

INSPECTION REPORT

NAFFERTON PRIMARY SCHOOL

Nafferton, Driffield

LEA area: East Riding of Yorkshire

Unique reference number: 117858

Headteacher: Mr M Goy

Reporting inspector: Mr G Brown
21060

Dates of inspection: 4 - 5 March 2003

Inspection number: 247819

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Westgate
Nafferton
Driffield

Postcode: YO25 4LJ

Telephone number: 01377 254307

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Appropriate authority: The governing body

Name of chair of governors: Mr Martin Straker

Date of previous inspection: 9 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Nafferton near the market town of Driffield in East Yorkshire. Pupils are drawn from a wide range of social backgrounds with significant numbers coming from outside the village itself. The school is of broadly average size with 249 pupils on roll aged 4 to 11 years. The occupation of a recently built estate is creating additional pupil numbers, particularly in the junior classes. All pupils are of white UK origin and no pupil speaks English as an additional language. Fewer than 7 per cent of pupils are entitled to free school meals, a well below average number. Children enter school from a wide range of nursery settings but the majority show broadly the standards expected for their age. The school is very popular and some year groups are regularly over-subscribed. Four of the nine registered classes contain mixed age-groups. Twenty-seven pupils (a below average number) are identified as having special educational needs, including six who have a statement of educational need. Pupils receive support for a wide range of special educational needs including emotional and behavioural difficulties and physical needs. Nafferton became a Beacon School in September 2002 and seeks to maintain consistently high standards together with an effective quality of education that is firmly centred on the needs of individual pupils.

HOW GOOD THE SCHOOL IS

Nafferton is a very good school where pupils achieve particularly well and reach above average standards for their age. The pupils benefit from the excellent leadership of the headteacher who is well supported by a strong team of staff and governors. The quality of teaching and learning is good, overall, and frequently very good. Pupils' learning is enriched by an exciting and challenging curriculum and by a working atmosphere that encourages and celebrates pupils' success. Given pupils' attainment on entry and the high standards they reach, the school provides very good value for money.

What the school does well

- By the end of Year 2, standards are above average in English, mathematics and science. By the end of Year 6, standards are well above average in these subjects.
- The quality of teaching and learning is good, overall, and very good in Years 3 to 6. This enables pupils to make rapid and sustained progress as they move through the school.
- The leadership of the headteacher is excellent and is the key to a strong and influential management team of staff and governors.
- Learning opportunities (the curriculum) are rich and varied and provide a very good basis for pupils to grow in knowledge, skills and understanding.
- There is very good provision for the pupils' personal development, particularly their moral, social and cultural needs. This helps to foster positive relationships, very good behaviour and real enthusiasm among the pupils for their learning.

What could be improved

- There are no significant areas for the school to address.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998 when the standards achieved by the pupils were good and the quality of education and the management and efficiency of the school were very good. Since that time, the school has made very good progress and is now a well-established Beacon School within the local authority. The key areas for improvement have been addressed successfully. Standards in science have risen considerably and information and communication technology (ICT) is now taught well, ensuring that pupils reach at least average standards. The few safety concerns raised in the last report have also been seen to. In addition, overall standards have risen, particularly in Years 3 to 6 and the quality of teaching and learning has improved. The school has also integrated very well important national initiatives such as the Literacy and Numeracy Strategies and new forms of staff appraisal. This is a school that continues to go from strength to strength by constantly trying to improve on its already high standards and many very good qualities.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	B	B
mathematics	A	A	C	C
science	A	A*	A	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Children in the reception class achieve well over time and most are on target to attain or exceed the standards expected for their age by the end of the reception year. Significant numbers are likely to exceed the expected standards in language and communication and in mathematical and personal development. Pupils in Years 1 and 2 achieve well over time and the inspection confirms that standards are above average in English, mathematics and science by the end of Year 2. The results of national tests taken in 2002 showed that, by the end of Year 6, pupils' standards were well above average in science (sometimes in the top 5 per cent nationally), above average in English and broadly average in mathematics. This was also the broad picture in relation to similar schools. The 2002 cohort also contained several lower-attaining pupils. The results of this inspection indicate that standards are on course to rise again with significant numbers likely to achieve well above average standards in all three subjects. The mainly high standards of Year 6 pupils are also reflected over time, whereby many attain the higher levels anticipated for their age, particularly in literacy and science. Pupils across the school listen very well, speak clearly and write imaginatively and accurately for their age. Most have a good grasp of number and show above average ability when solving problems. Many also have above average knowledge in science and apply this well during their investigations. Pupils across the school are currently achieving well in ICT and standards in art and design are well above average. Improvement in these and other subjects is a reflection of more effective teaching and learning and the challenging nature of the curriculum. Pupils with special educational needs make good progress, overall as do higher-attaining pupils, who are well provided for. The targets set for future attainment in Year 6 are both aspiring and challenging and inspection evidence indicates that significant numbers of pupils are on course to maintain the high standards the school has achieved in the past.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and try hard with their work. They enjoy responding to the high expectations of their teachers.
Behaviour, in and out of classrooms	Very good. Pupils are mature for their age and respond well to the school's own code of conduct. They are reliable and sensible.
Personal development and relationships	Very good. The positive working relationships create a friendly and helpful atmosphere in school. The all-round personal development of each pupil is a central aim of the school.
Attendance	Satisfactory. Pupils are also prompt into lessons.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

Teaching in the reception class is mainly good and as a result children achieve well over time. They make particularly good progress in the basic skills of literacy and numeracy, areas that staff promote well. Teaching is consistently good in Years 1 and 2 and very good in Years 3 to 6. No unsatisfactory teaching occurred during the inspection. Teachers make it very clear what they want pupils to do and are careful to share the aims of lessons with them. A wide range of teaching strategies is used, which helps to retain pupils' interest and motivates them to achieve well. All teachers show very clear knowledge and understanding of a wide range of subjects. They also manage their pupils very effectively, ensuring that little time is wasted and that learning is brisk and purposeful. Support staff are used effectively across the school, helping pupils of all abilities to consolidate and extend their skills. Teachers have high expectations as to what pupils should achieve and are quick to praise them when they reach their targets. Most lessons are well planned and the different activities and tasks set make learning interesting and challenging for pupils of all abilities. Opportunities for speaking and listening and writing of all kinds, are plentiful. Homework is used well as a means of extending learning in conjunction with parents. Although some teachers' marking is very helpful and leads pupils on, this good pattern is not always consistent across the school. The teaching of literacy, numeracy, science and art is particularly effective but good and very good teaching also occurs in ICT as well as in several other subjects. Pupils with special educational needs are taught well, overall, and make similar progress to their peers. Older pupils in particular are aware of the targets set for them and their progress is helped greatly by their own intellectual, physical and creative efforts.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality, range and organisation of learning opportunities are very good, overall, and contribute greatly to pupils' achievements. The curriculum fully meets statutory requirements and is further enriched by a wide range of visits and extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory in relation to administration and monitoring. Provision and support in the classroom is mainly good. Pupils' needs are targeted appropriately by well chosen work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall, particularly the provision for social, moral and cultural development. Provision for spiritual development is good, particularly during worship. The school's aims are reflected well in the emphasis given to the all-round development of the pupils. They are also taught the importance of racial harmony and are prepared well for life in a diverse society.
How well the school cares for its pupils	Very well. Matters relating to child protection and welfare are administered effectively. Health and safety assessments are carried out regularly, including the safe use by pupils of the Internet. The methods used to assess, monitor and record pupils' progress are all very good. Effective use is made of these to help set new targets for the pupils.

The school welcomes and values the many contributions made by parents to school life. They also make a very good contribution to their children's learning in this respect. Their views of the school are very positive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The efforts of the experienced headteacher and senior staff provide the cornerstone for pupils' high standards. There is a strong sense of teamwork, which supports the drive and vision of the headteacher. Significant contributions are made by subject leaders.
How well the governors fulfil their responsibilities	Very good. Governors are effective in their role and support the school from an informed basis. They make a wide contribution to school life and are involved well in monitoring and strategic planning.
The school's evaluation of its performance	Excellent and a leading feature of the 'beacon' way of working. It is constantly striving to get better through improved forms of self-evaluation.
The strategic use of resources	Very good. The accommodation, staffing and learning resources are all used well. Financial control and monitoring are also very good and effective use is made of the annual budget and related grants. Staff ensure that best value is obtained for pupils relative to the school's annual priorities. The large under spend going into 2002/2003 is due to recently devolved funding and the need to eventually increase staffing levels. The school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils achieve well and make good progress because the teachers care and know their needs well. Teaching and learning are good. • The school is helping pupils to mature and to accept responsibility for their own actions. Children enjoy school and behave well. • Children are expected to work hard and to do their best. • The school is ably led and there is good emphasis on high standards. 	<ul style="list-style-type: none"> • Better opportunities for parents to see how their children are doing in school. • The school is becoming too large and is losing its village feel. • The possibility of all pupils finishing at the same time in the evening. • Better communications between home and school. • A wider range of activities outside of lessons.

The results of inspection bears out all the positive points made here by parents. The school has two formal open evenings a year and tries to accommodate parents' needs by being available as an 'open' school at other times. It is also growing in size but there are clear guidelines that governors must follow in respect of the numbers of pupils that can be admitted. The school is looking at the possibility of a common closing time, although the weekly hours worked by pupils of different ages have also to be carefully considered. The school appears to have adequate communication systems with parents but is continuously looking at how it can improve in this respect. The range of extra-curricular clubs is very good and above that seen in many schools of this type and size.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Year 2 standards are above average in English, mathematics and science. By the end of Year 6, standards are well above average in these subjects.

1. The results of statutory and other forms of assessment, supported by inspection evidence, confirm the mainly high standards reached by pupils in these subjects over time. Children in the reception class get off to a good start in these areas of their learning. Pupils achieve well in Years 1 and 2 and very well between Years 3 to 6. Standards in literacy and science are particularly strong and represent very good improvement since the previous inspection. Although standards inevitably vary year on year depending on the composition and ability of any one particular group of pupils, the trend in attainment over time is very positive as the impact of the very good teaching and initiatives such as the Literacy and Numeracy Strategies begin to take effect. English and mathematics in particular are given prime time and importance and pupils' standards reflect this emphasis. Science was viewed as a subject to improve at the time of the last inspection and is now a curricular strength of the school. Pupils are also currently making great strides with information and communication technology and standards in some classes are on course to be above average for their age. Standards in art and design are very good and the school has recently been chosen by the local authority as an exemplar of good practice in this subject.
2. Pupils in Years 2 and 6 listen very well and speak fluently for their age. Most pupils are very confident when explaining their work to visitors or expressing their answers during oral sessions. Older pupils in particular speak with clarity and expression and easily retain the interest of an audience. One group of older junior pupils spoke at considerable length in front of the whole school, without notes, about their fund-raising the previous summer and were rewarded by the community police visitor for their efforts. On another occasion, a pupil from Year 4/5 re-told quite beautifully a Greek legend in her own words and was spontaneously and rightly applauded by the class for her efforts. Members of the School Council discussed, in a very mature way, the posters that had been brought in to brighten up the school toilets. Pupils are also able to give precise explanations as to how they have completed a mathematical problem involving fractions (Year 6) or why they believe certain artefacts would be buried in an ancient Egyptian tomb (Year 3).
3. Standards in reading are above average by the end of Year 2 and frequently well above average by the end of Year 6. Teachers are careful to build on the early skills taught in the reception class and many pupils soon acquire a wide range of key words, which inspires them to read and understand the many books available to them. Pupils of all ages are given quality time during the day to read quietly to themselves, or in teacher-led groups, in order to develop their interests and taste in both fiction and non-fiction texts. Many read informally to parents who help in the classrooms. For most pupils, reading has become the key to interpreting and understanding the entire curriculum and they use their skills to skim and scan through difficult texts or to locate and process information on the Internet. Pupils as young as six are able to predict their own endings to stories or to offer alternative sentences when using a big book called, 'The Mango Tree.' As part of the reading process, pupils write up their own book reviews, commenting on characters, plot and outcomes. In this way, many begin to develop a taste for favourite authors or to become more critical of the written word in newspapers or of texts designed to inform an audience.
4. Pupils' written work is a growing strength of the school and the many excellent displays, often of work in other subjects, reflect the importance attached to children's writing. For most pupils writing is seen as a natural extension to their speaking and reading skills and they enjoy the many tasks that come their way. Year 1 pupils write freely about 'special people' in their own families while those in Year 2 use the images of The Great Fire of London as starting points for their own descriptive and imaginative writing. Writing across the curriculum is a real strength of

school provision and is encouraged and managed very well by all teachers and support staff. Year 6 pupils wrote convincingly and at great length about the ghost of Anne Griffiths following a visit to nearby Burton Agnes Hall, whilst others are able to change the style of writing in order to produce tourist fliers for potential visitors to their own village. Some higher-attaining pupils in particular, produced some very good pieces of biographical and autobiographical writing after studying Shakespeare. Several pupils in Years 4 and 5 produced stirring accounts of Greek myths and heroes as part of a major topic in history. Pupils' books are relatively full of imaginative prose or poetry which holds the reader and aptly demonstrates the influence of the National Literacy Strategy on pupils' reading and writing experiences. Grammar, syntax and spelling are all taught well and pupils are quick to acquire the basics of good English. Handwriting is generally neat and well presented, although some teachers need to raise their expectations in this respect. However, in contrast to this, many pupils are well aware of their individual targets in writing and are able to self-check their own work to ensure that it is accurate and represents their best efforts. Several pupils also use the computer to draft and re-draft their work before putting it on wider display.

5. The above and well-above average standards in mathematics are reflected in pupils' workbooks, well-produced displays and during daily lessons. From an early age, pupils are encouraged to use the right vocabulary, no matter how technical, to describe mathematical procedures and methods. Year 1 pupils are able to use language and knowledge side-by-side in order to compare and contrast mathematical shapes such as trapeziums, rhombus and oblongs. Children in reception are encouraged to use real coins up to 50 pence in order to slot them in the right box according to their value. Year 2 pupils refer to 'three-figure digits' whilst those in Year 6 are very much at home with multiples and the links between fractions, decimals and percentages. The National Numeracy Strategy has been developed very well in each class and pupils are alert to mental arithmetic and algebra. During the first twenty minutes of each day (rigour time) many pupils warm up to the day ahead by adding, subtracting and multiplying using their number tables accurately and quickly. Most employ an appropriate range of strategies in order to solve number problems in different ways. Pupils are taught mathematics with understanding so that many cope better when using large numbers, because they already have a good understanding of place value and the number system in general.
6. Pupils are introduced to a wide range of topics in mathematics so that by the end of Year 6 they have above average ability to work with shape, measurement, time, area and volume. Data handling is sound but more examples should exist whereby the pupils use their own forms of collective data. The use of ICT in mathematics is now good and numeracy is used effectively across the curriculum. A class of Year 4 and 5 pupils were given the problem to kit out a family of four for their summer holidays working within a set budget. They took catalogues home and worked out, for homework, the cost of all the items they wanted to purchase and then used a spreadsheet based on a school laptop computer to show how the project comes to fruition. The use and application of mathematics in the wide curriculum is increasingly strong and was observed at work in art, design and technology, geography and science. The more average feel to mathematical standards in Year 6 during 2002, was a reflection on the whole of a lower-attaining group of pupils in the subject.
7. Standards in science have risen considerably, particularly in the infant years. Throughout the school, there is a good balance struck between pupils merely acquiring knowledge about science, which they can use in new contexts, and the use and application of scientific concepts and principles in a wide range of investigative work. Pupils are particularly enthusiastic about the latter and carry out their experiments in a mature and disciplined way. Much of the work, such as the project on plant growth in Year 2, is detailed and practical. Pupils enjoy the 'hands on' approach and appear to learn best and to retain their knowledge when well-planned practical work is undertaken. Children in the reception class undertook a lovely project on the early signs of spring and showed above the expected level of understanding as to how nature wakes up and expresses itself in colour, bud and flower. Good use was made of science to enhance spiritual development. In Year 1, pupils explored a wide range of materials whilst those in Year 2 were able to use overlapping circles (Venn diagrams) to help classify materials into those made of plastic, wood, cloth and metal. Year 3 pupils have a good knowledge of science at work in the

environment and explained the purpose of planting the new willow tunnel in a part of the school grounds that was relatively unattractive. By Year 6, pupils reach well above average standards in their various projects and this is reflected in their recorded work involving group activities, partner work and the like. Diagrams are well annotated and writing is adapted well to

attain a sharp, informative style. Pupils test and evaluate their predictions to a very good standard. The pupils' work on forces, interdependence and adaptation, food chains and micro-organisms was all well above average for their age.

8. A short inspection does not provide the opportunity for subjects outside those already discussed to be examined and commented on in any detail. However, it is clear from displays and the few lessons seen, that pupils' standards are likely to be high in several other areas of the curriculum. Their work, for example, in personal and social development is described elsewhere in the report and standards in history and geography were noted to be very good from displays in classrooms. The work in art and design is of a high standard and is strongly linked to good teaching and learning from reception onwards. The entrance lobby and corridors are full of paintings and pencil sketches undertaken by pupils of all ages. Many have been framed to add to their effectiveness. Observational drawing rates highly in the range of skills on display and pupils' paintings of flowers and sketches of buildings seen at close-quarters are a delight to behold. Chalk, charcoal and computer programs are all used to good effect. Year 6 pupils made some detailed sketches of form and movement using athletes and examples drawn from the animal kingdom, whilst lower down the school, the pupils use collage, paint blowing and pointillism to illustrate their growing ability with various art techniques.

The quality of teaching and learning is good, overall, and very good in Years 3 to 6. This enables pupils to make rapid and sustained progress as they move through the school.

9. During the inspection, over eight lessons out of every ten were good or better and this accounted for the good and rapid progress made by many of the pupils. The school has undertaken programmes of subject training and reviews of teacher performance in order to ensure there is positive teamwork and that pupils are brought excitement, challenge and pleasure to their everyday learning. No unsatisfactory teaching occurred and the needs of all pupils are well met, overall, as part of the school's approach towards inclusion. There are particular strengths in the teaching of pupils from Year 4 onwards but teaching is basically effective across the school. Teaching in the reception class is well planned to all the areas of learning anticipated for the age of the children and the classroom and standards reached reflect the good progress they make.
10. Across the school, teachers have high expectations as to what pupils should produce and how they will work during the day. High standards of behaviour and pupil response are part of the working expectation and result in rapid learning for many, particularly when little time is lost and lessons are brisk and well supported by a range of adults. The use of classroom support staff is very good in this respect and enables teachers to target the learning of individual pupils. The school is currently adopting a new policy on teaching and learning that is soundly based on existing good practice and has become part of its Beacon School approach. Pupils are given a clear framework for learning and are usually very clear as to what they have to do and what standards are expected from them. Older pupils understand something of the different levels of the National Curriculum, including how they need to improve and extend their work, for example, their writing in literacy, in order to aspire to the higher levels for their age. Teachers rotate targets to good effect in order to give their pupils fresh challenges and incentives to do well. In literacy and numeracy lessons in particular, pupils from Year 1 onwards are made fully aware of the aims of a session and are asked to evaluate their own learning by the end.
11. Teachers provide a stimulating environment for learning. Attractive resources are used very well, particularly in geography, history and mathematics. The excellent displays move pupils' learning on and onwards by posing new questions and by providing opportunities for further exploration and research. The school has become very evaluative of the success or otherwise of different

teaching strategies and in several instances teachers were seen to tailor their approach to suit the different learning needs of pupils. The tasks and activities given to pupils are usually well matched to their different needs. In a Year 2 science lesson the teacher was able to extend the learning of her focus group. Other pupils managed similar if slightly less demanding work on their own and the work of the support assistant ensured that the less able felt a real sense of achievement by the end of the lesson. Teachers plan such lessons with great care, ensuring that all pupils have the opportunity to succeed and to move on. In Year 6, this approach is made even more successful by pupils being taught in special groups for English, mathematics and science, based on prior attainment. Higher-attaining pupils in particular benefit from this arrangement. Pupils were observed to be reaching well above average standards in their fraction work and persuasive debate and writing about whether foxhunting should be allowed or mobile phones banned in schools.

12. The effective management of pupils is highly conducive to good learning across the school. Teachers maximise the available time to very good effect and there is a rigorous pace to learning which is reinforced by the very positive response of pupils. The early emphasis on the teaching and learning of many basic skills in writing, reading and investigative work, reaps dividends later when pupils have the ability to work independently of the teacher and still reach above average standards. Junior pupils produced an excellent display centred on their history topic of the ancient Greeks and much of it was completed over time as homework. Whilst much of the homework set is based around relatively routine tasks in English or mathematics, there are also several examples of pupils researching the Internet at home or working with their parents and grandparents asking them, for example, about life in the past.
13. Although the provision and organisation of special educational needs could be improved through better focused Individual Education Plans, pupils do well, overall, and make similar rates of progress as those of their peers. Teachers' assessments are generally very thorough and records of the standards reached and the progress achieved are carefully maintained. Teachers' marking is very well used in some classes to ensure that pupils move on, making it clear what has to be done next to secure even better standards. These good features are not consistent, however, and the best of practice needs to spread to all classrooms. A teaching strength used in all classrooms, is the determination of teachers to make sense of pupils' learning by encouraging strong links between the various subjects. In addition, staff are keen to develop very good relationships with and between their pupils. This leads to a celebration of good work and a clear message that the efforts of everyone will be appreciated and valued.

The leadership of the headteacher is excellent and is the key to a strong and influential management team of staff and governors.

14. The quality of leadership and management was a prime reason why Nafferton was given its current Beacon status. The experienced headteacher and the quality of support given by staff and governors have helped create a school of some distinction where standards are high and good practice abounds. The leadership offered by the headteacher is very effective and highly influential in the life of the school. He has a strong educational vision and the drive and energy to ensure that the school is steered securely through its many phases of change and development. As part of his leadership role, the headteacher has been anxious to empower others and so the influence of senior staff and governors has increased over time. Subject leaders vary in experience and the opportunity to influence their subject areas, but, overall, do very well in their monitoring roles, ensuring that standards rise and that the quality of teaching and learning improves. There is now a strong and effective senior management team, which initiates policy and ensures that good practice is disseminated to other schools.
15. The governing body is very supportive, well-informed and makes a very good contribution to the life of the school. It fully complies with statutory requirements and its various committees ensure that it makes full use of the talents of individual governors whilst using available time efficiently. Governors have strong links with individual curriculum subjects and several of them develop expertise in their chosen areas, observing lessons and linking up with specific co-ordinators.

Together with senior staff, governors ensure that the aims of the school are well met and the responsibilities that go with being a Beacon School are fulfilled. Although more could be done, governors are also becoming increasingly involved with strategic planning and school improvement initiatives.

16. A key to success has been the way in which management has monitored and evaluated the school's past and present performance. Pupils' standards are carefully monitored year on year and the priorities in the school development plan are a true reflection of any improvements that have to occur. The monitoring and development of teaching is also very good and has resulted in the high quality of education described elsewhere in this report. Behind all changes and initiatives is the school's drive and commitment to further improvement. Financial control is very good and the available grants and annual finance are well targeted to meet the school's declared priorities. The above average amount brought forward to the current financial year is the result of recently devolved capital funding and the aim of the school to increase its staffing complement by at least one teacher to accommodate the rise in pupil numbers in the reception age-group. The school is fully aware of how it can gain best value from its annual resources and overall, provides very good value for money.

Learning opportunities (the curriculum) are rich and varied and provide a very good basis for pupils to grow in knowledge, skills and understanding.

17. The curriculum meets statutory requirements and provides particularly well for pupils of all abilities. The deputy headteacher manages the overall curriculum highly effectively and ensures that there is very good breadth and balance in pupils' learning. The learning across all subjects is well defined and documented and a significant strength is the way that curriculum subjects and their related topics are very well linked, thus making learning as meaningful as possible for the pupils. Very good use is made of national guidelines for various subjects, particularly the Literacy and Numeracy Strategies that have played a significant part in raising standards to their current levels. However, the school's curriculum is also very much its own, with a natural emphasis on knowledge, experiences, skills and understanding pertinent to its own setting. Topics are planned in considerable depth and include a clear outline of what pupils are to experience and learn. Considerable emphasis is placed on pupils' ability to explore much for themselves and to ensure that topics are fully inclusive and cater appropriately for pupils with special educational needs as well as those who are higher-attaining or gifted and able. The school has excellent links with partner institutions, including the large high school where there are several initiatives surrounding the induction process that have become a feature of Nafferton's Beacon School status and remain models of good practice.
18. School displays reflect well on the nature and range of the curriculum. All classrooms and communal areas display pupils' work to a very high standard and reflect a curriculum that is exciting and challenging to the pupils. The new Foundation Stage (reception class) is well provided for and children's needs are well met in all the recognised areas of learning. As with pupils of all ages, effective measures are in place to ensure equality of access and opportunity for all. Subject leaders have a clear overview of their subjects and report regularly on strengths and developments. The local authority adviser helps to monitor the curriculum. Governors too have a significant role to play in curriculum development as a whole. The curriculum is enriched by a wide range of activities and visits. Musical and drama activities are performed regularly to large audiences and the school is able to capitalise on its good community links, including the premises being widely used for youth and other activities. A variety of extra-curricular clubs also enhance learning, including ICT, football (girls and boys), netball, drama, choir and orchestra. The school also arranges booster classes for pupils who need extra encouragement and time to develop their skills and an afternoon class for higher-attaining pupils. In the light of its many outside visits, the school has created a post for an educational visits co-ordinator to ensure the safety of pupils and to maximise their learning in different environments.

There is very good provision for the pupils' personal development, particularly their moral, social and cultural needs. This helps to foster positive

relationships, very good behaviour and real enthusiasm among the pupils for their learning.

19. Although the school is essentially about high standards in the National Curriculum, pupils achieve very well in personal and social education (PHSE). The school is committed to its pupils being well-rounded individuals who are able to recognise the needs of others and to give something of themselves to the life of the school. To that end, there is a well-structured programme of PHSE as well as the promotion of an established set of school values designed to influence pupils for the good. Sex education and drug awareness programmes are integrated well into the curriculum. A particular strength is the manner in which older pupils direct and support the activities of younger children. They are good role models and are particularly active until young children learn established routines for themselves. As part of personal development, the school is successful in developing its own sense of community in which all have a part to play. Older pupils attend residential trips in order to develop their independence and life skills. Positive attitudes are also modelled and emphasised by staff. The School Council links up well with school life and ensures that the views of pupils are known and heard. A particular strength of provision is 'circle-time' by which pupils sit informally on the carpet and share their views and concerns in a very supportive atmosphere. Most pupils are very comfortable with this form of social development. During one such excellent session, Years 4 and 5 pupils debated wide-ranging issues as to what in the world made them sad and, conversely, how they had recently brought some pleasure into the lives of others.

20. The school's provision for social, moral and cultural development is very good. Pupils are developed socially by giving them increased awareness of how to work and play with each other in harmony. In subjects such as science, physical education and ICT most pupils collaborate and support each other well. Relationships are very good and the school is generally a positive, secure and harmonious place in which to learn. Moral development is part of pupils' awareness of choosing right over wrong and being fair to one another. This works well and most classes have negotiated with pupils their own golden rules that spell out an expectation as to how they will behave and react when faced with the rights and needs of others. Despite being very much an indigenous school with pupils of white UK heritage, the pupils have a good understanding of the diverse nature of society and know the importance of racial and ethnic tolerance. Staff are careful to avoid stereotyping of particular groups and good use is made of literature and pictorial material to illustrate the similarities and differences between the races. Geography forms a useful basis for studies of overseas countries, such as a project on Kenya in Year 1 and a wide range of countries presented by pupils in Year 6. A good programme of religious education presents a useful introduction to comparative faiths such as Judaism and Islam as well as Christianity. Pupils enjoy celebrating their own heritage and culture by exploring the community, learning traditional dances and taking part in drama and music festivals. The spiritual development of the pupils is good and can be seen in such widely differing contexts as the power and beauty of God's natural world (spring) in the reception class, to the wonder of developing a willow arch on an exposed and bleak part of the infant playground. Worship is also a time for reflection and celebration.

21. The school's emphasis on personal development reaps its own reward in terms of the pupils' attitudes to learning, their working relationships and behaviour, all of which are very good. Most pupils are genuinely excited by learning and are anxious to do their best. When talking to pupils informally about their school, they clearly appreciate the efforts made by teachers to make lessons interesting and enjoyable. Most are enthusiastic and participate very well in lessons and this is a big boost to their own learning. When asked to act under their own initiative pupils respond well. In many lessons, even very young pupils will get on without direct supervision whilst the teacher is working with a small group for a sustained period. They tidy away by themselves and older pupils in particular take on a wide range of helpful jobs around the school. Behaviour is excellent in class and very good, overall. Pupils are polite and respond well to the high expectations of their teachers. They 'own' their own golden rules of behaviour and readily observe the school's code of conduct. When outside, the school buddies look after any children who feel vulnerable. Some parents feel that standards of behaviour drop during lunch-time when

many teachers are not directly involved in supervision. The inspection found this not to be the case with the great majority of pupils co-operating well with dinner staff whilst others are well occupied by extra-curricular clubs.

WHAT COULD BE IMPROVED

22. The school has no significant areas to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The school already has very effective systems in place to support the very good achievements of the pupils. The latest school development plan indicates very clearly those areas of school life that are on course to grow even stronger as new initiatives get underway. All subject areas are to be monitored and as necessary, strengthened still further. Progress in the development of the Foundation Stage is to be reviewed and evaluated. It is important that all such initiatives are carried out well and that the school maintains its current stance of welcoming change and supporting other schools as part of its Beacon School status.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	14	5	0	0	0
Percentage	3	36	45	16	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	249
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	27

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	24	11	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	23
	Girls	11	11	11
	Total	30	31	34
Percentage of pupils at NC level 2 or above	School	86 (91)	89 (91)	97 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	23	23
	Girls	11	11	11
	Total	29	34	34
Percentage of pupils at NC level 2 or above	School	83 (94)	97 (94)	97 (97)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	20	11	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	20
	Girls	9	8	11
	Total	25	24	31
Percentage of pupils at NC level 4 or above	School	81 (92)	77 (88)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	19
	Girls	10	9	11
	Total	25	26	30
Percentage of pupils at NC level 4 or above	School	81 (92)	84 (88)	97 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	249	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	20
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	203

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	446,512
Total expenditure	461,265
Expenditure per pupil	1,875
Balance brought forward from previous year	107,601
Balance carried forward to next year	92,848

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	4.6
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Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

246

Number of questionnaires returned

155

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	3	1	0
My child is making good progress in school.	52	42	3	1	3
Behaviour in the school is good.	50	43	4	1	1
My child gets the right amount of work to do at home.	37	45	10	2	5
The teaching is good.	58	35	2	1	3
I am kept well informed about how my child is getting on.	36	46	9	7	2
I would feel comfortable about approaching the school with questions or a problem.	62	27	7	3	1
The school expects my child to work hard and achieve his or her best.	65	30	1	1	3
The school works closely with parents.	37	43	10	7	3
The school is well led and managed.	53	35	6	3	3
The school is helping my child become mature and responsible.	55	37	5	1	2
The school provides an interesting range of activities outside lessons.	28	39	17	5	11