

INSPECTION REPORT

GLADSTONE ROAD INFANT SCHOOL

Scarborough

LEA area: North Yorkshire

Unique reference number: 121319

Headteacher: Mrs E Hinchliffe

Lead inspector: Mrs J Morley

Dates of inspection: 20 – 22 September 2004

Inspection number: 266868

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 to 7 years
Gender of pupils: Mixed
Number on roll: 354

School address: Wooler Street
Scarborough
North Yorkshire
Postcode: YO12 7DD

Telephone number: 01723 372566
Fax number: 01723 352935

Appropriate authority: The governing body
Name of chair of governors: Mr Steve Patterson

Date of previous inspection: 5 October 1998

CHARACTERISTICS OF THE SCHOOL

- This large infant school caters for 354 pupils aged four to seven.
- Almost all are white British, though a very small proportion come from various other ethnic backgrounds.
- English is an additional language for nine pupils, six of whom are at an early stage of acquiring it.
- There are no travellers, asylum seekers, refugees or children in public care.
- At 16 per cent, the proportion of pupils with special educational needs is a little below the national average. Of this group, 12 pupils have more significant needs. These relate to speech or communication difficulty; to their social, emotional and behavioural development, and to moderate learning difficulty.
- Pupil mobility is broadly average.
- The children's social and economic circumstances are below average, as is their attainment on entry to Reception.
- The school holds the Basic Skills Quality Mark and the Healthy Schools Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2547 0	J Morley	<i>Lead inspector</i>	English Art and design Design and technology
9333	K Schofield	<i>Lay inspector</i>	
2562 3	T Cox	<i>Team inspector</i>	Mathematics Information and communication technology Physical education
2288 1	G Halliday	<i>Team inspector</i>	Science Geography History Special education needs English as an additional language
2003 8	G Watson	<i>Team Inspector</i>	Personal, social and health education and citizenship Music Religious education The Foundation Stage

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school, continually striving for further refinement of what it already does well. It offers very good value for money. The school has a wholly realistic understanding of how well it is doing. The strategic leadership provided by the headteacher is outstanding and the senior management team supports her very well. Teaching and support staff are skilled practitioners, committed to providing a high quality education for pupils of all backgrounds and capabilities. The team spirit in the school is a key strength; all staff speak with one voice, and pupils benefit from consistent reinforcement of the same boundaries and expectations. Children join Reception with skills and aptitudes that are below those usually found, and leave Year 2 with standards that are above those expected nationally, in a wide range of activities. Over the three years that the pupils are in school, this represents progress that is at least good, and close to being very good.

The school's main strengths and weaknesses are:

- Pupils achieve well overall – often very well – and attain above expected standards in reading, writing, science, information and communication technology (ICT), art and design, geography and music.
- The headteacher leads and manages exceptionally well, and with quiet assurance.
- The work of teachers and support staff is good overall, and often very good.
- This is a tangibly caring and inclusive school: each child matters, regardless of capability or background.
- The school's determination to retain a broad and engaging curriculum contributes to pupils' good attainment across a wide range of subjects.
- Pupils behave very well, and this is no mean achievement on the part of the school, as a significant minority present their teachers with particularly challenging behaviour. They work hard because lessons are fun.
- The very perceptive use of assessment helps to raise standards.

The school has dealt comprehensively with the issues raised at the last inspection (1998). Teachers now plan appropriate work for pupils of all abilities, and they use assessments of how well pupils are doing to influence what next to teach. Children attain better standards by the end of Reception than was the case at the time of the last inspection. By Year 2, the above average English and science standards of 1998 have been maintained, and those in several other subjects have improved. Teaching quality has improved a great deal. There is no element of the school's provision that is weaker now than it was at the last inspection. Overall, therefore, improvement has been good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools				similar schools	
	2001	2002	2003	*2004	2003	*2004
reading	C	C	C	B	A	A
writing	C	C	C	B	B	A
mathematics	D	D	D	C	C	A

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.

**Unvalidated data.*

Achievement is good, and close to being very good. Attainment on entry to the school is below average. As a result of good or better achievement, almost all Reception children reach the goals expected by the end of that year, and a significant minority exceed them. Through Years 1 and 2 pupils continue to make up for their below average start to school. By the time they transfer to the junior school they attain the standards expected in mathematics, design and technology, physical education and religious education. In all the remaining subjects, they exceed these expectations. No judgement was possible in the case of history.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall. Pupils' moral development is particularly strong because all adults consistently reinforce an understanding of what is right and wrong. Pupils behave very well and have equally good attitudes to work. Attendance and punctuality are sound; while the school does all it can to encourage both, a tiny minority of parents do not always behave responsibly with regard to their children's attendance and punctuality.

QUALITY OF EDUCATION

The quality of education is very good. Teaching and learning are good overall, although many aspects are consistently very good. Teachers understand the features of good and very good quality teaching, and this has helped them to improve their own practice. In addition, because there is a genuine team spirit in the school, teachers and support staff continually help and learn from one another. They are all skilled at engaging pupils productively, even the significant minority of pupils who present them with challenging behaviour. The work that teachers set is well matched to the range of ability in the class. In particular, pupils with special educational needs (SEN) and those for whom English is a second language are supported very well. There are no significant weaknesses in teaching, though there is a need to ensure that all mathematical activities are firmly rooted in the pupils' own experience. This has already been earmarked for action in the school improvement plan. Pupils benefit from a broad curriculum. It is to the school's credit that it has managed to maintain this breadth while ensuring that pupils still achieve at least well in literacy and numeracy.

LEADERSHIP AND MANAGEMENT

The headteacher leads the school exceptionally well. She sees the 'big picture' and plans strategically for change. She has very good interpersonal skills and these have enabled her to create a united school team. Because she has the backing and goodwill of governors and of all those who work in the school, planned change takes place successfully. In particular, the senior managers, key subject leaders, and school administrator assist her very well. No one is complacent. Governance is good: governors articulate the strengths and weaknesses of the school, and their vision for its future development. Because they are kept so well informed by the headteacher and key staff, they are in a position to ask questions of what the school is providing, and of the standards pupils attain. They fulfil all their statutory duties. Overall, therefore, **leadership and management are very good.**

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have no significant concerns: they think well of the school, and their views are fully justified. A tiny minority raised the subject of bullying but inspectors found no evidence of this. Pupils like school and enjoy very good relationships with their teachers and with other adults.

IMPROVEMENTS NEEDED

There are no significant issues for the school to address other than one related to raising attainment in mathematics, which is already detailed in its improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good overall, and often very good. Children join Reception with skills and aptitudes that are below those expected, and leave Year 2 having met the national expectations in all subjects and exceeded them in more than half. This represents an improvement since the last inspection, as above average attainment now embraces a wider range of subjects.

Main strengths and weaknesses

- Reception children achieve well, often very well, in all areas of learning.
- Equally good achievement through Years 1 and 2 leads to above expected standards in reading, writing, science, art and design, geography, ICT and music.
- Pupils with SEN and those who are at an early stage of learning English attain as well as their classmates.

Commentary

1. Children joining Reception classes come from about 20 different pre-school settings and with a wide range of experience and capability. Overall, their attainment is below average, and has been for a number of years. All make at least good progress, and where teaching is very good their progress is very good also. By the time they leave Reception, almost all meet the goals expected in all areas of learning, and a significant minority exceed them.

2. Because the school makes very good provision for pupils who have SEN and for those who are at an early stage of learning English as an additional language, these pupils achieve as well as their classmates.

3. The table below shows three sets of test results. They are the latest validated test results (i.e. from 2003), the results from 2002 (in brackets) and, underneath, the 2004 test data that are yet to be validated. Although unvalidated, these latest results have been included in order to highlight the steady improvement in the school. Achievement through Years 1 and 2 is good overall and, as in Reception, often very good. However, it is least positive in mathematics. This is because the methods of teaching new concepts to these young children can sometimes be too abstract for them to grasp. The school is aware of the need for an adjustment to its approach, and this is clearly identified in its improvement plan.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.9 (16.3) 16.45	15.7 (15.8)
writing	14.6 (14.6) 15.26	14.6 (14.4)
mathematics	15.6 (15.9) 16.55	16.3 (16.5)

There were 115 pupils in the year group. Figures in brackets are for the previous year.

4. When validated, the 2004 results are very likely to show a clear improvement over those of 2003, both in comparison with all schools nationally and in comparison with similar schools. These are detailed in the table below. The trend in the school's results from 1999 to 2003 was fractionally below the trend nationally. On the basis of the improvement evident in these tables, it seems unlikely that this will still be the case when the trend to 2004 is published.

Standards in:	in comparison with all school nationally		in comparison with similar schools	
	2003	2004	2003	2004
reading	average	above average	well above average	well above average
writing	average	above average	above average	well above average
mathematics	below average	average	average	well above average

5. Inspectors find that, currently, reading and writing standards are above expectations and that standards in mathematics meet those expected. In addition, however, pupils benefit from the school's commitment to a broad curriculum and exceed the national expectations in science, art and design, geography, ICT and music. This is an impressive achievement from a below average start, particularly as teachers have first to deal with a significant minority of pupils who find it difficult to behave in an appropriate way.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are particularly well developed and contribute to the success of the school. Attendance and punctuality are satisfactory.

Main strengths and weaknesses:

- All pupils, regardless of capability or background, have very good attitudes to work.
- Behaviour is very good.
- Pupils' spiritual, social and cultural development is very good, and moral development is excellent.
- The school's action to promote good attendance is very good.

Commentary

6. From conversations with pupils, it is clear that they enjoy coming to school. Parents also confirmed this in the pre-inspection questionnaire. There is no doubt that individual performance is directly related to the pupils' very good attitudes and to their relationships with adults. They are eager to learn, and concentrate attentively during whole class teaching and group work. Even in Reception they are beginning to develop a good work ethic. Because their teachers expect much of them, pupils sustain concentration and persevere with tasks, even when these are challenging.

7. Pupils are consulted about standards of behaviour. The agreed code of conduct for the whole school community is recorded in the 'School Resolutions' book, and its contents stimulate discussion and guidance. For example, pupils are shown how to act if some of their classmates do not behave well. Very good support is given to the small number of pupils who have behavioural difficulties. As a consequence of the very high standards of behaviour, pupils secure the greatest benefit from their lessons and all enjoy their time in school. As another measure of success, there have been no exclusions in the past year.

8. Pupils benefit from having both individual and collective responsibilities. For example, each class teacher nominates 'helpers' on a daily basis, to lead their class around the school or to take registers back to the office. Sometimes pupils generate their own initiatives, such as planting and protecting the flower boxes in the playground.

9. The school's aims are evident through the spiritual opportunities it provides. These are promoted in very good assemblies, which give pupils time for personal reflection. Beyond the religious elements of spirituality, pupils enjoy the 'tingle factor' when listening to the talented violin recitals of one of their teachers. Outstanding moral principles are consistently promoted through all aspects of schoolwork. Pupils have a strong sense of right and wrong and a clear understanding of

the impact of their behaviour on others. Very good social qualities are evident; and are a credit to the entire school community. For example, a Friendship Club has been established to support pupils with poor social skills. Through well-planned lessons, pupils learn about many different cultures.

10. Great strides have been made, especially during the last year, to improve attendance. Attendance levels are now broadly in line with the national average, as shown in the table below:

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.3
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.

11. Good attendance is encouraged through the award of certificates, termly. Pupils say that they are very proud to be recipients. There is careful monitoring of the reasons for absence or late arrival, and action is taken. For example, parents say that the school expects them to telephone on the first day of absence and to follow this up with a letter. The school will telephone the parents if they are not informed of the reason for absence by mid-morning. Parents are reminded in newsletters about the importance of good attendance. They are actively discouraged from taking holidays in term time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good and is the result of exemplary leadership by the headteacher, a strong team spirit, really competent teaching, and a vibrant curriculum. Everyone has high expectations of pupils’ conduct, and of what they can achieve.

Teaching and learning

The quality of teaching is good overall, and with many very good features. Assessment is very good because it is used skilfully to raise standards.

Main strengths and weaknesses

- Teachers know and display the features of good and very good teaching.
- There are no generic weaknesses in teaching, and there is some work of outstanding quality.
- The headteacher and staff use assessment very well, and this includes encouraging pupils and their parents to be involved.

Commentary

12. As is clear from the table below, pupils are taught well and often very well. This represents a significant improvement since the last inspection, when 33 per cent of teaching was good or better and just three per cent was very good. The headteacher has successfully ensured that staff have received training to enable them to identify the features of good and very good teaching. Undoubtedly this has contributed to the improvement.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
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3 (7.5 %)	14 (35 %)	17 (42.5 %)	6 (15 %)	0	0	0
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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 are no generic weaknesses in the teaching, but there are several strengths. Key amongst these is the skilful way in which teachers manage pupils' behaviour, and then engage them in worthwhile activities. This is done unobtrusively, and with such considerable skill that it almost camouflages the challenging behaviour of a significant minority of pupils in each class. On the very rare occasions when teachers' best efforts are inadequate, contingency plans are in place. Other key strengths are the high expectations of pupils' contributions to the lesson and of what they might achieve. The last inspection raised the issue of a sometimes inadequate match between the task and the pupils it was intended for. This has been fully resolved, and pupils of all abilities are enabled to make good or better progress.

14. Inspectors observed three lessons of outstanding quality, namely art in a Year 2 class, mathematics in a Year 1 class and music for all 120 Year 1 pupils.. What set these apart from those of very good quality was the infectious enthusiasm of the teachers concerned, combined with impressive subject expertise and very high expectations. All were a joy and privilege to watch.

15. Pupils with SEN receive very good support from teachers and teaching assistants. As a result, they make very good progress and achieve highly. They are involved in all activities because teachers' planning reflects the targets set out in their individual education plans. Teaching assistants provide very good support; they help the pupils to meet their targets, and praise their achievements to boost their confidence. The special educational needs co-ordinator (SENCO) withdraws pupils for literacy lessons four times a week. The teaching in the two lessons seen was very good and pupils' achievement was high. The co-ordinator liaises closely with teaching assistants and provides them with plans to enable them to support groups in numeracy lessons. Assessment procedures to check pupils' progress are very good. Teachers and teaching assistants are also skilled at developing the spoken language of pupils whose first language is not English. As a result, these pupils also make very good progress.

16. In the few lessons where teaching was satisfactory there was no common weakness. For example, in one lesson the work was not a good match for the range of ability in the class. In another, too many pupils were off task when working independently and their work rate was slow, particularly in the case of those using laptops.

17. Assessment at all levels is used very well to help to raise standards. At whole school level, for example, the headteacher has an excellent grasp of the 'big picture'. She is aware of the achievement of the classes, cohorts, specific ability groups, and genders. Where a question is triggered, an answer is sought. Teachers have a growing awareness of the progress of their whole class over the year. In lessons they target questions at individuals to update their own knowledge of how well a child understands. They take account of a pupil's previous work, and this is not restricted to literacy and numeracy. It was, for example, evident in a Year 2 art lesson. Pupils are involved in assessing how well they have done with a 'thumbs up / across / down' routine at the end of a lesson. Finally, teachers' precise knowledge is used to set targets, and these are shared with both the child and his or her parents.

The curriculum

The curriculum is very good and staff constantly strive to improve it. The school makes very good provision for pupils' personal, social, health and cultural education (PSHCE). Accommodation is sound and resources are good.

Main strengths and weaknesses

- The curriculum is broad and innovative.
- This is an inclusive school; pupils of all capabilities and backgrounds have equal opportunities to succeed.
- There is a good range of activities outside school lessons, and very good participation in the arts.
- Teachers and support staff match the needs of the curriculum very well.
- Two classrooms are small and there is limited space for physical activities in the hall and playground.

Commentary

18. The school regularly reviews its curriculum and constantly makes improvements; ICT, for example, has been helped by wise purchasing decisions. Teachers have been innovative. 'Thinking Skills' techniques are being trialled, and this has already led staff to introduce methods aimed at accelerating learning. New ways of celebrating achievement, such as awarding stickers, give encouragement to pupils. In the assessment of learning, the school has introduced methods that involve the children and it carries out an annual review of what is meant by good teaching.

19. A good range of visits and visitors enhances the curriculum. Opportunities for pupils to develop an interest in the arts are very good. They visit a local art gallery and have taken part in a workshop with a sculptor. Work produced by pupils has been displayed in local supermarkets, in the Stephen Joseph Theatre, and in County Hall. Pupils enjoy visits from theatre companies and visit the Stephen Joseph Theatre. They have enjoyed Burundi drumming, the performance of cellist, and concerts given by the junior school and Spa Orchestras. Visits to a local farm, The North York Moors National Park Centre, museums and a garden centre teach pupils about their local culture.

20. Provision for PSHCE is very good. All adults in the school set very good examples by the way they relate to one another and to pupils. A school council operates and pupils have responded very well to this, making suggestions about school rules and the way the Playground Buddies work. Citizenship is taught effectively through the use of the 'Resolutions Book', to which pupils contribute. 'We try to respect each other', for example, was a resolution that one teacher reminded her class of during the inspection. Health and sex education are very well covered through weekly science and PSHCE lessons. Specific topics, such as bullying, are included in the schedule. Pupils learn about people who help and care for them, through visits by the school nurse, road safety officers and the school crossing patrol. Muslim students from a local language school tell pupils about their way of life.

21. The school offers equal opportunities to all pupils. For example those with SEN were able to take a full part in religious education and ICT lessons because of the sensitive way in which the teachers included them, and the very good support the pupils received from classroom support assistants. Pupils for whom English is an additional language are given full access to the curriculum. All individual education plans are well focused on specific needs, and adjusted in the light of assessments.

22. There is a good number of very well qualified teachers and support staff. Teachers have successfully undertaken training in the national literacy and numeracy strategies and in the use of ICT. The school plans further training both for teachers and for support staff, for example in physical education.

23. Resources are good in all subjects. However, the small size of two classrooms and the limited space available in the hall and playground mean that the accommodation is only satisfactory.

Care, guidance and support

All aspects of pupils' care, welfare, health and safety are very good, providing a safe and secure environment in the school.

Main strengths and weaknesses:

- The procedures to ensure that pupils work in a healthy and safe environment are very good.
- The school's very good support, advice and guidance encourage pupils to raise their levels of achievement.
- Involvement of pupils, through seeking, valuing and acting on their views, is very good.

Commentary

24. Visitors soon become aware that the school provides a caring and safe environment where every member of the community is valued. This has been recognised by parents and outside agencies; the school holds the Healthy School Award, for example. The high standard of care is founded on strong teamwork. On an annual basis, all staff and governors go 'back to basics' to confirm their commitment to ensuring that the school has a common and strong ethos. Procedures are easily understood and responsibilities are clear. Health and safety is given a high priority, with provision regularly audited. Governors and the local education authority play a valuable and active role in this.

25. Procedures for accidents and emergencies are very good, with almost all of the staff – including lunchtime supervisors – trained in first aid. The arrangements for child protection are thorough and clear. The headteacher uses meetings with both teaching and support staff to ensure that anyone concerned is fully briefed, and any issues of concern are discussed sensitively.

26. Essentially, support and guidance rely on the teachers' very good knowledge of the pupils. They help pupils to understand how well they are doing and how to improve. Typically, pupils use hand gestures to indicate their perceived success, with a 'thumbs-up' / 'thumbs-down' sign – or 'thumbs sideways' if they are uncertain. In a more formal way, teachers use very good assessment methods and detailed records to give clear and effective guidance to pupils, on both their academic and their personal development.

27. The school provides very good support for pupils who have SEN. Close liaison with the local education authority enables the school to make effective use of agencies for the benefit of pupils. Very good procedures are in place for assessing and monitoring the attainment and progress of pupils whose mother tongue is not English. As a result, they learn quickly.

28. The voice of the pupils is heard through meetings of the school council, where new ideas are discussed and, when at all possible, put into operation. The school councillors have met with the school council members from the adjacent junior school to agree a plan of action for eliminating litter in the playground. Staff are often impressed with the pupils' endeavours, and

celebrate their success in assemblies and in the classroom. During the inspection, for instance, a mid-day supervisor was observed in a classroom honouring one of the pupils with a 'Lunchtime Behaviour Award'.

Partnership with parents, other schools and the community

There is a good partnership with parents. Educational links with schools and colleges are good, and the partnership with the wider community is very good.

Main strengths and weaknesses:

- The provision of information to parents is very good: it keeps them up to date with their children's progress and with the day-to-day activities of the school.
- The links with parents make a very good contribution to the quality of pupils' learning at school and at home.

Commentary

29. Working jointly with the junior school, the school provides parents with information of very good quality by sending out attractive newsletters twice per term. Annual written reports are good and contain comments about the children's personal development and future learning objectives. Two consultation evenings offer further opportunities for parents to review their children's progress and to discuss suitable targets. Parents can see their children performing on special occasions, and, on a more informal basis, are welcomed into school to discuss any concerns they might have about their child's academic or social development.

30. Many parents and voluntary helpers come into school to assist with lessons. In one example, it was clear that the helper had developed a very caring bond with pupils as she shared her enjoyment of reading with them. Along with classroom staff, such people motivate pupils and encourage them to take reading books home regularly.

31. To promote the home-school link, the school makes use of an impressive number of attractive booklets which give parents detailed guidance aimed at extending learning at home. It has also run courses for parents in mathematics and reading. Parents say that they found these to be excellent, especially as the information related to the specific needs of each different year group.

32. Parents of pupils who have SEN are made aware of concerns as soon as they arise, and are kept well informed. Almost all parents attend reviews and the school does its best to draw in the few who are reluctant. The school arranges classes for parents of pupils for whom English is an additional language, so they can help their children at home and at school.

33. Parents and teachers work together in the 'Home-School Association'. This group regularly organises social events and is very active with fund-raising. In the last year, it has supported the cost of curriculum-related visits.

34. The school continually strives to seek out members of the community who have skills that can enrich the lessons, for example the fire service, the police force, and the school nurse. The community also makes use of the school; parents whose first language is not English are able to attend special classes, where they make 'Story Sacks'. The list of community contacts that the school records seems to be almost endless.

35. When it comes to transfer, pupils at the infant school are well integrated into the adjoining junior school. There is good liaison prior to transfer, as pupils share experiences, such as musical performances. Although the playground is shared between the two schools, there is a white line that marks the boundary. This is a good meeting place for siblings and friends who are at the two different schools. The school also has links with other educational institutions; for example, Hull University provides teacher training students, who help in class while gaining teaching experience. In addition, the head of science from the local secondary school has organised successful teaching sessions for older pupils, using specialist equipment.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The governance of the school is good. Leadership and management by the headteacher are excellent, and key staff support her very well.

Main strengths and weaknesses

- The headteacher has a strategic approach to the school's development, and this includes all who work there.
- The school development plan is exceptionally effective.
- Accurate self-evaluation steers all provision and, ultimately, the school's improvement.
- There is a high commitment to initial teacher training and involvement with higher education.

Commentary

36. The leadership and management of this school have evolved over several years into a highly effective force for improvement; it is 'a well-oiled machine'.

37. The governors have a good understanding of the school's strengths and weaknesses and are aware of the barriers to learning, such as the shortage of space and outside facilities. Beyond these considerations, they have a vision for the school and wish to be proactive in their roles. They work closely with the headteacher, who attends all meetings, including those of the sub-committees. The governing body questions decisions and has, on occasion, challenged the proposals of the headteacher. For example, it requested more information on the attainment of the least and most able in the headteacher's report on standards. The governors are actively involved in the school's provision and development, and in this they are supported by the headteacher. The governing body fully meets its statutory requirements.

38. At the outset of each year, and in preparation for the development plan for that year, all teachers and support staff spend a day going through a 'let's remind ourselves' approach to the school's vision, current priorities and areas for development. This avoids any assumption that previous decisions and objectives have somehow simply 'happened'. When teaching or learning are monitored, judgements are matched against the appropriate Ofsted criteria. This gives all staff a good understanding of what characterises 'satisfactory', 'very good' or 'excellent', and of 'unsatisfactory' lessons and how to avoid them. Teachers have the opportunity to review what went well in a topic, to consider what needs to be changed, and to make suggestions for improvement. During this process, teachers also take account of pupils' views. Subject leaders use the information to begin to audit their subjects and prepare an action plan for the senior management team. Eventually, when the development plan is ready, all staff, including the support assistants, and members of the governing body, work together to ensure that they understand the priorities, timetables for completion and implications for their own role.

39. In this school, there is very effective monitoring of provision, of the standards achieved, and of pupils' personal development. The outcome of monitoring gives everyone a clear understanding of standards, and of areas for their own professional development that might contribute to continued school improvement.

40. Leadership and management of provision for pupils who have SEN are very good. Recommended procedures are carefully followed and record keeping is systematic. Funding for pupils is spent well for their benefit. The headteacher's leadership and management of provision for pupils whose first language is not English is excellent, and this includes ensuring that pupils gain their full entitlement of support from the local education authority.

41. The school's contribution to initial teacher training and the benefit derived from it are excellent. Close links with the partner university include a lecturing role for the deputy headteacher and a place on the interviewing panel. Until recently the headteacher was external examiner. There are several trained student mentors on the staff. Students – and ultimately the school's own pupils – benefit from this high level of involvement.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	856,899.00	Balance from previous year	40,430.00
Total expenditure	838,259.00	Balance carried forward to the next	59,070.00
Expenditure per pupil	2,368.00		

42. The slightly high amount carried forward reflects planned spending that is part of the school's development. This includes the provision of interactive whiteboards and their associated data projectors.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good**.

Main strengths and weaknesses

- The children achieve well in all areas of learning.
- Teaching is good overall and sometimes very good.
- Leadership and management are very good.
- The partnership between the class teachers and support staff is very good. They work together effectively so that children receive good levels of support, guidance and opportunity.
- There is no provision for an outdoor curriculum that can be made permanently available.

Commentary

43. At the time of the inspection, Reception children were attending part-time and had been in school for only two weeks. Because of this, the work of the previous year's Reception children has been taken into account. From this evidence, along with baseline and other data for recent years, it is clear that children join the school with attainment that is below that expected for their age. By the end of their year in Reception, most children attain the expected goals in all areas of learning and a significant minority exceed them. This tends to be the prevailing pattern. It represents good progress, and for some pupils very good progress, and represents an improvement since the previous inspection.

44. Very early in the autumn term, assessment is used to gain a clear understanding of the range of abilities amongst the children. This assessment is updated throughout the year and eventually forms the basis of the report to parents, as well as providing useful information at the start of Year 1. All children, including those with SEN, are prepared well for the next stage of their learning. Leadership and management of the Foundation Stage are very good. The leader is aware of appropriate developments in provision, including the potential of ICT to enhance teaching and learning, which is her current priority. She has a very effective team, including support staff. They plan together and discuss the children's progress regularly. Planning is very thorough and is clearly related to the six areas of learning. Topic plans include detailed intentions and opportunities for children's development in knowledge and understanding of the world, and in physical and creative development. Parents are delighted with the information and guidance they receive, and with the progress made by their children in such a short time in school.

45. In **personal, social and emotional development**, children achieve well through good teaching. Many of the older children are developing good levels of concentration. These attitudes and skills are reflected in the quality of their work across all areas of learning. At this early stage of the year, their social skills are such that when the pupils work in small groups of their own choosing few negotiate plans or talk with each other. They understand that the use of water and sand is limited to three children at a time. Whenever they choose activities in these areas, they are beginning to conform to the rules. Teachers explain things well in simple terms,

for example the links between an activity and the story that the whole class has just experienced. All adults have a sensitive though determined approach to the development of high standards of behaviour and are committed to the children's growing understanding of right and wrong.

46. Children achieve well in **communication, language and literacy**. Teaching is good, as is children's learning. Lessons tend to start with the whole class together. At this early stage in the year, such whole group focus is appropriately limited to 'short bursts'. Teachers use 'big books' to model reading to the children and, before the story starts, they draw the children's attention to the cover, the pictures, and how to handle books. In a lesson that started with *Goldilocks and the Three Bears*, the teacher engaged the children by asking questions and drawing their attention to other areas of learning. For example, in mathematical development they highlighted the number three when comparing size. A small number of children made simple suggestions about what might happen next in a story. Some were beginning to give answers longer than one word. In discussions, a small number of children could identify the first sound in a word but very few could relate it to the appropriate letter. Work by last year's Reception children shows that the skills of letter recognition and associated sounds are successfully developed; pupils in Year 1 already have good reading skills. Teachers and support staff help children to use large, thick paintbrushes to make patterns of lines across the paper to encourage a left to right flow.

47. **Mathematical development** is good. Teaching is good and, as evidenced in a Year 1 class working on addition of three numbers, children leave Reception with attainment that is beyond expectations. They achieve very well. Mathematical activities frequently originate in a story or topic. From the beginning of the year children encounter mathematical language such as comparisons of size, and start to use it in sand and water activities. For example, they filled containers of different capacity with sand and related them to the three bears' porridge bowls. A minority of children, working with the teacher, were able to choose a numeral on a card and build towers of that number of blocks. The majority needed support, as their counting was unreliable and they could not count whilst successively moving up the tower. The teacher encouraged them to compare height and length.

48. Children have a wide range of opportunities to develop their **knowledge and understanding of the world**. Teaching is good. An annual visit to a farm gives teachers a lot of opportunities to extend the children's knowledge and understanding of matters relating to growing plants, and the characteristics and needs of animals. Following their visit, children compare farm life to their own environment and learn how farming has changed over time. They germinate seeds and keep a 'diary' of their development. Within the topic of the three bears, they will investigate the characteristics of leaves, seeds and fruits, as well as making a bowl of porridge! Another topic, later in the year, is based on the Elves and the Shoemaker. Within that, they will explore and investigate shoes for different seasons and purposes.

49. Children's **physical development** and the teaching devoted to it are good. However, although the outside area is well presented and gives children opportunities to develop physical and social skills, their access to the facility is restricted: Years 1 and 2 use it for outdoor physical education lessons. From an early stage, teachers plan activities that develop fine motor skills, with the use of pencils, paintbrushes and construction equipment. In a music lesson, the teacher used graphics to represent a simple rhythm. Children were encouraged to play the instrument whilst looking at the graphics, which helped them to develop good hand-eye co-ordination. When they use the outdoor facilities, they have the opportunity to use large equipment, including construction and large wheeled toys. Teachers plan physical education

lessons that are structured in such a way as to develop individual skills throughout the lesson. In one such lesson, children were learning to walk, run, skip and hop with control. Most found skipping difficult and many were an early stage of managing their own space.

50. Provision for **creative development** is good, and teaching is good. Children are regularly given a wide choice of activities and materials. For example, they explored the texture of the underside of leaves by making leaf rubbings, using autumn colours. Last year's children made collages in the shape of shoes, using small pieces of the materials from which footwear is made. Their role-play, with the exception of some of the older children, is at an early stage of development. Individuals show imagination but the great majority have yet to share and develop ideas with others. The children sing a developing repertoire and have good voice control, and they particularly enjoy number and counting songs. Children are introduced to the characteristics of a range of classroom musical instruments. For example, the teacher helped them to play a simple pattern from a graphic representation of the syllables of words in a phrase. This was an example of teaching with particularly high expectations of children of this age. It was successful as a result of the expertise of the teacher.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well because their teachers are so good at channelling their energy productively.
- The subject is very well led and managed.
- The use of ICT in literacy lessons is sometimes at the cost of developing literary skills.

Commentary

51. Inspectors find that standards in English are above expectations overall, a judgement that matches the 2004 test results. These good standards have been maintained since the last inspection. They represent good, and often very good, achievement from the below average standards with which children join Reception.

52. Pupils speak confidently and are happy to try out their ideas verbally because they know that they will be listened to with interest and respect. There are good opportunities for pupils to speak in front of the whole school, using a microphone, and to speak to a wider audience, for example in Christmas productions. Overall, however, pupils' vocabulary is not broad and this limits their attainment to being satisfactory.

53. Listening skills are very good. This is particularly commendable in light of the fact that a small but significant minority of pupils find difficulty in sitting still and listening. . It is to the credit of teachers that they manage their pupils so well, and interest and engage them well enough to channel their energy productively.

54. Pupils read well and standards are above average. Parents help considerably by hearing their children read regularly. The school is good at providing parents with useful guidance on this and on other ways in which they can help. Pupils with SEN are withdrawn

from their classrooms for small group sessions when this is the most appropriate thing to do. These sessions are of very good quality, as is the one-to-one support given within classrooms to the very tiny minority of pupils who are at the early stage of learning English as an additional language.

55. Pupils write well, and the school is to be commended for its above average standards. There are four key reasons for its success, in addition to the quality of teaching. All four result from the considerable skill of the headteacher, and of the subject leader of the past several years, in identifying what needed to be done. Firstly, the school has adapted the National Literacy Strategy to best suit its needs; within the five literacy lessons per week it has included two that allow pupils to write at length. Secondly, this is not a school awash with worksheets. Thirdly, presentation has a high profile. Fourthly, there are good writing opportunities in other subjects, for example science and geography.

56. The teaching seen ranged from satisfactory to very good, and was good overall. Teaching is inherently at least good, but very occasionally the pace of learning slows. This is because pupils working on computers can do so only slowly and sometimes need to concentrate so hard on the mechanics of the task that they lose sight of the literacy focus. Hence, while the school is rightly keen to integrate the use of ICT within the full curriculum, it needs to ensure that doing so is not too limiting on pupils' opportunities to practise the new skills they have been taught.

Language and literacy across the curriculum

57. Pupils' good reading skills allow them ready access to texts in subjects other than English. Good writing opportunities exist in subjects other than English, and the two sessions set aside each week for pupils to write at length are, wisely, sometimes devoted to these subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well because the quality of teaching is consistently good or better.
- Pupils experience a wide variety of mathematical activities, but some are not sufficiently well related to their own experience, and opportunities to record an explanation of their thinking are sometimes limited.
- Leadership and management of the subject are very good.

Commentary

58. Standards in the 2004 National Curriculum tests were average when compared to those of all schools. Not enough pupils achieved higher levels. Although the inspection took place early in the new school year, early indications are that standards in the current Year 2 classes are similar. Pupils with SEN achieve very well because of the very good provision that is made for them.

59. Teaching seen during the inspection was never less than good. A small number of lessons were very good or excellent. Teachers have high expectations of pupils and plan work that is matched well to their abilities and needs. Very good use is made of classroom assistants, who work very well with teachers to support individuals and groups, including those with SEN. All pupils are included in lessons because teachers tailor their questions well. However, teachers often introduce new ideas by referring only to numbers, saying, for example, 'Five take away three.' Some pupils find this difficult to comprehend, and develop better understanding when teachers talk about adding or taking away familiar objects such as sweets or fruit. Examination of work done previously shows that pupils are not asked often enough to explain how they have arrived at answers or to interpret the results of data they have collected. However, pupils study a very wide and varied curriculum in mathematics lessons. They discover the favourite colours or food of other pupils and create graphs and charts, and they measure liquids and solids and time how long activities take to perform.

60. In an excellent lesson in Year 1, pupils were fully engaged from the start when they sang a song about adding numbers. The teacher built very effectively on pupils' previous knowledge of adding two numbers by introducing a third number. She assessed pupils' understanding very well as they worked, and used her observations to move their learning on. The classroom assistants were particularly effective in gently correcting errors and giving pupils confidence. Pupils enjoyed the lesson because there was a very good level of challenge in the work, but they were able to show what they knew – and then build on it. Teachers encourage pupils in developing good habits. For example, pupils are shown how to set down their thoughts as they work out answers, and to draw their own number lines. Teachers make very good use of

number lines, using them in areas other than number, for example to teach time in hours and half-hours.

61. Leadership and management of the subject are very good. The subject leader is knowledgeable, enthusiastic and keen to raise standards. She supports her colleagues well. Her thorough analysis of national test results has enabled her to include strategies in the school development plan that are clearly likely to raise achievement. The school places great importance on raising standards. For example, pupils are set mathematics targets in their homework. Extra lessons are provided for pupils who need a little additional help to reach the next level. In Year 1 there is a mathematics club for higher achieving pupils. The school tries hard to develop a sense of enjoyment of mathematics and to involve parents and carers. For example, demonstration lessons are given to show parents what is taught and how they can help their children. In addition, every year the subject leader organises a maths trail and quiz in the streets around the school. When the activity took place during the inspection, over 200 parents and pupils took part – an excellent turnout. The enthusiasm and commitment of the subject leader and of all staff places the school in a good position to raise standards in mathematics.

Mathematics across the curriculum

62. At this early stage of the term, little evidence was seen of mathematics being used in other subjects. In science, pupils investigated favourite fruits as part of a topic on healthy eating. They collected information in lists, making tally charts of the results and converting them to graphs drawn by hand, and using ICT.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is good overall.
- The curriculum is good.
- Pupils' investigation skills are not as strong as their knowledge of scientific facts.
- Leadership and management are very good.
- Procedures for assessing pupils' attainment are good.
- Provision for pupils who have SEN is very good.

Commentary

63. By the end of Year 2 standards are above those expected nationally. This is an improvement since the last inspection, because more pupils attain higher levels than is expected for their age. This represents good achievement. The strength of leadership and management has moved the school on. Issues identified in the last inspection have been resolved successfully. In particular, the effectiveness of the school's assessment procedures gives teachers the opportunity to set suitably challenging work for pupils.

64. The subject leader has a firm grasp of priorities and recognises that the next step towards raising standards is to improve the teaching of investigative methods. This is already underway, and lessons were seen where teachers effectively helped pupils to learn how to

investigate for themselves. The school is open to reviewing and developing new practices. As a result, a successful pilot study in one class is spreading through the school and is showing positive results in the development of pupils' independent scientific thinking and language.

65. A strength of teaching is the emphasis now given to investigative methods. This is consistent throughout the school, so pupils learn how to investigate in a methodical way. Teachers give them lots of interesting 'hands on' experiences. As a result, pupils enjoy lessons and show very good attitudes, which make a positive contribution to their fast rate of learning. In lessons in Year 1, pupils tasted and smelled foods and then classified them for likes and dislikes. In Year 2, pupils investigated the effect of 'push' forces and gained a good understanding of the need for a fair test. In two of the lessons seen, however, teachers did not give pupils sufficient opportunity to develop their skills of recording what they did and found out. Nevertheless, the school is making good progress in improving the teaching of this aspect of science. The strengthening link between investigative science and a scientific body of knowledge about living things, materials and physical processes puts the school in a good position to raise standards.

66. Teachers and teaching assistants pay very close attention to the needs of pupils who have SEN. As a result, these pupils make very good progress and achieve highly.

67. A strength of the curriculum is the planning of interesting and fruitful links with other subjects. For instance, pupils study plants and creatures in the local national park and begin to gain an understanding of pressures on the environment. Links with ICT are improving and have been identified by the school as an area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Overall, pupils achieve well.
- Pupils do not have enough opportunities to enter commands to control equipment.
- Leadership and management are very good.
- Resources are good.

Commentary

68. Standards have risen since the previous inspection and are now above those expected in Year 2 at this time of the school year. Very good management decisions have been taken about buying laptop computers connected to a wireless system, and in employing a technician to maintain them. This gives the school flexibility in the way the computers are used. Although only one dedicated ICT lesson was seen, evidence gained from looking at pupils' work and from the use of computers in other lessons suggests that teaching is at least good.

69. Pupils enjoy working with computers. Although it is early in the school year, pupils in Year 2 confidently compile lists of vehicles, using the return key to start a new line. They correct spelling errors and save and print their work. Pupils write and edit stories, combining pictures and text, and changing the font size and colour to make their work more interesting. They add decorative borders to their work. Pupils draw their own shapes and import pictures to produce

patterns in the style of William Morris. In a very good lesson in Year 1, the teacher explained the task clearly so that pupils understood what they were doing. She used questions very well to build on pupils' previous learning. Pupils learnt how to correct errors and to make choices in deciding which features to add to the face when designing a Mr Men character. Pupils with SEN were supported very well and encouraged to take an active part in the lesson.

70. The leadership and management of ICT are very good. Although a new subject leader has recently been appointed, both she and her predecessor are knowledgeable and keen to raise standards. They provide very good support for their colleagues. The subject leader monitors teaching and learning in lessons and has worked with small groups of pupils to give teachers a clear idea of the standards that can be achieved. The training provided has raised the confidence of teachers.

Information and communication technology across the curriculum

71. Information and communication technology (ICT) is used well to support other subjects. In one English lesson in Year 1 the teacher used a multi-media presentation that she had designed to teach pupils a new poem. She timed the introduction of the lines to show pupils the rhythm of the poem. In design and technology lessons, pupils design faces and puppets, using drawing programs, and take digital photographs of their work. Pupils design tile patterns and draw symmetrical objects such as butterflies in art and design lessons. They collect information about their favourite fruits in science lessons and present their findings as graphs and charts. Enquiry skills in geography and mathematics lessons are developed when pupils use a decision tree to identify fruits in St Lucia. However, teachers miss opportunities to use ICT to support mathematics. Although pupils used computers during a mathematics lesson to build a face, pupils were not practising mathematical skills. Teachers do not give pupils enough opportunities to enter commands to make equipment follow a prescribed route, even though the pupils have already described how to move from one point to another in the classroom. The school is beginning to make use of ICT in other areas. For example, a catalogue is being made of books in the library by using a bar-code reader.

HUMANITIES

Provision in **history** was sampled, but not enough evidence was available to make secure judgements about teaching or standards. A strength in provision is the good curriculum put in place by the subject leader. This enables teachers to give pupils a wide range of interesting experiences, with lots of visits and visitors and the provision of good resources, including role-play boxes. As a result, pupils are given good opportunities to develop their skills of historical enquiry.

Provision in geography is **good**.

Main strengths and weaknesses

- Teaching is good, overall.
- The curriculum is good.
- Leadership and management are good.
- Teachers do not use assessment procedures consistently well.

72. By the end of Year 2 standards are above those in most schools. Pupils have a good knowledge of features of their own locality and they make comparisons with geographical features elsewhere.

73. The curriculum is interesting and well planned. Teachers place good emphasis on giving pupils lots of opportunities to develop their geographical skills in fieldwork locally and in visits further afield. There are good links with other subjects, such as when pupils study Scarborough as a seaside resort, past and present. Pupils' knowledge of their own locality puts teachers in a good position to help them gain a good understanding of differences and similarities with other places, such as St Lucia. This was seen in two lessons where teachers gained an enthusiastic response with good use of a wide range of attractive photographs. In another lesson, however, pupils' interest flagged because the task was beyond many of them. The teachers do not always take into account pupils' different levels of attainment when planning lessons. As a result, some pupils sometimes find tasks too hard, while for others they lack challenge.

74. Leadership and management are good. The subject leader has a good understanding of strengths and weaknesses and is moving the subject forward well. As a result, standards have improved since the last inspection.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses:

- Teaching is good because pupils learn *from* religions as well as *about* them.
- Pupils benefit from visits and visitors to the school.

Commentary

75. Given the early stage of Year 2 pupils' experience, further evidence was gained through discussions with Year 3 pupils of the receiving junior school. By the end of Year 2, pupils' attainment is in line with expectations. This was the case at the time of the previous inspection.

76. At the time of inspection, topics in Years 1 and 2 were concerned with the Christian religion. The teachers in Year 1 used the resources effectively in helping pupils to understand the special nature of symbols and artefacts, and some practices of the Christian religion. Year 2 classes were studying the exodus of the Israelites led by Moses. The planning for this unit of work was particularly well prepared, and teachers skilfully wove an integrated approach to the topic. Pupils' concentration and contributions to the lesson worked hand in hand with the good quality of teaching; and this enabled pupils to:

- compare living conditions in that location with their own;
- understand the Israelites' circumstances;
- begin to appreciate the need for rules; and
- know the background to the exodus.

77. From discussions with older pupils, it is clear that they have a good understanding of a range of religions and their holy texts, symbols, artefacts and celebrations. Much of this knowledge and understanding came from the variety of visits to places of worship and also from visitors who introduced other religions. Importantly, the pupils were able to discuss the need for respect for those of different religions, and to consider their feelings. As one pupil put it, to say that one religion is better in some way than another 'is offensive'.

78. The subject leader had joined the staff of the school and taken up responsibility for the subject only a few weeks prior to inspection. She has yet to acquaint herself fully with the provision of the subject in order to identify priorities for its development. As an aspect of personal development she has highlighted her need to receive training in subject leadership; she has not had subject responsibility in her short career to date.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. Just one lesson of **design and technology** was seen, though there was some work on display and some photographic evidence. On the basis of this evidence, standards consistently meet expectations and sometimes exceed them.

Planning shows that pupils have access to a full range of projects. These include working with fabric to make puppets, and the use of binca fabric. In their work with food they make healthy sandwiches, and their construction work involves building with a range of materials, including wood.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Standards exceed expectations.
- Pupils have many opportunities beyond the routine curriculum.

- Leadership of the subject is very strong.
- Artwork contributes much to the welcoming school environment.

Commentary

80. The school is awash with pupils' artwork, which helps to make the corridors and classrooms bright and stimulating. Standards are consistently above those expected.

81. The range of work is impressive: from clay masks to huge collage flowers and from careful observational drawing to skilful colour mixing. Pupils are introduced to the work of famous artists. Year 2 pupils, for example, produced designs in the style of William Morris, and the finished products demonstrate patience and attention to detail. Following examples of Dubuffet's designs, Year 1 pupils have produced exciting and vibrant versions of their own. Studies such as these make a valuable contribution to pupils' cultural development.

82. All the art on display oozes originality; the pupils certainly leave their own stamp on it! At times they work in pairs, as when producing giant collage flowers, and occasionally in larger groups. Their work is testament to good teaching throughout the school, and the two lessons observed confirmed this. In fact, one of the two lessons was excellent. The enthusiasm of the teacher was contagious and the pupils certainly 'caught' it. They had choices galore, were thoroughly engrossed in their work, and received expert guidance on how they could improve it.

83. While work of good quality is produced in routine art lessons, pupils also enjoy a range of other artistic opportunities. For example, they can join the art club. Pupils have made masks with a visiting Crow Man and sculpted with a local sculptor. Twenty pupils from Reception to Year 2 had their work exhibited at the Crescent Art Gallery, Scarborough, and some was selected for a display in County Hall. Pupils have visited the local art gallery and celebrated National Art Day in school. Last Christmas they decorated a home for the elderly with posters, which, in a letter of thanks, the residents and manager rightly described as 'vibrant, flamboyant and spirited'! Much of the success of the subject is down to the commitment of staff, which is generated by the skill and the infectious enthusiasm of the co-ordinator.

Music

Provision in music is **very good**.

Main strengths and weaknesses:

- The subject leader has high levels of expertise and aspiration.
- The class teachers are enthusiastic to teach music to their own pupils.
- Pupils' attitudes are very good and their attainments exceed expectations.
- The range of tuned instruments is limited.

Commentary

84. Music lessons are arranged so that each class has a singing technique and a class-based lesson each week. Their singing is well developed, as a result of the knowledge and skills of the teachers in the whole year-group sessions. Pupils sing with enthusiasm, whilst understanding that quality comes from control. They are able to achieve intervals accurately, using a range of musical elements that include pitch, timbre and dynamics. When account is taken of pupils' ages, their ability in this activity is well developed. They maintain a steady pulse and can sing songs that have demanding rhythms. When using untuned percussion instruments such as tambourines and maracas they know the names of the instruments and

their characteristics. Overall, standards are beyond expectations for the pupils' ages, and this represents an improvement since the previous inspection.

85. There are several teachers in school with considerable musical skill, and all staff are willing to play a full part in teaching music. In lessons, teachers demonstrate their own enthusiasm for pupils to emulate. In the lessons observed, pupils responded with hard work and very good attitudes to the teaching, which set high expectations

86. The subject leader has considerable musical knowledge and skills, but she also remains open-minded and ready to consider the benefits of other music education materials and guidance. Recently, she organised training for herself and colleagues. This has been very effective in raising expectation of the pupils, and their attainment. She sets great store by the value of visitors to school and pupils' visits out of school, to promote a broad musical experience.

87. Whilst the range of untuned instruments is good, the tuned instruments – xylophones, glockenspiels and metallophones – are few and confined to the higher registers. This limits the variety of pitch and resonance in the pupils' playing and compositional work.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- The limited space available in the hall and playground restricts the activities that pupils can be offered.
- Leadership and management of the subject are good.

Commentary

88. Standards are at the expected level, as they were judged to be in the previous inspection. Teachers are restricted in the opportunities they can offer pupils because the outside play area is very small and slopes quite steeply. The lack of storage space means that the tables and chairs needed for school lunches have to be kept in the hall and take up a great deal of space. Apart from that, resources are good.

89. Teaching is usually good and sometimes very good. In a very good lesson in Year 1, the teacher developed pupils' catching skills effectively by allowing them to throw the ball in the air to a height with which they felt comfortable. This developed pupils' confidence, and they were then able to work with a partner. Pupils enjoyed the small team games at the end of the lesson, which further reinforced the skills they had been taught. Teaching was less successful – but nonetheless satisfactory – in a lesson in which the teacher over-emphasised the need to get into position.

90. Lessons are well prepared and teachers explain activities carefully. In some lessons they use assessment very well. In a very good Year 2 dance lesson, the teacher stopped the music she was using so that she could correct pupils and show them how to clap and move appropriately. A great deal was achieved in a short time in this lesson because the teacher had high expectations of behaviour. Her timely interventions meant that all pupils learned new skills and thoroughly enjoyed themselves.

91. The subject leader supports her colleagues well. In addition, she is working with the subject leader from the nearby junior school to identify pupils who show above average ability,

The purpose of this collaboration is to create opportunities for these pupils to develop their skills further. She organises a physical education fun club for pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. Teachers' planning includes ideas for promoting racial equality and cultural diversity, within topics. From a very early start in the Reception classes, teachers take opportunities to introduce and develop personal, social and health education. These young children are encouraged to consider the feelings of others, with stories used as stimuli. With the careful guidance of the teacher, one such story introduced them to the issues of gender and race at an appropriate level. Their topics include work on healthy eating, and the nurse is a regular visitor to the school. Throughout the school there is a system of 'school resolutions', and these are modified over time. The resolutions form the basis of what everyone wants to see happen in the daily life of the school. Additionally, each class has its own set of negotiated rules.

93. From starting school, even the youngest children are given responsibilities. These include delivering the register and being nominated as 'special helper'. By the time they reach Years 1 and 2, their sense of right and wrong and acceptance of responsibility have been well developed. The school council gives pupils the opportunity to experience democracy at work in their own school community. Suggestions made are often acted upon, if they succeed in passing a democratic vote. In subjects, too, the teachers are ready to exploit opportunities that highlight aspects of citizenship. One teacher asked the question, 'What would it be like if we didn't have rules?' Meanwhile, the pupils considered the breakdown in the Israelites' behaviour during the exodus, before rules were established.

94. Throughout the school, all adults promote very good personal and social qualities and are excellent role models for pupils. They foster self-esteem and motivate the pupils through awards and the celebration of good attitudes to their work and to their peers.

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	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
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	1
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).