

# INSPECTION REPORT

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

Driffield

LEA area: East Riding of Yorkshire

Unique reference number: 118001

Headteacher: Mrs Susan Coyle

Lead inspector: John Heap

Dates of inspection: 27<sup>th</sup> - 29<sup>th</sup> September 2004

Inspection number: 267228

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

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## **INFORMATION ABOUT THE SCHOOL**

|                             |   |
|-----------------------------|---|
| Type of school:             | Primary                                 |
| School category:            | Voluntary controlled                    |
| Age range of pupils:        | 4 - 11 years                            |
| Gender of pupils:           | Mixed                                   |
| Number on roll:             | 70                                      |
| School address:             | Front Street<br>Lockington<br>Driffield |
| Postcode:                   | YO25 9SH                                |
| Telephone number:           | 01430 810240                            |
| Fax number:                 | 01430 810007                            |
| Appropriate authority:      | The Governing Body                      |
| Name of chair of governors: | Mr Jeremy Wilcock                       |

Date of previous inspection: June 1999

## **CHARACTERISTICS OF THE SCHOOL**

LOCKINGTON IS A CHURCH OF ENGLAND VOLUNTARY CONTROLLED PRIMARY SCHOOL THAT CATERS FOR PUPILS BETWEEN THE AGES OF 4 AND 11. IT IS SITUATED IN LOCKINGTON, NEAR TO THE TOWN OF DRIFFIELD. THERE ARE 70 PUPILS ON ROLL: 26 BOYS AND 44 GIRLS. THIS IS BELOW THE AVERAGE SIZED SCHOOL IN ENGLAND. THE ROLL HAS INCREASED IN RECENT YEARS. THE SCHOOL BENEFITS FROM HAVING NEWLY BUILT PREMISES BECAUSE OF A FIRE THAT COMPLETELY DESTROYED THE PREVIOUS BUILDING. THE EFFECTS OF THE FIRE WERE WIDE RANGING; FOR INSTANCE, THE SCHOOL WAS HOUSED FOR TWO YEARS IN THE LOCAL CHURCH HALL. THE SCHOOL OPENED IN ITS NEW PREMISES IN JANUARY 2002. PUPILS ENTER RECEPTION AT THE AGE OF 4 YEARS AND THEIR ATTAINMENT ON ENTRY IS AVERAGE. THERE ARE PRESENTLY EIGHT CHILDREN WITH SPECIAL EDUCATIONAL

NEEDS. PUPILS ARE ORGANISED INTO THREE MIXED AGE CLASSES, ACCORDING TO THEIR YEAR GROUP. THEY COME FROM A RURAL AREA, WHICH HAS VERY FEW SIGNS OF DEPRIVATION. HOUSING IS MAINLY PRIVATE, INDIVIDUAL DWELLINGS. ALL OF THE PUPILS ARE WHITE. THE PROPORTION OF PUPILS ENTITLED TO A FREE SCHOOL MEAL AND ON THE LIST OF SPECIAL EDUCATIONAL NEEDS IS BELOW AVERAGE, THE MAJORITY OF THESE PUPILS HAVE MODERATE LEARNING OR SPECIFIC DIFFICULTIES. NONE OF THE PUPILS HAVE A STATEMENT OF SPECIAL EDUCATIONAL NEED. THE SCHOOL RECEIVED A 'SCHOOLS ACHIEVEMENT' AWARD IN 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                |                | Subject responsibilities   |
|--------------------------------|----------------|----------------|--|
| 18824                          | John Heap      | Lead inspector | English<br>Science<br>Geography<br>History<br>Religious education<br>The Foundation Stage<br>English as an additional language                                 |
| 19446                          | Susan Wood     | Lay inspector  |  |
| 30954                          | Brian Ashcroft | Team inspector | Mathematics<br>Information and communication technology<br>Art and design<br>Design and technology<br>Music<br>Physical education<br>Special educational needs |

The inspection contractor was:

CfBT Primary Associates  
Suite 13 West Lancs Technology Management Centre  
Moss Lane View  
Skelmersdale  
Lancashire  
WN8 9TN

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good and improving school that has some very good features.** Standards are above average and pupils' achievement is good because of effective teaching. Pupils' attitudes and behaviour are very good. Leadership and management are good overall and the school gives good value for money.

The school's main strengths and weaknesses are:

- Teaching is good and is particularly strong in Years 1 and 2;
- The use of literacy and information and communication technology (ICT) in other subjects is inconsistent;
- Provision for pupils with special educational needs is very good;
- Provision for pupils' moral and social development is very good;
- Monitoring and evaluation by the governing body is improving, but has some weaknesses;
- The standards of care and welfare are very good;
- There are shortcomings in the provision for pupils' multicultural development.

Since the last inspection, the school has improved a lot and issues then raised have been addressed. Standards have risen in English, mathematics and science. Resources are better in the Foundation Stage, music and religious education. Provision for personal, social and health education and citizenship (PSHCE) is now good. Target setting is now well used and is making a good contribution to rising standards. Multicultural awareness is better than it was, though, there is still further improvement that can be made.

### STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools |      |      | similar schools |
|---|-------------|------|------|-----------------|
|   | 2001        | 2002 | 2003 | 2003            |
| English   | A           | C    | A*   | A*              |
| mathematics   | C           | A    | B    | A               |
| science   | B           | B    | A*   | 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.*

Owing to the small number of pupils in year groups, caution is needed in interpreting data in the above table as the scores of one or two individuals can often distort overall results.

**Overall pupils' achievement is good.** Pupils with special educational needs make very good progress in relation to their prior learning because of the very good support that they receive. Owing to there being so few children it is not possible to make a secure judgement about standards in reception. However, they have made a promising start to their time in school. Throughout the school pupils are working to their capabilities. By the end of Year 2, pupils have achieved well and standards are above average. By the end of Year 6, the trend in national test results is above average and the pupils achieve well. The school sets challenging but achievable targets and girls and boys do equally well. The school puts a lot of emphasis on the teaching of basic skills and most standards reflect this; the exception are the unsatisfactory library skills in Year 6. Standards in ICT are average at the age of 11.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils' attitudes to school and study and their behaviour, are very good because of the very effective provision for moral and social development. Spiritual and cultural development are satisfactory, but the development of pupils' multicultural understanding is still not good enough.

## **QUALITY OF EDUCATION**

**Overall the quality of education is good. Teaching and learning are good.** The best teaching was observed in Years 1 and 2. Particular strengths include the quality of teachers' planning, the very good use of teaching assistants in reception and the insistence on high standards of behaviour. Practical work in science is taught well and is helping to raise standards. Pupils are encouraged to have a go and, as a result, they enjoy their lessons. There is strong teamwork. Assessment in English, mathematics and science is good and plays a significant role in raising pupils' levels of attainment. The school continues to judge its performance and make improvements for instance, the school identified weaknesses in the music teaching and a specialist has been appointed with good results.

Overall the curriculum is satisfactory. Pupils benefit from the good programme of enrichment, such as visits and visitors. The provision for reception children is satisfactory, and there are advanced plans to resolve the obvious problems of limited accommodation. Pupils with special educational needs are very well catered for and they are doing increasingly well in national tests. However, overall pupils are given insufficient opportunities to use and develop their writing and ICT skills in other subjects. The school has recognised this and plans are in place to improve these areas. The quality of care is very good and pupils forge very good and trusting relationships with adults. Links with parents are satisfactory. Links with the community and other schools and colleges are effective.

## **LEADERSHIP AND MANAGEMENT**

**Overall, leadership and management are good.** The headteacher provides good leadership. She very clearly articulates her vision for the school and has successfully raised standards and led improvements in other aspects of the school. The staff members provide good support in many areas. Staff work effectively as a team and make a strong impression on the work in the subjects they co-ordinate. The impact of the governing body is satisfactory and governors have a clear view of the school's strengths and weaknesses owing to the regular and detailed information they get from the headteacher. However, their checking and evaluating of provision is not sufficiently independent and wide ranging. The school considers that the lack of space for teaching and learning is the most significant barrier to further raising achievement. Inspectors agree and acknowledge that the plans for improvement are at an advanced stage.

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

Overall parents are strongly supportive of the school. They are particularly happy about standards, progress and teaching. They judge that their children are happy at school and that the staff care for them well. Parents appreciate the obvious and effective teamwork and good leadership and management. A significant minority feel that they could be better informed about their children and inspectors agree that, whilst satisfactory, the annual pupils' progress reports are inconsistent. Pupils are very positive about the good teaching, very good care and improving environment that the school offers.

## **IMPROVEMENTS NEEDED**

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

- Increase the opportunities for pupils to use and develop their literacy and ICT skills across the curriculum;
- Develop governors' independent monitoring and evaluation skills;
- Further develop pupils' knowledge and understanding of the diverse multicultural society they live in.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is good. All pupils achieve well in Years 1 to 6. Standards are average when children join reception and above average at the end of the Years 2 and 6.

### MAIN STRENGTHS AND WEAKNESSES

- Most pupils have strong basic skills in English, mathematics and science by Years 2 and 6;
- The development of a practical approach to science is raising standards;
- Pupils with special educational needs achieve very well;
- Knowledge and understanding about how to find information in the library is weak.

#### Commentary

1. Since the last inspection, the school's standards in national tests and in work seen have risen. The evidence from parent questionnaires and at the meeting with inspectors is that parents are very pleased with the progress their children make. This improvement in children's progress is rightly attributable to the good teaching which instils confidence in all.

#### *Standards in national tests at the end of Year 6 - average point scores in 2003*

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 30.0 (27.0)    | 26.8 (27.0)      |
| mathematics   | 28.0 (29.0)    | 26.8 (26.7)      |
| science       | 32.5 (29.3)    | 26.8 (27.0)      |

*There were 13 pupils in the year group. Figures in brackets are for the previous year.*

2. The table shows a small cohort with each of the 13 pupils representing around 7.5 per cent, so figures need to be treated with caution. Over 3 years, results have been well above average in English and science and above average in mathematics. The trend is inconsistent, particularly in English and science, but overall is above the national trend. The trend in mathematics has been rising. There is little difference in the attainment of boys and girls. Targets set by the school have been improved upon, particularly in English.
3. The school had a relatively small cohort of pupils taking the tests in Year 2 in 2003. Nine pupils (each pupil is 11 per cent in the statistics) sat the tests. This means that the attainment of individual pupils has a large effect on the overall picture and can cause inconsistencies in trends. Consequently, we will take most notice of the three-year trend. The trend in recent years has been above the national trend. Over 3 years, results in reading and writing were above average and average in mathematics. Higher attaining pupils do better in reading than the other two subjects. Teacher assessments

show that science standards are very high. Overall, boys did much better than girls in 2003, mainly because the number of girls with special educational needs was higher than usual. Given the average starting point, achievement is good by the end of Year 2.

4. Evidence from the inspection shows that:
- standards in Year 2 are above average in reading, writing and mathematics;
  - standards in Year 6, are above average in English, mathematics and science;
  - pupils' achievement in Years 2 and 6 is good;
  - those pupils with special educational needs achieve very well.

This is an improved picture since the last inspection, owing to:

- improved leadership and management that has focused on the needs of individual pupils;
  - better teaching.
5. In the Foundation Stage, the three children currently in the reception class have only been in school for a few weeks. Consequently, it is not possible to make a secure judgement about standards and achievement. However, it is possible to say that the three children presently in the class have good basic skills in literacy, numeracy and personal, social and emotional development. They are well on target to exceed the goals expected of them at the end of reception. They gain a great deal from working alongside the Year 1 and 2 pupils, particularly in science.
6. In English, Year 2 pupils have good speaking, listening, reading and writing skills. Higher attaining pupils achieve more in all aspects, but particularly in reading and writing. They are going beyond the good basic skills seen with most pupils, particularly in the breadth and quality of their reading and writing. In other years, pupils are progressing well, particularly in their reading and speaking. By Year 6, speaking, listening, reading and writing skills are good. Progress has been steady across the year groups. Higher attaining pupils show good leadership when working in groups of pupils, because they are good listeners and talk sensibly. Their reading is expressive and very accurate and their writing is mature. The school recognises that writing standards could be even higher if more opportunities are found to use and develop skills in other subjects, particularly for the highest attainers. Library skills are not high enough.
7. In mathematics, most Year 2 pupils have secure skills, knowledge and understanding in number, measures, data handling and working on simple investigations. By Year 6, good standards have been developed on the firm foundations laid in earlier years. This is particularly noticeable in number work. The school has set challenging but realistic targets for attainment in this year's national tests.
8. In science, standards are above average in Years 2 and 6. Achievement is good. Pupils have good knowledge of aspects covered, such as life and living things, materials and physical processes. By Year 6, higher attaining pupils are well challenged and some achieve very well. Attainment is further developed by useful links with mathematics, such as the making of line graphs to record heart rate. Practical, investigative work is included in all aspects and is a strength of provision.
9. Standards in ICT are average by Years 2 and 6. Pupils in Year 2 have good word processing skills and save their own work. They recognise that technology can be used in a variety of ways. By Year 6, standards are average and achievement is good. Pupils are confident and skilful when using technology in a range of applications, such as desktop publishing, spreadsheets and finding information. They also make

multimedia presentations. However, these skills are not always used widely enough in other subjects.

10. In religious education, Year 2 pupils have good knowledge of Jesus. They are highly aware of how their lives fit into the wider picture of living in a community. They know that they are important and that they must make a good contribution to life at home and in the wider community. By Year 6, pupils have successfully developed their knowledge of a wide range of religions, including Christianity, Judaism and Islam. Pupils have a good insight into the similarities found in these religions, most noticeably the symbolism in festivals.
11. In art and design, design and technology, geography, history, music and physical education there was insufficient evidence to make secure judgements about standards and achievement.
12. Pupils with special educational needs attain standards that are below the national average. However, occasionally some reach the national average. This is because they work very well in lessons and teachers and support staff take good account of individual education plans. These pupils achieve very well throughout the school.

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

Pupils' attitudes to learning and their behaviour are very good. Overall provision for pupils' spiritual, moral, social and cultural development is good. The attendance and punctuality rates for the school are very high.

### **Main strengths and weaknesses**

- Pupils are very keen to come to school to learn and enjoy their lessons;
- Levels of concentration are high from a young age;
- Provision for moral and social development is particularly good;
- Assemblies lack periods for reflection;
- Multicultural development is an area for development.

### **Commentary**

13. Children in the reception class have made a confident start to their time in school. They have opinions about a range of issues that they share in lessons. They concentrate very well and learn from the older pupils in their class. Relationships with adults are warm and open.
14. Most pupils say that they like to come to school and thoroughly enjoy their lessons. They expect to work hard and are excited to discover new and interesting information that their teachers share in an enjoyable way. Parents agree with these views. Pupils listen very closely to the teacher and their peers, and are confident to answer questions or offer ideas. When working as individuals, in pairs or groups they concentrate hard and organise themselves well. Adults in the school act as good role models, which helps to establish the very good relationships that are seen throughout the school. Pupils show respect for the values and feelings of others and their work. They are willing to take responsibility. This is seen in the school council and in their monitoring roles across the

school, as when they look after younger pupils at lunch and play times. Pupils are very polite to visitors and are very happy to show their work and talk about their experiences in school. They behave very well in classrooms and movement around the school building is very orderly. There is no evidence of bullying or other forms of harassment and pupils say that any disagreements are resolved by both parties' views being listened to. Pupils with special educational needs show very good attitudes towards their work. They enjoy very good relationships with the adults who work with them.

15. The schools' attendance figures are well above the national average and pupils arrive in good time for their lessons. This enables teachers to start lessons promptly and provides a calm and orderly start to the school day.

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 3.6 | School data          | 0.0 |
| National data      | 5.4 | National data        | 0.4 |

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

16. The provision for pupils' social and moral development is a strength of the school. Pupils clearly know what is right and wrong, accept the school rules and understand that bullying or other inappropriate harassment will not be tolerated by the school. The buddy system and 'Friendship Stop' help pupils to become aware of the needs and feelings of others and the importance of friendship. The PSHCE programme taught in the school alongside 'Circle Times' (class discussions) ensure sensitive issues are raised and considered with the pupils. This is an important part of the school's ethos and its family values, which the parents find impressive. Pupils are encouraged to support charities for those less fortunate than themselves, such as the Martin House Hospice or UNICEF. The school has a sound policy for the promotion of racial harmony.
17. There are few opportunities for pupils to develop their spiritual appreciation through lesson planning and times for reflection. Assemblies are a quiet and well structured time to share and think of others but time is not set aside to reflect on issues discussed. Music is played but no reference is made to its composer or title enabling pupils to appreciate a variety of music. A wide range of opportunities is given to pupils to enable them to appreciate their own culture and the area in which they live. Pupils are less confident when asked about the more diverse multicultural society in which they live. They have limited knowledge of the life styles of others or art and music from other countries.

**Exclusions**

18. There have been no exclusions in the current year.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

Overall, provision is good across the school, but particularly strong in Years 1 and 2. Teaching and learning are good. The very strong emphasis on care and welfare and the good links with the community and other educational establishments provide opportunities that support pupils' learning and progress. The curriculum is satisfactory. Links with parents are satisfactory.

**Teaching and learning**

The good quality of teaching enables all pupils to achieve well. Assessment is good.

**MAIN STRENGTHS AND WEAKNESSES**

- There is a higher proportion of good and very good teaching, compared to the last inspection;
- The strong emphasis on teaching basic skills in English and mathematics;
- Practical work in science is improving standards;
- The appointment of a specialist teacher is improving standards in music;
- The teaching of pupils with special educational needs is very good.

## Commentary

### Summary of teaching observed during the inspection in 20 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 5         | 14   | 1            | 0              | 0    | 0         |

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

19. The overall picture is similar to that of the last inspection, in that all lessons are judged to be at least satisfactory. However, there is an increase in the proportion of good and very good lessons. The headteacher provides a good role model for colleagues. The appointment of a specialist to teach music has been successful and standards are rising. Pupils thoroughly enjoy their lessons. Parents are highly appreciative of the care and expertise that teachers show.
20. Children in reception benefit from the good planning and guidance provided by the class teacher. She is clear that there is a need to extend the children's basic literacy and numeracy skills. She is ably assisted by the experienced classroom assistant who has a large amount of responsibility for the day to day learning of the children. When the reception and Years 1 and 2 children are taught together, the adults ensure that activities are pitched appropriately for their needs and that support is available.
21. The most consistent high quality teaching is in the Year 1/2 class where the main strengths include:
  - very good planning that stresses the importance of catering for pupils at all levels of attainment;
  - very good class management that promotes hard work and good behaviour;
  - development of a particularly good working atmosphere allows pupils to develop their ideas and try them out practically. This was clearly seen in a science lesson, where pupils from reception to Year 2 were engaged in working out the forces acting on objects. Once they had looked and predicted they then went on to test their ideas in an experiment.
22. All of the teachers have good subject knowledge in English and mathematics. They expect a lot from the pupils and this is made clear in the good marking. In return, pupils work hard in these subjects and their workbooks show a good level of performance and work completed. The school recognises that the highest attaining Year 6 pupils could achieve more in writing, and there are appropriate plans already in place to address this.
23. Basic reading skills are taught particularly well. In the infant class, the emphasis on learning letter sounds gives pupils the skills and knowledge to confront new words that they meet with great confidence. The teaching of reading is also very well supported by the large and varied book stock. Pupils develop good attitudes about reading and their expressive skills are very well developed through the school. The library skills of Year 6 pupils are not fully developed and secure. This means that pupils' use of reading skills is not always good enough.

24. In science, the workbooks provide good evidence that standards are rising throughout the school because the emphasis on practical and experimental work is paying dividends. The strengths in this work are very good planning and subject knowledge. In the science lesson in Year 5/6, for example, the highest attaining pupils achieved very well because:
- they were challenged by the scientific task;
  - they worked extremely hard.
- All pupils achieved well because they concentrated fully and worked well in groups.
25. The good and improving assessment procedures are playing an important part in the raising of standards. Pupils' achievements are checked and recorded at regular intervals and this forms the basis for setting ongoing work. Pupils have targets to work to and these go a long way towards helping them to understand what they need to know to get better. There are small areas of inconsistency in marking. For example, pupils' individual targets are not always seen to be at the heart of comments in the marking.
26. Teaching of pupils with special educational needs is good. Staff ensure that these pupils have full access to the curriculum and the school provides very good support using specialist services where necessary.

## **The curriculum**

The curriculum is satisfactory overall. It provides a range of worthwhile opportunities that cater well for the interests, aptitudes and particular needs of the pupils. The Foundation Stage curriculum is sound. The school provides good opportunities for enrichment, including and through extra-curricular provision. The accommodation is satisfactory overall but it is unsatisfactory for the Foundation Stage. Resources for learning are good.

## **MAIN STRENGTHS AND WEAKNESSES**

- The provision for pupils with special educational needs is very good;
- Writing and ICT skills are not developed well enough across the curriculum;
- A varied programme of experiences through visits, clubs and other activities impact well on the curriculum;
- There are too few opportunities for pupils to use their literacy and ICT skills in other subjects;
- Accommodation for Foundation Stage children is unsatisfactory.

## **COMMENTARY**

27. The curriculum meets the statutory requirements and all the subjects of the National Curriculum are taught, including provision for religious education and Collective Worship. It ensures equality of access and opportunity for all pupils. The strengths of the last inspection have been maintained and there have been developments in planning. For instance, the subject policies are now thorough and that is an improvement on the findings of the last inspection.
28. Overall, the curriculum for pupils in the Foundation Stage is broad and balanced. However, lack of space within the classroom for reception and Year 1 and 2 pupils

inhibits some of the activities for the youngest children, for example, a lack of areas for learning through play. Nevertheless, the detailed planning and guidance by the adults enable the children to benefit from a good range of stimulating experiences. Opportunities for learning are interesting and they develop and challenge children's good basic skills. The children are given a broad foundation for their learning in later years. The effective work of the teaching assistant makes up for the deficits in the accommodation. She often takes the small number of children to another part of the school for short periods of work that relate most closely to their needs.

29. The provision for pupils with special educational needs is very good. There is early identification of pupils' needs. The special educational needs co-ordinator (the headteacher) works very closely with parents, support staff, teachers and all outside agencies. Pupils' individual education plans contain clear and achievable targets that effectively address the learning needs of the pupils. This ensures that pupils are fully included in the lessons and other aspects of the curriculum.
30. The curriculum is organised to enable the pupils to build well on what they have already achieved. The needs of all the pupils are met in the mixed aged classes with topic cycles covering two years so that work is not repeated. In history, the topics are arranged in a four-year cycle to accommodate the larger number of topics. A strength of the curriculum is the wealth of opportunities given to the pupils to extend their knowledge by conducting scientific tests and experiencing mathematical problem solving. However, too few opportunities are given for pupils to use their writing skills in subjects other than English. Furthermore, ICT skills are not used enough in subjects such as English and mathematics.
31. A varied programme of visits and visitors is appreciated and enjoyed by the pupils and their parents. Theatre groups visit the school and pupils visit such places as Hull, York, Hornsea and Eden Camp, as part of their topic work. These visits make their studies more meaningful to them. There is a good range of clubs and activities provided outside lesson time, including a gardening club, choir, 'Warhammer' club and football. At present, they are only available to junior aged children, who benefit from the additional opportunities they are given to extend and develop their skills.
32. Good resources ensure that pupils have all they need to support their learning in every subject. This is an improvement on the last inspection. The accommodation for the Foundation Stage is at present unsatisfactory. Advanced plans are now in place for these shortcomings to be sorted out, by increasing the size of the classroom and developing an outdoor area.

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

The school provides a very caring learning environment for the pupils where they feel happy and safe. Pupils are given good support, advice and guidance, as a result of monitoring their achievements. Good systems are in place to gather the views and ideas of the pupils.

### **Main strengths and weaknesses**

- Trusting relationships have been established across the school;
- The school is very caring and supportive of pupils' individual needs;

- The school is rightly proud to have achieved the 'Healthy School' award.

## **Commentary**

33. Parents consider that this whole area of activity is a strength of the school. Inspectors agree with their view, most particularly the high level of care that enables pupils to become safe and secure learners.
34. The clear and effective procedures that are in place for health, safety and child protection ensure that the school provides a very caring and supportive environment in which pupils can learn and develop into mature young people. The adults in school are sensitive to the individual needs of all its pupils and work hard to ensure that they are fully met. This is a result of the very good relationships which have been developed throughout the school. Pupils feel confident that adults will listen to their worries and concerns and action will be taken to help them. Pupils also state that both sides of any disagreement are listened to and then dealt with firmly but fairly and that bullying or harassment rarely recurs. The introduction of 'Circle Time' and the nurture group help the pupils to gain confidence and to consider why their actions may be thought inappropriate or hurtful to others.

35. The school has very recently heard that they have achieved the 'Healthy School' award. This recognises that the school provides a healthy environment for pupils and staff to learn and work. Water is available through the day and fruit or yoghurt is an alternative dessert at lunchtime, following a request from the pupils through the school council. Work was done with an organisation called 'Fit Kids' on keeping fit, and lifesaver and first aid certificates were achieved by older pupils.
36. Pupils with special educational needs have very good access to well informed support, advice and guidance from teachers and support assistants.

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

The majority of parents have very positive views about the work of the school. The links with parents are satisfactory. The school has developed good links with the local community and with other schools and colleges.

### **Main strengths and weakness**

- The quality of information to parents is often good but needs to be more consistent;
- There are good links with the community which enhance pupils' learning experiences;
- Parents agree that their children like school.

### **Commentary**

37. The strengths identified in the last inspection report have been maintained. Parents hold positive views about the levels of information and consultation. They are mostly happy about pupils' annual progress reports but inspectors agree with a minority that there is room for improvement, particularly in developing a consistent style.
38. The school sends regular information sheets to parents to keep them informed of routines and events in school. However, these do not include information on topics or the curriculum being taught in classes to enable parents to help support their children's learning through first hand experience or artefacts. The written annual reports to parents are of variable quality and do not always clearly inform parents what their children can do and where they can help when they are experiencing difficulty by setting clear targets. There are some very good examples but there is not a consistent whole school approach. The Friends of Lockington School work hard to raise funds through a variety of social events. These include a 'Jazz Night' and running a cake stall on Beverley market. Recently they have provided money towards the adventure play area, new staging and help towards the building improvements. The school appreciates all their hard work and dedication.
39. Parents are closely involved in the early identification of any pupils who have special educational needs. They are kept very well informed about the progress of their children. Opportunities are given for them to attend meetings and discuss individual education plans.
40. The school has developed good links with the community, which include visitors from leaders of various churches, local magistrates and members of the local Wednesday

Club. Senior citizens have talked to children about their experiences in the Second World War. Pupils walk round the village to study buildings and the local environment. The school uses the wider community for trips which include Beverley, Viking days at Murton Park and a local farm for the younger children. The school works closely and well with Longcroft Secondary School and is part of the busy Riversiders school cluster group, where good ideas are shared between schools.

## LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The headteacher and colleagues provide good leadership and management. Governance is satisfactory.

### Main strengths and weaknesses

- The headteacher has fostered a climate of trust and effective teamwork;
- The governing body relies too heavily on the headteacher for their view of the school's strengths and weaknesses because their ongoing evaluation of the school's work has shortcomings;
- There are good performance management procedures and practices;
- Provision for special educational needs support is really well managed.

### Commentary

41. The headteacher provides strong leadership and because of this standards and provision are improving. She is highly committed, works hard and has a clear vision for the school. For example, soon after her arrival she realised that pupils in Years 1 and 2 needed a more practical approach to learning, particularly in subjects such as science. Policy making and the appointment of staff who have the skills to support her vision have been telling evidence of her desire to succeed. She provides a good example in all that she does to colleagues and pupils. This is recognised and appreciated by parents. The delegation of tasks, such as co-ordinating subject areas, is not easy in small schools because of the heavy workload, but the high level of morale is obvious. Consequently, all staff share this load and teachers are increasingly having an impact as subject managers, most particularly in the core subjects of English, mathematics and science. For instance, through their monitoring teachers are aware of the need to improve the use and development of ICT and writing skills in other subjects.
42. The checking and evaluation of teaching is generally good. Information comes from several sources, for example:
  - formal lesson observations by the headteacher and inspectors from the local education authority;
  - members of the governing body are beginning to visit regularly to check on standards, evaluate what they have seen and report back to the full governing body;
  - a great deal of work is done in judging pupils' work, analysing test data and setting realistic and challenging targets.These elements are a good improvement on the practice described at the time of the last inspection, when the main check was on the curriculum. The impact of this work is that the teaching and learning throughout the school are now much more focused on the individual pupils' needs and lesson planning reflects this.
43. The governing body is in a state of transition. Its performance is strongest in terms of the interest, commitment and high levels of support. It benefits from appropriately skilled membership and continues to develop its role as a 'critical friend' in a helpful manner. However, the governing body shows some shortcomings in its monitoring and evaluation of the school's work. It is not completely clear of the need to use the school's aims to evaluate the work of the school. This leads to an over reliance for information and analysis on the headteacher who is already stretched. One of the issues behind

this is that they do not fund extra staff to take her group of pupils when she has time for management. This is weak because:

- the teacher remaining has the whole of Years 3 to 6, with 47 pupils in the group, which is far too many, despite the great help that is provided by the parents (two of whom are qualified teachers) and governors in these periods which inspectors recognise;
- they have the funds to employ an extra teacher.

44. Overall development planning is good and the chosen priorities have led to improvements in a variety of areas, for instance:

- monitoring and evaluation of standards and procedures;
- the continued development of the judging of pupils' work and progress;
- attainment in ICT.

The plan is technically sound in most respects, such as the identification of responsible personnel, timescale, resources and evaluation of the completed task. However, there are few indications of the interim steps that would indicate the rate of progress towards successful completion and implementation of priorities. This means that it is more difficult to check and measure progress, except at the end of the process. Nevertheless, the governing body receives a termly update of the progress of initiatives in the plan.

45. The procedures for development planning are effectively supported by the strong implementation of the performance management policy. It is part of this policy that priorities in the development plan figure strongly in the teachers' individual targets. So, at present, the focus is on the judging of pupils' attainment and target setting for individual pupils in lesson plans. In-service training for all staff supports well the school priorities for improvement. For example, the drive to improve teaching and learning has led to a range of quite innovative training responses, such as the visiting of other schools to view other methods.

46. Leadership and management of special educational needs are very good. The headteacher is skilled and knowledgeable. She works with staff to review pupils' progress in meeting their individual targets and liaises closely with parents and all outside agencies.

47. Day to day administration is good. Teachers are released from as many activities as possible that might distract them from their work. A key factor in this is the input of the school secretary, who makes a strong contribution, particularly in the ongoing deployment of finances. She gets very helpful and regular guidance from the financial adviser hired from the local education authority.

48. Financial management is sound. The school budget has benefited from effects of the fire. For example:

- the new school building has needed little costly maintenance;
- the fire destroyed the learning resources and these were replaced under the terms of the insurance policy.

The governors and management have prudently managed the school's income and expenditure. The chair of the finance committee is knowledgeable and competent. He challenges spending decisions and provides detailed updates for the finance

committee. The school has sound procedures in place to ensure that they achieve best value in their spending on supplies and services. The school gives good value for money.

## Financial information

### *Financial information for the year April 2003 to March 2004*

| Income and expenditure (£) |        |
|----------------------------|--------|
| Total income               | 188215 |
| Total expenditure          | 179911 |
| Expenditure per pupil      | 2940   |

| Balances (£)                        |       |
|-------------------------------------|-------|
| Balance from previous year          | 13569 |
| Balance carried forward to the next | 21865 |

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

49. At the time of the inspection the three children in the reception class, had started school just three week before. Consequently, it is not possible to make secure judgements about provision, standards, achievement, teaching and learning.
50. In the lessons observed the strengths in the teaching were:
- the high level of contact between adults and children, particularly in the literacy and numeracy lessons. This led to increased confidence for the children;
  - the very good relationships within the classroom meant that these young children confidently answered questions they were asked;
  - the appropriate focus on developing good basic skills in literacy and numeracy, as well as having high expectations of the children as investigators;
  - the good balance between teacher led activities and the children's own choice. However, even when it was the children's choice the adults kept a close watch on what they were doing.

Overall the teacher has a good understanding of this stage in learning. Her management of the class is good and the children feel safe and secure. The present arrangements for independent learning and outdoor provision are unsatisfactory because of the building restrictions. However, the staff do very well to minimise the impact of this shortcoming. The classroom assistant carries a great deal of responsibility for these children and she does well, under the close supervision and guidance of the class teacher. She successfully uses some innovative and interesting methods to capture and thrill the children. For instance, using hand puppets to illustrate ideas in literacy and numeracy.

### **Commentary**

51. The intake of children into the reception class is carried out in three stages, according to their age. The oldest start in September and there are two further entries in January and April. The children are taught in a mixed age class with pupils from Years 1 and 2. On entry to the school, levels of attainment vary from year to year, but are average overall.
52. The school provides a broad and balanced programme that is properly based on the national curriculum for the Foundation Stage. As a result, children have ample opportunities to experience relevant intellectual, creative and physical activities. There is a good balance between activities where the children make their own choices and teacher led learning. Resources are adequate and interesting, particularly the reading materials. However, the accommodation is unsatisfactory because there is insufficient space in the room they share with the Year 1 and 2 pupils. Consequently, staff have difficulty in providing the full range of opportunities for the children to learn through play. This is a priority for development and plans for extending the accommodation are at an advanced stage. There are sufficient teaching and support staff. Leadership and management of the Foundation Stage are good.

53. In **personal, social and emotional development**, children are keen to learn and they are very interested in the events going on around them. They move around the school and between classroom activities with confidence. They have good levels of concentration when listening to stories, playing games and doing tasks with the older pupils. Children are friendly and polite and are forming good relationships with staff and the older pupils in the class. They are clearly developing a sense of what is right and wrong and of the consequences of their actions.

54. In **communication, language and literacy**, children speak clearly and listen carefully. Their responses indicate that they understand most of what they hear. Children write their names and they know how to look at books and get clues from pictures and some simple words. They are very proud of their achievements, such as recognising sounds in simple words. They are well placed to progress in their handwriting because they hold and use a pencil effectively. Importantly, they are willing to have a go at sounding letters and writing simple words.
55. In **mathematics**, children count accurately to 30 and sequence written numbers to ten. They know number rhymes and recognise simple shapes, such as squares and circles. The most mature children accurately match numbers to objects and fairly accurately complete simple additions. They know terms such as 'one more than'. Children talk confidently about being 'heavier' or 'lighter' and 'taller' or 'shorter'.
56. In **knowledge and understanding of the world**, the children have a growing awareness of home and the school. They talk about and draw their home experiences. Children are confident investigators, who use their senses to discover things, for instance, how the force of their touch can and does change the shape of a plastic bottle. In **physical development**, children handle small objects with ease and control, as when they write their name or colour a picture. They steer large toys with care and precision. They clap rhythmically. They run, jump and hop enthusiastically. There is insufficient evidence to comment on **creative development**.

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

### **ENGLISH**

Provision in English is **good**.

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

- Year 6 pupils read difficult books well;
- Pupils with special educational needs develop good basic skills;
- There is a strong and successful emphasis on the development of basic reading and writing skills;
- There is insufficient use of literacy skills in other subjects.

#### **Commentary**

57. Overall attainment at Years 2 and 6 is above average. These findings broadly reflect the results gained by pupils in the 2003 national tests. Achievement is good across the school. These findings are an improvement on the previous inspection. Pupils with special educational needs achieve very well. This is because pupils receive effective support from teachers and learning support assistants, most particularly in the development of basic skills.
58. Attainment in speaking and listening is above average. Pupils are effective communicators. Throughout the school, the vast majority of pupils listen attentively to their teacher and to each other in the classroom, in assemblies and, notably, in the

playground. Older pupils converse easily and confidently and read aloud with clarity and expression. In the whole class part of the literacy hour, all pupils listen well and offer opinions on a range of topics.

59. Attainment in reading is above average. Pupils in Year 2 recognise many words on sight and competently use letter sounds to read a word that is proving difficult, usually because it has not been seen before. Most pupils are fluent and accurate readers who are developing expression and provide interesting commentaries on the books they are reading. Higher attaining pupils are very accurate and fluent readers who understand the challenging books they read. They have favourite authors, such as Roald Dahl. In Year 6, higher attaining pupils have adequate library skills, but they know too little of systems of library classification. This is mainly due to the limited scope of the school's library provision, particularly the range of available stock. The majority of pupils read challenging texts well. Many provide interesting detail about plot and characters, and their predictions about forthcoming events are often imaginative and appear plausible. All pupils have favourite authors and explain in some detail why they like them, often by referring closely to the text of books. Throughout the school, pupils have good attitudes to reading.
60. Attainment in writing is above average in Year 2. Most pupils write in organised and clear styles that interest the reader. For example, a higher attaining pupil writes: 'The alien shivered and quivered in the soft, crunchy snow.' Simple spellings, punctuation and grammar are usually accurate for the highest attaining pupils and clearly understandable for the other pupils. Handwriting is legible, consistent in its size and joined up. By Year 6, standards are above average. The majority of pupils write well for a variety of audiences. They use an informal and conversational style that is easy to read. Pupils have a broad range of vocabulary. The important skills of handwriting, punctuation and spelling are generally well developed.
61. Overall, the quality of teaching and learning is good. Throughout the school, the literacy hour is taught effectively. The key strengths are:
- good modelling of writing and reading skills;
  - effective support for lower attaining pupils, either by staff or the helpful use of ICT;
  - the use of challenging texts that require pupils to express their feelings about, for instance, a poem and then analyse the content;
  - the good management of pupils.
- Furthermore, the teaching of basic reading and writing skills is strong. Marking is often incisive and helpful, with pupils' targets referred to on occasions. The very strongest teaching was in the Year 1/2 class, where many of the strengths noted above were evident and the pupils were highly enthusiastic and determined to participate. The development of good basic writing and reading skills is at the core of the work.
62. Management of the subject is good. There are significant strengths in the monitoring of teaching and the effective implementation of the literacy hour. The headteacher is clear that the pupils need to do more than learn good basic writing skills and the pupils' books show good progress in the greater breadth of their work. Library provision is weaker than it ought to be because pupils do not learn about the classification systems that would help them to be more independent users of the library. ICT is not used enough to support literacy.

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

63. Pupils' literacy skills are developing well in their English work. The school places appropriate emphasis on pupils gaining good reading skills, particularly their ability to use letter sounds when working out words they do not know. However, there are insufficient opportunities for pupils to use their reading and writing skills to find and recall their information across a range of subjects.

## MATHEMATICS

Provision in mathematics is **good**.

### MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well because the teaching is good;
- Pupils with special educational needs achieve very well because of the very good support they receive;
- Good leadership and management has helped to bring about improvements;
- There is a strong focus on developing pupils' numeracy and problem solving skills;
- More use could be made of ICT to support the work done in lessons.

### COMMENTARY

64. Over recent years, standards in mathematics have been rising. The school has a relatively small number of pupils taking the tests each year, which means that the attainment of individual pupils has a large effect on the overall picture. In the tests taken in 2003, pupils in Year 2 attained standards that were in line with the national average and well below those of similar schools. In Year 6, results were above the national average and in line with similar schools. Early indications are that the rising trend in mathematics has been maintained again this year with the, as yet, unvalidated results of the 2004 tests.
65. The implementation of the National Numeracy Strategy has had a positive impact on the quality of teaching and learning. The well planned curriculum is helping to raise standards. More opportunities are now given to solving mathematical problems. Pupils are encouraged to apply their mathematical knowledge in practical situations. They enjoy the mental and oral starter to the lessons. Everyone is involved when pupils use whiteboards or number fans to show their answers. Work is well matched to the needs of the pupils in the different age groups within the mixed age classes. For example, in a very good lesson seen in the Year 1/2 class, the teacher varied her questions for each age group. Pupils gain great satisfaction explaining how they calculate answers. For example, a Year 1 pupil when adding  $7+6+3$  said 'I added the 7 and 3 to make 10, then added the 6 to make 16'.
66. There is no significant difference between the achievement of boys and girls. All pupils achieve well but those pupils with special educational needs achieve very well. This is because work is planned at the right level for them and they receive very good support from the learning support assistants. Their confidence is developed because the main teaching points of the lesson are reinforced in their group activities. For example, in a good lesson in Years 3 and 4, the lower ability pupils were using money to solve their problems. They were able to carry out the tasks practically and this helped them to understand their work.
67. Teachers know the pupils well. Assessments are used well so that teachers have a good knowledge and understanding of how well the pupils are doing. These assessments are used to plan the next stages of learning. Teachers mark pupils' work

very well. Pupils have a good understanding of how well they are doing and how they can improve their work. They enjoy mathematics and participate in the lessons with enthusiasm. This was seen in a Year 5/6 lesson when pupils were shouting out answers in response to the teacher showing them decimal and fraction conversion cards.

68. The quality of teaching is good. Features of this good teaching are:
- challenging activities that spark the pupils' interests;
  - time used very well and not a moment wasted;
  - good teacher subject knowledge and understanding of the lesson content;
  - good questioning to check the pupils' understanding and then develop their learning further;
  - the time at the end of the lesson is used well to help the pupils reflect on what they have learned.

A weakness of lessons is that ICT is not used enough to support the learning. Opportunities are thus lost for the pupils to use selected programs to develop their number skills.

69. Leadership and management are good. The headteacher has a clear vision for the subject. Good systems for assessment and tracking pupils' progress are helping in the raising of standards.

## **MATHEMATICS ACROSS THE CURRICULUM**

70. Pupils have good numeracy skills. All areas of the mathematics curriculum are taught and pupils are given opportunities to use their knowledge and skills in other subjects. There is good use in science, as pupils collect data and produce graphs and charts. In design and technology, they use their measuring skills.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- By the age of 11, pupils have a good scientific vocabulary;
- The school has developed a highly practical approach to teaching and learning;
- All aspects of science are covered well.

### **Commentary**

71. In Years 2 and 6, standards are above average and achievement is good. Pupils with special educational needs benefit from good support and make good progress in relation to prior levels of attainment. In general, these findings reflect the teachers' assessment of 2003. This is a good improvement on the findings of the last inspection.
72. By Year 2, pupils know that living things need food and drink to stay alive, and that some foods are healthier than others. They know that they have senses, such as touch and smell, that provide them with information about a range of stimuli. Pupils use tests fairly. For instance, they predict and test the distance travelled by a car. The majority of pupils know and understand that materials have similarities and differences, such as the fact that some changes are irreversible. Most know the differences between the sources of man made light and natural light.

73. By Year 6, pupils can predict, carry out investigations, record their findings, and interpret the results. The majority of pupils know many parts of the human body and can plot the life cycle of humans. They experiment with their own body by exercising and measuring the changes in pulse rate. Pupils are interested in measuring forces and use their mathematical skills to plot graphs based on their findings. Pupils accurately draw circuits and include in them bulbs, buzzers and motors. Pupils' attitudes and behaviour are good. They respond particularly well to good questioning.
74. Overall, the quality of teaching and learning is good. The planning for groups of lessons systematically develops pupils' knowledge and understanding. Pupils confidently describe a range of experiences and use descriptive language well. These strengths were supported by:
- a good range of practical experiences and resources that fostered learning about living things, materials and physical processes;
  - effective adult support, that was well managed to maximise the expectations, particularly about difficult ideas on forces;
  - very good questioning in the Year 3/4 lesson. These questions showed that the teacher knew how to assess and evaluate what, and how, the pupils were doing.
- Throughout the classes, pupils are encouraged to be thoughtful and accurate in what they say. Consequently, they develop a good working vocabulary and their explanations for what they see have insight and are mainly correct.
75. Overall management of the subject is good because the co-ordinator has developed an effective approach that maximises practical, investigative working. Resources are good and the external grounds support learning about various forms of life. These and other resources are used well to foster an interest in nature and provide good opportunities for investigation. There is good use of mathematical skills, knowledge and understanding in pupils' experimental work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

## **MAIN STRENGTHS AND WEAKNESSES**

- Resources are good;
- Pupils enjoy their work;
- There is not enough use of ICT to support learning in other subjects.

## **COMMENTARY**

76. Pupils achieve well and reach average standards in Years 2 and 6. Although standards are below those reported at the previous inspection, national expectations for the subject have greatly increased and the school has worked hard to keep up with the pace of change. All pupils throughout the school, including those with special educational needs, achieve well. There is a good range of resources that include computers in the teaching areas, 'Interwrite Pads', a range of television and audio equipment and a digital camera. This digital camera is used frequently by the pupils to print out pictures for their work.

77. Pupils in Years 1 and 2 are confident when using computers and have a range of basic skills. They can operate the keyboard accurately, using alphabet and command keys to use the different functions on the screen. They can confidently use a range of programs. They know how to word process and can make changes to their work by, for example, altering the font size. Older pupils have a wide range of skills that they apply with confidence. They use databases for finding and using information and can control the events on the screen using simple switches. They know how to send emails and access information from the Internet. They also present information in different forms using 'PowerPoint' presentations.
78. Lessons are carefully planned to ensure that essential skills such as saving and retrieving work or cutting and pasting to reorganise text are taught well. The work is planned to make the best use of the resources available. In the two good lessons seen, pupils were well motivated, behaved sensibly and responsibly and showed much enjoyment when they were using the computers.
79. The subject is well led and managed. The co-ordinator has a good level of expertise and is having a positive influence on the work in the school. Assessments take place and pupils' progress is tracked through the school portfolio of work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM**

80. The use in other subjects is developing only slowly. Teachers have not yet fully recognised its value as a further link in the curriculum. Insufficient use is made of ICT in English and mathematics lessons.

## **HUMANITIES**

81. In **geography, history and religious education**, insufficient evidence was gathered to make secure judgements about provision, standards, teaching or leadership and management. The subjects were sampled through analysis of pupils' work and teachers' planning and discussions with pupils and staff. In general, achievement in geography and history are satisfactory.
82. It was not possible to observe any lessons in geography during the inspection. However, available evidence shows the programme to be covering a sound range of work. Year 2 pupils talk about their local area and recognise features on a local map. Some use an atlas to find places overseas. Year 6 pupils study Kenya as a distant and very different location. They gain from the useful contacts that the school has with local people who have lived in the country and come into school to talk about their experiences. Pupils study weather and have a useful knowledge of specific vocabulary and ways of charting the weather, including the gathering of data, such as temperature and wind strength. Pupils identify countries on maps and include keys that they have designed for themselves.
83. In history, brief discussions with infant pupils indicate that they understand that life was different in the past, for example in relation to clothes, food and housing. Pupils know that certain things we take for granted were not there in previous times, such as motor cars and aeroplanes. One good lesson was observed in the Year 3 to 6 class. Year 6

pupils have done a fair amount of work on important groups from the past, such as the Vikings and the Victorians. The historical content of the lessons is enhanced by:

- the use of ICT to find facts and present their findings;
- the use of numeracy skills, knowledge and understanding to prepare timelines;
- writing, to present their information and, sometimes, to enter the world of the time.

In the lesson observed, pupils consolidated their knowledge about primary and secondary sources when studying the Victorians. The range of resources captured and helped to maintain the interest and enthusiasm of the pupils.

84. In religious education, no lessons were observed and there was very little work in pupils' books. By Year 2, pupils have a sound understanding of Christianity and other world religions through looking at their special books and how occasions such as harvest, births and weddings are celebrated. They visit a church to see where and how Christians worship and learn about Jesus, his life and teachings.
85. By Year 6, pupils have a greater understanding of world faiths such as Hinduism, Buddhism, Islam, Judaism and Christianity. They know what it means to belong to a group and the responsibilities this brings with it. Furthermore, they understand what it means to belong to a particular religion and how this can affect peoples' lives. They increase their knowledge about Jesus and Christian worship, and the response of Christians to the natural world. Pupils understand the importance of knowing about other religions and the tolerance that people need to show towards different faiths and their practices. As part of a series of lessons on Judaism, pupils learned about the features of a synagogue and good progress was made.

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

86. During the inspection, these subjects were sampled but not examined in detail. Pupils' work was analysed and discussions took place with staff and pupils. Teachers' plans were scrutinised and lessons were seen in **art and design** and **physical education**. No lessons were seen in **music** or **design and technology**. It is, therefore, not possible to make an overall judgement about the provision in these subjects. However, the curriculum is satisfactory and pupils' achievement in all the subjects is what would be expected for pupils of this age. This is an improvement in design and technology since the previous inspection.
87. In art and design, pupils cover a satisfactory range of work and are able to build and develop their skills in painting and drawing. In a good lesson seen in Year 5/6, the pupils were colour mixing and investigating different art forms before describing their feelings towards them. In Year 2, pupils were enlarging their drawings of fruit that they had done previously before choosing an appropriate fabric to attach it to.
88. In design and technology, pupils have produced a satisfactory volume of work. They understand how to design for a purpose and are able to discuss and share their thoughts about the design process. Pupils write about how they tackled a design and evaluate their finished products. They gain experience working with a range of materials to design and make a variety of products, such as photograph frames, musical instruments and money containers.

89. No lessons were seen in music but several pupils were observed learning various woodwind and brass instruments. A specialist musician teaches music to all the pupils on a weekly basis. Pupils have the opportunity to sing in the school choir that practices each week.
90. In physical education, opportunities are given for pupils to join in sporting activities with the other small schools in the 'Riversiders' cluster. Specialist physical education coaches come to school to give pupils 'tasters' of various sports. For example, during the inspection, Year 3 to 6 pupils were practising a range of control skills for hockey. In a good dance lesson seen in the Year 1 and 2 class, all the pupils worked hard to show a good level of control and co-ordination. They moved imaginatively and expressively to the music, creating a mood through their movements. They managed to successfully link movements together individually and then combine with a partner. Pupils achieved well in this lesson, especially considering some had only been attending school for a very short period of time.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

91. Only one lesson was seen in **personal, social and health education and citizenship (PSHCE)** so no judgements can be made about overall provision.
92. The school has worked very hard and recently achieved the 'Healthy Schools' award. This highlights the importance of healthy living to all the pupils. As part of its programme, the school provides drugs, sex, alcohol and relationships education. The 'Life Education Bus' visits and the school has achieved the 'Roy Castle Good Air' award. Pupils' understanding of their wider society is promoted by the use of visitors into school. For example, magistrates have been into school to talk to the pupils. This helped them to understand the importance of being good citizens and about the choices open to them. Pupils are given opportunities to discuss their thoughts and feelings about anything that concerns them during 'Circle Time'. The school teaches them how to keep safe and well. For example, in the very good lesson seen in Years 1 and 2, pupils were discussing how they could stay safe and who they would speak to if they were worried about anything. All the pupils joined in and their comments were sensitively handled by the class teacher.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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