

INSPECTION REPORT

BERKELEY INFANT SCHOOL

Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 117779

Headteacher: Ms K Burgoyne

Lead inspector: Mrs L Murphy

Dates of inspection: 17th – 20th January 2005

Inspection number: 266414

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	271
School address:	Marsden Drive Scunthorpe
Postcode:	DN15 8AH
Telephone number:	01724 843770
Fax number:	01724 289716
Appropriate authority:	The governing body
Name of chair of governors:	Mr A Lenthall
Date of previous inspection:	5 th – 8 th October 1998

CHARACTERISTICS OF THE SCHOOL

The school is a slightly larger than average infant school of 271 pupils. It is situated to the north west of Scunthorpe and serves an area of socio-economic diversity. Almost ten per cent of pupils are eligible for free school meals which is broadly in line with the national average. There is a below average number of pupils with special educational needs, including those who have Statements of Special Educational Needs. These pupils have moderate, severe or profound and multiple learning needs. The majority of pupils are white British. A small number are of Asian or Chinese heritage. When the pupils start school their level of attainment is broadly average. Most staff including the headteacher and the deputy headteacher have been appointed to their present positions since the last inspection.

The school is part of the Excellence in Cities initiative and has attained the following accreditations:

- Schools Achievement Award 2001;
- Basic Skills Quality Mark 2002;
- Active mark 2004; and
- Healthy Schools 2001 and 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16173	Mrs L Murphy	Lead inspector	Information and communication technology, art and design, physical education and the Foundation Stage
13459	Mrs E Mills	Lay inspector	
16761	Mr M Hemmings	Team inspector	English, science, citizenship, music and English as an additional language
17877	Ms C Ingham	Team inspector	Mathematics, design and technology, geography, history, religious education and special educational needs.

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities (ethos)	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school. Standards are well above average and the pupils achieve very well as a result of the very good leadership and management and the very good teaching and learning. The school provides excellent value for money.

The school's main strengths and weaknesses are:

- standards are high in English, mathematics and science and the pupils achieve very well;
- the school community is exceedingly cohesive and very well led and managed;
- the pupils' personal development is very good and the care they are given is excellent;
- high quality professional development ensures very good teaching and learning and a very good curriculum;
- very effective partnership with parents impacts very well on pupils' learning;
- the library provision is limited; and
- a successfully strong focus on the development of skills means that pupils have too few opportunities to develop an imaginative response in art and design and music.

Good progress has been made since the last inspection in: raising standards, improving the pupils' attitudes and behaviour, the provision for pupils' spiritual, moral, social and cultural development, the rate of attendance, teaching and learning, the care the school provides, the quality of leadership and management and value for money. The curriculum for religious education has improved but the curriculum for art and design and the consequent standards have not kept pace with the successful innovative style of education which the school provides.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A	A	B	A
writing	A	A	A	A
mathematics	A	B	B	B

*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.*

The pupils' achievement is very good. The inspection judgement is that the pupils start school at an average level and reach standards that are well above average at Year 2 in reading, writing, mathematics and science. The pupils who have special educational needs and those learning English as an additional language make very good progress. The school does particularly well in relation to similar schools because a high proportion of the pupils exceed the expected level for their age.

Standards are above the expected level at Year 2 in all other subjects except for art and design and music where pupils meet the expected level for their age and achieve soundly.

Children in the reception classes are on course to exceed the goals children are expected to reach by the end of the reception year in personal and social development, communication, language and literacy and mathematical development. The children achieve well. In physical development standards are on course to be at the expected level and the children achieve satisfactorily.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. As a result their attitudes and behaviour are very positive. The rate of the pupils' attendance is good and parents ensure their children are punctual.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. It is underpinned by **very good teaching and assessment, which results in very effective learning.** The quality of teaching is good in the nursery and reception classes and very good in Year 1 and Year 2 overall.

The very good curriculum is exciting and very meaningful to the pupils. Comparative weaknesses are in art and design and music though these are satisfactory overall. Accommodation and resources are good though the library is under-resourced. Excellent care, guidance and support are given. The partnership with parents and links to the community are very good. Links with other schools are good. Together these aspects support the pupils' high achievement very well indeed.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The very effective leadership is direct and very clear. The school is very well managed and supported well by the governing body. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The respondents to the school's questionnaire show they are very pleased with the quality of education the school provides. The pupils speak confidently and maturely and say they enjoy school very much and are very happy in their learning.

IMPROVEMENTS NEEDED

Within the context of this very good school the most important things the school should do to improve are:

- extend the library provision*; and
- ensure that opportunities are given for the pupils to develop an imaginative response to art and design and music.

*The school has already identified this aspect in its school development plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards achieved at Year 2 are high. Pupils in the reception year are on course to exceed the goals children are expected to reach by the end of reception in most areas and achieve well. The pupils' achievement is very good overall.

Main strengths and weaknesses

- At Year 2 standards are well above the national average in reading, writing, mathematics and science;
- in the reception class children are on course to exceed the goals set for their age group other than in physical development where they are likely to meet the expected level;
- from an average starting point most pupils, including those who have special educational needs and those learning English as an additional language, achieve very well;
- pupils' achievement in art and design and music at Year 2 is not as high as in other subjects.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.0 (17.3)	15.8 (15.7)
writing	16.3 (16.7)	14.6 (14.6)
mathematics	16.8 (17.2)	16.2 (16.3)

There were 90 pupils in the year group. Figures in brackets are for the previous year

1. The pupils' attainment at Year 2 in the basic subjects was broadly in line with the national trend but at a higher level than found nationally. The well above average standards at Year 2 in reading, writing, mathematics and science come about because the school has a strong dual approach to raising standards. It focuses resources firstly on those pupils who need a boost to enable them to achieve securely at the expected level for their age rather than just scraping through. Secondly, the school ensures those pupils capable of higher attainment are challenged and enabled to meet the very demanding targets set for them. This approach is agreed by governors and implemented through careful monitoring of pupils' progress, teaching and learning and very good attention given to teaching the basic skills of reading, writing and mathematics as evidenced by the achievement of the Basic Skills Quality Mark.
2. Because the school keeps close track of the pupils' progress throughout their time at Berkeley Infant School the comparative dip from the usual well above average standards to the overall above average levels in the school's national test results in 2004 was not a surprise. Rather it represented very good achievement given the composition of that particular year group. The inspection judgement is that standards are well above average at the end of Year 2.
3. In the reception class children achieve well from the average level on entry and are on course to exceed the goals set for their age group in personal and social development, communication, language and literacy and mathematical development. This is because of the good quality teaching and very good curriculum. In physical development the pupils' achievement is satisfactory overall.
4. The children make good gains in developing their finer control of such resources as scissors because they have plenty of opportunities to use these in formal and informal settings. The

development of the pupils' skills which entail using their whole body for activities such as climbing is satisfactory. The quality of teaching in this respect is satisfactory rather than good.

5. Pupils who have special educational needs achieve very well because support, advice and guidance for them are based on thorough monitoring. Learning for pupils who have a formal statement is very good because they have very good support from special needs' assistants who maintain very good records to detail pupils' achievements and also any setbacks in learning and behaviour which are quickly addressed. The pupils work well through individual education plans based on specific learning targets. The needs of the very able pupils are well met through challenging targets and extension tasks. Pupils with English as an additional language make very good progress and achieve very well because the school works very effectively with external agencies to the benefit of a range of pupils. The school's very good monitoring shows that pupils from all heritages achieve very well. The school has identified the gifted and talented pupils and they are catered for very well.
6. In art and design in Year 1 and Year 2 the focus on teaching the skills related to the subject has over-ridden time to paint for pleasure and to use the pupils' thinking skills imaginatively. As a result standards at Year 2 are typical of the pupils' ages but not as high as in other subjects. Similarly in music there are too few opportunities for pupils to express themselves creatively.
7. An over-whelming 98 per cent of respondents to the school's questionnaire to parents were highly satisfied with their children's progress. Standards have improved well overall since the last inspection.

Pupils' attitudes, values and other personal qualities (ethos)

Pupils' behaviour and their attitudes to learning are very good. The rate of attendance is good. Pupils' personal qualities, including their spiritual, moral and social development, are very good.

Main strengths and weaknesses

- The pupils very much enjoy coming to school and work very hard in their lessons;
- systems to encourage and reward good behaviour are very effective and result in a very calm and orderly learning environment;
- the school's efforts to promote pupils' personal development are very successful and pupils are confident and keen to take responsibility;
- relationships throughout the school are very good;
- some assemblies do not make sufficient contribution to the pupils' spiritual development.

Commentary

8. Parents agree that their children enjoy coming to school and this is evident in the way children from the nursery to Year 2 are fully involved in their lessons and work very hard, sometimes not wanting lessons to end. By Year 2 pupils listen very well to their teachers and are very keen to answer questions. They work very well with each other when this is required. The pupils' behaviour in lessons and around school is very good and this represents an improvement since the last inspection. Teachers have clear expectations of good behaviour. There has been a strong emphasis on the praising of good conduct and the measures which have been put in place to reward good behaviour are well understood and appreciated by pupils and parents alike. Pupils are keen to be awarded privileges and occasional reminders are enough to keep pupils focused. As a result pupils are well motivated to abide by the school's rules and work towards credits for the allocation of 'Golden Time', when pupils can choose their own activities. Exclusion from the school is used in extreme circumstances and incidents of racist language are very rare indeed though closely monitored.

Exclusions

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	213	1	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	1	0	0
No ethnic group recorded	52	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Relationships throughout the school are very good, with teachers and other members of staff setting very good examples in the way they treat each other and the pupils. There are planned opportunities to reinforce moral and ethical messages and to promote social development. Time set aside for discussion is used very well to give pupils confidence, to encourage pupils to be sensitive to the needs of others and to raise their self-esteem. Pupils are encouraged to become responsible and even the youngest carry out their tasks as monitors very well. Some pupils from Year 1 and Year 2 are chosen to be representatives on the school council and others act as playtime buddies helping others to be happy and play to be fruitful. At lunchtime, some pupils are responsible for serving food and water to others and are happy to volunteer for such tasks. The growing self-assurance of pupils is evident in the enthusiastic and confident way in which they are able to perform in front of an audience, as exemplified in the recent Christmas concert.
10. Pupils who are learning English as an additional language have very positive attitudes towards their work and show interest and enjoyment in what they are doing. The staff support the development of pupils who have special educational needs very well through promoting their self-esteem. The pupils grow in confidence because of the encouragement of adults to try new things and to express their views. The pupils are integrated very well into school life and feel secure and valued in school.
11. The school is very successful in promoting pupils' social, moral and cultural education and this has improved since the last inspection. There are many opportunities for pupils to develop an understanding of their own culture and an appreciation of the differences between cultures. They learn about a range of religious faiths and about life in other countries and study art and design of various cultures. Spiritual development is nurtured well and has also improved since the last inspection. The teaching contributes well to the pupils' spiritual development. Assemblies have a strong Christian element but some lack spirituality, with no focal point to create a sense of occasion and reverence. These assemblies tend to be rushed.

Attendance

Attendance in the latest complete reporting year 2003/04 (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.4
National data	5.1	National data	0.4

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

12. Rates of attendance are above those achieved nationally. The school has introduced a first day call to families where children are absent from school. This ensures that any absence is explained and as a result instances of unauthorised absence have fallen. The learning mentor works very well with the educational welfare officer to track pupils' attendance and to identify any concerns. This has resulted in an improvement in attendance. Pupils are prompt to school because they look forward to their lessons.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education. The very effective teaching and an invigorating curriculum ensure very good learning. Links with parents and the community are very good. The care and welfare of pupils are excellent.

Teaching and learning

The quality of teaching and learning is very good overall. It is good in the nursery and reception classes and very good in Year 1 and Year 2. Learning is very pertinent and enjoyable and really captures the pupils' interest. The assessment of pupils' learning is very good.

Main strengths and weaknesses

- Teachers have high expectations of the pupils' learning and achievement;
- very good assessment allows teachers to evaluate accurately what needs to be taught next;
- resources are used very well and lead to practical tasks;
- the planning, methods and organisation of teaching are very good;
- weaknesses in the satisfactory teaching include: flaws in the balance of time, over-direction by the adult, lack of challenge and shallow questioning.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	18 (42%)	17(40%)	8 (19%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. There has been good improvement in the quality of teaching and learning since the last inspection. The proportion of very good lessons has increased threefold and unsatisfactory teaching has been eliminated. In Year 1 and Year 2 fifty per cent of the teaching is very good. These improvements have come about because of the focus by the headteacher on the professional development for all staff. Senior staff have a very clear understanding of the qualities of the teaching, stemming from close monitoring, evaluation and action taken to bring about improvement. A very large proportion of the respondents to the school's questionnaire

to parents were pleased with the quality of teaching and agreed that the school expects children to work hard and try their best.

14. Teachers expect a lot from their pupils in terms of very good behaviour and attitudes and in the standards they achieve. Underpinning equality of opportunity for all is the very good team planning which ensures that the methods used are innovative and make good use of technology. The class organisation is spot on and so no time is lost and pupils can concentrate hard on their new learning.
15. Very good procedures for assessing the pupils' learning mean that tasks are set that have just the right amount of challenge to make them achievable yet make pupils think really hard. The assessments are put to very good use to target extra help to those who need it and to make sure that the gifted and talented pupils are taxed in their thinking and learning. This rigorous and continuous approach to assessment means that any problems are identified early, dealt with and mostly overcome. As a result pupils who have special educational needs including those who have statements of special educational need are taught very well. Sympathetic but consistent methods of support help these pupils to overcome their learning and behavioural difficulties. Teaching assistants are kept well informed of the pupils' targets and are provided with training to enable them to support teaching and learning to a high standard. Pupils who have special educational needs benefit greatly from the school's inclusive approach to teaching and learning. The pupils learning English as an additional language are very successfully taught to develop their language and other key skills. Provision for these pupils is enhanced by the involvement of external teachers and very well complemented by the work of teaching assistants, who work very well with pupils during group activities. Very good relationships between adults and pupils lead to the development of the pupils' personal skills alongside their academic success.
16. Resources for teaching and learning are used very well to engage the pupils' interest and develop their inquisitive nature. The resources mostly promote practical tasks so that pupils have the opportunity to apply new skills in a range of situations.
17. Where the teaching and learning are satisfactory, strengths include the way in which the pupils' behaviour is managed and the very good relationships. Weaknesses are in the balance of time given to different parts of the lesson. For example, too much time is being given to initial discussion so that less time is available at the end of a lesson to conclude it properly. This is also the case in some of the otherwise good teaching where also on occasions the questioning by teaching assistants is not used to help the pupils solve simple problems. In the satisfactory teaching at times the adults overly direct and take too little account of the capacity of the pupils to think for themselves.
18. The teaching in the nursery and reception classes is good. Effective help is given to newly qualified teachers through team work and professional development. The teachers have set out their classrooms so that the children can tackle lively tasks and be industrious. Skills for future learning are developed well, for example completing a task before moving on to another one. Much effort is put into planning activities that will encourage and nurture personal development and enable the children to work together in small groups. Assessment is good and used well to match work to the children's needs though it is not quite as finely tuned as in Year 1 and Year 2.

The curriculum

The school provides a very good quality curriculum which caters for the needs of all pupils. A very good range of opportunities is provided to broaden the pupils' learning. Accommodation and resources for teaching and learning are good.

Main strengths and weaknesses

- The curriculum meets statutory requirements, offers an extensive range of relevant and interesting opportunities for learning and meets the needs of all groups of pupils;
- the school gives a high focus to the development of skills and active learning opportunities;
- a very good range of extra-curricular activities including sport and the arts significantly contributes to pupils' learning;
- opportunities for creativity and using imagination in art and music are limited;
- a lack of appropriate library facilities limits opportunities for pupils' own research.

Commentary

19. Since the last inspection the school has maintained very good curricular provision and has attained the Basic Skills Quality Mark. Improvements include the implementation of a scheme of work for religious education, an increased range of extra-curricular activities and developments in the accommodation.
20. The school's participation in a scheme from the local education authority has developed the staff's skills and confidence to develop initiative and innovation in the curriculum. The very good planning for exciting and interesting learning opportunities, such as when a theme is developed over a week and across a range of subjects, and visits by experts to work with the pupils, make the curriculum challenging and stimulating. There is very good liaison across the classes in each year group to ensure that the skills are developed step by step. Teachers plan together and regularly evaluate the outcomes of lessons.
21. The curriculum for the nursery and reception children is equally stimulating and exciting. A strength is the way in which the children's learning is integrated and in the way the curriculum enables plenty of time for the children to practise new skills and ways of learning.
22. The school provides very well for pupils who have special educational needs and those learning English as an additional language. For example, the latter receive weekly sessions with a teacher from the bi-lingual service. These are of a high quality and an important factor in the very good progress that these pupils make. These two groups of pupils have full access to the curriculum and a high level of support in class which enables them to participate in all lessons. There are clear and achievable plans for the pupils' individual progress which are implemented very well. In addition, small groups of pupils are withdrawn for additional support with emphasis on developing basic skills in literacy and numeracy. Careful checking of the pupils' progress ensures the effectiveness of these strategies.
23. Lesson plans reflect the high level of commitment to the development of skills and the well above average standards achieved identify the school's success in ensuring that pupils are exceedingly competent at basic skills. In many of the subjects skills are taught in interesting ways and through active learning styles. Whenever possible, pupils learn through visual stimulation and opportunities to use good resources to support learning. Visitors, theatre groups and workshops add to the richness of the curriculum. Opportunities for pupils to participate in extra-curricular sporting activities are very good and for arts activities they are good. The range of these activities is wide and helps to develop the pupils' very positive attitudes to learning.
24. In music and art, opportunities for the pupils to be imaginative and express their own ideas are limited and this is a constraint on the development of their creative skills. The lack of appropriate library facilities limits the development of pupils' individual research skills in order to improve independent learning.

Care, guidance and support

The school has excellent procedures in place to ensure the health, safety and welfare of pupils. Outstanding support, advice and guidance are provided for the pupils and their involvement in the work and development of the school is good.

Main strengths and weaknesses

- The school has excellent arrangements to help children to settle into the nursery and to ensure smooth transition as they move through school;
- healthy living is promoted very well and this makes an excellent contribution to the welfare of the pupils;
- personal and academic support for pupils is outstanding;
- the very good relationships between staff and pupils lead to exceptional pastoral care.

Commentary

25. The pupils' care and welfare are of paramount importance to staff and are very well supported by the excellent measures in place to make sure that pupils are safe and happy in school. Parents appreciate the care and concern shown by staff and know that the well-being of their children is a priority. The support for pupils and their families begins early with an excellent programme for induction into the nursery. This support continues as pupils move through school.

Example of outstanding practice

A seamless transition is ensured when children start in the nursery and transfer to the reception classes. They adapt to new placements exceedingly well because staff take great trouble to meet the children before they join the classes. Nursery staff visit the home and pre-school which children attend. Children quickly feel at home and the momentous step of starting school is taken in their stride. They are quickly ready to learn. Staff and parents use excellent strategies to allay concerns over the first days in school. Parents 'shadow' their children ensuring they settle and can talk to staff at any time. Even though children have been in school for a very short time they are old hands when it comes to daily routines. Communication between home and school leaves parents in no doubt as to their children's progress and alerts the school to anything which may adversely affect children's well-being. On transfer to the reception year children experience a shared curriculum for the first term to assure continuity in their learning. Children who have fewer terms in the reception classes attend the nursery full time prior to their admission to the reception class so that they do not miss out.

26. Procedures to support the health and safety of pupils, including those for child protection, are very effectively managed by the headteacher and other experienced members of staff. Governors, caretaking and auxiliary staff are also vigilant in checking the building is free from hazards. Assessments of risks are carried out and any concerns quickly addressed. This concern for pupils' welfare extends to the promotion of healthy lifestyles and the health education in the school is outstanding. The school has recently achieved a Healthy Schools award and pupils are encouraged to drink plenty of water and to eat fruit twice during the school day so they are physically well prepared for learning. Medical needs are very well documented and staff are well briefed to deal with these. The support of health professionals is used very well.
27. The school tracks the academic and personal progress of pupils very well. Teachers and other members of staff know pupils well and are aware of individual needs. They are therefore able to provide excellent support and identify pupils who may need extra help or attention or those who have problems with school routines. The learning mentor works very well with teaching staff and with parents to overcome any barriers the pupils may have to learning. This makes a

very positive contribution, not only to the welfare of pupils but also to their academic success. Pupils' work is assessed very well and this information is used to ensure that pupils make very good progress. The information is also shared with parents and guidance on how pupils can improve their work is provided.

28. A notable feature of the school is the very positive ethos in which all pupils are valued as individuals. The quality of care, support and guidance is founded in the very good relationships that exist between the pupils and staff. Staff are warm, sympathetic and fully attentive to the needs of the pupils. The good-natured approach is instrumental in ensuring that pupils feel safe and happy and want to learn. In the playground, staff interact very well with pupils, organising games. As a result of the very good relationships throughout the school, pupils are confident to ask for help when they need it and know that their views matter. The work of the school council has improved the outside play areas.
29. The requirements for pupils who have special educational needs are carefully assessed, and very well written individual education plans are followed carefully by staff. Expertise from outside agencies is well used to support the development of learning, for example, through the services of a social inclusion teacher. The school liaises very well with the local education authority's bi-lingual language service to meet the needs of pupils who are learning English as an additional language.

Partnership with parents, other schools and the community

The school has very good links with parents and the community. Links with other schools are good.

Main strengths and weaknesses

- Parents are highly satisfied with the work of the school and support their children's education very well;
- links with the local community and with other local schools and pre-school groups contribute very well to pupils' education;
- the school provides very good information about what pupils are doing and the progress they make but some information provided by governors about the school is not as helpful to parents.

Commentary

30. Parents are very supportive of the school and hold staff in high regard. Few have any concerns about the school's work and are particularly appreciative of the high quality of teaching, the school's leadership and the care taken of pupils. Unusually, no parents attended the meeting with the Registered Inspector prior to inspection but, when asked, parents reported that they had no concerns and did not feel the need to attend. The level of satisfaction expressed by parents seen during inspection was extremely high. The school regularly seeks the views of parents and acts upon these. Some parents supported the school very well by giving up their time to make improvements to the main playground. This has helped to make playtimes productive and rewarding for the pupils.
31. Parents are kept fully informed about school events and issues. They have ample opportunities to meet with staff, both formally at consultation sessions and informally at the beginning and end of each day. The school provides detailed information about what is taught and how parents can help. Booklets are provided by nursery staff which are very useful and give parents very good guidance about the school. Annual written reports to parents are very detailed and are clearly based on very good assessment procedures. Parents are invited to work alongside their children in school and workshops are held to help them to understand what is taught. Although the governors' annual report to parents is comprehensive, the format is not easy to use and some data on attendance is incorrect.

32. The school has very good links with local pre-school groups and this helps to ensure an exceedingly smooth transfer for children starting the nursery. The headteacher has forged good links with other primary schools and is proactive in establishing joint initiatives which are of considerable benefit to the school. Links with other schools include visits to a local training college where pupils are introduced to the world of work in the building department. A decision has been made by governors to make few visits out of school because of health and safety issues but the school has compensated for this by inviting many visitors to the school. The local vicar visits regularly and the school uses the expertise and experiences of parents to broaden the curriculum. For example, one parent of Asian heritage came into school to talk about cultural traditions. Local museums bring artefacts into school and themed days include study, for example, of the Victorians when pupils can experience life in bygone days.
33. Parents of pupils who have special educational needs and parents of pupils learning English as an additional language are kept very well informed about their children's progress. There are frequent meetings with parents to discuss achievements, any problems and guidance on the next steps in learning. Most parents work very well in harmony with the school to work towards the pupils' targets for development.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and other key staff are very good. Governance of the school is good and ensures that all statutory requirements are met.

Main strengths and weaknesses

- The headteacher is a very good leader;
- there is a very strong management team;
- the procedures for evaluating how well the school is doing are very good;
- all staff take part in a wide range of training to develop their professional expertise;
- a third of the governors are very newly appointed and so have not yet fully settled into their roles.

Commentary

34. The headteacher has been the driving force behind the good improvement made since the last inspection. The headteacher has an astute understanding of the needs of the school and has sought involvement in a variety of local and national initiatives to cater for these needs. For example, the behaviour of pupils has been much improved because of the involvement, alongside other local schools, in the local education authority's positive behaviour strategy. This has been an important contributory factor in the very good achievement and high standards of attainment that pupils now reach. The headteacher has a clear vision and very high aspirations, which are clearly reflected in the school's mission statement and improvement plan. Consequently, all staff and governors have been motivated to work successfully together as a team, with a commitment to enabling each pupil to achieve their full potential. There are very good relationships at all levels throughout the school, which is evident in the mutual respect shown between adults and pupils. This has created an atmosphere in which pupils say they are very happy, and where their achievements are recognised and warmly celebrated. This includes very good awareness of race equality which is very well monitored.
35. Most governors play an active role in the life of the school, being supportive but also being willing to challenge the proposals of the senior management team. They have good links with subject leaders, which help them to have a secure understanding of the school's performance. A third of the governors are newly appointed and so do not yet have a clear view of the school's strengths and weaknesses in order for them to help shape the direction of the school.

36. Managerial responsibilities have been delegated wisely so that successful teams have been developed. Year team leaders and subject leaders work together well, so that teaching and learning and the curriculum can be closely monitored. Of particular note is the managerial skill of the deputy headteacher, which has played a central role in the school achieving the Basic Skills Quality Mark. There is very good management of the provision for pupils who are learning English as an additional language and those who have special educational needs, which leads to them achieving very well. Managers at all levels provide very good role models for colleagues and pupils. The school evaluates its own performance very well and acts effectively on the information gained, with an emphasis on high achievement for all pupils. Provision for the professional development of staff is very good. Performance management for all staff is very effective, with many opportunities for them to take part in high quality training that is linked to school and personal priorities, for the benefit of all pupils.
37. Financial management is good, with the school budget being carefully monitored with the help of a bursar from the local education authority. There is a very secure understanding of the principles of best value. The substantial deficit in 2004 was the result of the governors' decision to maintain the number of support staff. A successful application for extra funding enabled this deficit to be fully addressed. The school provides excellent value for money because it is a very effective school where the costs are lower than average.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	644,356
Total expenditure	679,346
Expenditure per pupil	2,375

Balances (£)	
Balance from previous year	2,978
Balance carried forward to the next	-32,012

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children in the Foundation Stage achieve well. From the average level when they start in the nursery they are on course to exceed the goals children are expected to reach by the end of reception. This is because the provision is good.

38. Provision in **knowledge and understanding of the world** was not a focus of this inspection. The very good curriculum means that children access a very full range of activities which is carefully planned to develop their awareness and understanding of the world about them.
39. **Creative development** was not inspected though children in the nursery were observed mixing paint and using a palette quite maturely. Even at this early stage the children are quite accomplished at working independently. In a music lesson the children of reception age sang well and were able to name a simple range of percussion and explain the sounds the instruments made.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- An excellent induction process gets children off to a very good start;
- teamwork in each class pays good dividends to the children's development;
- at times, the children are seated for too long resulting in a drift in their concentration.

Commentary

40. Teachers and support staff work well as a team and have a consistent and constructive approach to developing children's personal and social skills. Because of this the children achieve well and exceed the goals set for their attainment at the end of the reception year. Excellent induction as described in paragraph 25 of this report means that the children very quickly settle into routines and really enjoy their learning. The quality of teaching is good and the adults provide good role models. As a result children develop very good relationships and attitudes to learning. Routines and rules are well established and children know what behaviour is appropriate and what is unacceptable. Children are encouraged to take responsibility for themselves and leave resources ready for the next person. For example, children in the nursery know to wash the paint palette and leave it on the easel ready for use by the next child. By the end of the reception year children can mostly co-operate well with each other even when not directly supervised by an adult. On occasions in the reception classes the balance of time is skewed so that children are seated for quite long periods and when this happens they lose concentration.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children in the reception classes are well prepared for their learning in Year 1 other than in handwriting;
- the quality of teaching and learning is good.

Commentary

41. Children achieve well because the teaching and learning are of good quality. The majority of children are on course to achieve the early learning goals with a significant number reaching higher levels. Classrooms are set out well and conducive to learning and this helps to develop the children's independence. Space set aside to practise writing in a worthwhile context means that children have lots of opportunities to write for a range of reasons. In the reception and nursery classes, working individually and in small groups to write with an adult there is insufficient emphasis on pencil grip. As a result even though letters are formed reasonably well there is a lack of fluency in the pencil control which inhibits the speed at which children write. In the nursery the expectations of what higher attainers can do is insufficiently high and as a result children consolidate their writing skills but they are not pushed on quickly enough. The Foundation Stage has made a move toward adopting the style of handwriting used in Year 1 and Year 2 but has not moved fully to teaching a cursive script right from the beginning.
42. Activities are stimulating, well planned and meet the needs of the children well. Children respond very well to the teaching of literacy because books are chosen carefully and a love of reading is nurtured effectively. Higher attainers can recognise simple key words and take great delight in predicting what will happen next in a story. Middle attainers read together with an adult and understand the gist of a story while lower attainers are confident to talk about pictures and are beginning to recognise letter sounds to help them in their reading.
43. Children are encouraged to listen carefully and to speak clearly. They are not rushed and their contributions are valued. As a result they learn to converse and share their feelings as they play and learn together. They become attentive listeners and learn to take turns and not to call out unnecessarily. This sets them up well for their transfer to Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The development of children's powers of reasoning is good;
- time set aside to conclude lessons is too short;
- the curriculum is effective in promoting good achievement.

Commentary

44. A very well designed curriculum provides many opportunities for children to learn about numbers, patterns and shape. Children increase their mathematical understanding through role-play, measuring with sand and water and building with a range of bricks. Teaching is good and at times very good and brings about effective learning. As a result children make good gains and achieve well so that nearly all are on course to attain the level typically expected for their age and many beyond this.
45. In a very good lesson a hive of activity was very well managed and teaching assistants were deployed really well so that two groups of children received direct teaching while other children worked independently on worthwhile mathematical activities including numeracy games on the computer. The teacher focused on enhancing the children's ability to think logically and creatively as they worked out how to make a range of patterns with a limited number of coloured counters. Children found this difficult but persevered and were determined to complete the task so much so that they did not want to stop for lunch. Higher attainers count to 20 and begin simple addition while middle attainers gain confidence in working within 10.

46. Because the staff and children are so busy, time at the end of lessons is often at a premium and as a result by the time children have tidied away too little time is left to bring the class together to highlight the success and assess what needs to be done next.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is too much variation in the quality of teaching between classes;
- children respond very well to dance.

Commentary

47. Standards are on course to be broadly at the expected level for the children's age at the end of the reception year. Teaching and learning are variable though sound overall, enabling children to achieve satisfactorily. The children handle equipment and tools safely and carefully and become increasingly dextrous because of the good range of opportunities available and the way in which skills are generally taught.
48. Overall the children's co-ordination is satisfactory. Plenty of games are encouraged at playtime and this provides children with opportunities to develop their running and skipping. It is supported through more formal lessons in the school. In these, sound teaching and learning bring about improvement in the children's hand and eye co-ordination and they make sound gains, for example in catching and throwing sponge balls. This is a reflection of the satisfactory teaching which is not as confident as other teaching in the Foundation Stage. The best teaching was in a dance lesson which really captured the children's imagination. This was because the very good teaching created an electric atmosphere of discovery as the children 'swished swashed' through pretend long grass and swam across a river replicating a journey they had studied in literacy. Very good relationships enabled the children to be free in their interpretation and take much pleasure from their dance. This was evident in their gesture and facial expressions.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Most pupils achieve very well and reach high standards because teaching and learning are very good;
- leadership and management are very good;
- the library is unsuitable for the needs of the pupils;
- pupils have very positive attitudes, which contribute very well to the very good progress that they make.

Commentary

49. The school's results in the national tests for pupils at Year 2 in the 2004 were well above the national average in writing and above average in reading. This expected slight decline in reading from previous years was the result of that cohort having a high number of pupils with special educational needs who had particular difficulty with reading but who performed better in writing. Standards of most pupils in the current Year 2 are well above those to be expected in speaking and listening, writing and reading. The pupils achieve very well.
50. Teachers plan their lessons very well to encourage pupils to develop their skills in speaking and listening. This is evident during the introductions and conclusions to lessons, in which there is very good interaction, with a balance of contributions from the teacher and pupils. There is very effective use of questioning to develop these skills and to find out what pupils know and can do. Pupils are given many very well planned opportunities to discuss ideas in small groups and with partners. As a result, pupils are confident when talking to a range of audiences.
51. There are many opportunities of very good quality for the pupils to experience different styles of writing, including being able to write at length, using their own ideas as a starting point. Teachers have taken part in high quality training that has given them a perceptive understanding of how best to develop pupils' skills at writing. Consequently, teachers are confident in their ability to explain and demonstrate new ideas so that pupils are clear about what they are to learn. Writing tasks are matched well to pupils' different needs so that all pupils are effectively challenged and therefore achieve very well. This was seen in the writing of pupils in Year 2, who have made their accounts of pirates more interesting by using a variety of adjectives. There is extra support for pupils who have special educational needs and those learning English as an additional language, so that they also make very good progress in writing. Good emphasis is placed on developing the pupils' awareness of letter sounds, which results in pupils mostly spelling increasingly difficult words accurately. This was evident in a lesson for pupils in Year 2, in which they were effectively taught how to use the phoneme *are* and *air* correctly, in words such as *stare* and *stair*. Marking is used well to show pupils how they might improve their written work.
52. A high priority is also given to developing the pupils' skills at reading. Teachers provide very good quality guidance to the pupils and extra teaching time is set aside for this. Teaching assistants are deployed well in these sessions. This was the case, for example, when a group of lower attaining pupils in Year 2 were taught how to use picture clues and letter sounds to read unfamiliar words, and then make predictions about what might happen next in the story. The school recently identified a growing trend of boys showing a lack of interest in reading. As a result, a reading club for boys was set up. This club is proving successful, with boys now showing more motivation to read. The school library consists of boxes of topic books grouped along a corridor. The books are generally old and of variable quality. Teachers borrow the

boxes to take to their classrooms. This limits the school's ability to promote effectively pupils' library skills. For instance, there is very little opportunity for pupils to develop their independent research skills by being able to go and select books for themselves, to find out information. Through its evaluation process the school has highlighted this aspect as in need of improvement and has recently given a teacher responsibility for improving the provision.

53. The subject leader plays an important role in pupils' achievement and the standards they attain. The leader has a clear view of the quality of teaching and learning through the school and is a very good role model in her own teaching for colleagues. The curriculum is very good, being planned well to enable pupils to develop their literacy skills in a stimulating way. Good use is made of additional strategies, such as extra literacy support to accelerate learning for pupils in writing, reading and spelling. There are very thorough procedures for assessment that give a comprehensive picture of individual pupils' attainment and the progress they make term by term. This information is used very effectively to set challenging targets for pupils to improve their performance. Pupils' attitudes to their activities in English are very good. They present their work very well, using a well-developed cursive style of handwriting. The pupils' behaviour is very good, which helps them to concentrate well and have a high work rate. They talk excitedly about their work and show a lot of enjoyment in what they do. These attitudes make a very positive contribution to the standards they achieve and to their spiritual development. There has been good improvement since the last inspection in pupils' achievement, standards, teaching, learning, leadership and management.

Language and literacy across the curriculum

54. There are well-planned opportunities for pupils to practise and refine their literacy skills in other subjects. Pupils' skills at speaking and listening during class discussions are developed well across a range of subjects, and also when they report back to the rest of the class about what they have learned during the lesson. This was exemplified in a history lesson when pupils were using role-play to find out about and discuss the story of Grace Darling. In science, they write about their investigations and make simple, labelled, scientific drawings. In religious education, they have written enthusiastically about festivals of light celebrated by different faiths. Computers are used very well to support writing and the learning of letter sounds.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards in mathematics are very good and the pupils achieve very well;
- teaching is very good and staff have a very good knowledge of mathematics;
- pupils use their mathematical skills and knowledge very effectively to solve problems through the wide range of practical opportunities offered;
- pupils have very positive attitudes to the subject and work very hard in lessons;
- the subject is very well led by a knowledgeable, committed and enthusiastic leader;
- time for pupils to practise mental agility skills are sometimes too short at the beginning of lessons.

Commentary

55. Standards at Year 2 are well above average. In 2003 and 2004 the school's results in the national tests took a slight dip reflecting the higher proportion of pupils who had special educational needs. In 2004 boys did not achieve as well as girls. This was the outcome of a cohort with a high percentage of immature boys. Standards in the present cohort for boys and girls are on course to be well above those expected. These very high standards reflect a good improvement since the last inspection. The provision of extra group teaching to boost pupils'

attainment, the use of target setting, increased adult support and individual targets for pupils has significantly impacted on standards. Pupils' achievement is very good because teachers have very high expectations and all lessons are planned thoroughly to match the learning needs of all groups of pupils.

56. The quality of teaching is very good. A real strength is the very high expectations which significantly contribute to the pupils' very good achievement. The teachers ensure that pupils understand the focus for their learning and use demonstration well. This prepares pupils very well for independent tasks. Direct teaching and very effective use of questioning develop the pupils' thinking and teachers take time to follow up pupils' ideas. Praise is used very well so that pupils have a sense of satisfaction and are eager to find out more information. Teachers are very reassuring and prompt pupils' confidence when attempting new learning such as in a Year 1 lesson introducing strategies for tallying. Within the context of the very effective teaching and learning, occasionally insufficient time is given at the beginning of lessons to allow pupils time to practise and sustain counting and mental arithmetic.
57. Teachers provide very well for all the pupils. The higher attaining pupils are challenged through tasks that make them think hard but yet are achievable. They receive very good encouragement to use mental calculation. Pupils who have special educational needs are very well supported by adults. Pupils who are learning English as an additional language learn through the very good use of practical resources. Staff give significant emphasis to encouraging the pupils to explain their work to develop their understanding. Pupils in Year 2 clearly explained how they systematically calculated the total gram weights by adding the tens firstly, then the fives, and lastly the twos.
58. Pupils' ability to use their mathematical skills and knowledge to solve problems and investigate is a real strength of the provision. Information and communication technology is used very well to set challenges and to consolidate skills. In classrooms and around the school there are many interactive displays and challenging tasks to encourage the pupils to use their mathematics to solve problems. Pupils really enjoy mathematics lessons and are very keen to succeed. They work very hard in lessons because the activities are very interesting, challenging and mainly practical. The pupils are very independent and highly mature as they work in groups or pairs and share their ideas. For example, pupils in Year 2 were totally engrossed in ensuring they weighed accurately and with great precision added or removed the contents to ensure the reading on the scale was absolutely accurate.
59. Mathematics is very well led and managed by a very knowledgeable and experienced deputy headteacher who influences the quality of teaching and learning very successfully. This has contributed to the very good standards that the pupils achieve. Very effective systems enable detailed tracking of the pupils' progress and frequent checks on the standards achieved.

Mathematics across the curriculum

60. The staff plan good opportunities for pupils to use mathematics as part of their work in other subjects. This helps them to begin to understand the practical uses of their quickly developing skills in mathematics. Good examples include pupils working out co-ordinates in a mapping task in geography and using computers to record their work. Pupils used measuring skills in a science experiment and in design and technology their knowledge of shape helped as they constructed model houses.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils attain high standards and achieve very well because teaching and learning are very good;
- the curriculum is very well planned so that pupils can develop their learning through practical first hand experience;
- there are times when introductions to lessons are too long and methods of recording lack imagination;
- leadership and management are very good.

Commentary

61. Over the last few years, teacher assessments have shown standards for most pupils at Year 2 to be very high in comparison with those found in schools nationally and in similar schools. Most pupils in the current Year 2 show the same standards.
62. Teachers often plan work that is linked to pupils' own experiences. This enables pupils to use their prior knowledge and understanding to support their learning. For example, in a lesson for pupils in Year 1, about different materials and how they might be sorted, the teacher used questioning well to encourage pupils to use what they already knew about materials to help them sort by a range of criteria. Lessons are prepared and managed very well so that pupils of all levels of attainment are given work that challenges them effectively. The extra help given to pupils who have special educational needs and those learning English as an additional language ensures that they also make very good progress. There is usually a good balance between explanation from the teacher and independent work from pupils, which helps pupils to show initiative and take some responsibility for their own learning. This was the case in a very good lesson for pupils in Year 2, in which they were investigating if the tallest person in a group had the longest feet. In this lesson, pupils had good opportunity to practise their skills in numeracy by taking careful measurements of the length of their feet. Sometimes, however, the introductions to lessons go on too long and so limit the time that pupils can be actively involved in practical work.
63. There is strong emphasis on developing the pupils' scientific skills, knowledge and understanding, by them taking part in structured practical activities. Consequentially, pupils have very well developed investigational skills and can make sensible predictions. They can carry out a fair test, with little help from the teacher. Pupils talk with enthusiasm about their work, particularly enjoying their practical activities. Their attitudes and behaviour are very good. Teachers tend to give pupils ready-prepared formats on which to record their findings rather than let them use their imaginations and reasoning to devise their own methods. Pupils are encouraged to use correct scientific terminology, which results in them having a well-developed scientific vocabulary to talk about their work and explain their ideas. During their investigations, there are many opportunities for pupils to work together in pairs and small groups, which make a very positive contribution to their personal and social development.
64. Leadership and management are very good. The subject leader has a clear view of teaching and learning and how provision can be improved. The curriculum is thoughtfully planned to develop effectively the pupils' skills, knowledge and understanding through interesting practical tasks. Assessment arrangements are thorough and ensure that all pupils are given work that matches their needs and so are able to develop their learning in a progressive manner. Resources are good, enabling all aspects of the subject to be taught effectively. There are good opportunities for pupils to use literacy and information and communication technology to enhance their work. Good improvement since the last inspection has resulted in achievement, standards, teaching, learning, leadership and management all being of a higher calibre.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Pupils enjoy working on computers because teachers provide very interesting tasks;
- information and community technology is used very well to support learning in other subjects;
- children have very regular access to computers but the good teaching of skills is inhibited because not all children can immediately practise the new skills;
- the pupils are not confident in using technical vocabulary;
- assessment of pupils' achievements is very good.

Commentary

65. Standards are above the level typically expected of pupils at Year 2 and have been maintained since the last inspection. Resources have been updated which has allowed the curriculum to develop. Pupils achievement is good.
66. The quality of teaching is good and this results in effective learning for all pupils including those who have special educational needs and those learning English as an additional language. Pupils enjoy the subject and are keen to make progress because teachers provide activities that are engaging and worthwhile. For example, pupils reach good standards in using art programs and are good at building up the shape, colour and detail through adept use of particular icons. Much trust is evident between the adults and pupils and as a result children are very responsible and have mature attitudes. They are trusted to get on with using expensive equipment carefully and thoughtfully. The curriculum is enriched because it is very well linked to other subjects as described below.
67. Procedures for assessment are very good and curricular planning takes proper account of the pupils' attainment. Teachers are skilled at assessing the pupils' progress because they are provided with clear guidance and have high expectations of what can be achieved. Children have very regular access to three computers in each classroom. The good teaching of basic and advanced skills is inhibited because not all children can immediately practise the new skills as this work has to be carried out over the course of a week.
68. Though the pupils' speaking skills are well above average overall they are not confident in using terminology connected to this subject. Assessments have already identified this aspect and lesson planning has recently been revised to make sure that time is spent in each lesson helping pupils become more familiar with the vocabulary relating to the subject. The subject is well led and managed.

Information and communication technology across the curriculum

69. Teachers capitalise upon the pupils' rapidly developing skills in information and communication technology to effectively develop pupils' learning in many other subjects. The computers are in use regularly and pupils apply their newly learnt skills on computers to much of their other learning. This cross-curricular approach is very well planned and has become a well-embedded part of the curriculum. For example, children designed Christmas cards of high quality and in great detail as part of their art and design and religious education lessons. They used digital cameras to help them with their portrait drawings and spreadsheets to support their learning in mathematics. The pupils naturally use information and communication technology regularly and maturely which greatly enhances the possibilities and enthusiasm across many subjects.

HUMANITIES

70. There was insufficient evidence to make an overall judgment about provision in **geography** because teaching and learning were not observed. A scrutiny of planning and pupils' work indicates that standards are above those typically expected of pupils at Year 2. Pupils' skills and knowledge are promoted through a good range of work to develop enquiry and mapping skills and an understanding of people and places. Pupils' recorded work in Year 2 and assessment data relating to a comparative study of a town and seaside location showed that pupils were able to collect information in a variety of ways. Discussions with pupils identified an enthusiasm for the subject although they had some difficulty in recalling the work they had done. The subject leader has developed units of work to meet the school's needs and a portfolio of pupils' work is being built up to inform standards. Effective procedures for assessment give a clear indication of the pupils' attainment and progress over time.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above average and pupils' achievement is good;
- pupils' thinking skills are very well developed through good teaching;
- effective use is made of visitors to support pupils' learning;
- the opportunities for pupils to use their own research skills are limited.

Commentary

71. Standards at Year 2 are above the expected level for pupils of this age and achievement is good because of the very interesting way in which the subject is taught, the sustained study of an event or period and the variety of tasks the pupils follow. Pupils have increasing skills to make comparisons between the past and present and have a developing understanding of change over time. These abilities were illustrated in Year 1 when pupils noted differences and changes from the Victorian era to the present day.
72. Pupils enjoy their history lessons, particularly when they are involved in having to apply their skills in thinking. In a very good lesson in Year 2, pupils showed a high level of ability to apply reasoning to their learning. Pupils were asked to form an opinion in response to the statement, 'Women should not rescue people at sea'. The pupils were articulate and confident as they expressed their opinions and relished the opportunity to discuss their ideas informed by their study of Grace Darling. In an outstanding activity where pupils took on the role of a character from history and others asked questions of them, the replies in character showed pupils have an in-depth understanding of the subject and great skill in asking and answering questions.
73. The quality of teaching is good overall and at times very good. Strong features include: teachers' subject knowledge; ability to sustain high level discussions; imaginative use of good resources; and interactive teaching. This means that the pupils learn at a good rate. The quality of pupils' learning is significantly enhanced by participation in activities brought to the school by visitors who lead special history days. These add further interest and bring history to life as pupils participate in pastimes such as the Victorians used and gain a deeper understanding of that period in history.
74. Good leadership and management of the subject, monitoring of the provision and integral assessment all contribute well to the pupils' experiences. There is increasing use of information and communication technology as a learning resource, but there are too few

opportunities for pupils to use the library for their own research and apply their reading to find information.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are above the expected level at the end of Year 2 and all groups of pupils achieve well;
- the teaching skills and subject knowledge of the staff are good;
- pupils are taught well to respect the religious beliefs of others;
- pupils have some difficulty in distinguishing between religious education and history.

Commentary

75. Pupils' attainment in religious education has improved very well since the last inspection when standards were deemed to be unsatisfactory. Improvements are the outcomes of the implementation of a good scheme of work, closely linked to the locally agreed syllabus, the promotion of pupils' enjoyment of the subject and assessment procedures which have been implemented effectively to check the pupils' progress and attainment. The subject leader has made a notable contribution to this improvement.
76. The pupils' achievement is good because effective teaching stimulates pupils' thinking and understanding of a range of faiths and staff encourage pupils to bring their own experiences to the subject. This represents very good improvement in the quality of teaching since the last inspection. Pupils acquire a good range of factual knowledge, and this is consolidated well by the use of books, artefacts, visits and visitors.
77. Teachers are skilled in making lessons interesting. They also use a wide range of strategies for pupils to demonstrate their knowledge including drama and role-play. The quality of pupils' oral work adds significantly to their knowledge and understanding. Teachers use Bible stories well to support pupils' moral development. This was particularly effective in a Year 2 lesson when the teacher used the story of Zaccheus to develop understanding of how behaviours can be changed.
78. Pupils are beginning to learn that while religious traditions in this country are mainly Christian, there are many other religious traditions which have distinctive features and similarities. In a good lesson in Year 1, the pupils knew that the Bible is a special book and they also learnt that the Torah is a special book in the Jewish religion. The pupils can think for themselves and make connections between the stories they hear and everyday life, for example when they make links between the story of Moses and care for others. Pupils in Year 2 have some misconceptions about the subject. Despite the obvious differences between history and religious education the pupils are unaware of these.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. **Art and design** was not a focus of this inspection because it was not possible to see it being taught due to the school's timetabling arrangements. The scrutiny of work and curricular planning and discussions with staff and pupils show that standards are at an expected level for the pupils' age at Year 2. This is a decline in standards from the last inspection because though there are continued strengths in drawing – indeed, standards are high because much time is spent teaching and honing in the skills in this respect – there are some relative weaknesses. The time given to applying the well-developed skills to explore topics

imaginatively and respond creatively is limited. Pupils are not confident in discussing the work of famous artists.

Design and technology

Provision in design technology is **good**.

Main strengths and weaknesses

- Standards are above those expected at Year 2 and pupils achieve well;
- the quality of teaching and learning is good;
- a high focus is given to evaluation and the improvement of design;
- there is occasionally some over-subscription of adult ideas.

Commentary

80. Standards are above the expected level and pupils achieve well because of the well-planned curricular opportunities for pupils to develop their skills and the good teaching they receive. Pupils have a good understanding of the design process and by Year 2 they show increasing skills in evaluating their designs and consequently making amendments. Pupils make a very good range of quality products. For example, in Year 2, pupils designed and made pictures with moving parts using mechanisms to link particular parts. Pupils are becoming adept at recording evaluations and modifying designs because they have confidence to use their own ideas rather than copy those of others.
81. The quality of teaching is good overall. Staff have a good knowledge of the subject and plan lessons which actively involve the pupils in developing their skills. In a very good lesson in Year 1, pupils learnt very successfully how to make hinges because they had access to a good range of materials and the teacher supported and challenged the pupils to experiment for themselves. Staff ensure pupils discuss their work critically and build their confidence to do so. This was evident in pupils' evaluations of their task to make a vehicle which would carry goods. Teachers are enthusiastic during lessons, so maintaining the pupils' high level of interest. Staff ensure the pupils have access to good resources to enable them to achieve the planned objectives.
82. On occasion, too much help is given by adults, for example in the work in textiles when pupils made waistcoat designs. When this happens there are too few opportunities for the pupils to develop their individual ideas. Support staff assist well in lessons and with particular groups though the quality of their questioning does not match the high standard of questioning by teachers.
83. Leadership and management of the subject are good. A very good portfolio of pupils' work provides very useful information for staff on what the pupils know and can do and what is expected of them.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Recent changes to the curriculum mean that all pupils have access to all aspects of the subject;
- pupils have very positive attitudes;
- there are limited opportunities for pupils to express themselves musically in a creative and imaginative way;

- resources for teaching and learning are good.

Commentary

84. Most pupils attain the expected standards for their age. The curriculum has been changed so that pupils who are in the choir are now also better involved in class music lessons. Before the changes, these pupils missed out on some important aspects of the music curriculum.
85. The quality of teaching and learning is satisfactory and enables pupils to achieve satisfactorily. The pupils are successfully taught how to assume a good posture when singing, so that they have control over their breathing and voices. In a lesson for pupils in Year 1, they learned how to distinguish between long and short sounds, which helped them to gain confidence in their singing. Teachers make good use of musical instruments to develop pupils' skills. For example, in a lesson for pupils in Year 2 the pupils made good progress in their ability to compose and play music because of the variety of good quality instruments for them to use. Teachers have secure subject knowledge and therefore accurately explain and demonstrate techniques for pupils to use. There are times when there is over-direction by the teacher, which leads to pupils having limited opportunities to show imagination and creativity in their work. This is because of a focus on teaching the skills required without ensuring a good balance of time between other aspects.
86. Leadership and management are satisfactory. The subject leader has been the driving force behind the improvements made to the curriculum and has drawn upon support from the local education authority and an Advanced Skills Teacher. Because of these initiatives, teachers have increased confidence in planning and delivering their lessons. The curriculum is enhanced by pupils being able to join the extra-curricular club to learn how to play the recorder. They are encouraged to take part in the school's musical performances held at various times of the year for parents and members of the community. There are good opportunities for members of the choir to develop their personal and social skills, such as when performing at the Baths Hall in Scunthorpe alongside pupils from other schools. Pupils have very positive attitudes to the subject. Their singing in assemblies is tuneful and enthusiastic and this is a part of their school life in which they show much enjoyment. There has been satisfactory improvement since the last inspection.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Physical education presents the pupils with intellectual challenge as well as physical challenge;
- demonstration is used well to bring about improvement in the pupils' development though there are insufficient opportunities for pupils to comment on the work of others;
- the curriculum is very good.

Commentary

87. Standards are above the national expectation and pupils achieve well. This is an improvement since the last inspection because of the impact of the effective leadership which though recognised at the last inspection had not impacted on standards at that point.
88. A mark of the school's approach to physical education is that the good teaching presents the pupils with intellectual challenge so they have to think hard about their tasks. Teachers pay close attention to health and safety and pupils gain a good understanding of the need to gently exercise their muscles prior to more strenuous activities and to relax them at the end of

the session. Lessons are well planned and build well on the pupils' previous learning. Teachers are good at demonstrating the skills to be developed and this provides a good role model for pupils to follow. Clear explanations accompany this. Demonstration by pupils provides additional opportunities for teaching points to be explained and improvements made. Teachers use day-to-day assessment well to plan each part of the lesson. A shortcoming is that they do not allow time for pupils to comment on their own or others' work. Thus many opportunities are missed not only to help pupils understand their own performance but also to provide constructive feedback to others.

89. The very good curriculum ensures that pupils have three lessons each week and that one is focused on using the outdoors to develop games. This works very well because, with the help of a play leader, the pupils transfer their learning to playtimes making these times very productive and satisfying as well as providing extra opportunities for physical development and teamwork. The school has received external recognition for its provision through the achievement of the Active mark in 2004 and through the renewal of the Healthy Schools accolade in the same year.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. This aspect underpins all the school's work and is very good. Pupils are given many opportunities to help them to learn to respect the values and beliefs of other pupils and adults, as well as developing their self-esteem. Lessons in personal, social and health education and citizenship are carefully planned to allow pupils to talk about their concerns and to discuss how they can become responsible citizens. There are good opportunities, in and out of classrooms, to show initiative and take responsibility, which helps their personal development. A good example of this is the school council, through which pupils are able to have a say in how the school develops. As a result of the council, improvements have been made to the accommodation, such as the provision of litter bins to keep the playground tidy. This links well with pupils being made aware of how to look after their environment, which has been recognised by the school being awarded ECO School status. Involvement in the school council also helps pupils to learn about the democratic process. Since the last inspection, Golden Rules have been introduced and, as a result, pupils' behaviour has much improved. Pupils know about drugs awareness and sex education and relationships. There is a lot of emphasis on pupils learning about how to eat healthily and how they can adopt a healthy lifestyle. During the inspection, the quality of this work was celebrated by the presentation to the school of their second Healthy Schools Award. The provision plays an important role in the very harmonious and friendly atmosphere to be seen throughout the school. It captures the school's philosophy that education is for life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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