

INSPECTION REPORT

LUTTONS COMMUNITY PRIMARY SCHOOL

West Lutton

Malton

LEA area: North Yorkshire

Unique reference number: 121454

Headteacher: Mr Stephen Syers

Reporting inspector: Vreta Bagilhole
17517

Dates of inspection: 6 – 8 February 2001

Inspection number: 183921

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: West Lutton
Malton
North Yorkshire

Postcode: YO17 8TF

Telephone number: 01944 738232

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Stephen Bean

Date of previous inspection: 16 – 17 June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17517	Ms Vreta Bagilhole	Registered inspector	English mathematics information and communication technology history geography foundation stage	The school's results and pupils' achievements. How well is the school led and managed?
9708	Mrs Sylvia Daintrey	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
15011	Mrs Marion Wallace	Team inspector	science art design and technology music physical education religious education special educational needs equal opportunities	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Luttons Primary School is situated in an isolated position in the Yorkshire wolds. The children live in East and West Lutton and also in the neighbouring hamlets of Kirby Grindalythe and Duggleby. The school is much smaller than other primary schools. The school has a high level of pupil mobility relative to other primary schools. The pupils frequently move in and out of the school for various reasons, staying for varying lengths of time. Last year, nine pupils joined the school, other than at the normal time of entry, and ten pupils left. A significant number of pupils have moved to the area from cities such as Newcastle and Middlesborough. The number on roll is 37 and the average class size is 18. The school takes pupils aged 4 -11 into two classes, each containing a key stage. All of the pupils are from a white UK heritage. The percentage of pupils identified as having special educational needs (27 percent) is above the national average. The percentage of pupils with statements of special educational needs (0.0 percent) is below the national average. Thirty two per cent of pupils are entitled to free school meals, which is above the national average. Children enter the school the year in which they are five. There is limited pre-school provision locally and only a minority of the children at school have access to playgroup or nursery provision for a variety of geographical and financial reasons. The attainment of the pupils on entry to the reception class is well below average.

HOW GOOD THE SCHOOL IS

The school provides an effective environment for pupils to learn and to make good progress. Pupils receive a stimulating start to their education. Overall, teaching and learning in the school are good and the standards achieved by pupils are average. The school is well led by the acting headteacher and key staff and efficiently run. The ethos is very good. The school provides satisfactory value for money.

What the school does well

- Teaching is good with a high proportion of very good or excellent lessons.
- Pupils' attitudes, behaviour and personal development are very good.
- The governing body is very effective in shaping the direction of the school.
- The provision for pupils with special educational needs is good.
- Support staff make a valuable contribution to pupils' learning.

What could be improved

- Standards in writing at the end of Key Stage 1 are below average.
- Standards in music and physical education are below average by the end of Key Stage 2.
- Higher attaining pupils are not always sufficiently challenged.
- The monitoring of teaching and learning is not rigorous enough.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1998. It has continued to make good improvement since then. Standards in English, mathematics and science have been maintained. Standards in information and communication technology have improved and are now average. The school has continued to improve and strengthen other subject areas of the curriculum. There continues to be good teaching as reported in the previous inspection report and there is now more excellent teaching in Key Stage 1. The programme of carefully selected, well focused in-service training and development has been maintained. There have been very good improvements in the learning environment, which is well maintained and enhanced by good displays. It provides a place in which pupils are happy to work hard. The school is in a good position to make further improvement.

STANDARDS

Trends over the last three years and the 2000 National Curriculum tests for eleven-year-olds show that the pupils' performance in English and mathematics is below the national average and their that their performance in science is above average. However, there are very small numbers in each year group in this school, which makes the data unreliable. Inspection evidence finds that, overall, by the end of both key stages, pupils' attainment is in line with the national average in mathematics and science. In English, standards are average by the end of Key Stage 2. At Key Stage 1, standards are average in reading and below average in writing. This is similar to standards found in the previous inspection, but pupils are now making consistently good progress. Pupils with special educational needs make good gains in their learning. Higher attaining pupils make satisfactory progress. In most lessons, they are challenged appropriately but there are occasions when teaching for this group of pupils lacks sufficient challenge. The school is on course to meet its targets in English and mathematics.

Children enter the school with well below average attainment and most have had no experience of formal education before this. By the time they enter Year 1, the children attain the early learning goals in artistic creative aspects and knowledge and understanding of the world. They do not reach the early learning goals in personal, social and emotional aspects, communication, language and literacy, mathematics, music and areas of physical development, such as outdoor exploratory play. They make good progress in all areas but have had an insufficient amount of time in education to experience all the stepping stones in order to achieve the early learning goals.

The school is continuing to make systematic improvements to pupils' attainments and progress in subjects other than English, mathematics and science. Standards in information and communication technology are average and show a good improvement from the previous inspection. In religious education, attainment at the end of both key stages is average and in line with the expectations of the syllabus followed by most schools in North Yorkshire. There are no major strengths in other subjects, but pupils achieve appropriately well in geography, history, art and design and technology. By the age of seven, pupils attain the standards expected for their age in music and physical education. However, by the time the pupils leave the school, standards in both subjects are below those expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' attitudes, behaviour and personal development are very good and a strength of the school. Pupils work hard, respect other people and achieve well.
Behaviour, in and out of classrooms	Very good. The pupils are very polite and show great respect for all adults, each other and the resources for learning.
Personal development and relationships	Very good. Through the very good example set by adults and the very good provision of personal, social and health education (PSHE), pupils of all abilities and backgrounds quickly learn to care for each other and to understand the differences between people.
Attendance	Good. Rates of attendance are consistently above the national average and unauthorised absence is very low.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very good	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 and learning are good overall and are strengths of the school. The quality of the teaching contributes to the good progress pupils make in their learning during the foundation stage and Key Stage 2 and the very good progress pupils make during Key Stage 1. Sixteen per cent of teaching is excellent, thirty two per cent is very good and forty two per cent is good. Eleven per cent is satisfactory. There is no unsatisfactory teaching. Teaching for pupils in the foundation stage and Key Stage 2 is good and sometimes very good. At Key Stage 1 teaching is very good and sometimes excellent. The good teaching reported in the previous inspection report has been maintained and there is now more excellent teaching in Key Stage 1. Teachers have adopted the National Literacy and Numeracy Strategies successfully and these are proving effective in raising achievement. Basic skills are taught very well. Teaching for pupils with special educational needs is good. In most lessons, higher attaining pupils are challenged appropriately but there are occasions when teaching for this group of pupils lacks sufficient challenge. This can be during questioning in the classroom or in the appropriateness of the activities they are asked to do.

A significant strength of teaching is the planning that identifies clear learning goals, which are linked to pupils' prior attainment. Teaching is often very imaginative. Pupils are interested throughout lessons and develop key skills well. There is excellent teaching in English, science, and religious education at Key Stage 1. The excellent teaching in English is in developing pupils' language and reading skills. However, the teacher's expectation of pupils' writing in Year 2 is not high enough. Teaching in information and communication technology is well developed and contributes to pupils' confidence and competence on the computers. Teachers manage the pupils very well and high standards of behaviour are evident throughout the school. Teaching is less well developed in science and gymnastics at Key Stage 2 and physical education at Key Stage 1.

Teaching and learning in the foundation stage is very good in communication, language and literacy and knowledge and understanding of the world. It is good in personal, social and emotional and mathematical development and satisfactory in physical development. In creative development, teaching and learning are good in most aspects but there are weaknesses in the planning and teaching of music.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The quality and range of opportunities for learning in English and mathematics is good. The school's provision for extra-curricular activities is satisfactory. Music and physical education need to be developed to the same standard as other subject areas.
Provision for pupils with special educational needs	Good. The school fully meets the requirements for pupils identified with special educational needs. Pupils have access to all areas of the curriculum and the appropriate range of learning opportunities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' spiritual, moral and cultural development is good and the provision for social development is very good.
How well the school cares for its pupils	Satisfactory. The school provides a secure, caring and orderly environment in which all pupils are able to make good progress in their academic learning and personal development.

Links with parents are effective. The school provides a range of good information for parents. The school responded well to parents' request at the governors' annual meeting for details of the topics studied each term. Parents are given a good range of opportunities to come into school and to be involved in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good quality leadership is provided by those with management responsibility. The new acting headteacher is leading the school well and all planned developments continue to take place.
How well the governors fulfil their responsibilities	Very good. The governing body is very aware of what is happening in the school and plays a very active role in shaping the direction it takes. It ensures that the school is constantly reviewing and improving its practice.
The school's evaluation of its performance	Satisfactory. The school is using the areas for development identified in the last inspection report as the foundation for their school development plan. There are procedures for monitoring teaching and learning but these are not rigorous enough.
The strategic use of resources	Good use is made of staffing, accommodation and learning resources to support learning. Principles of best value are applied well.

The provision of teachers and support staff is very good and has a very positive effect on pupils' learning and achievement. The accommodation and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child is making good progress • The school is well led and managed • They feel comfortable about approaching the school with questions or a problem. 	<ul style="list-style-type: none"> • Some feel that the school does not work closely with parents. • The school does not provide an interesting range of activities outside lessons.

Although a minority of parents do not feel that the school works closely with them, the new team of staff and governors are working hard to develop a partnership with which parents feel comfortable and to involve parents in joint activities that contribute to pupils' learning. The school provides an adequate range of activities outside lessons such as a sports, guitar and computer club.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Trends over the last three years and the 2000 National Curriculum tests for eleven-year-olds show that the pupils' performance in English and mathematics is below the national average and that their performance in science is above average. The school has unusual characteristics for a small village school. There are a number of factors which have an affect on the overall standards obtained. There are very small numbers in each year group, which makes judgements about attainment unreliable. Typically year group sizes range from two to six pupils of whom over a half can be on the register for special educational needs. Many of the pupils have not lived in the village for long. A large number of the families have been re-housed from inner cities. There is a high level of mobility because those arriving in this isolated area often do not like it and do not stay for long.

2. Inspection evidence finds that, overall, by the time they leave the school, pupils' attainment is in line with the national average in English, mathematics and science. This is similar to standards found in the previous inspection. Pupils, including those with special educational needs, make good progress because of the good teaching by the new members of staff. Higher attaining pupils make satisfactory progress. In most lessons, they are challenged appropriately but there are occasions when teaching for this group of pupils lacks sufficient challenge. This can be during questioning in the classroom or in the appropriateness of the activities they do. There is no significant difference between the performance of boys and girls. The school is on course to meet its targets in English and mathematics.

3. Children enter the school with well below average attainment and most have had no experience of education before this. By the time they enter Year 1, the children attain the early learning goals in artistic creative aspects and knowledge and understanding of the world. They do not reach the early learning goals in personal, social and emotional aspects, communication, language and literacy, mathematics, music and areas of physical development, such as outdoor exploratory play. They make good progress in all areas but have had an insufficient amount of time in school to experience all the stepping stones of learning in order to achieve the standards expected by the end of the reception year.

4. Standards in English are average by the end of Key Stage 2. At Key Stage 1, standards are average in reading but the progress in writing of pupils in Year 2 is not as good as it could be. Pupils are making good progress considering their very low starting point when they enter the school and their lack of pre-school experiences. Pupils who are higher attaining make satisfactory progress. Throughout the school, pupils' listening skills are above average. They listen well to staff and peers in whole class and small group sessions. Standards in listening are good, not only in English but also across the curriculum. Pupils' listening skills enhance learning and contribute to the good behaviour. Speaking skills are average. By the age of seven, reading is usually accurate, but the pace of some pupils is a little slow. Pupils have a satisfactory knowledge of most letter sounds. In writing, however, the quality of pupils' written work in Year 2 is below average and is not as good as it could be. Pupils write stories but these are often short in length. Capital letters and full stops are only used occasionally. Presentation of work is not as good as it should be and pupils lack confidence in laying out their work with increasing independence. By the end of Key Stage 2, pupils answer questions intelligently and elaborate with more detail and their own ideas. Most pupils read independently, express preferences in response to texts and understand significant ideas and events in books. They read fluently taking good notice of punctuation. They do neat and well presented writing. They show

awareness of characters and settings in a story and are good at improving their written work. Good use is made of information and communication technology to record and present their writing.

5. In mathematics, pupils achieve appropriately well. Pupils attain the standards expected for their ages at the end of both key stages. In the infants, pupils are making good progress in using and applying mathematics and use mathematical language well. They reach the expected standard in number. In shape and space, many achieve beyond this. Pupils' data handling skills are average and information and communication technology is used appropriately to support this aspect of their work. By the age of eleven, pupils work out their strategies for solving problems and are good at describing how they do it. Standards in number and shape and space are average. Pupils have a good understanding of angles and measurement and are becoming more accurate using a protractor. They discuss and argue their own theory on whether an angle is a right angle. Pupils make good progress in data handling and probability.

6. In science, standards are average. By the end of Key Stage 1, pupils have excellent opportunities to develop their skills of scientific enquiry. Progress is evident in Key Stage 1, as all pupils know and understand that sound can be directed. There is an appropriate emphasis on all areas of science, although pupils' written work is not as good as it should be. By the end of Key Stage 2, scientific enquiry procedures are well established and there are appropriate opportunities for predicting, hypothesising, recording methods, identifying results and writing about learning in conclusions. Appropriate links are made with mathematics and language as pupils write about and measure lengths of shadows and produce graphs to show the changing height of the shadows.

7. The school is continuing to make systematic improvements to pupils' attainments and progress in subjects other than English, mathematics and science. Standards in information and communication technology are rising rapidly and show a good improvement from the previous inspection. This is because of the good subject knowledge of new members of staff and the high quality of learning resources. All pupils in the school show increasing confidence in applying their skills in this subject. In religious education, attainment at the end of both key stages is average and is in line with the expectations of the syllabus followed by most schools in North Yorkshire.

8. There are no major strengths in other subjects, but pupils achieve appropriately well in geography, history and art. In art, there has been good improvement since the last inspection when skills in art were judged to be limited and teachers needed to develop their expertise. Both of these issues have been addressed. Weaknesses in pupils' grasp of chronology in history and their awareness of space and distance in geography has been remedied.

9. There are weaknesses in music and physical education. Standards in music are below average by the end of Key Stage 2. The low profile of music in the school and the limited range of musical experience have hindered progress in Key Stage 2. In physical education, the pupils' attainment is affected by unsatisfactory indoor facilities and is below that expected for eleven year olds.

10. Early identification of difficulties and the provision of suitably challenging targets and good support enable pupils with special educational needs to make good progress in their learning. Pupils make good progress in literacy and numeracy because they benefit from the smaller working group and the very good and sometimes excellent support from learning support assistants. The school uses a range of school based and national tests to determine pupils' needs. Individual education plans contain clear targets identifying areas for improvement. They contain specific, clear targets and identify achievable steps for improvement. Targets are reviewed regularly and programmes of work are adjusted according to need. Higher attaining pupils make satisfactory progress. Questioning in the

classroom includes all pupils equally, but teachers do not always allow sufficient time for higher attaining pupils to discuss and extend their knowledge. At Key Stage 1 the teacher's expectations of pupils' written work is not high enough. At Key Stage 2, teaching sometimes misses out the opportunity to stretch the higher attaining pupils. Often when they give their response to debates and questions the teacher moves the lesson forward and does not involve them appropriately in further discussion.

Pupils' attitudes, values and personal development

11. Pupils' attitudes, behaviour and personal development are very good and a strength of the school. They are the product of good teaching and mean that pupils work hard, respect other people and achieve well. The high standards reported at the last inspection visit have been maintained by the acting headteacher and new staff. Attitudes and behaviour in lessons seen during the inspection were never less than good and usually very good. They were consistently very good in the older class and occasionally excellent in the younger class.

12. Pupils' attitudes are very good. The pupils enjoy coming to school and take an eager part in lessons and other activities. They are highly motivated by the good teaching, the use of resources and the support provided by all staff. For example, in the class for four to seven year olds, pupils of all ages were totally involved in telling the story of 'Handa's Surprise' because the teacher used puppets to generate a high level of interest and pride in learning. Reception year pupils can sit as part of the whole class and in their age-related group. They show interest, curiosity and enjoyment in the activities provided. In the class for seven to eleven year olds, pupils listen well to the teacher and are keen to answer questions. They enjoy their learning in all lessons and are confident in contributing their own ideas to the whole class or in small groups.

13. Pupils' behaviour is very good. The pupils are very polite and show great respect for all adults, each other and the resources for learning. For example, in a religious education lesson in the younger class, all age groups behaved beautifully at a table when learning about the Jewish Passover meal, and treated all the objects, including food that they had made themselves, with care and reverence. Behaviour in assembly and in the playground is very good. Incidents of misbehaviour are rare and there have been no exclusions.

14. Personal development and relationships are very good. Through the very good example set by adults and the very good provision of personal, social and health education (PSHE), pupils of all abilities and backgrounds quickly learn to care for each other and to understand the differences between people. Parents like the way in which older pupils look after younger ones. In a PSHE lesson for seven to eleven year olds, the very good relationships between the year groups enabled pupils to discuss with great sensitivity their experiences of trust in friendships. Reception year pupils are making good progress in developing confidence and independence. Older pupils take their responsibilities seriously, such as organising the playground equipment or deputising for the secretary. Year 6 pupils run the school bank. They enjoy playing an active part in school life, for example, designing the school's web page and prospectus cover in the after-school computer club.

15. Attendance is good. Rates of attendance are consistently above the national average and unauthorised absence is very low. Pupils want to come to school because they feel secure and are stimulated by the activities provided. Parents ensure that their children attend regularly and on time. This results in pupils being able to make good systematic progress in their learning and development.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Teaching and learning are good overall and are strengths of the school. There is a high proportion of very good and excellent teaching. A significant strength of teaching is the planning that identifies clear learning goals, which are linked to pupils' prior attainment. Work is marked conscientiously especially in the Key Stage 2 class where challenging comments guide pupils' awareness and challenge. Teaching is often imaginative and pupils are interested throughout lessons and develop key skills well. Time is used well and there is very good liaison with support staff who are always purposefully occupied. Teachers have high expectations of their pupils. They expect hard work, careful thought and good co-operation with others. However, there are occasions during questioning in the classroom when teaching lacks sufficient challenge for the higher attaining pupils. Teachers do not always allow sufficient time for higher attaining pupils to discuss and extend their knowledge. In science, at Key Stage 2, the tasks set are sometimes too easy. The good teaching reported in the previous inspection report has been maintained and there is now more excellent teaching in Key Stage 1.

17. Teachers have adopted the National Literacy and Numeracy Strategies successfully and these are proving effective in raising achievement. Basic skills in these subjects are taught very well. Strengths in teaching include literacy, numeracy, religious education and personal and social education in both key stages. Teaching in information and communication technology is well developed and contributes to pupils' confidence and competence on the computers. Teachers' knowledge and understanding of the subjects they teach is good in the foundation stage and Key Stage 2 and mostly very good at Key Stage 1.

18. There is some excellent teaching and learning in English, science and religious education at Key Stage 1. In science, pupils learn about vibration and sound because the activities are clearly focused around investigating sound. The excellent learning is evident as the lesson progresses and lower attaining pupils express sheer delight as they observe the rice jump as the drum is banged loudly. Excellent support from learning support assistants who constantly reinforce teaching and guide observation also makes a significant contribution to the excellent learning. The organisation and management of the lesson ensures all pupils participate at their own appropriate level of learning and no time is wasted. Reinforcement is strong and the teacher constantly checks learning and understanding through effective questioning. The excellent teaching in English is in developing pupils' language and reading skills. Excellent teaching was observed involving the telling and retelling of the story 'Handa's Surprise'. Pupils' learning was also excellent as they acted out the story and then retold it with expression, remembering the order of events.

19. In the very good lessons, the brisk pace and good subject knowledge of the teacher contributes to pupils' enjoyment of mental arithmetic. In a mathematics lesson in the juniors, the teacher is very clear in explaining how numbers are partitioned and pupils enjoy the challenge of counting in threes, fives and twos, forwards and backwards. Resources are very well used and 'Woolly the worm' effectively helps reinforce work on angles. In the infants, the teacher uses puppets effectively to extend awareness and sharpen learning. When reading the big book 'Handa's Surprise', puppet 'Croaker' deliberately pronounced some words incorrectly. Pupils enjoyed correcting the pronunciation. The teacher has high expectations of pupils' learning. Pupils, when challenged by the teacher, provided alternative words for 'nicking'. They suggested words like stealing and taking. Pupils are productive workers in both classes.

20. Teaching is satisfactory in science and gymnastics and dance at Key Stage 2 and physical education at Key Stage 1. In these lessons, pupils are sometimes over-challenged. In a dance lesson pupils were asked to make up a dance before a range of movement vocabulary had been explored. Higher attaining pupils in Key Stage 2 are not challenged sufficiently in the science lesson when investigating sound. Inclement weather meant they could not complete their investigations outside and

completed the work set for younger pupils in the classroom. No teaching was observed in writing at Key Stage 1, but from the evidence of pupils' work, standards for Year 2 pupils are below average. The teacher's expectations of the written work for this year group are not high enough.

21. Learning is enhanced by the very good attitudes pupils have to their work and by adult helpers. Teachers manage the pupils very well and high standards of behaviour are evident throughout the school. Homework makes a positive contribution to standards attained and the good progress pupils make in their learning.

22. Teaching for pupils with special educational needs is good. All teachers and members of support staff provide a good level of support that effectively contributes to the standards pupils achieve. Pupils receive support in class from a learning support assistant and pupils with specific learning difficulties receive appropriate support from local authority staff. A significant strength is the support pupils receive in the classroom from learning support assistants and when working in the withdrawal groups for literacy and numeracy.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

23. The school provides a broad and balanced curriculum and subjects are taught in accordance with the National Curriculum and locally agreed syllabus for religious education. The quality and range of learning opportunities is good in most aspects for the foundation stage. However, there is a lack of breadth and balance in music. In outdoor exploratory play, opportunities for climbing and balancing and travelling under, over and through equipment are limited. Links with the local community are developing, and good links with other schools have been maintained since the last inspection. The quality and range of opportunities for learning in English and mathematics are good. The school's provision for extra-curricular activities is satisfactory.

24. Since the last inspection there has been good improvement overall in curriculum provision. Spiritual, moral, social and cultural education is now good overall. Social development has improved from good to very good and cultural development has improved from satisfactory to good. The school has continued to improve and strengthen subject areas of the curriculum.

25. Provision for pupils with special educational needs is good. Pupils have full access to the curriculum. Class teachers plan work that closely matches pupils' needs. Targets for improvement are well understood by pupils and they are clearly stated for staff, pupils and parents to understand. Pupils work towards their targets within the classroom and in smaller withdrawal groups depending on the specific needs of individual pupils. They are supported effectively for literacy and numeracy.

26. The implementation of the National Literacy and Numeracy Strategies is effective and has contributed to the improving standards achieved in English and mathematics. The strengths of the curriculum include information and communication technology, English, mathematics and personal, social and health education at both key stages. There are also strengths in science and religious education at Key Stage 1 and history and at Key Stage 2.

27. The extra-curricular provision, such as the computer club, and the range of visits and visitors that extend pupils' experiences and enhance learning enrich the curriculum. These include drama groups and a South African drummer who contribute to extending awareness of other cultures. Pupils visit local buildings such as the blacksmith's house and Clara cottage to develop their awareness of the local area. The provision for personal, social and health education including sex education and attention to drug misuse is good and is covered in personal, health and social education. Pupils are timetabled for a lesson in personal, health and social education each week and it is integrated into

many other lessons. There are links with the community and good links with other schools. The school fully meets statutory requirements for daily collective worship. The provision for spiritual, moral, social and cultural development is good.

28. Spiritual development is good. Assemblies are well planned and provide simple and effective messages, which are reinforced during the week. The theme 'Being satisfied with what you have' is strongly communicated to pupils through a Jewish story and a fable about the lady in the vinegar bottle who wanted more. Puppets and role-play are used effectively to communicate the simple message. Year 5 and 6 pupils explain the meaning of a fable and explain the importance of the theme to be satisfied with your lot. Pupils show a good understanding of the main thrust of the assembly. Pupils are given quality time for reflection, as in focusing their thoughts on the recent earthquake in India. Prayers are well linked to the theme of the assembly. There are good opportunities for reflection in class work older pupils write 'Happigrams' describing why they are happy and they write thank you notes identifying how they have been helped by others. Achievements are celebrated in sessions at the end of lessons when pupils share their work and in the weekly 'Achievement Award' assembly. Winners of the award are recognised with a photograph and individual acknowledgement in the entrance hall. Merits and awards are evident in both classrooms and pupils respond to these and they offer an incentive to improve and work harder in lessons. Joy in learning was seen during the inspection week in both classes. The infants investigated and explored sound and were spellbound. In history, the juniors investigated hidden artefacts showing a sense of wonder.

29. Moral development is good and is implicit from the time the children enter the reception. The school rules are evident in all classrooms but teachers rarely have to refer to them, as behaviour is good throughout the school. Teachers have established a supportive atmosphere in which to cultivate pupils' moral development.

30. Social development is very good. In the history lesson, junior pupils listen sensitively to each other as they brush the earth from historic artefacts and talk about the age and function of their discovered objects. In lessons, pupils work equally well individually, with a partner in a small group, or relating to others in a whole class activity. During the lunchtime and informal breaks, social interaction on the playground between adult supervisors and pupils is very good.

31. Cultural development is good. Other cultures and religions such as Judaism are explored and celebrated. Parents take pupils to local sporting events of a competitive and non-competitive nature. The range of books reflects a multi cultural society and stories enrich cultural understanding and awareness of other cultures. Pupils benefit from visits and visitors to the local area. Good links are being made with a range of local churches including the Quaker and Roman Catholic churches. Visits to the theatre and local art galleries in York and Scarborough help to extend awareness of the wider world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school provides a secure, caring and orderly environment in which all pupils are able to make good progress in their academic learning and personal development. Parents are pleased with the ways in which their children are helped to settle in quickly, treated as individuals and encouraged to work hard and become mature and responsible. This aspect was not reported on at the previous inspection.

33. Procedures for child protection and ensuring pupils' welfare, health and safety are satisfactory. Good links with outside agencies, such as the school medical service, enhance the support that the school is able to provide to pupils and their families. Staff have a good level of training in first aid and

show a very good awareness of health and safety in some lessons such as science. However, in an indoor physical education lesson held in the dining room, the protruding tables and stacked chairs were a potential hazard. The headteacher and governors have taken effective action to improve a number of safety and security arrangements on the school site. A formal risk assessment of the school is yet to be carried out.

34. Procedures for monitoring and improving attendance are satisfactory but informal. The school has successfully created a climate in which pupils are keen to come and learn. Parents are aware of the requirements for notifying absence and applying for term-time holidays.

35. Procedures for monitoring and improving behaviour and eliminating harassment, including bullying, are good. They are based on high expectations of good behaviour and manners, firm consistent routines and the good example set by all staff throughout the school day. Any problems are dealt with through quiet discussion. The good arrangements reported at the last inspection visit have been successfully extended to include an increased emphasis on rewards and celebrating achievement, for example, by the award of a 'pupil of the week' from each class at a special assembly to which parents are invited.

36. Procedures for assessing pupils' attainment and progress are satisfactory and are being used effectively to plan what will be done next. A range of good systems has been devised but they are not yet fully established. For example, the information about pupils' attainment starting school in the reception year provides a good summary for teachers and parents of pupils' academic and personal development on entry, the support they need from home and their future learning targets. These are reviewed at the end of the year to check how much progress individual pupils have made. Test results are analysed for trends in strengths and weaknesses which are used to create school action plans, for example to improve writing. Staff are developing their expertise at assessing the National Curriculum level at which pupils are achieving. They are starting to use computers to record the range of available data and track pupils' attainment from entry.

37. The school provides good support and guidance for its pupils. All staff know individual pupils very well and encourage them to do their best, for example, by praising them when they exceed the expectations for their age. The school makes good provision for pupils experiencing difficulties with literacy and numeracy by setting different levels of work within the classroom according to need and by supporting groups through specific programmes. Pupils are being encouraged to assess their own attainment and progress, for example in information and communication technology where they complete their own assessment checklists on disk. They are also working towards individual weekly targets, for example in spelling, but these systems are at too early a stage of development to be fully effective.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents are satisfied with the school's provision and what it achieves for their children. They are particularly pleased with the approachability and quality of the staff and the ways in which the school helps their children to make good progress in their learning and personal development. Parents at the meeting were concerned about the lack of continuity in staffing at the school. A minority of parents have specific concerns about particular issues. The partnership with parents was not reported on at the previous inspection.

39. Links with parents are effective. The school provides a range of good information for parents including a new parents' pack, frequent newsletters and the opportunity to make contact by email. The school responded well to parents' request at the governors' annual meeting for details of the topics studied each term. Last summer's annual reports on pupils' progress gave very good information about

attainment in English, mathematics and science and satisfactory information about other subjects. Parents are given a good range of opportunities to come into school and to be involved in their children's learning. They support some of these activities well, for example, the Christmas production and the weekly achievement assembly.

40. The impact of parents' involvement with the work of the school is satisfactory. A small number of dedicated parents and governors organise fund-raising events within the community to raise funds for the school. A very few parents and other volunteers help in classrooms and with out-of-school activities. Parents are encouraged to help with their children's work at home, by being given clear information about homework requirements and a range of books in which they can see and record progress. Parental involvement is limited by a range of factors including transport and financial difficulties. Although a minority of parents do not feel that the school works closely with them, the new team of staff are working hard to develop a partnership with which parents feel comfortable and to involve parents in joint activities that contribute to pupils' learning. No evidence was found during the inspection to support some parents' views that the school does not provide an interesting range of activities outside lessons.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The acting headteacher provides good and effective leadership. A very good ethos for learning has been established and the school's aims and values are reflected in its work. Since the last inspection, there has been a further change in leadership due to the promotion of the headteacher. The new acting headteacher is leading the school well and all planned developments continue to take place. The previous inspection found the school to be effectively led, well managed and efficiently run and this is still very much the case. The headteacher, governors and staff work as a team with all members pulling in the same direction. There are very good relationships among staff, parents who come to the school, governors and pupils. Good quality leadership is provided by those with management responsibility. The governing body is very aware of what is happening in the school and plays a very active role in shaping the direction it takes. It continues to rigorously monitor and evaluate the programme of staff development and training. This was highlighted in the previous inspection and there has been further improvement.

42. There is a wide ranging and comprehensive school development plan. Priorities are clearly identified and what action needs to be taken to achieve these targets. The plan records who is responsible for achieving each target and sets challenging completion dates. The school is correctly using the areas for development identified in the last inspection report as the foundation for their school development plan. Further improvements have been made, such as the curriculum for information and communication technology. In addition, the school is constantly reviewing and improving its practice. An example of this is the identification that the provision for higher attaining pupils should be reviewed and improved. Also they are spending much time debating how pre-school provision can be most effectively and efficiently obtained for such a small number of pupils in a wide geographical area. As yet there are no firm plans for these.

43. The school has unusual characteristics for a small village school. Many of the pupils have not lived in the village for long. A large number of the families have been re-housed from inner cities. There is a high level of mobility because those arriving in this isolated area often do not like it and do not stay for long. The acting headteacher, governors and staff have a very good understanding of these issues and are successful in providing a stimulating and happy learning environment where all the pupils benefit and grow personally and academically.

44. The foundation stage is managed well. Adults are highly motivated, enthusiastic and share positive relationships with the children and their parents. They are sensitive to the needs of young children and provide well organised range of appropriate activities. They are clear about roles and responsibilities and have common shared aims and objectives. This has a positive effect in ensuring that the learning is well organised, enjoyable, safe and secure at all times. Routines are well established and children clearly know what is expected of them. A secure and purposeful ethos is established. The area of special educational needs is managed well and benefits from the careful identification of pupils' needs, regular reviews and well maintained records.

45. There are satisfactory procedures for monitoring teaching and learning but these are not rigorous enough, mainly because of the changes in leadership and lack of time since to get clear procedures established. Teachers' weekly plans and samples of pupils' work are monitored. A literacy lesson has been observed and points for improvement made. The local authority adviser has also monitored teaching in the classroom and governors attend some lessons. There is no clear policy on this, however, and no formally established procedures.

46. Principles of best value are well applied. The school tendered for security improvements and chose a local firm, which provided better quality against cheaper options. Considering the standards achieved by the pupils, the good quality of education and the high cost per pupil, the school provides satisfactory value for money.

47. The provision of teachers and support staff is very good and has a very positive effect on pupils' learning and achievement. The two main classroom teachers are highly skilled in most areas of the curriculum and have undertaken a good range of courses and training events to ensure that their expertise is kept up to date. The governors have ensured that there is a generous provision in teaching assistant time available to the school so that the needs of all pupils in the two classrooms can be met. The two teaching assistants are very experienced and make a valuable contribution to the school's work. The school is well prepared for the new arrangements for performance management. External staff are used effectively to enhance support for pupils with special educational needs and to contribute to health education. The secretary provides efficient support for the staff and a welcoming reception for parents and visitors. The school has successfully managed an almost complete change of staff since the last inspection visit. Governors are aware of the need to strive as far as possible for stability in staffing.

48. The accommodation is good. Parents appreciate the improvements that have been made recently. Classrooms are spacious, well maintained and enhanced by good displays. They provide a bright welcoming learning environment in which pupils are happy to work hard. The school benefits from a large library area, a separate dining room and extensive grounds which include a small adventure playground. However, there is no hall suitable for indoor physical education activities and this has a detrimental effect on standards in gymnastics and dance. Also, there is no outdoor play area specifically designed for children in the foundation stage, which limits their progress in physical development. The classroom area in which the library is housed is not used as often as it could be to provide space for small group work for pupils in the younger class.

49. The provision of learning resources is good. The school plans well to purchase resources which meet curriculum developments and priorities. There is very good provision of computer equipment, which means that pupils have easy access to computers and laptops. The library is well stocked with good quality books. Resources are particularly well used in the younger class to stimulate and motivate pupils in their learning. However, some of the outdoor equipment for pupils in the reception year is more appropriate for very young children than four-year-olds.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. The school should

1. improve the standards of pupils' writing by the end of Key Stage 1 by:

- raising the teachers' expectations of what the pupils can do;
- using the information from assessments to more thoroughly guide planning;
- allowing a suitable amount of time for writing within the literacy hour and at other times;
- improving the quality of recording in science;
- monitoring teaching and learning in the classroom more rigorously.

(paragraphs 61, 63, 45, 70)

2. raise standards in physical education and music by:

- improving the gymnastic curriculum and indoor facilities in physical education;
- raising the profile of music in the school;
- drawing up detailed long and short-term plans which will provide the full range of learning experiences in music and include opportunities for playing and composing.

It is recognised that the school is aware of the issues in music and has already begun to take relevant action. (paragraphs 92 – 102)

3. review and improve its teaching strategies to enable higher attaining pupils to consistently make the best progress that they can; (paragraphs 16, 62, 67)

4. introduce more formal and rigorous monitoring procedures into the school to establish what is working well and what is not. The school has identified this. (paragraph 45)

Other weaknesses, which should be considered by the school, are to improve:

- the curriculum for musical development for children in the foundation stage;
- the outdoor facilities for children in the foundation stage.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	32	42	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	37
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs

	YR – Y 6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	11

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	9
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Please note that all test and examination data has been omitted at both key stages, as the size of pupils in the year groups is less than ten.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	32
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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)	2.2
Number of pupils per qualified teacher	16.8:1
Average class size	18.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	30

Financial information

Financial year	1999/2000
	£
Total income	113690
Total expenditure	111421
Expenditure per pupil	2857
Balance brought forward from previous year	8055
Balance carried forward to next year	10324

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	37
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	47	5	5	0
My child is making good progress in school.	47	53	0	0	0
Behaviour in the school is good.	26	63	11	0	0
My child gets the right amount of work to do at home.	16	53	32	0	0
The teaching is good.	47	42	5	0	5
I am kept well informed about how my child is getting on.	32	58	5	5	0
I would feel comfortable about approaching the school with questions or a problem.	74	26	0	0	0
The school expects my child to work hard and achieve his or her best.	63	32	5	0	0
The school works closely with parents.	42	21	32	5	0
The school is well led and managed.	58	42	0	0	0
The school is helping my child become mature and responsible.	47	47	5	0	0
The school provides an interesting range of activities outside lessons.	16	42	37	0	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. There is one intake to the reception class each year. A learning assistant supports the class teacher. At the time of the inspection, there were four children in reception. Children and parents are well prepared before they enter school with booklets and school visits. Attainment on entry to the school is well below average. Assessment of the children when they begin school is rigorous and follows a local authority scheme. No judgement was made on the provision for this age group in the last inspection. By the time they enter Year 1, the children attain the early learning goals in artistic creative aspects and knowledge and understanding of the world. They do not attain the early learning goals in personal, social and emotional aspects, communication, language and literacy, mathematics, music and areas of physical development, such as outdoor exploratory play, where opportunities for climbing and balancing and travelling under, over and through equipment are limited. There is currently no area for children to develop climbing and balancing skills regularly on suitable large apparatus. Considering their very low attainment on entry the children, including those with special educational needs, do well and make good progress.

Personal, social and emotional development

52. The children make good progress in this aspect of their learning. However, they do not fully achieve the early learning goals by the time they leave reception. This is mainly because the majority of children have had no pre-school experience before entering reception and have not been able to catch up sufficiently in the time they have been in the school. Teaching is good and consistent messages are given to children from the time they enter school about the importance of valuing each other and appreciating achievement. There are high expectations as to how the children should behave and conduct themselves in class. The teacher plans all lessons in this mixed age class to include opportunities for the reception children to join in with the joy and excitement of learning. The staff encourage children to act independently; for example, helping with the tidying up and changing independently for dance. In most activities, children share resources and take turns well or are learning to do so. While waiting for a turn on the computer, they are happy to listen to taped stories and are able to operate the machine. They grow in confidence and begin to work well alongside other children. The children are taught to respect each other, and distinguish between right and wrong. Children's joy in the activities and experiences provided was evident throughout the inspection week. The children respond well to the good teaching. However, many of the children find difficulty in sustaining sufficient concentration to work at and complete tasks successfully. They do not answer questions confidently or explain what they are doing clearly to visiting adults.

Communication, language and literacy

53. The children do not reach the early learning goals in this area, but they are making good progress. The children have frequent opportunities to listen, express themselves and extend their vocabulary; for example, during literacy sessions and other whole class or small group activities. Teaching is very good and the main strength is the rigorous attention to developing the children's language skills in all activities. In many lessons, the teaching of specific subject vocabulary is excellent. The teacher constantly reinforces this and challenges the children to remember and use the correct language. In the story of Handa's Surprise the teacher reinforces the names of fruits and animals. This is particularly effective as the children have made 'tangerines' in art and all take part in a retelling of the story using very good quality animal puppets. The children begin to show awareness of an audience when they start off the story of Goldilocks and the Three Bears. The children listen

attentively and are very motivated. They thoroughly enjoy listening to stories and taking part with the rest of the class in retelling them. They make very good progress in using expression in their voices. They handle books appropriately and know the main characters in the story. They know some of the letters and sounds of the alphabet. Most children can express their wants and needs. However, because of their limited time in education, their language and writing skills are still below average. Many will answer questions by pointing or using one or two words at the most. Their writing is still at an early stage and only a few letters are correctly formed or legible. They have appropriate opportunities to write independently by leaving messages in the role-play office.

Mathematical development

54. The children make good progress considering their low level of attainment on entry to the school. Most children, however, do not achieve all the early learning goals by the time they enter Year 1. Teaching is good. Lessons are well planned and organised and cover a wide range of skills. There is good use of role-play to extend the children's imagination. The teacher motivates the children well by asking them to count the teeth on a toy dinosaur. The children count two orange dinosaurs and seventeen teeth. They then count the spikes on the dinosaur's back. They know that $1+1=2$. Higher attainers work out that there would be three orange dinosaurs if one more was added. Language is used very effectively to encourage the development and understanding of vocabulary such as more or less. Sessions at the end of lessons are used well to reinforce skills. The children know the names of shapes such as diamond and rectangle and use language such as 'like a rainbow' to describe a curved shape. However, in practical activities, they do not listen sufficiently or concentrate for an appropriate period of time to do the task. Some never start the task at all. When asked to fit shapes into a picture like a jigsaw, most were unable to concentrate and apply themselves. They do not use appropriate vocabulary in discussion during play. This is because of the short time they have been in school and the lack of pre school experience. Because of the good teaching, however, the children make good progress from their very low starting point.

Knowledge and understanding of the world

55. Children make good progress in this area of learning and achieve the early learning goals by the time they enter Year 1. However, their ability to ask questions about why things happen and how things work is still under-developed. The children investigate forces by pushing a tractor and find that they can make rice jump if the saucepan is banged. They talk about the senses and listen to the sounds around them, such as the wind. The children find which materials from plastic, cardboard, paper and carpet would be good to make a road for a toy car. They talk about and observe pictures of animals. Teaching is very good and very well supported by the learning support assistant. The teacher uses her knowledge of the curriculum to plan purposeful activities. There is an excellent use of resources. The role-play area is a tropical island and the children observe the toy turtles laying eggs. They bury them in the sand. They visit a museum and look at old toys and draw pictures of old teddy bears. There is a very good range of construction materials. The children locate England, Africa and America on a play mat of the world. They walk around their village and identify buildings such as farmhouse and the old blacksmiths. They notice the difference between new and old houses. The children are making good progress on the computer. They confidently use laptops and computers. They are good at dragging and dropping pictures and controlling a mouse.

Physical development

56. By the time they enter Year 1, the children make satisfactory progress in their physical development but do not achieve the early learning goals. There is an insufficient range of experiences in this area of learning mainly because of the unsatisfactory indoor facilities. Attainment in fine motor

skills is good. Children are encouraged to improve their manipulative and fine motor skills with a range of appropriate activities. They use pencils, crayons, scissors and paint brushes effectively and with confidence. Hand eye co-ordination is well developed through matching and positioning shapes, jigsaws, decorating and sticking. They use construction materials with confidence. The children change their clothes for physical education with minimal assistance. They develop gross motor skills by creeping and stretching in time to the music in dance. They crawl and kick their legs, but have to be reminded to find their own space. Teaching is satisfactory. The teacher uses questions well to develop awareness of the effect of exercise on the body. Lessons are well planned to include a wide range of movement vocabulary. The children listen to the teacher and stop well on command. There are opportunities for the children to practise travelling around, over and through balancing and climbing apparatus, but these are insufficient because it is only when the children use the school adventure playground. There is a need to develop the outside foundation area to practice these skills and to play safely on wheeled toys. The wheeled toys in school are more suitable for very young children and not this age group.

Creative development

57. The children are attaining all aspects of the creative early learning goals except in music where standards are not high enough. The children make very good progress in their exploration of colour, form and shape in two and three dimensions. No teaching was observed during the inspection, but planning clearly identifies what the children will learn and experience and the quality of children's work was evident from displays. The teacher is very well organised and uses adult helpers very well. The role-play area is appropriately organised and children enjoy playing in the office and on the tropical island. Children have opportunities to paint, draw and create a simple collage picture. They use a range of materials such as paints, natural dyes and wax crayons. The children make a North American Indian tepee. They use henna and turmeric effectively to colour them and then lace the openings. They do good weaving and plaiting. They make pipe cleaner figures. They mix black and white paint for a playground and mix flesh colour paints for faces. They make dough fruit and mix the colour for the tangerines. They draw round each other to make characters from the 'Princess and the Pea' and then paint the figures. The children enjoy singing but their voices are quiet and they do not remember songs or perform well. They join in less enthusiastically in this aspect than in other areas. There is a weakness in the planning and teaching in this aspect.

ENGLISH

58. Trends over the last three years and the 2000 National Curriculum tests for eleven-year-olds show that the pupils' performance in English is below the national average. The characteristics of the school do affect the reliability of results. Inspection evidence finds that standards are average by the end of Key Stage 2. At Key Stage 1, standards are average in reading and below average in writing. Standards are the same as those found at the previous inspection. This does not mean there has been no improvement. Most year groups contain a high proportion of pupils with special educational needs which have an affect on the overall standards attained. Pupils are making good progress considering their very low starting point when they enter the school and their lack of pre-school experiences. Pupils who are higher attaining make satisfactory progress. The progress in writing of pupils in Year 2 is not as good as it could be.

59. Throughout the school, pupils' listening skills are above average. They listen well to staff and peers in whole class and small group sessions. Standards are good, not only in English but also across the curriculum. Pupils' listening skills enhance learning and contribute to the good behaviour. Speaking skills are average. Pupils enter the school with poorly developed language skills and the good progress they make is due to the very good attention paid to developing communication and

vocabulary. By the age of seven, pupils speak confidently and clearly with an increasing vocabulary. They answer the teacher's questions appropriately. They are beginning to use expression very well in their voices. Year 2 speak in the character of daddy bear, baby bear and Goldilocks and use a variety of tone in their voices for effect. Most of the best speaking is in response to the very good teaching. Some pupils do not hold informal conversations and discussions with peers and other adults using the same quality of speech. Speaking skills are good by the end of Key Stage 2. A Year 3 higher attaining pupil challenges the decisions of the class by asking questions such as 'Do you really need the word night?' Pupils discuss the characteristics of the main people in Charlie and the Chocolate Factory and use words such as 'greedy, irritable and telly addict'. Pupils answer questions intelligently and elaborate with more detail using their own ideas.

60. Standards in reading are average at both key stages. By the age of seven, pupils follow texts well in whole class sessions and answer questions accurately. Reading is usually accurate but the pace of some pupils is a little slow. Pupils are familiar with the structure of simple words and they use a range of strategies to read unfamiliar words. Pupils have a satisfactory knowledge of most letter sounds. Higher attaining pupils read using good expression. They improvise the style of language of a character in a book. Pupils show a great respect and love of books and thoroughly enjoy listening to stories. They make very good progress in retelling stories to the class, showing awareness of an audience. By the end of Key Stage 2, most pupils read independently, express preferences in response to texts and understand significant ideas and events in books. They read fluently taking good notice of punctuation. They have a good recall of a large number of the books that they have read in school. They keep a reading record and write book reviews. They can research for information on the CD-Rom and in books. They have satisfactory referencing skills and find information in encyclopaedias, dictionaries, thesaurus and atlases.

61. Standards in writing are below average by the end of Key Stage 1 and average by the end of Key Stage 2. By the age of seven, the pupils are making good progress considering their very low attainment on entry. The work does show a good range of styles. Pupils practise phonic strings and do word wheels. They write about monsters and order stories. Most are beginning to use a joined style of handwriting. Simple words are spelt correctly. However, the quality of pupils' written work in Year 2 is below average. They write stories, which are beginning to show a good use of vocabulary for effect, but these are often short in length. Capital letters and full stops are used inconsistently. Presentation of work is not as good as it could be. Pupils' writing does not display an increasing independence and confidence. Key Stage 2 pupils make good progress. By the end of the key stage, most do neat well presented writing. They show awareness of characters and settings in a story. They write poems about friends and write a 'happigram' to a friend. They improve their work by discussing the addition of interesting adjectives such as 'tangled, crashing and curious'. They write play scripts, newspaper reports and instructions, such as for planting seeds and for making birthday cards. They write a letter of advice to a friend who is being bullied. Good use is made of information and communication technology to record and present their writing.

62. Teaching and learning is very good and sometimes excellent at Key Stage 1. It is consistently good at Key Stage 2. The main strengths at Key Stage 1 are the excellent use of very good quality resources and a rigorous attention to the development of language skills. Excellent teaching was observed involving the telling and retelling of the story Handa's Surprise. Handa's dress was duplicated, exactly like the book, and used to motivate the pupils to act out the story. Bowls of fruit and puppets of the animals made sure that all the pupils in the class had a part to play. Pupils' learning was also excellent as they acted out the story and then retold it with expression, remembering the order of events. At Key Stage 2, there is good planning to include all abilities and age groups and very good management of the class. The pupils respond very well to this. They are very keen to answer questions and when the teacher asks for volunteers, all hands shoot up immediately. The aims of the

lesson are constantly reinforced. The teacher shares his enthusiasm with the class and they show equal enthusiasm in return, concentrating hard on their work. There are weaknesses. No teaching was observed in writing at Key Stage 1, but a scrutiny of pupils' work took place. From this evidence the teacher's expectations of pupils' written work is not high enough. At Key Stage 2, teaching sometimes misses out the opportunity to stretch the higher attaining pupils. Often when they give their response to debates and questions, the teacher moves the lesson forward and does not involve them appropriately in further discussion.

63. Subject co-ordination is good. There is a good action plan for reading and assessment systems are developing well, although assessment of pupils' writing in Year 2 does not sufficiently guide planning. Resources are good and there is an attractive library, which contains a very good range of fiction and non-fiction books. Targets are set appropriately for pupils. Monitoring of teaching and learning is not rigorous enough, although some informal monitoring has taken place. There are some good examples of annotated pupils' writing.

MATHEMATICS

64. Pupils attain the standards expected for their ages at the end of both key stages. Standards are the same as those found at the previous inspection. In the 2000 National Curriculum tests, the performance of pupils in mathematics was well above average at Key Stage 1 and below average at Key Stage 2. This discrepancy is due to the very low cohort size and the unreliability of data that results from this. Also contributing to this are the high levels of pupil mobility in and out the school and the numbers of pupils with special educational needs. Pupils, including those with special educational needs, are making good progress. The progress of higher attaining pupils is satisfactory. There are no significant differences in the standards achieved by boys and girls.

65. By the age of seven, pupils are making good progress in using and applying mathematics and use mathematical language well. They reach the expected standard in number but few achieve above average levels. Pupils have a good knowledge of numbers to one hundred. They count forwards and backwards in tens. They know that $2 \times 10 = 20$ and that $13 + 13 = 26$. They understand even numbers. They work out problems involving money, arrange prices in order and give change for 50 pence. They do addition and subtraction involving two digits. In shape and space, many achieve above average standards. They confidently describe the properties of two and three-dimensional shapes. They know a hexagon has six sides and describe the difference between a square and a rectangle. They know sphere, cylinder, pyramid, cuboid and cone. They measure furniture to see if it will fit through the door and use metres and centimetres. Pupils' data handling skills are average and information and communication technology is used appropriately. Pupils make bar charts of the musical instruments in school and interpret the information.

66. By the age of eleven, pupils work out their strategies for solving problems and are good at describing how they do it. They describe and test hypotheses. Higher attaining Year 6 pupils explain how to calculate location to aid navigation. They work out the bearing from York to different locations such as Leeds and Manchester. Standards in number are average. Pupils confidently solve calculations involving three digits. They show understanding of very large numbers and work out the football ground to the nearest 1000. They use decimals and fractions and add and subtract negative numbers. Standards in shape and space are average. Pupils work out area and perimeter. They find the radius of the planets and their distances from the earth. They measure in metric units. They have a good understanding of angles and measurements and are becoming more accurate in using a protractor. They discuss and argue their own theory on whether an angle is a right angle. Pupils make good progress in data handling and probability. They do a graph on the probability of colours being taken out of a bag and then do a tally chart. They record the incubation times of animals such as

a swan and a rhinoceros. They use information and communication technology to control a turtle round a racetrack.

67. Pupils' learning is good throughout the school. This is mainly because of the motivating and well planned teaching in both classes. Pupils are extremely well behaved and very anxious to please the teachers. They show a great amount of interest in the subject. In the junior class, most of the class gasped with wonder and said 'It's the same!!' when they realised that the sum of angles in a triangle is 180 degrees or a straight line. Teaching for younger pupils includes very good resources to motivate and inspire, such as knitted dinosaurs in various colours and with various numbers of teeth and spikes. Teaching is good throughout the school and often very good in the juniors. The National Numeracy Strategy is applied effectively and teachers have received good training in this. Lesson objectives are rigorously followed and teaching points are well explained and developed to the class. The pace of lessons is good. Teaching methods and organisation engage all pupils equally and expectations are high. Questioning in the classroom includes all pupils equally, but teachers do not always allow sufficient time for higher attaining pupils to discuss and extend their knowledge. The school makes satisfactory use of information and communication technology to develop skills, knowledge and understanding.

68. Assessment systems are developing well but are still at an early stage. The school has begun to use the assessment from the school scheme and is adapting this to use at the end of each planned unit of work. The school is tracking pupils' progress from year to year and using national optional test materials. Pupils know the targets that have been set for them. Subject co-ordination is good. A major investment has been the purchase of a new scheme, which has yet to be reviewed. The subject makes a good contribution to the spiritual, moral, social and cultural development of the pupils.

SCIENCE

69. National tests show that standards are above average by the end of each key stage. However, the very small cohort numbers, the high percentage of pupils with special educational needs and the high number of pupils moving into and out of the school effects the consistency of the results year by year. Standards seen during the inspection are average, but considering the low attainment of pupils on entry to the school and the high percentage of pupils identified with special educational needs, pupils are achieving very well for their ability and prior attainment. Since the last inspection, standards in science have been maintained. The standard of teaching in science is good overall. Pupils' attitudes to their work are very good and have improved since the last inspection.

70. By the end of Key Stage 1, pupils have excellent opportunities to develop their skills of scientific enquiry. They investigate and identify features of sound. Pupils have a good understanding of how sound travels because the teacher is skilful in devising investigative activities that contribute to pupils' good learning. Using cut down kitchen rolls, string and tissue paper higher attaining pupils make a telephone and send messages to other pupils. They explain that sound travels into the tube and along the string. When the tissue paper breaks, one higher attaining pupil explains that the sound waves escape and do not travel along the string so the sound is not as clear. Higher attaining pupils know that a drum skin vibrates to make the sound. Pupils with special educational needs make good progress because they work at an appropriate level and are well supported by classroom assistants. There is an appropriate emphasis on all areas of science. Pupils know and identify main body parts such as the skull and ribs; they have a good understanding of the effect of exercise on the body. Pupils investigate a range of materials but descriptive words used to identify the materials are often limited to one-word answers. In their work on forces, pupils draw roundabouts and cars with little explanation of what is happening. Higher attaining pupils predict how far the car will travel. Scrutiny of pupils' written work

indicates that standards of recording do not reflect the high standards of learning and experience observed in lessons.

71. By the end of Key Stage 2, scientific enquiry procedures are well established and there are appropriate opportunities for predicting, hypothesising, recording methods, identifying results and writing about learning in conclusions. Pupils have a good understanding of sound. They know that the guitar string will produce a high pitch if the string is tighter and a lower sound when the string is slacker. Higher attaining pupils have a good understanding of the ear. They know the ear drum is located in the inner ear and when the vibration hits the hammer and the anvil and sound is transferred to the stirrup the sound travels to the cochlea and transfers to the brain through the nerve cells. Pupils investigate sound and explore different materials to make the skin of a drum. They conclude that the thinner paper makes the better sound because it vibrates for longer. There is an appropriate emphasis on all areas of science, pupils write about the sun and stars and they know that nine planets orbit the sun. Language is used well and higher attaining pupils identify and write about the difference between a planet and a star. They know that planets are made of rock and stars are made of hot, spinning balls of gas. Pupils write about their favourite planet and describe its characteristics. Appropriate links are made with mathematics and language as pupils write about and measure lengths of shadows and produce graphs to show the changing height of the shadows. Topic work contributes to pupils' understanding of how day and night are formed and how an eclipse takes place. Pupils have a good understanding of how shadows are formed and they investigate how they change during the day. Investigative tasks are effective, pupils use the overhead projector to understand how shadows are formed and they record the distance of the light source and the height of the shadows. Average and lower attaining pupils complete the same work as higher attaining pupils but less is recorded. Higher attaining pupils show a good understanding of gravitational force and up-thrust.

72. Pupils enjoy science and are particularly motivated by the challenging practical activities especially at Key Stage 1. They work well individually and in small groups, co-operating well and sharing resources sensibly. Pupils work enthusiastically with a partner and help each other complete the task. This was evident in the Key Stage 1 class when the paper covering the end of the cardboard telephone ripped. The partner showed sensitivity to the situation and suggested it could be repaired with another sheet of paper. The teacher skilfully seized the opportunity to guide pupils' observations to the effect of the broken telephone. They discussed the situation and concluded that the sound waves did not travel along the string so effectively and were spread into the air around. Pupils' behaviour is consistently very good and they co-operate very well with each other, staff and parent helpers. They are attentive and keen to answer questions. Real joy in learning was observed in the Key Stage 1 class as younger pupils observed the rice jumping as a result of the sound waves and the vibration from the drum

73. Teaching is good with instances of excellent teaching in the infants. The teacher's good subject knowledge combined with excellent organisation contributes to pupils' ability to solve problems and analyse the results of the investigation. The teacher is rigorous in questioning the pupils to explain why events happen. This is contributing to the good levels of knowledge, for example, a pupil with special educational needs in Year 2 explains that the paper bangers bang as they catch the air. The lesson contributes to spiritual development as pupils demonstrate real joy as they successfully flick the paper banger, causing it to make an explosive sound. In the sessions at the end of lessons, all pupils have the opportunity to explain some aspect of the investigation. The contribution of the classroom support is excellent and makes a significant contribution to the quality of learning in Key Stage 1. Parent helpers also make a good contribution to pupils' learning. In Key Stage 2, the quality of teaching observed is satisfactory. Younger pupils in Key Stage 2 are well challenged, but some higher attaining pupils in Year 6 found the work enjoyable, but easy, and could have coped with more challenge. Work is marked regularly and demanding comments are given to challenge and guide

improvement. Planning is thorough and identifies clearly what is to be learnt. Subject co-ordination is good and there is a thorough analysis of test results from previous years. Assessment is satisfactory and the progress of pupils is tracked well as they move through the school. Resources are adequate and are stored centrally for easy access.

ART AND DESIGN

74. Standards are average at the end of both key stages. There has been good improvement since the last inspection when skills in art were judged to be limited and teachers needed to develop their expertise. Both of these issues have been addressed. All pupils, including those with special educational needs, achieve well considering the high numbers of pupils with special educational needs and the well below average of attainment on entry to the school. No teaching was observed in art. A close scrutiny was made of planning, pupils' work and discussion with pupils and teachers took place enabling judgements to be made.

75. By the end of Key Stage 1, all pupils have an appropriate range of art experiences and confidently investigate, explore and develop their own ideas. They mix paints and experience mixing and applying sand, glue and paint to give an authentic texture to their playground picture, which they decorate with pipe cleaner figures of themselves. Pupils know a range of techniques including scraping and paint blowing through straws for the effect of the trees. Line drawing is well developed and shows a good progress in control and observation from Reception to Year 2. Pupils show imagination as they investigate creating frames for their own pictures and as they use crayons to produce sea creatures for their under-water scene. Painting is well established and pupils do good paintings of a range of different animals and creatures to decorate their attractive class composition of the local field. These include butterflies, a fox, a horse and a rabbit. Pupils develop an awareness of applying paint in different ways and materials, such as a kitchen scourer, are used imaginatively to apply paint effectively to give the texture of a field. Pupils develop good control in printing the bricks to their Jewish home. Three-dimensional work is well developed as pupils make South American tepees using card.

76. By the end of Key Stage 2, progress in printing is evident throughout the school as pupils design and make their own printing blocks. They use them to make overlapping patterns in different colours to depict different moods. Pupils show sensitive awareness of colour as they use appropriate colours such as black and grey to symbolise sadness and blue for tranquillity and red and yellow for happiness. Books on different art techniques such as printing and pattern work are available to support pupils' work. This has a good impact on standards. Line drawing is well developed. Pupils draw family and group portraits showing an awareness of proportion and tone. The school make good use of professional artists work such as 'John Parker and his sister Theresa' by Reynolds and 'The princess and the tower' by Millais. Higher attaining pupils draw still life drawings with effective shading. The sketching shows a good awareness of positional placement. Collage work is well developed as pupils create figures to support their topic of Boudicca using patchwork technique.

77. No teaching was observed during the inspection week. At both key stages, there is evidence of an appropriate range of art techniques and art experiences. All pupils have their own sketchbook but this is a recent initiative. Subject co-ordination is satisfactory. There is no monitoring or assessment of pupils' work. The co-ordinator is aware of the need to start a portfolio of pupils' work

78. The school has a good supply of resources and these are well labelled and easily accessible. There is a good selection of art books for teachers and pupils to support their work in art. Visits to

local galleries such as Scarborough and Fountains Abbey extend pupils' awareness of art in the wider world.

DESIGN AND TECHNOLOGY

79. By the end of both Key Stage 1 and Key Stage 2, standards are typical of what you would expect for pupils of this age. All pupils, including those with special educational needs, achieve well considering the high numbers of pupils with special educational needs and the well below average of attainment on entry to the school. No lessons were observed. A close scrutiny was made of planning, pupils' work and discussion with pupils and teachers took place.

80. There was insufficient evidence in the last inspection report about pupils' attainment, but it was reported that teachers were developing their expertise in the subject. Since the previous report, there has been a complete changeover of staff. There has been some improvement in resources and these are now good. The subject is still developing and planning identifies that the full range of skills will be covered.

81. By the end of Key Stage 1, pupils develop a suitable range of skills and work with a variety of tools and materials. Design work is well established and pupils discuss their work purposefully. The pupils design and make pipe-cleaner people to adorn their painting of the playground. Cutting, gluing, fixing and positioning skills are well developed. They decorate faces effectively communicating a range of expressions. The pupils develop their skills well in weaving and stitching. With assistance they sew leather waistcoats for their South American Indian project. Higher attaining pupils use simple running stitches and over-sew stitches. All pupils show competence weaving knitted yarn in and out of their own stitching and also on card looms. The excellent contribution made by the learning support assistant contributes to pupils' knowledge and growing awareness of dyeing wool. Pupils use natural substances such as henna, turmeric, saffron to dye natural wool a range of colours. Pupils design and make a dream catcher using wool and feathers to decorate. Three-dimensional work is of good quality. Pupils fold cards and sew their own tepees using running stitches.

82. By the end of Key Stage 2, all pupils design and make a marble run. They show competence designing the marble entry and the course of the marble. Design work is completed on paper providing guidance for the finished product. Higher attaining pupils measure and cut wood accurately and neatly. Average and lower attaining pupils manage the task but their work is less neat. Pupils join the resistant materials using glue. There are good links with information and communication technology as pupils use the computer to design their own cover for the game. These designs show imagination and relevance to the product.

83. No teaching was observed during the inspection week. Subject co-ordination is satisfactory. There is currently no monitoring or assessment of pupils' work. There is a good range of resources and they are well labelled and easily accessible. Links with local industry are being established, for example pupils visit the local steel fabrication factory and develop their awareness of structures.

GEOGRAPHY and HISTORY

84. Standards in both subjects are average by the end of both key stages. Only one Key Stage 2 lesson was observed in history. Inspectors scrutinised pupils' work and display and talked to pupils and teachers. Weaknesses found at the last inspection have been remedied. The pupils now have a good grasp of chronology in history and a satisfactory awareness of space and distance in geography. There was no overall judgement on standards on both subjects at the last inspection. Pupils, including those who have special educational needs, make good progress.

85. By the end of Key Stage 1, in history, pupils use the vocabulary of the past. They talk about the generations in their family and talk with older residents of the village. They visit museums and look at old toys. They draw pictures of an old teddy bear. They know the story of the Fire of London and can say where it began. They find an old blacksmith's house in the village and notice the difference between old and new houses. By the end of Key Stage 2, pupils have studied ancient Greece, the Victorians and Britain since the 1940s and have a good understanding of life in Roman Britain. They know Roman numerals and Roman towns such as Chester and Winchester. They write about Caesar's invasion of Britain. They advertise a villa for sale. They draw pictures of a Celt using the descriptions that the Romans gave at the time. Pupils make very good progress in their learning when they become 'archaeologists'. They carefully uncover artefacts buried in the sand, brushing away the sand carefully and using tools. They ask questions about their objects and deduce that some must be Roman because of the Latin writing. They have a very good understanding of the need for evidence. They remember facts about Pompeii and can explain the phrase 'caught in time'. They know AD is Anno Domini.

86. By the end of Key Stage 1, in geography, the pupils know their village well. They walk around it carefully observing streets and houses. They explore their school noting the position of the different classrooms, offices and playground. They find countries on a map of the world. They find out about life in a Ghanaian village and a North American Indian village in the past. There are good links with art and design and with information and communication technology. By the end of Key Stage 2, pupils have a good understanding of world climates. They record temperatures around the world. They know about extremes of climate, such as a monsoon in India, the tundra deserts and Baffin Island in the Arctic Circle. They search newspapers for information on recent earthquakes and keep track of geographical information in the news. They know the counties that make up the British Isles and find major towns in an atlas. They find capital cities in Europe and are good at looking up countries of the world such as Ecuador. There are good links with mathematics when they work out bearings such as York to Leeds. Planning shows that the pupils will be studying Scarborough, a contrasting locality in England.

87. No teaching was observed in geography. Teaching and learning in history, at Key Stage 2, is very good. The teacher plans exciting work for the pupils, which motivates them. Very good use is made of original sources to find information and of artefacts to bring the pupils' studying alive and relevant. Teachers use questioning very well. Subject co-ordination is satisfactory. The school plans appropriate visits to places of interest and museums. There are good quality displays in both classrooms. Pupils respond with enthusiasm to the teaching and are very interested in both subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

88. Standards are average by the end of both key stages. Pupils' progress is good. Improvement since the previous inspection has been good. Pupils now are confident, have good skills and appropriate experiences in handling data. The new staff at the school have a good knowledge of the subject and are planning challenging sessions for the pupils.

89. By the end of Key Stage 1, pupils have experienced working on laptops and PCs. They use the mouse well and drag and drop pictures. They put teddy's unwanted clothes in the bin. They know the names of all the computer components such as monitor, scanner, keyboard and CD-Rom. They recognise the icons for save, print and bold. They use a word processor to enter writing about their walk in the village and some can check it for spelling. Year 1 and 2 pupils show confidence in using the laptop but their pace of working is slow. They concentrate hard and discuss their work. Pupils persevere well. Some lower attaining pupils do not recognise their lower case letter on the computer

but when prompted will find the correct capital and enter it. Most pupils know the 'a' drive and can load and save their work onto disk. In data handling, they make bar charts on how they come to school. They have had some experience of using the Internet and have looked at pages about Africa in connection with their work in geography. There are plans to establish an email link with a Ghanaian school.

90. By the end of Key Stage 2, pupils are confident users of information and communication technology. They are particularly good at designing posters and book covers, such as one for their light and space topic in science. They manipulate text, improving it for more effect. They import pictures, taking care to place them in the most effective place on the page for maximum impact. They design a cover for their marble game in design and technology. They use a spreadsheet to work out the cost of party food. They research information on the CD-Rom about the River Nile and the Sahara desert. Pupils are happy with the amount of time they spend on the computer and talk about what they enjoy doing most, such as using the scanner and mail merge. They make good progress in collecting and interrogating data. They find data in newspapers on the weather, football teams and telephone company rates. Pupils decide how to present data in its most effective form and record it in their books. They are developing knowledge about control software and use it to move a turtle round a racetrack. They keep their own assessment data on a spreadsheet and update it regularly. However, they have had very little experience on the Internet in class lessons and do not use email. An after school club has used the Internet and has designed a good school web page. They have used a digital camera and received an email from parents.

91. Teaching and pupils' learning are good. Teaching has had a significant impact this year on raising pupils' level of attainment, which is rising at a fast rate. In both classes, there is a lesson each week to teach new skills. Opportunities to practise and develop skills within curriculum time are appropriate. Teachers make good use of the extensive resources available and challenge all pupils well. The teachers use technical vocabulary well. Subject co-ordination is good. The school is following national guidelines as a scheme of work. There is a portfolio of pupils' work but this is not annotated. Assessment systems are good and each pupil is using a self assessment disk. Resources are very good. In a Key Stage 1 lesson, the eight pupils in Years 1 and 2 all had a laptop on which to work. In Key Stage 2, there are eight PCs with laptops also available. All are networked and have been recently linked to the Internet. The school has a webcam and sensing software, which it plans to use in the future.

MUSIC

92. By the end of Key Stage 1, pupils attain the standards expected for their age. The attainment of eleven year olds is below that expected for their age. Seven-year-olds achieve well considering their below average attainment on entry to the school and the above average number of pupils with special educational needs. Standards for eleven-year-olds are below average. Progress has been hindered by a limited range of musical experience which pupils have received since being at the school. Music was identified as an area for development in the last inspection report. There has been no improvement in music since the last inspection. The acting head teacher and Key Stage 1 teacher are new to the school and acknowledge that music is an area to be developed. Pupils will have access to recorder tuition from next term. During the inspection, a music lesson was observed in Key Stage 1 but no teaching was observed at Key Stage 2. Singing was heard in assembly and discussion with pupils, scrutiny of planning and discussion enabled judgements to take place.

93. By the end of Key Stage 1, pupils sing from memory in assembly. The quality of the singing is average overall, pupils are aware of the need to stand well and open their mouths when singing but sometimes the volume is dominated by shouting rather than a tuneful voice. Singing in class is more

tuneful as pupils maintain the rhythm of the song, 'It is noisy, it is silent, it is long, it is short.' The teacher uses vocabulary well to extend learning about the concept of opposites. Higher attaining pupils know and recognise the Indian bells and the teacher makes good links with science reminding pupils of the word and meaning of vibration and echo. Average and lower attaining pupils need help with the names of instruments such as the glockenspiel and the tambour. Pupils with special educational needs describe the recorder as a whistle. Pupils are beginning to recognise and know the names of composers such as Debussy and Vivaldi because the teacher constantly checks their understanding of the names. Pupils listen to music well and the teacher guides pupils to appreciate the contrast between the two pieces of music. Pupils respond to Vivaldi music by shaking and shivering to communicate the cold effect created by the music. Pupils do not fully appreciate the different moods created by the music but the teacher provides a good framework of support to guide developing awareness. Pupils develop independence as they select appropriate instruments to produce either hot or cold mood music. Composition is well developed. Small groups of pupils plan and perform a short phrase of music. Higher attaining pupils work well together to produce a simple rhythmic phrase. Pupils play the rainmaker and the cymbals and the chime bar to make the sound of the cold weather.

94. By the end of Key Stage 2, pupils have experienced all the areas of music but the quality and range of the work is below what you would normally expect for pupils of this age. Pupils compose music to represent sports day using percussion instruments. The school does not have a choir and the only singing practice is in assembly. Lower attaining pupils explain how they play pass the pebble round in their music lesson and if it is their turn they make a rhythm with the instrument. Opportunities for playing and composing music are limited. Pupils have insufficient knowledge of different musical styles. Discussion with pupils indicates that knowledge of musical notation is insufficiently developed.

95. Pupils' attitudes and behaviour are good in Key Stage 1. They listen attentively to music and show appreciation of each other's efforts and opinions. Pupils enjoy singing and playing instruments. They work well co-operatively with others and sustain their effort and motivation well. Key Stage 2 pupils lacked confidence and knowledge of music but are extremely polite and eager to help in any way.

96. Teaching is good at Key Stage 1 because the teacher uses language well and links the learning in music with learning in other subjects, such as science. The lesson contains a good balance of listening and appreciating music, improvising and creating and performing. The teacher guides pupils to appreciate the different moods of the music and suggests teeth chattering, cold hands, shivering bodies and spiky winter shapes produced by the sharp staccato music. Pupils play short sharp notes on the recorder well to depict cold weather and frost because the teacher demonstrates clearly how to do this. Planning is thorough in Key Stage 1 and identifies clearly what is to be learnt. No teaching was observed at Key Stage 2. Subject co-ordination is satisfactory. The new staff have adapted published planning to guide development, but as yet there has not been time for this to be fully implemented. There is currently no monitoring or assessment of pupils' work. Resources are sufficient to meet the requirements of the National Curriculum.

PHYSICAL EDUCATION

97. By the end of Key Stage 1, attainment is average and pupils make satisfactory progress in their learning. By the end of Key Stage 2, attainment overall is below what would normally be expected for pupils of this age. The school has adequate playground space and the field offers opportunities for athletic activities, games and outdoor adventure despite the gentle slope. Indoor facilities, however, are unsatisfactory for Key Stage 2 pupils. There is no hall and the small dining room is too small for gymnastic activities for the larger Key Stage 2 class. There is a village hall adjoining the school but the school is not able to use this at present.

98. During the inspection, lessons were observed in Key Stage 1 and Key Stage 2. No gymnastic or swimming lessons were observed. Discussion with pupils and staff and scrutiny of planning enabled judgements to be made. Attainment and knowledge of games, health-related aspects and swimming is satisfactory. Discussion with pupils revealed insufficient opportunity to develop skills, knowledge and understanding in gymnastics and dance. Work in gymnastics and dance does not progress throughout the school because of the poor indoor accommodation. Standards could be better in these aspects at Key Stage 2. The last inspection report made no reference to standards in physical education. Good progress has been made providing a wide range of games equipment for pupils to use during the break and lunch times. These are used well and they make a valuable contribution to pupils' developing games skills.

99. By the end of Key Stage 1, pupils have a good understanding of the effect of exercise on the body. They know the body gets hotter during exercise and the muscles warm up. Spatial awareness is developing and pupils move around in the limited space, younger and lower attaining pupils sometimes bump into each other. The room available for dance is small and cramped; chairs and tables stacked around the side of the room make the learning space unsuitable. The teacher identifies different levels and pupils are developing an awareness of high, medium and low level in their movement. Higher attaining pupils change direction as they travel around the room but many younger and lower attaining pupils have not fully understood the concept of changing direction. Pupils respond confidently to music and rhythmic response is well developed. Pupils perform a sequence of dance movement to the music 'Who let the dog out?' Higher attaining pupils use different levels in their dance and change the speed of the movement responding to the rhythmic changes of the music. Evaluation is well developed as pupils observe and comment on what they liked about the dance.

100. By the end of Key Stage 2, pupils have an average understanding of the importance of exercise. They know the heart beats faster during exercise because the blood is carrying oxygen to the muscles. The teacher uses questions well and checks pupils' understanding of this aspect. Pupils demonstrate average ability and knowledge of games. They can identify the main principles of attack and defence tactics in an invasion game. In net games, they show developing control bouncing and hitting a small ball individually. Higher attaining pupils demonstrate good co-ordination and control as they watch the ball carefully and demonstrate accurate hitting to a partner. Average and lower attaining pupils show less accuracy and control, not always watching the moving ball. Pupils observe and evaluate their work well because the teacher asks them to identify why they have improved. Pupils with special educational needs perform well alongside other pupils and make good progress. Pupils swim at the local pool and most pupils achieve the distance of twenty-five metres by the time they leave the school.

101. Response in lessons is good. Pupils clearly enjoy their physical education lessons despite the poor indoor accommodation and inclement weather conditions. They respond to their teacher well and work hard throughout the lesson. Pupils are courteous, keen and interested in their work. In all lessons observed pupils remained on task throughout. They work sensibly with and alongside others and are sensible and responsible using equipment.

102. Teaching observed is satisfactory at Key Stage 1 and good at Key Stage 2. In the good lesson, the teacher demonstrated the skill of hitting the tennis ball well and gave clear teaching points to guide improvement. The pace of the lesson is good and the level of challenge to increase the amount of hits and the distance is suitably appropriate to extend skills. The pupils increased speed and accuracy because the teacher provided a helpful framework and identified expectations clearly. In the satisfactory lesson at Key Stage 1, the pace of the lesson was appropriate, but the emphasis on developing appropriate movement vocabulary could have been better. Subject co-ordination is

satisfactory. Pupils compete against other schools in football matches and the school has held sessions with professional football coaches.

RELIGIOUS EDUCATION

103. Attainment at the end of both key stages is average and in line with the expectations of the syllabus followed by most schools in North Yorkshire. The last inspection report made no reference to standards in religious education but did mention that teachers were developing their subject expertise. There has been a complete changeover in staff since the last inspection and the subject knowledge of teachers is now good. Pupils, including those with special educational needs, are making good progress in all aspects of the subject.

104. By the end of Key Stage 1, pupils develop a good understanding of Judaism through excellent teaching based on high level subject knowledge, planning and use of resources. The excellent use of resources contributes to promoting pupils' learning about Judaism. They observe the preparation of a real Jewish meal and eat the contents observing the Jewish customs. Pupils are developing a good awareness of Old Testament biblical stories. Higher attaining pupils remember features of the Exodus story such as the parting of the Red Sea. The teacher is very effective telling the story of Moses leading the Jews out of Egypt. Higher attaining pupils know some facts about the story. Pupils show respect and appreciation for the Jewish customs including blessing the food because the teacher induces respect and appreciation for the religion and customs of others.

105. By the end of Key Stage 2, pupils have a satisfactory knowledge of the Bible and they talk about the story of the Good Samaritan. The class discusses helping others. Thinking is extended by methods such as a class vote to see who would help the poor man. Pupils in Key Stage 2 have appropriate knowledge of religious signs and symbols. They know and draw the symbol for God's Promise and that the dove symbolises peace. Pupils are challenged in their classroom to identify the specific religious symbol associated with a range of different religions, including Hindu, Islam, Sikh, Buddhism and Judaism. They show empathy with other religions such as Judaism. They understand the importance of the Passover and the customs and traditions associated with it. They reflect on the significance of special meals such as Christmas and pancakes on Shrove Tuesday.

106. Attitudes are good overall with occasional excellent attitudes in Key Stage 1. Pupils show thoughtful responses and reflect sensitively on their feelings and those of others. Key Stage 1 pupils listen well and are totally absorbed in the wonder of the lesson learning about the Passover. They are very well behaved and show great respect for the artefacts and the creation of a Jewish meal. The excellent teaching contributes to the excellent attitudes and behaviour in lessons.

107. No teaching was observed at Key Stage 2. In the one lesson observed at Key Stage 1, teaching was excellent. Questioning is very well used to establish what the pupils have already learnt about the Passover. The teacher demonstrates excellent subject knowledge and uses correct vocabulary for the Jewish food and customs. Pupils are constantly challenged to think about why the food contains bitter herbs. The work is very well supported by an attractive and informative display of Jewish artefacts. Work is marked regularly and a scrutiny of pupils' work reveals good opportunities to reflect and consider moral implications and questions to everyday situations at Key Stage 2. This excellent teaching is having a very good impact this year on standards at Key Stage 1.

108. Leadership of the subject is good. The school is in the process of developing good links with local churches and Sikh, Roman Catholic and Quaker religions in the local area. Resources within the school to support religious education are unsatisfactory. Although the school manages to provide

resources to support religious education, these are mainly acquired from the local secondary and cluster school links.