Year 6 are expressing preferences for the use of machines in preparing their work. For example, they have found that it is easier to redraft their writing and make corrections when composing on screen. They have enjoyed making and choosing their own screen savers.
72. Some pupils bring in work from home to support their learning in school. In Years 3 and 4, pupils had researched the treasure tomb of Tutankhamun and brought in information in readiness for a history lesson. All pupils understand about the need for computer safety at school and at home.
73. Leadership and management are very good. Many improvements have been achieved in the last two years and the way forward is clearly planned. The co-ordinator is working to introduce a more appropriate assessment system to record the skills and knowledge of the above average pupils.

#### **Information and communication technology across the curriculum**

74. One of the strengths of the teaching of ICT is its planned use across the curriculum. Word processing, various types of graphs, graphics, charts and 'PowerPoint' presentations are used as a means of presenting evidence. To develop creative skills, pupils in Year 2 designed a race track and used arrows and numbers to tell the cars where to go. There is good use of the digital camera to record activities and as a teaching aid. Older pupils in Year 6, for example, described how they had taken digital photographs and changed the image in the style of Cézanne.

#### **HUMANITIES**

75. It is not possible to make an overall judgement about provision, standards or teaching and learning in history or geography. During the inspection, discussions took place with pupils, work was sampled and one lesson was sampled in history in Year 1. A scrutiny of pupils work indicates that standards are above average in history by Years 2 and 6. As history and geography are taught in blocks of time and history is the focus of work this term, limited evidence of pupils' work in geography was available. Indications are that provision in geography is good and that pupils have above average standards by Years 2 and 6. Leadership and management of history and geography are good and sufficient to ensure good coverage of the National Curriculum.
76. In the **history** lesson seen, Year 1 pupils had a good understanding of time and place and they classified household objects successfully to show the passage of time. They developed good skills of observation as historians as the lesson progressed, looking at the Roman numerals on a clock and comparing them with a modern digital alarm clock. They showed empathy and understanding of life without electricity in Victorian times, having experienced a similar event during recent storms. By Year 2, pupils make good use of technical vocabulary as they describe the Victorian artefacts. They explained about the workings of a pendulum and gave graphic details about the use of a Victorian washboard. They have a good understanding of change linked to growth and can recognise and sequence according to

age. More able Year 2 pupils can classify in detail, for example dating dolls to more than a hundred years old. In Years 3 to 6, history is enlivened by visits out of school. A recent visit to Clarke Hall has led to some very good work on the Tudors. Project folders are of very good quality with lively descriptions of some of the day's experiences. 'It was hard putting the great, plump, feathered mattress on the bed. It was arm aching.' explained one pupil, and another said 'I remember the small, dark, cold, creepy priest hole.' Good links are made to other subjects such as the study of maps of Ancient Egypt in a link to geography.

77. In **geography**, a particular strength of the curriculum is the use of the locality and pupil's own experiences to enhance their geographical understanding and enrich their learning. By the age of 7, pupils' skills and knowledge of maps and keys are good. They are able to draw detailed maps of their own village. By Year 6, pupils have a good knowledge of different countries and capital cities. They can explain about differences between their own and a contrasting locality. The link with the school in Middlesbrough has provided them with opportunities to compare their own rural experiences with those of pupils in an urban area. Residential visits include opportunities for map reading in orienteering activities.

## **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils are encouraged to reflect and apply religious understanding to their every day lives;
- There is limited study of major world faiths, other than Christianity.

### **Commentary**

78. By Years 2 and 6, standards are in line with the expectations of the locally agreed syllabus, as at the time of the last inspection. A scrutiny of work and discussions with pupils indicate that achievement is sound throughout the school. To widen pupils' experiences the curriculum includes visits out of school to the local church and visitors are invited into school. Pupils have a good knowledge of Bible stories for their age, and Year 6 pupils can understand the moral teachings of the Bible and draw comparisons in their own lives. Pupils' knowledge of other world faiths is less secure, although there is appropriate coverage in the curriculum. There is a good scheme of work, which ensures pupils have access to appropriate knowledge, and a good range of books, which provides opportunities for independent study.
79. In the one lesson observed, pupils were taught in a mixed age group of Years 3 to 6. The teacher had planned the lesson carefully, so that all pupils could achieve by their own independent study. The teacher has a good knowledge of religious festivals and through careful questioning she encouraged pupils to recognise similarities and differences in religious beliefs. The pupils worked co-operatively in the mixed age groups. However, pupils had limited prior knowledge about the Islamic faith and some found the task difficult. This slowed the rates of progress. Nevertheless, pupils were keen to succeed and they worked eagerly, researching in books in order to strengthen their understanding. The pace of learning was satisfactory overall, but more rapid for the older pupils who tended to dominate the research activities. The lesson had a good link to personal development, as pupils explored their feelings and beliefs and learnt to value the beliefs and interests of others.

80. Good links are made between religious education and other subjects. Plans show that in the next lesson in Years 3 to 6 pupils are to prepare a 'PowerPoint' presentation about the period of Ramadan and the festival of Eid-ul-Fitr. Pupils in Year 6 described how they had used the Internet to research Old Testament prophets, such as Abraham and Moses.
81. There is satisfactory leadership and management of the subject. However, there is limited monitoring of the curriculum and assessment systems are underdeveloped. As a result, the curriculum does not always build on pupils' prior understanding.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

82. Although no lessons were observed in **art and design**, it is evident from teachers' planning and from observation of pupils' projects, that planned work is varied and interesting. This is a similar picture to that at the time of the last inspection.
83. There are good links between art and design and other subjects. For example, the younger junior pupils made attractive visual images of their favourite storybooks by skilfully using ICT programmes. The pupils in Years 5 and 6 carefully mixed paint to create classical seascapes of the galleons of the Spanish Armada, and the Years 3 and 4 pupils moulded plaster and cloth to build up Egyptian masks and reproductions of artefacts. Pupils in Years 1 and 2 develop good painting techniques to create multicoloured paint washes to represent the setting sun as a background to their work, based on the theme of 'cats'. There is good evidence that these younger pupils are quickly developing their observational drawing skills through their careful sketching of spring flowers. All pupils use pastels and crayons well to illustrate their work in other subjects.
84. In **physical education**, the school works hard to overcome the limitations imposed by the lack of a hall. From a scrutiny of planning and discussions with teachers and pupils, it is evident that all strands of the subject, including outdoor and adventurous activities, are regularly taught in a cycle throughout the academic year. This is the position similar to that found by the last inspection. The standards in swimming continue to be good because all pupils continue to benefit from sessions at the local swimming baths.
85. In the one lesson seen in Years 5 and 6 pupils made good progress in developing the skills of catching, batting and bowling. The clearly planned objectives provided good opportunities to practise and consolidate skills in cricket. Here, more advanced pupils had achieved good techniques in batting and bowling.
86. A good range of out of school coaching sessions are organised throughout the year and enjoyed by many of the pupils. There are very good opportunities for pupils to take part in a full range of competitive sporting activities.
87. In the absence of a hall, the school does its best to provide regular dance and gymnastic lessons; however, the lack of a full range of specialist equipment restricts pupils' progress in gymnastics, although the school has introduced a national standards award.

## Design and technology

Provision in design and technology is **good**.

### Main strengths and weaknesses

- Since the last inspection, standards have improved by Years 2 and 6 and are above average;
- Teaching and learning are good throughout the school;
- Pupils have a good understanding of the process of designing, making and evaluating their work;
- Good links are made with other subjects.

### Commentary

88. By Years 2 and 6, pupils have good skills in design and technology. They work safely and effectively with a good range of tools, equipment and materials. In Years 1 and 2, pupils, carefully design an ideal sandwich. They carefully list the ingredients and include and label the full range of fillings. Their work is original and includes great detail. By Year 2, pupils create detailed design sheets of robots and then follow them carefully to construct robots from recyclable materials. These are of good quality and well finished.
89. Good progress is maintained in Years 3 and 4. There is good teaching of new skills based on prior attainment. Pupils have taken photographs of clocks of different styles using a digital camera and presented their collections using a computer-enhanced display. This is the beginning of a new project. Pupils have developed valuable ideas, which they are currently including in their design plans.
90. By Years 5 and 6, pupils have successfully used skills in other subjects to enhance their work. For example, they have incorporated electrical switch systems into their designs of rooms, so that their burglar alarms will protect a valuable work of art. They have shown that they can adjust their designs as they work, for instance if the switch is too strong or the circuit is broken if the masterpiece is moved. During the lesson very good levels of discussion took place and new ideas were selected and tested.
91. The quality of teaching is good overall and very good in Years 5 and 6. Teachers have good knowledge of the philosophy of 'design, make and evaluate' and ensure that all pupils follow this process. They plan their lessons well, ensuring that sufficient tools, equipment and resources are readily available. Good safe techniques are taught in the use of tools. Consequently, pupils cut, join and assemble with high levels of confidence and expertise. However, occasionally an introductory lesson runs on for too long and opportunities to begin designing are lost. Adults have good relationships with pupils and support their work effectively.
92. Leadership and management are good. These are good links with other subjects. Pupils in Years 1 and 2 accurately measure the length of their wheeled vehicles assembled from construction kits. As part of a history topic on the Tudors, pupils in Years 5 and 6 have designed and made a model of the historical building, Clarke Hall.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- Effective arrangements are in place for all pupils to sing and compose rhythms;
- There is good cultural development through the choice of African songs;
- Pupils sing enthusiastically during assemblies.

### Commentary

93. Standards of attainment are average by Years 2 and 6, as they were at the time of the last inspection. Pupils make good progress and enjoy their singing and music making.
94. In the lessons seen, teaching was mostly good and occasionally very good. Musical skills, such as the idea of rhythm and composition, are carefully introduced and pupils clap in unison in response to the teacher's introduction of the idea of pulse. Good organisation enables the class to perform an ostinato with one half of the class singing and the other half clapping.
95. Pupils in Years 3 to 6 have developed a good understanding of rhythm and pulse, further extending their knowledge as they experiment with pitch and volume and compare forms of simple notation. The teacher makes good use of tape recorders to introduce African songs that highlight a 'call and response' style of singing. Music lessons include good use of plenary activities, where pupils are challenged to demonstrate their repertoires and evaluate their work. Where available, learning assistants make a good contribution to the lesson.
96. Pupils enjoy their music and sing with enthusiasm during assemblies. They enjoy choosing their favourite hymns and songs and often perform group dances to the rhythm of the music.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal social and health education and citizenship (PSHCE) is **good**.

### Main strengths and weaknesses

- PSHCE is fully integrated into other subjects of the curriculum;
- A wide range of enrichment activities extends pupils' experiences and understanding, including multicultural links.

### Commentary

97. Pupils' personal development is an important aspect of the school's overall provision. Teachers know pupils well and provide a range of worthwhile experiences appropriate to their needs, which effectively encourage and challenge pupils' understanding. The school's curriculum plans show that PSHCE topics are incorporated into subjects such as science religious education and English, and are taught over a four-year cycle. There is good evidence of personal development in daily assemblies. Special events, such as residential visits, crucial crew and a visit to Scarborough hospital extend PSHCE. Multicultural links are developing successfully and have included a Sikh visitor and an American gospel choir. Regular links with an inner-city school in Middlesborough, including the use of email, are valuable ways of widening pupils' lives. Pupils are taught about personal safety, drugs, healthy eating and human development, and sex education is covered with the help of the school nurse.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*