

# INSPECTION REPORT

**Sinnington Primary School**  
Sinnington

LEA Area: North Yorkshire

Unique Reference Number: 121355

Inspection Number: 185080

Headteacher: Mrs G Birks

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Reporting inspector: Dr B Male

Dates of inspection: 6 - 8 December 1999

Under OFSTED contract number: 707632

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

Type of control: County

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Friars Hill  
Sinnington  
York  
YO62 6SL

Telephone number: 01751 431725

Fax number: 01751 431725

Appropriate authority: The governing body

Name of Chair of Governors: Mr Steven K Houghton

Date of previous inspection: May 1995

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Dr Brian Male, RgI	English Information technology History Geography Art Music Under-fives	Attainment and progress Teaching Leadership and management Efficiency
Mrs Sue Boyle, Lay Inspector		Equal opportunities Attitudes, behaviour and personal development Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnerships with parents and the community
Mr Keith Sanderson, Team Inspector	Mathematics Science Religious education Design and technology Physical education	Curriculum and assessment Staffing, accommodation and learning resources Special educational needs

The inspection contractor was:

Full Circle  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

Telephone: 01934 412260

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The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

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## MAIN FINDINGS

### What the school does well

- Pupils make very good progress and attain very high standards.
- There is a strong trend of rising standards.
- A talented and dedicated staff provide a very high quality of teaching across the school.
- Behaviour is exemplary, and pupils' attitudes to their work are very good.
- There are excellent relationships across the school.
- The school has an outstandingly positive ethos.
- There is very good provision for pupils' spiritual, moral, social and cultural development.
- There is a very good partnership with parents and the community.

### Where the school has weaknesses

- I. The school has no significant weakness.

It is very unusual for a school to have no weakness at all, and this is a tribute the headteacher, staff and governors. As there is no significant weakness, there is no statutory need for the governors to implement the usual action plan. However, they may wish to consider the one or two minor areas where the school might improve on its already high standards of provision. For instance, continuing to develop pupils' attitudes within the area of multicultural education, the planning of progress in history and geography, and the sharpness of individual education plans for pupils whose special needs are not specific. These are very minor matters of fine tuning within areas where the school already makes high standards of provision.

### How the school has improved since the last inspection

Standards have risen significantly since the last inspection when they were generally in line with the national average. Overall standards of attainment are now well above average. The quality of teaching has also improved significantly. The school has successfully addressed all of the key issues raised by the previous report. The pupils' exemplary standards of behaviour and very good attitudes to work have been maintained. The school is very well placed to continue this progress.

### Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in:	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
English	A	A	<i>below average</i>	D
Mathematics	B	B	<i>well below average</i>	E
Science	A	A		

The inspection confirms the results of the 1999 national tests. At the end of Key Stage 2, standards are well above average in English and science and above average in mathematics. This reflects the school's emphasis on English and science of the last years. The more recent focus on mathematics should raise these already above-average standards even higher. Standards in religious education are above average and standards in information technology are well above average. The very good progress that pupils make across the school results from the high quality of the teaching, and the

pupils' own very good attitudes to their work.

• **Quality of teaching**

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	very good	very good	very good
Mathematics	very good	very good	very good
Science		very good	very good
Information technology		no judgement	no judgement
Religious education		very good	very good
Other subjects		very good	very good

Very few schools provide such a consistently high quality of teaching. Well over half of the teaching is very good and much is outstanding, and this is consistent across the school. Pupils receive a very good start indeed in the reception and Key Stage 1 class, and the high quality teaching continues through Key Stage 2. There are excellent relationships and a high level of challenge for pupils that ensure that they make very good progress.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Behaviour is exemplary, and pupils have very good attitudes to their work.
Attendance	The rate of attendance is very good. Pupils arrive in school promptly and lessons start on time.
Ethos*	The school has an outstandingly positive ethos. There are excellent relationships, and a real commitment to the highest standards.
Leadership and management	The headteacher gives very good leadership to the school, and the whole staff work very well together to ensure the highest standards. The governors are rigorous in their discussion of issues, and exercise a clear overview of the school.
Curriculum	The school offers a broad and balanced curriculum that is well planned to promote progress. There is very good provision of extra-curricular activities.
Pupils with special educational needs	The school makes good provision for these pupils, but needs to reconsider the effectiveness of putting on the register of special needs pupils whose needs are comparatively minor.
Spiritual, moral, social & cultural development	The school makes very good provision in each of these areas, although provision for multicultural education still needs further development.
Staffing, resources and accommodation	Although the classrooms and hall are small, the school makes very good use of its accommodation and provides a very good level of staffing and resources.
Value for money	The school provides very good value for money.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**



**What most parents like about the school**

- II. The progress pupils make and the standards they attain.
- III. The attitudes and values the school promotes.
- IV. The way parents are involved in the work of the school.
- V. The help and guidance given to pupils.
- VI. The high standards of behaviour of the pupils.

**What some parents are not happy about**

- VII. A few parents raised concerns about the whether this was too great or too little.

Parents were very supportive of the school in their responses to the questionnaire. Inspection evidence suggests that there is an appropriate level of homework. Parents are right to be so pleased with all aspects of the school. This is a school of which they can be very proud.

· **KEY ISSUES FOR ACTION**

As there is no significant weakness, there is no statutory need for the governors to implement the usual action plan. However, they may wish to consider the following minor areas where the school might improve on its already high standards of provision, and they may wish to draw up an action plan and submit it in the usual way.

- VIII. Continuing to develop pupils' attitudes within the area of multicultural education. (para 5.3)
- IX. The planning of progress in history and geography. (paras 155 & 161)
- X. The appropriateness of individual education plans for pupils whose special needs are not specific. (para 31)

These are very minor matters of fine-tuning within areas where the school already makes high standards of provision.

· **INTRODUCTION**

· **Characteristics of the school**

1. Sinnington Primary School is a village primary school beautifully situated on the edge of the village at the foot of the North York Moors. The school was founded in 1741, but moved to its present buildings in 1970. It takes pupils from four to 11 years old, and is maintained by the North Yorkshire Local Education Authority. It serves a wide rural area with most children coming from outside the village. The area is one of mixed rented and owner-occupied housing where social conditions are varied. Most pupils start school with standards of attainment generally in line with those expected nationally.
2. There are 70 pupils on roll (40 boys and 30 girls) in three classes. 15.7 per cent of pupils are eligible for free schools meals which is slightly below the national average. Ten per cent of the pupils are at Stages 3-5 of the special educational needs register which is in line with the national average. There is no pupil for whom English is an additional language.
3. The school was last inspected by OFSTED in May 1995. The school aims to "foster academic and personal development within a stimulating environment so that each child can achieve his or her full potential".

3. **Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	4	7	11

3. <b>National Curriculum Test/Task</b>		Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils at NC Level 2 or above	Boys	2	4	4
	Girls	7	7	7
	Total	9	11	11
Percentage at NC Level 2 or above	School	82	100	100
	National	82 (80)	83 (81)	87 (85)

3. <b>Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	2	3	4
	Girls	7	7	7
	Total	9	10	11
Percentage at NC Level 2 or above	School	82	91	100
	National	82 (81)	86 (85)	87 (86)

.....

1

Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1999	5	7	12

3. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	4
	Girls	5	5	6
	Total	10	10	10
Percentage at NC Level 4 or above	School	83	83	83
	National	70 (65)	69 (58)	78 (69)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	5
	Girls	5	5	5
	Total	10	10	10
Percentage at NC Level 4 or above	School	83	83	83
	National	70 (65)	69 (65)	78 (72)

### 3. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.0
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

3.

### 3. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

3.

.....

2

Percentages in parentheses refer to the year before the latest reporting year

3. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	54
	Satisfactory or better	100
	Less than satisfactory	0

### 3. **PART A: ASPECTS OF THE SCHOOL**

#### 3. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

##### 3. **Attainment and progress**

4. Pupils enter the school as four year olds with standards of attainment generally in line with those expected for children of this age. They make very good overall progress across the school and by the time they leave at 11 years old, standards of attainment are well above average in English and science and above average in mathematics. This represents a significant improvement since the last inspection when standards in all three subjects were only average. Standards of attainment are also well above average in information technology and above average in religious education. The very good overall progress across the school results from the very high quality of the teaching, and the pupils' very good attitudes to their work. There has been a strong trend of rising standards over the last four years. Standards in mathematics are not as high as in English or science at either Key Stage 1 or 2. This is because the school has focused particularly on English and science. The focus is now on mathematics, and standards have already increased significantly since 1998, and are in line to continue doing so.

##### **Children under five**

5. Pupils under five years old make very good progress, and by the time they are five, overall standards of attainment in all the required areas of learning are above those usually found and are well above average in the key area of literacy. Their very good progress results from the very high quality of the teaching they receive, the high degree of challenge, and the way they settle quickly into school.

##### **Key Stage 1**

6. In national tests for seven year olds in 1999, the overall standards were well above average in reading and mathematics, and very high in writing. Compared to schools of similar background, standards are the same as in national comparisons. These scores were much higher in mathematics than in the previous year, when standards were only average. Standards in reading and writing remained similarly high. The school has maintained its high standards over the last four years.
7. Inspection evidence shows that present standards in reading, writing and mathematics at the end of Key Stage 1 are in line with the 1999 national test scores. In other subjects at the end of Key Stage 1: standards are well above average in information technology, and above those usually found in science, art, design and technology, music and physical education, and in religious education standards are above the expectations of the North Yorkshire Agreed Syllabus. Standards in history and geography are in line with those usually found. Pupils make very good progress in English, mathematics, science and music, and good progress in all other subjects except history and geography where progress is satisfactory. A survey of previous work indicates that attainment and progress have benefited significantly from the new and very talented teacher.

##### **Key Stage 2**

8. In national tests for 11 year olds in 1999, overall standards were well above average nationally in English and science, and above average in mathematics. Compared to schools of similar background, standards are the same as in national comparisons. This was a significant improvement in mathematics over the school's score in 1998 when standards were only average.

Over the last four years, there has been a steady rise in overall standards for all three subjects.

9. In other subjects, by the age of 11, standards of attainment are well above expectations in information technology, and above those expected by the North Yorkshire Agreed Syllabus for religious education. Standards in all other subjects are above those usually found except in history and geography where they are in line. Pupils make very good progress in English, mathematics, science, information technology, design and technology, and good progress in all other subjects except history and geography where progress is satisfactory.

### **Progress**

10. Throughout the school, pupils with special educational needs make very good progress. Although the school has identified an above average number of pupils as having special educational needs, it has a well below average number of low attaining pupils at the end of both key stages. This is partly due to its very good provision for pupils with special educational needs, and partly because it puts on the register of special educational needs many pupils whose needs are so slight that they would not normally be on the register. The variation between the progress of high, average and low attaining groups is in line with that usually expected. At both key stages, the proportion of pupils attaining the higher levels is well above average.
11. The reasons for the variation in progress between the subjects are the same at both key stages: the school has very sensibly focused on the core subjects of English, mathematics, science and information technology, and so progress is particularly good in these areas. Progress in music is very good at Key Stage 1 because the teacher is particularly talented in this subject. Progress is good in other subjects because the focus of time is not so great. Pupils make the expected progress in history and geography, but not the good and very good progress of other subjects, partly because of the time allocated, and partly because the four year cycle of topics does not always allow the activities to focus sufficiently on the particular demands of each level and so promote the progress of each year group. This is more significant at Key Stage 2 than at Key Stage 1. It should not be forgotten that progress in history and geography is still in line with the national average.

### **Core subjects**

12. In English, standards at Key Stage 1 are well above the national average in reading and in speaking and listening, and particularly high in writing. By the end of Key Stage 2, standards are well above average in all three aspects. Standards of writing are high across the school with older pupils writing thoughtful and interesting pieces that sustain and develop ideas and use language very effectively. Standards in reading are high, with older pupils not only reading challenging texts with fluency and accuracy, but having an enjoyment of literature and an ability to analyse text. This was particularly evident in a group of Year 6 pupils discussing a poem by Kipling. Pupils listen very well across the school, and value other people's points of view. Older pupils are able to express themselves articulately.
13. Ability to use numbers within mathematics is above average in both key stages. By the age of 11, pupils have a good understanding of the principles of number, and a good recall of number facts. There is a good level of attainment in all areas of the subject.
14. Standards in science are well above the national average in both the knowledge-based elements and investigational aspect of the subject. Pupils have been well taught the factual elements of the subjects, and through their investigations, older pupils have developed very firm concepts which they are able to apply in different contexts.
15. Standards in information technology are above expectations at the end of Key Stage 1 where most pupils are able to use simple programs effectively and store and retrieve their work.

Standards are well above expectations at the end of Key Stage 2, in all aspects of the subject. Older pupils are able to scan pictures into text, use data handling programs to generate graphs and charts, and can use the measurement and control facilities of information technology equipment.

16. In religious education, standards are above the expectations of the North Yorkshire Agreed Syllabus at both key stages. Older pupils have developed a good understanding of the Christian Faith, and they have some understanding of the richness and diversity of religions and religious concepts through their studies of other world faiths.

17. Parents are very pleased with the progress pupils make and the standards they achieve.

17. **Attitudes, behaviour and personal development**

18. Pupils have very good attitudes to learning. They are interested in their lessons, and mostly work hard. They are enthusiastic and sustain their concentration very well. They are very keen to answer questions and to offer suggestions. When working in groups, they co-operate very effectively. They are developing very good work habits. Occasionally, in some lessons, some pupils in the lower Key Stage 2 Class do not demonstrate such good attitudes. When working with other teachers, they show less interest in the lesson and are fussy when settling to work.

19. Behaviour at the school is exemplary, and the school has maintained the exceptionally high standards of behaviour noted at the last inspection. Pupils do as they are told immediately and without dissent. They show a high level of self-discipline and can be trusted to behave sensibly in situations when they are not overseen by an adult, for example using the computer in the entrance area. Pupils are well mannered and polite to adults and to each other. Teachers set very good examples in this. There has been no pupil excluded from the school, and this rate is static.

20. Relationships in the school are excellent. Pupils get on well with each other. Older pupils show a caring concern for younger pupils and are thoughtful about their needs. Relationships are open and friendly and pupils are comfortable to chat to teachers about their work and about personal issues. The fairly informal relationships between pupils and teachers are based on very high levels of mutual respect so that pupils always relate to their teachers in ways that are appropriate.

21. Pupils' personal development is outstanding. They are confident and have a good sense of ownership about their school. When carrying out tasks such as putting out the chairs for assembly or operating the tape recorder they do so sensibly and unobtrusively. They are sensitive to the needs of others and show initiative. A good example was when a pupil at Key Stage 1 noticed that an inspector did not have anywhere to sit and so fetched a chair. When working in group situations, older pupils are aware of others and value their contribution. For example, without discussion, they are able to organise themselves to ensure that everyone is listened to and that all opinions are considered carefully.

22. In all this area, the school has maintained the very high standards found at the last inspection, and this is one of the many aspects of the school with which parents are understandably very pleased.

22. **Attendance**

23. Attendance rates are very good. Pupils arrive punctually at the start of the day and lessons begin promptly.

23. **QUALITY OF EDUCATION PROVIDED**

23. **Teaching**

24. The quality of teaching is very good overall. In the school as a whole, teaching is very good or better in over a half of lessons. Over nine tenths of teaching is good or better, and there is no unsatisfactory teaching. This is an extremely high proportion of very good teaching, and a very significant improvement since the last inspection. The quality of teaching is consistently strong across the school, and underpins the very good progress that pupils make. It is unusual for a school to have all its classes taken by such consistently talented teachers.
25. The teaching of pupils under five is very good, with a high level of challenge, and a very good working atmosphere created. The pupils' needs are very well catered for within the mixed-age class, and the teacher makes very good provision for their learning. Teaching is most effective when the under-fives group is taught within the classroom by the class teacher, or when she can directly supervise the work of the teaching assistants. This way they benefit directly from her considerable expertise. The school is very fortunate to have such an exceptionally talented teacher who is able to make such varied provision and sustain such a high challenge for a wide age group.
26. At Key Stage 1, teaching is very good overall. Teaching is very good or better in over seven tenths of lessons, and outstanding in almost a fifth. Teaching is very good in English, mathematics, science, music, religious education and physical education. Insufficient teaching of any other subject was seen for a judgement to be made. The comments on the teaching of pupils under five apply equally to Key Stage 1, as the teacher is the same. Her high challenge and excellent teaching techniques were illustrated in an outstanding music lesson in which even the youngest pupils were taught to identify three thematic melodies within Tchaikovsky's Swan Lake. By the end of the lesson pupils were able to recognise the pattern in which these melodies occur; a very high level of challenge indeed, but one to which the pupils rose.
27. At Key Stage 2, teaching is very good overall. Teaching is very good or outstanding in over half of lessons, and is consistent across the two classes. Teaching is very good in English, mathematics, science and physical education. Insufficient teaching of any other subject was seen for a judgement to be made. There is a high degree of challenge across Key Stage 2, and very well structured lessons that promote the very good progress that pupils make.
28. The high quality of the teaching is underpinned by the excellent relationships between teachers and pupils. This allows pupils to cope with a high level of challenge. Teachers set very good examples in their relationships and in their own intellectual approach, and pupils learn from this. There was an example of this in an outstanding discussion between a group of Year 6 pupils. Unsupervised by their teacher, they were able to discuss a poem in a most sophisticated way: listening to each other, asking for further views, questioning each other in a very sensitive way, and arriving at a consensus. In doing so they modelled their teacher's own sensitive but challenging approach.
29. Teachers have very good subject knowledge, especially in the core subjects, and they have very high expectations of attainment. This enables a high quality of questioning that probes and extends pupils' thinking and their concepts. This was seen in a Year 5 and 6 science lesson where excellent questioning on the processes of evaporation and condensation ensures that pupils' understanding was secure. The use of questioning is particularly effective because



teachers listen carefully and really value pupils' responses. This means that pupils are not afraid to put forward ideas and suggestions, and that teachers gain valuable insights into pupils' thinking. Lessons are planned very effectively to promote learning, and methods very effectively support the learning objectives. For instance, in an excellent literacy lesson, Year 3 and 4 pupils used planning books to write their own responses to the teacher's questions whilst a selected pupil wrote on the board. This not only involved all pupils directly in the learning process and used time most effectively, it enabled pupils' own thought to be compared to others in a way that directly challenged their thinking. Time and resources are used very effectively, and there is a brisk pace to lessons. Class management is very good and teachers have very high expectations of behaviour. This results in the excellent behaviour of the pupils.

30. There are some effective systems for assessing pupils' attainment and using this information to plan further work. Marking of pupils' books is effective, but does not always make clear how work might be improved, although this is made clear in discussion with pupils. Homework is used effectively to reinforce what is learned in school. Whilst the new homework policy was bedding in, some parents were unhappy with the amount of homework. Most of these thought there was too much homework, although some thought there was too little. Inspection evidence suggests that the amount is reasonable.
31. There is good provision for pupils with special educational needs. Teachers offer effective support and show good awareness of the pupils' needs. The special needs assistant offers very good support for pupils in lessons. These pupils make very good progress. The Code of Practice is fully implemented, although the number of pupils placed on the register is twice as high as usual, mainly because many pupils are placed on the register who would not be so placed in most schools. Many of these pupils do not have significant difficulties that prevent them from learning. This means that, although individual education plans are appropriately drawn up and reviewed, some targets are inevitably somewhat vague where pupils' needs are not specific and they would not usually be on the register. In these cases it is not always easy for teachers to address the targets.
32. The unusually high quality of teaching across the school underpins the very good progress that pupils make.
32. **The curriculum and assessment**
33. The school provides a very rich curriculum that provides for the very good progress that pupils make. The curriculum is broad and balanced, is relevant to the needs of all pupils and fully reflects the aims of the school. It includes all of the required subjects of the National Curriculum and is enhanced by the very good provision for personal, social and health education. The governors have an agreed policy on sex education and this provision is suitable for the age and maturity of the pupils. Pupils are also made aware of the dangers of the misuse of drugs, and the school recently hosted a "Drugs Awareness" evening for parents. Strong links are established with two local secondary schools, and pupils are well prepared for the next stage of their education.
34. Pupils have equal access to the curriculum and planning successfully provides work relevant for pupils with different needs. Provision for pupils with special educational needs, including pupils who have the potential for high attainment, is good and they receive strong support. There are some examples of good target setting in individual education plans where special needs are specific. However, where pupils have been placed on the register for more general needs, it is difficult to set such sharp targets.
35. Curriculum planning systems are good. They have been extensively developed since the last inspection and this is a factor leading to improving standards of attainment. All members of staff are involved in curriculum development and have worked extremely hard, as a team, to

produce effective policies and schemes of work. These form a strong long term planning framework. Medium and short-term plans are written by individual teachers. These plans identify learning objectives, make provision for pupils of different abilities, highlight assessment opportunities and help pupils build systematically on previous learning. The strong “team ethic” leads to shared evaluation of planning and classroom practice, and the curriculum is constantly being developed and its delivery sharpened.

36. There are good procedures for assessing pupils’ attainment. Since the previous inspection, the school has introduced an assessment policy, and now uses a wide variety of formal assessments to evaluate standards of attainment, including school and national tests. These are particularly well developed in the core subjects of English, mathematics and science. In these subjects, the school also maintains portfolios of assessed work where the samples used are annotated to indicate the National Curriculum levels achieved. Staff liaise with other schools in their ‘cluster’ to moderate assessments, thus helping to provide consistency of judgements. Assessment information is consistently well used. Analysis and evaluation of assessment information have led to enhanced programmes of revision of previous work, an extension of information technology usage to support pupils with specific learning difficulties, improved target setting, a review of reading materials and a revision and development of homework policy. Key Stage 2 pupils are also encouraged to assess their own work and set themselves targets.
37. Provision for extra-curricular activities, including sport, is very good, and is well supported by pupils and parents. Activities include football, rounders, games club, ‘Funfit’, IT club and textiles club. Pupils have also achieved success in competitive games and inter-school competitions. The time given by staff in organising these, and other visits and visitors, has a beneficial effect on the quality of education provided.
37. **Pupils’ spiritual, moral, social and cultural development**
38. Provision for pupils’ spiritual development through the life of the school and through the curriculum is very good. Relationships in the school are excellent, and pupils feel valued. They have a very good sense of self-knowledge and a strong awareness of the needs of others. Older pupils are encouraged to take an interest in nature through for example, growing plants. Collective worship contributes effectively to pupils’ spiritual development. It is Christian-based and there is a strong sense of community engendered by the whole school celebrations of good work. A particular feature of one assembly was a Ferris wheel made by two older boys, in their own time. The boys showed this to the school, everyone waited expectantly to see if the solar powered wheel would work, and there was true sense of pleasure and excitement when it did.
39. Provision for pupils’ moral development is very good. Teachers set a good example of how to relate to others and set high expectations for behaviour. Pupils learn about moral dilemmas through stories, although there are no books for pupils to borrow about personal issues such as bereavement or divorce. Pupils are thoughtful, and their contributions to lessons indicate an awareness of moral issues, for example, an older pupil suggested equality as a subject for debate. Pupils have a clear understanding of the difference between right and wrong, and their behaviour is excellent.
40. Provision for social development is very good. Teachers set a good example of social behaviour and actively encourage polite behaviour; for example, pupils are reminded not to talk and eat at the same time. Older pupils willingly undertake tasks to support the smooth running of the school. Routines encourage older pupils to care for younger pupils; a good example is the family group tables for lunch. Pupils enjoy the good range of extra-curricular activities which vary according to the season.

41. Pupils have very good cultural opportunities. They visit local museums, and theatre groups are regular visitors to the school. Pupils learn maypole dancing and participate in a local village event. They also learn folk dancing. Opportunities for music workshops are good and involve pupils in making music. They study poetry and write their own poetry. Working with a visiting artist, pupils have looked at and refined techniques to support their artwork. The school has a focused programme for multicultural education and is sensitive to the need to provide opportunities which are meaningful and which do not reinforce stereotypical attitudes. It is now twinned with a school in Leeds whose pupils come from other ethnic backgrounds, and there are visits to the multi-faith centre at Bradford. Recently an African drummer came to school to perform for pupils. Multicultural education was a key issue at the last inspection and the school has improved provision. However, there is still a need to continue its development to ensure that pupils develop appropriate attitudes and understanding.
42. Provision in these areas is broadly in line with the last inspection, except in multicultural education which has improved.
42. **Support, guidance and pupils' welfare**
43. There is very good support and guidance for pupils. This is an improvement since the last inspection. Teachers know their pupils well and have established excellent relationships with them. This means that pupils are confident to go to their teachers and know they will be listened to and their concerns dealt with. Teachers are very vigilant and carefully track pupils' academic progress. This ensures that concerns are picked up and pupils are given support. The monitoring of attendance is effective through class registers. The monitoring of pupils' personal development and behaviour mostly relies on the personal knowledge that teachers have about their pupils and is very effective.
44. The school is very good at promoting good behaviour. There are no written rules but a clear emphasis on self-discipline which works very well. Teachers have high expectations for behaviour. This is effective because there is a high level of mutual respect between teachers and pupils, which means pupils feel valued and want to live up to the high expectations set by their teachers.
45. The teacher with responsibility for child protection has had a great deal of experience in child protection issues, and arrangements are good.
46. The school provides good support for pupils' welfare, and there are appropriate arrangements for health and safety which are well supported by governors.
46. **Partnership with parents and the community**
47. The school has established a very effective partnership with parents and the community, and this has improved since the last inspection.
48. The quality of information for parents is mostly good. The prospectus and annual reports are comprehensive and informative and give an accurate picture of the school's ethos and work. Pupil reports vary in quality. The best have information about the progress pupils have made and their level of knowledge and understanding. However, some reports have little information of this sort; information is scant and is mostly about pupils' attitudes to work.
49. Parents are very well involved with their children's learning. There are helpful booklets to enable them to support reading, mathematics, spelling and handwriting at home. Nearly all parents listen to their children read on a regular basis, and parents and teachers make effective use of the reading comment books to record how well a child has read. Parents were very impressed with the talk they had about literacy and numeracy and many parents have been into

school to watch a literacy hour. Parent helpers are attached to each class and three parents have been trained to support pupils who are following a computer program aimed at improving their literacy skills. The parents' association raises a great deal of money each year which is used to provide extra resources.

50. The school has very good links with the community. The school musical production was very well supported by local business, parents and the local operatic society. Pupils participate each year in maypole dancing. Pupils visit the local quarry, shops and post office, and visitors such as, representatives from local churches come into school. The school nurse is a regular contributor to the curriculum.

50. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

50. **Leadership and management**

51. The school is very well led by an enthusiastic and very able headteacher. She has set a very clear educational direction and has ensured that the school attains very high standards. This high standard of management has been sustained since the last inspection. She is now very well supported by a talented senior teacher who has a particularly good overview of educational issues. All staff work very well together in a team, and the school is very well placed to continue its development and to sustain its very high standards.
52. The role of subject co-ordinators has been improved since the last inspection. There is now a good overview of each subject and an effective spread of responsibilities. Standards in the core subjects are being monitored very effectively, and programmes are developed in the light of this information. There has been very good management of the introduction of the National Literacy and Numeracy Strategies. The school now takes many steps to evaluate and analyse its performance. Assessment data are analysed effectively, and areas of the curriculum evaluated by teachers.
53. The governors are very supportive of the school, and commendably rigorous in their discussion of issues. Most have very close links with the school and a good overview of its work. They are aware of the school's standards and are understandably proud of the school's performance.
54. The headteacher has drawn up a very good school development plan that prioritises the school's academic work and sets helpful targets in these areas. Appropriate actions are being taken to implement these plans, and progress towards them is evaluated effectively.
55. The school's aims, which are to "foster academic and personal development within a stimulating environment so that each child can achieve his or her full potential" are particularly well met. It is extremely successful in ensuring that its policies are fully implicit in its practice.
56. The school has an outstandingly positive ethos. There is a very effective learning environment, excellent relationships between pupils and between adults and pupils, and equality of opportunity for all pupils. Above all, a commitment to the highest standards pervades the school.
57. All statutory requirements are met. The school has maintained the high standards of leadership and management found at the last inspection.
57. **Staffing, accommodation and learning resources**

58. There is a very good level of experienced teaching staff who are well qualified to teach all relevant National Curriculum subjects and provide for the needs of children under five years of age. All the staff undertake their duties enthusiastically, attend relevant courses, share their knowledge with colleagues and contribute to curriculum development. There is a very good number of suitably qualified and experienced support staff, and parents and volunteers also make valuable contributions, enhancing learning opportunities, especially for the younger pupils.
59. The administrative, caretaking and midday supervisory staff all make a positive contribution to the life of the school. Close harmonious teamwork between all staff has a beneficial effect on the quality of education provided and the standards achieved.
60. Effective arrangements are in place for the induction of new teachers, and teacher appraisal procedures are in line with requirements and are up to date. Arrangements for the professional development of staff are very good. These are linked closely to the identified priorities in the school development plan, to staff appraisal targets and to the personal and professional needs of staff. Support staff have access to training opportunities. Effective use of immediate feedback at staff meetings ensures that knowledge gained on courses is shared amongst all the staff.
61. Whilst classrooms and the hall are small, the school makes good use of the available space to create an attractive learning environment and so the accommodation is adequate. The extension, just completed at the time of the last inspection, provides a welcoming entrance to the school, and is well used as a library area and for group teaching, peripatetic music tuition, extra computer station and television area. The school is well cared for by staff, pupils and the local community. High levels of cleanliness are maintained in classrooms and around the school, and there is no evidence of graffiti or litter. Further developments of the wildlife area and a well maintained hard play area and school field all contribute to the attractive school environment.
62. There is a good level of learning resources, and this is an improvement since the last inspection. Resources for design and technology, and information technology are very good and make a significant contribution to the standards of attainment and progress pupils achieve. The school has reviewed the way resources are stored and efforts to provide more shelving and utilise space have been successful. Resources are thoughtfully organised and maintained, accessible and well used. The school makes good use of outside resources, visits and visitors to the school, to support pupils learning and their social and cultural development.
62. **The efficiency of the school**
63. Educational developments in the school are supported through careful financial planning, and these processes have developed well since the last inspection. The school budget is drawn up by the headteacher, and discussed by the governors with their customary rigour. The implication of future trends in income and expenditure are assessed appropriately. The school development plan sets clear targets and relates these clearly to areas of expenditure. The systems for establishing cost-effectiveness have been improved since the last inspection, and these are now effective.
64. Since the last inspection, the school has fully met the key issue raised to ensure that space in the new extension and hall are used to provide appropriate learning environments. Very effective use is made of the school building, and the grounds have been developed well to provide a stimulating environment. Staff are deployed very effectively, and very good use is made of resources across the school.
65. The school is effectively administered, and systems of financial control are good.

66. The school receives an income per pupil in line with the national average for its size. Pupils make very good progress across the school, educational provision is very good, and standards are very high. The school, therefore, provides very good value for money. This is an improvement since the last inspection.

## 66. PART B: CURRICULUM AREAS AND SUBJECTS

### 66. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

67. The school makes very good provision for children under five years old. Most children start school with standards of attainment generally in line with the nationally expected level. By the age of five, children achieve levels well above those expected of their age group in literacy and social development, and above average in the other areas of learning. They make very good progress overall. At the time of the inspection, there were seven children under five in the reception and Key Stage 1 class, and five of these were still attending on a part-time basis.
68. Progress in social and personal development is very good. Children work very well together and co-operate with others effectively. They have a good level of self-confidence, and are able to establish very effective relationships with adults and other children. They demonstrate independence very well in selecting activities and equipment and in personal hygiene. Their behaviour is excellent.
69. Children make very good progress in language and literacy development. They listen very attentively in large and small groups. They use a growing vocabulary with increasing fluency, to express their thoughts. They join in well with singing rhymes and songs. Elementary reading skills are established quickly, and children are able to recognise initial sounds and blends and use them to spell simple words. Most have begun to recognise and form letters correctly and some are already able to write simple words independently. In this area they benefit from their involvement in the literacy activities carried out with older pupils.
70. Attainment in the mathematical area of learning is above average, and children are making very good progress. Mathematical skills are promoted appropriately both through practical and mental activities. Pupils are learning to use mathematical language very well to describe amounts, quantity and time. They are able to sort, make simple patterns, order and match objects. Many are able to count to a very high number. Most pupils can add numbers up to ten and some above ten.
71. Children make very good progress in the knowledge and understanding of their environment. They are involved in a very good range of interesting activities. They are able to talk about where they live, their environment and their families. They are becoming increasingly familiar with how things change over time. Children can describe features of their school environment and lives, and explain what they like about school. Again, they benefit from their involvement in activities, such as history talks, involving older pupils.
72. Good progress is made in the development of children's physical skills. Children develop good control, mobility, co-ordination and awareness of space. There are restricted opportunities within the mixed-age classroom for children to play with large play apparatus, but good provision is made for a wide variety of activities to develop their co-ordination, and the children make good use of the school's physical education equipment.
73. Children make very good progress with their creative and aesthetic skills. The teacher provides a wide range of activities including art, craft, movement and imaginative play. There is particularly effective teaching of music and physical education, and pupils' recent progress with their new teacher is particularly good. Children are able to express their ideas well in drawing, painting and modelling.
74. The overall quality of the teaching of children under five is very good, with a high level of challenge, and a very good working atmosphere created. The pupils' needs are very well catered for within the mixed-age class, and the teacher makes very good provision for their

learning. Teaching is most effective when the under-fives group is taught within the classroom by the class teacher, or when she can directly supervise the work of the teaching assistants. This way they benefit directly from her considerable expertise. The school is very fortunate to have such an exceptionally talented teacher who is able to make such varied provision and sustain such a high challenge for a wide age group.

75. The children respond positively to their tasks and activities, and undertake their work with interest and enthusiasm. They generally work very well together, and are proud of the work that they produce.
76. Early education is well resourced and the curriculum is broad, balanced, well planned and delivered very effectively.

76. **ENGLISH, MATHEMATICS AND SCIENCE**

76. **English**

77. At both key stages, standards of attainment have risen significantly since the last inspection. This continues a four year trend of rising standards.
78. **By the end of Key Stage 1, pupils' attainment is well above average. Pupils make very good progress through the key stage.**
79. In national tests for seven year olds in 1999, standards in reading were well above average, and standards in writing were very high. In both aspects, there was a well above average number of pupils attaining the higher level (Level 3). There is no national test for speaking and listening but the teachers' own assessments judged standards of attainment to be well above average.
80. Inspection evidence suggests that standards this year for all three aspects are broadly in line with the 1999 tests and assessments. The overall standard is, therefore, well above average.
81. By the end of Key Stage 1, almost all pupils are confident in speech, and listen carefully, making appropriate responses. Many are articulate in explaining a point, and show an understanding of the main points in discussion. There is a high quality of class discussion and younger pupils benefit from being in the mixed-aged class in this respect.
82. There is very good progress in reading, and by the end of the key stage, almost all pupils can read simple passages of writing with understanding and accuracy. Many read very well independently with good fluency and expression. Most are able to establish meaning through appropriate strategies and can use alphabetical knowledge in locating books and information.
83. Standards of writing are high across the key stage. Younger pupils are already able to write simple sentences, and by the end of the key stage, most pupils use interesting vocabulary in their writing and develop their ideas into a sequence of sentences. There is some very good use of language in creative work, and also very good functional language. Pupils in both Year 1 and 2, manipulated language effectively to write clear instructions from a description of the paper-making process. This was very demanding work. Punctuation is usually appropriate with capitals and full stops used correctly. Simple words are usually spelt correctly. Handwriting is legibly formed and accurate and is beginning to be joined.
84. **At the end of Key Stage 2, standards of attainment are well above the national average and pupils make very good progress to maintain this high level.**



85. In national tests for 11 year olds in 1999, the number attaining and exceeding the national expectation was well above average when compared with schools nationally and with schools of a similar background. This shows a significant improvement on the 1998 national test results, which showed standards of attainment to be above the national average and in comparison with similar schools.
86. Inspection evidence indicates that the school is maintaining these very high standards this year. By the age of 11, standards in speaking and listening are particularly high. The quality of a group of Year 6 pupils' discussion of a poem has already been mentioned, and in science older pupils were able to explain the processes of evaporation and condensation very clearly indeed, using appropriate terms and taking account of others' needs. Pupils listen very attentively. Most are articulate and employ the core features of standard English vocabulary and grammar appropriately.
87. Standards of reading are well above average. By the end of the key stage, almost all pupils are able to understand the significant ideas from their reading and can discuss the events and characters. There is some very sophisticated analysis of an author's techniques, for instance in identifying the adjectives within a poem that contribute to its effect. Most older pupils are able to use inference and deduction and make reference to text when explaining their views. They locate and make use of information from books and CD-ROM and their library research skills are well developed.
88. Standard of writing are high. By the end of the key stage, pupils are able to write thoughtful and interesting pieces that sustain and develop ideas and use language very effectively. Older pupils extend meaning in complex sentences and make good use of paragraphs. Their writing, in a range of forms, is lively and thoughtful. Spelling, including polysyllabic words with regular patterns, is usually correct. Many use correct punctuation including apostrophes and inverted commas. Handwriting is generally fluent, joined and legible. Pupils' creative and sustained writing are well above average across the whole curriculum.
89. Progress overall is very good, and the very good use of the literacy hour ensures that pupils make very good gains in all aspects of English. Pupils develop a wide range of skills through the very good teaching in the Key Stage 1 class. There is a wide range of stimulating activities and a high level of challenge that extends vocabulary and involves pupils in a variety of writing styles and purposes. Pupils learn a widening range of letter blends and make good gains in their reading skills. In writing they are extending their range of writing, and higher attaining pupils are well challenged to progress to Level 3.
90. Pupils continue to make very good progress across all aspects of English through Key Stage 2. Very effective use is made of the National Literacy Strategy to build on basic skills and make good progress in extending the range of writing and developing reading skills. Pupils make very good progress in producing sustained writing both in English lessons and in other lessons. Pupils make good progress in developing their reading skills in both fiction and non-fiction, and their research skills are highly developed. They have good opportunities to work independently and use information technology to support their work.
91. The progress of pupils with special educational needs, and of higher and lower attaining pupils, is in line with their peers
92. Pupils' attitudes to learning are very good, and behaviour and relationships are excellent. Pupils listen very attentively and are keen to join in lessons. Most have a very good enjoyment of literature and take pride in their writing. Pupils work very well together, and there is an extremely high standard of group discussion and co-operation. Older pupils work very well independently, using information technology equipment very sensibly to amend and enhance their work.

93. The quality of teaching overall is very good. It is never less than good and is sometimes outstanding. This high quality of teaching is consistent across the school. Teachers have very good knowledge of the subject and plan their work very effectively in line with the expectations of the literacy strategy. In some instances, they have adapted the strategy particularly well to fit the particular needs of a mixed-age class. They manage pupils very effectively and relationships and discipline are excellent. Classes are well organised and very good use is made of resources. All use skilled questioning to really extend pupils' thinking and there is a very clear focus for teaching and learning. Teachers have very high expectations and set challenging tasks, which are well matched to the needs of pupils.
94. The teaching of speaking and listening is very effective. There are very good, structured opportunities created, and teachers present very good models of listening and questioning. The teaching of reading is also very effective, especially during the literacy hour, and parents' close involvement in books taken home makes a significant contribution to progress. The teaching of higher order reading skills such as analysis of styles to older pupils is excellent. The teaching of writing is clearly very effective as standards are so high, and the use the school makes of peer appraisal techniques in the redrafting of work is effective in one class. The pupils' excellent social skills would enable this to be used effectively across the school to enhance the already very high standards.
95. Other areas of the curriculum make a very good contribution to the development of literacy skills. There is very effective use of information technology to enhance both reading and writing skills and older pupils have produced their own newspapers with text and pictures. Across the school, pupils are developing a wide and precise mathematical, scientific and technical vocabulary. There are some very good opportunities for speaking and listening in group and class discussions in subjects such as religious education, and the frequent use of short discussions in pairs on a focused topic is very effective in developing speaking and listening skills and in extending understanding. Reading and writing skills are well developed across all subjects and there are good examples of writing in history.
96. The subject is very well led and arrangements for the introduction of the literacy strategy have been very good. Assessment data is analysed effectively, and clear targets for improvement are set. Pupils are offered a very rich curriculum that immerses them in literature and promotes very good progress. There is a good range of literature available in classroom libraries, but a much more restricted range of non-fiction and reference books. The school has been very successful indeed in raising standards over the last four years, particularly at the top of Key Stage 2.

96.

### **Mathematics**

97. At both key stages, standards of attainment have risen since the last inspection. This continues a four year trend of rising standards. Pupils have been making good progress, but with the recent focus on mathematics the pace has been increased and recent progress is very good. This is already raising standards even higher and if this trend continues, standards will reach the well above average levels of English and science.
98. **By the end of Key Stage 1, pupils' attainment is well above average. Pupils are now making very good progress through the key stage.**
99. The school's scores in national tests for seven year olds in 1999, were significantly higher than in 1998. The 1999 standards were well above average in terms of the pupils gaining at least the expected level (Level 2), and above average number of pupils attained the higher level (Level 3). The overall standards were above average nationally, and compared to schools of similar background.

100. Inspection evidence suggests that present standards are in line with the 1999 national test scores. The overall standard at Key Stage 1 is, therefore, well above average.
101. The youngest pupils are able to add and subtract small numbers that are often related to stories. They can sort objects into groups of equal numbers and soon learn to recall addition and subtraction number facts up to ten. They compare the sizes of items using terms such as 'more than' and 'less than'. Pupils explore shape by extending patterns and by identifying and naming squares, triangles and circles. By the end of the key stage, they are able to make sets of shapes, showing sets without vertices and sets with some square faces. The majority of pupils have a clear understanding of the value of digits, and complete addition and subtraction of two digit numbers up to 100. Many can count in twos, threes, fours, fives and tens. They explore symmetry of shapes and draw lines of symmetry. Pupils gather data and represent their findings in frequency tables and block graphs. Some pupils are able to create accurate scales and can interpret their findings.
102. Progress through Key Stage 1 is now very good. Pupils learn confidently and are given suitable opportunities to apply what they know. Skills in mental mathematics are constantly practised and improved and pupils become more confident in using mathematical language such as "estimate", "symmetry" and "angle". Year 2 pupils, first estimating, and then measuring and drawing straight lines up to 15 centimetres showed a good level of skill and accuracy. By the end of the key stage, the organisation and setting out of the work show more purpose, and pupils' recording, labelling and presentation of work reflect also the development of their literacy skills. Pupils with special educational needs make very good progress due to well planned work, very good teaching and good quality support from learning support staff.
103. **By the end of Key Stage 2, pupils' attainment is above average. Pupils are now making very good progress through the key stage.**
104. The school's scores in national tests for 11 year olds in 1999, were significantly higher than in 1998. The 1999 standards were well above average in terms of the pupils gaining at least the expected level (Level 4), and average number of pupils attained the higher level (Level 5). The overall standards were above average nationally, and compared to schools of similar background.
105. Inspection evidence suggests that present standards are in line with the 1999 national test scores. The overall standard at Key Stage 2 is, therefore, above average.
106. At the end of Key Stage 2 most pupils' numeracy skills are good and they can carry out mental calculations quickly and accurately. They understand the composition of both large and fractional numbers. When examining temperature scales they are able to work in 'plus' and 'minus' values. When studying shapes they find areas and volumes, calculate angles and construct triangles. Many pupils are able to systematically seek out mathematical patterns and relationships. Older pupils investigating 'Pascal's Triangle' quickly spotted key ideas, were able to extend the triangle themselves and also identified several other number patterns. Pupils effectively use numeracy skills in other lessons such as design and technology and science.
107. Progress through the key stage is now very good, and pupils work hard to maintain high standards. The emphasis the school now places on daily mental mathematical activities is having a very positive impact on pupils' knowledge of number facts, and their fluency in making mental calculations. Mathematical understanding, as well as speaking and listening skills, is developed well through class discussions at the beginning and end of lessons and through responding to well aimed questions. Appropriate emphasis is placed on using and applying mathematics with opportunities for pupils to tackle more open ended problems. Systematic skill practice, challenging tasks and a regular programme of homework support the

progress pupils achieve.

108. Throughout the school, pupils' behaviour is excellent, and attitudes to mathematics are very good. These make a very significant contribution to progress achieved. Pupils are keen to learn and willing to work hard to improve. They show patience, perseverance and maturity when involved with tasks, either individually or in groups. Excellent relationships enable pupils to express ideas confidently, and yet seek support if necessary.
109. Teaching at both key stages is very good overall. It is never less than good and very good in over half of lessons. Teachers have very good subject knowledge and planning is very effective. They interact well with pupils and there is mutual respect between teacher and learner which promotes confidence in the pupils. Teachers have very good questioning skills and their on-going assessments influence the questions they pose. In a lesson with Year 3 and 4 pupils, looking at halving and doubling numbers, a constant stream of well aimed questions from the teacher took instant account of previous answers, created a lively, enjoyable atmosphere and engendered lots of enthusiasm through the lesson. In a matter of several minutes pupils' learning was effectively moved on. Teachers vary their methods and organisation very well. Sometimes a whole class activity is undertaken, at others, work proceeds with an individual or a group. There is clear planning to match work to pupils' needs. All teachers use support staff and parent helpers very well. They are well briefed and provide effective support, both for pupils with special educational needs, and for those who understand the mathematics at a quicker pace than the rest.
110. Provision for mathematics meets National Curriculum requirements. There is enthusiastic and assured curriculum leadership. The scheme of work provides a strong framework, underpinning the progressive acquisition of skills and knowledge detailed in the medium and short term planning. All staff have received extra support and training to help them implement the National Numeracy Strategy, and the school's approach is energetic and positive.
111. Assessment information is well used to develop further programmes of work, and recent initiatives, such as the new homework policy, of which mathematics is a key part, indicate that the school is well placed to continue improving. Resources are good. They are plentiful, of good quality and well deployed and used.
111. **Science**
112. Standards of attainment have risen significantly at both key stages since the last inspection when they were judged to be average.
113. **At the end of Key Stage 1, standards of attainment are well above national expectations, and pupils make very good progress.**
114. There is no national test in science for seven year olds, but assessment by teachers in 1998 and 1999 suggests that attainment was well above average in terms of the number of pupils attaining the expected level (Level 2) and in terms of those attaining the higher level.
115. Inspection evidence indicates that standards continue to be well above the national average. By the age of seven, pupils are able to classify living and non-living objects. They perform simple experiments using the five senses and explain ways in which our senses can help to keep us safe. Some pupils can describe how one sense can help to compensate for the loss of another. In their work on materials, pupils respond to such questions as "what does it feel like?" and "what does it look like?". They identify a range of materials and their uses, and use terms such as 'tile', 'slate' and 'thatch'. They begin to know that the properties of materials affect the use to which they are put. The majority of pupils can make suitable predictions, and understand

some of the rudiments of 'fair' testing when undertaking investigations.

116. Pupils make very good progress during Key Stage 1. From an early stage there is a very good emphasis on helping pupils understand the skills of experimentation, and on learning how to handle equipment carefully and safely. Investigations are devised that help pupils develop skills in making predictions, and explore ways of recording findings. This was evident in a lesson on 'Our Senses'. Pupils had to co-operate as a group, read a set of instructions, and gather resources from different areas of the classroom in order to carry out a series of tasks. Pupils gained confidence from each other, carried out the tasks with enthusiasm and devised a variety of ways of recording results.
117. **By the end of Key Stage 2, pupils' attainment is well above average. Pupils make very good progress through the key stage.**
118. The school's scores in national tests for 11 year olds in 1999 were significantly higher than in 1998, particularly in terms of those gaining the higher level (Level 5). The 1999 standards were well above average in terms of the pupils gaining at least the expected level (Level 4), and also well above average in terms of the higher level. The overall standards were well above average nationally, and compared to schools of similar background.
119. Inspection evidence suggests that present standards are in line with the 1999 national test scores. The overall standard at Key Stage 2 is, therefore, well above average.
120. By the end of Key Stage 2 pupils show a very good understanding of the process of asking questions, planning a 'fair' test, predicting, recording and evaluating results. They are able to check observations by repeating them. They write confidently about the differences between series and parallel electrical circuits. They use materials such as sand, sugar, salt and flour to find out about filtration and saturation. When studying evaporation and condensation the oldest pupils are able to identify a range of contexts where condensation takes place, and can talk about the effects different environments and changes of temperature will have on the process.
121. Pupils make very good progress through Key Stage 2. They use a wider range of equipment, such as pipettes, and a more extended scientific vocabulary, such as 'particle', 'resistance' and "nitrogen" to explain their ideas and findings. They provide detailed, clearly labelled diagrams, set out their work more methodically, and with constantly facing the need to explain ideas and actions, both orally and in text, pupils develop their literacy skills. Pupils with special educational needs, and those with the potential for high attainment, are fully involved in appropriate scientific activities and make good progress.
122. Pupils' attitudes to learning are very positive and response in lessons is consistently very good at both key stages. Pupils show interest and curiosity and are able to show initiative and take responsibility. They enjoy the challenge of practical activities. Concentration, maturity and enjoyment are features both of work on individual tasks and group activities. Concentration and maturity were certainly much in evidence in a Key Stage 2 lesson when one experiment involved watching an ice cube melt!
123. The quality of teaching is very good at both key stages. Teachers employ very good class management and organisational methods. All teachers have very high expectations of pupils' responses. Teachers display confidence, and very good subject knowledge, and relationships between pupils and adults are very positive. In a Key Stage 2 lesson in which pupils were investigating the formation of shadows, a very good range of resources was provided for pupils to investigate. They had to predict which materials would cause a shadow to form when a light was shone on them. Confidence and enthusiasm generated by the teacher quickly spread, and pupils eagerly made their guesses and carried out the experiments. Lively discussions followed when one or two surprise results occurred, terms such as 'translucent' and "opaque" were much in evidence, and pupils developed their ideas and understanding.

124. The school has a good policy and scheme of work, which now incorporates some recent national guidance to help staff. There is enthusiastic and good quality curriculum leadership. Planning is good and is very effective in ensuring continuity and progression of learning through both key stages. Assessments give a good indication of National Curriculum attainment levels, and arrangements for ensuring that teachers' assessments are comparable within school, and beyond, are well developed.
125. Resources are good. They are in good condition, well organised and very well used. They are regularly reviewed and updated. Visits to outside 'resources' such as Eggborough power station, the National Museum of Photography and Film in Bradford and Eureka museum in Halifax help to add interest and impetus to the science curriculum.

## 125. **OTHER SUBJECTS OR COURSES**

### **Information technology**

126. There was very little direct observation of information technology lessons, so judgements are based on observation of pupils working on computers, discussions with staff and pupils, and scrutiny of previous work.
127. **By the end of both key stages, attainment is well above the national expectation and pupils make overall very good progress. This is a significant improvement since the last inspection.**
128. By the age of seven, pupils generate and communicate ideas using text and pictures. They show a very good knowledge of the keyboard and confidently and competently use the mouse. They use the features of a variety of programs. They use information technology simulations to explore imaginary situations and can give direct commands to produce a variety of outcomes when using controllable toys. They confidently use the listening centre.
129. By the age of 11, pupils' attainment is well above average in all areas of the subject. Word processing skills are particularly well developed with younger pupils able to store, retrieve and amend their work, and take sections from 'Encarta' to add to their own work in geography. Older pupils are able to use desk-top publishing programs to generate graphics, and scan pictures into their work and combine them with text. These techniques are used to produce newspapers, and to enhance work in subjects like science. There is very good progress in handling and communicating information. Year 3 and 4 pupils are able to produce pie charts of data they have gathered, such as breakfast drinks, and older pupils process their gathered data very well, for instance to produce scattergrams of body size and wingspan of birds in science. There was no opportunity to observe pupils using information technology to control, monitor and model, but past work indicates that standards here are also well above average. They produce good quality work across the curriculum.
130. Pupils make very good progress overall, and consistent progress across the school. Pupils with special educational needs make progress in line with their peers.
131. Pupils have very good attitudes to their learning. They enjoy working with computers. They work sensibly and co-operate very well when working in pairs. They work very well independently and persevere well when faced with difficulties.
132. There was little opportunity to observe direct teaching but other evidence shows that teachers

are very competent and involve their pupils in a very good range of work. This is a significant improvement since the last inspection.

133. Management of the subject is very good. The co-ordinator has set clear targets and has developed a very effective programme of learning activities. There is a very good level of resources, and this is much improved since the last inspection. The school has done very well to enable its pupils to attain such high standards.

### **Religious education**

134. **Pupils make good progress across the school and at the end of both key stages, standards are above those expected in the locally agreed syllabus. This is an improvement at Key Stage 1 since the time of the last inspection.**

135. At Key Stage 1, pupils gain useful experiences of the values and beliefs of Christianity. They learn stories from the Bible, both Old and New Testaments, and study 'special days'. They experience stories from a range of religious traditions and are aware of religious festivals, such as Easter and Diwali, in a variety of faiths. They come to realise the religious significance of sacred texts and develop a good knowledge that religions provide guidance on how to live.

136. At Key Stage 2, pupils are developing a good capacity to reflect on their experiences. Pupils begin to understand that some ideas and practices are shared by other faiths but may be expressed differently. They are able to relate this well to their study of the Jewish faith, some elements of Islam, and their understanding of other non-Christian faiths. Pupils become aware of the special status of Jesus Christ in Christianity and the significance of some significant symbols such as light at Christmas.

137. Pupils' attitudes to the subject are generally good, but not all have developed understanding or tolerant attitudes to other faiths. They listen carefully, display interest and many ask thoughtful questions.

138. Teaching is very good overall. Lessons are well prepared and teachers are skilled in developing situations where pupils can begin to form their own opinions. Very good opportunities for reflection are provided. During an excellent Key Stage 1 lesson on 'Ourselves and Our Families', the teacher skilfully created a lovely atmosphere using lit candles and Christmas music, and encouraged pupils to reflect on the birth of Jesus, relating it to a birth in their own family. Pupils unself-consciously shared their feelings and thoughts with others. High quality questioning skills and enthusiasm for the subject encouraged pupils to think deeply.

139. The subject is well planned and managed. The curriculum complies with the North Yorkshire Agreed Syllabus, and the school has its own scheme of work to supplement this. The school has implemented assessment procedures and pupils are encouraged to assess their own work at the end of each topic. The school has responded well to the need raised in the last inspection report to create more opportunities for pupils to experience other faiths and cultures. Pupils have visited the multi-faith centre in Bradford, a synagogue in Leeds, and a large mosque in Bradford, and pupils in the Embroidery Club have helped make a banner for Hanukkah. Resources are good, and effective use is made of the resources at the Religious Education Centre in York.

### **Art**

140. **Pupils make good progress across the school, and standards are higher than those usually found. This is an improvement since the last inspection.**

141. Pupils are able to express their ideas using a wide range of media and techniques, including

many techniques for three-dimensional work. In drawing, pupils achieve very good standards. Previous work includes some very good charcoal sketches, and line drawings from first hand observations. Skills and techniques develop well as pupils move through the school, with younger pupils gaining more confidence and control, and older pupils refining their techniques and skills. For instance, in a Year 3 and 4 lesson, pupils were being shown how to shade by using their finger tips to rub over lines produced by a very soft pencil. Use of colour is well developed with older pupils using sketch books to try out different combinations to produce desired effects. Pupils learn to analyse the structure of pictures, and in a series of paintings of trees in winter, the form of the trees has been very effectively reduced to a symbolic representation of form. This is very good work that develops the pupils' perceptions and also their appreciation of the work of other artists.

142. Pupils throughout the key stage are able to build on previously learned skills and their control of different media is developing very well. There is good three-dimensional work in evidence using a good range of materials and techniques. Pupils are beginning to appreciate the work of famous artists and can talk confidently and knowledgeably about techniques and colours that the artists employ to achieve particular results. An example of this is the work on Monet. Pupils use this knowledge in their own work.
143. Pupils have very good attitudes to the subject and are fully engaged with the activities presented. They respond very well to the challenges set. They work with perseverance and patience. Pupils listen attentively and respond well to questioning. Very good relationships enable co-operation and collaboration which allows them to develop, evaluate and modify their own ideas when encouraged to do so. Pupils handle materials with care and sensitivity.
144. No lessons were seen at Key Stage 1. At Key Stage 2, the quality of teaching is good. Learning objectives are appropriate, planning is clear and takes appropriate account of knowledge, skills and techniques to be taught. The organisation of pupils, and the very wide range of materials available for use enhance the subject. Class sketch books are used very well for pupils to generate ideas and practise skills. Artistic skills are being very well taught. Pupils are encouraged to evaluate and refine their work.
145. There are helpful policy and planning documents which contain useful guidance. Art is displayed extremely widely throughout the school, and makes a good contribution to other areas of the curriculum. The subject is well managed and there is a good level of resources.

### **Design and technology**

146. Only one lesson on design and technology was observed during the inspection so it is not possible to make an overall judgement about teaching. Other judgements are based on pupils' completed work, displays around school, photographs and discussions with pupils.
147. **Pupils make good progress across the school and standards are generally above those usually found. This is an improvement since the last inspection.**
148. As they progress through school, pupils experience a wide range of focused practical tasks and activities that develop the design and make process. Pupils at Key Stage 1 are able to use materials such as card, wood and re-cyclable items to construct models, such as when they responded to the task of 'Make a vehicle that will move'. Pupils manipulate simple tools and use both words and pictures when communicating designs. By the end of the key stage, pupils are able to choose from a range of materials their suitability for the task. They are able to employ a variety of joining techniques and can often give reasons for their choices.
149. At Key Stage 2, pupils work on focused tasks such as making electric powered roundabouts, and a hydraulic car park barrier. They are able to produce detailed step by step diagrams and



text showing the stages of construction. Many pupils are able to make constructive evaluations of their finished products. By the end of the key stage, pupils have designed and made three-dimensional pictures using wool wrapped around card, and accurate models of a water mill. A group of pupils collaborated very effectively to make a solar powered Ferris wheel, using a construction kit, and gave a vivid demonstration of how it worked to the whole school. In all of these, pupils show understanding of the different properties and uses of a variety of materials, and through collaborative projects they share and extend ideas. Skills learned in science are utilised, literacy is supported through discussion and recording and a range of numeracy skills are employed in accurate measuring of the dimensions of a roundabout and water mill. As part of their project on making bread, pupils learn to evaluate commercial products. They examine various sorts of bread such as baguettes, naan bread and pitta bread before making their own loaves

150. Pupils have very good attitudes to the subject and take great pride in their finished products and clearly enjoy the subject.
151. The subject is well managed by an enthusiastic co-ordinator. A detailed scheme of work covers all essential skills, and planning ensures good breadth and balance of experience for pupils. Good guidance is given to teachers on how skills and understanding are to be developed. There is a wide range of appropriate resources and these are used to very good effect.

## History

152. **Pupils make satisfactory progress across the school, and standards of attainment are generally in line with those usually found. This is broadly in line with the findings of the last inspection.**
153. During the inspection, only one history lesson was observed and so judgements are based on a scrutiny of pupils' work, and discussions with pupils.
154. Pupils make satisfactory progress through Key Stage 1 and by the time they are seven, have acquired an appropriate factual knowledge of events and people from the past. For instance, Year 2 pupils know about famous people such as Alexander Bell, Louis Braille and, from the more recent past, Neil Armstrong. Many pupils are able to discuss the reasons why people acted as they did, and why some things have changed. Few pupils have attained the higher level of recognising similarities and differences between different historical periods. It is this that would make standards above average.
155. The satisfactory progress continues through Key Stage 2. By the end of the key stage, most pupils have developed appropriate knowledge and understanding of the topics they have studied. Most show factual knowledge and understanding of change, and some can describe characteristics of past periods and societies. However, few are able to identify changes within and between periods, which is a requirement of the expected Level 4. This is partly because the focus of the teaching has not been on this aspect, and partly because the four year cycle of topics does not always allow the oldest pupils to study a period in which such changes are easily accessible. In progression through Key Stage 2, there is little distinction made between the different year groups within a class. This is well addressed in core subjects such as English and mathematics.
156. Pupils' attitudes are good, and they speak enthusiastically about the subject. They co-operate well when working together, and listen to each other's ideas. Standards of behaviour are excellent.
157. The quality of teaching in the Key Stage 1 lesson seen was very good. There was very good use of a visitor to talk to the children about life at the time of the Second World War. The teacher

used very good questioning to bring out differences between life then and now, and related these very well to the pupils' own experiences. The theme of the celebration of Christmas allowed younger pupils to focus on differences and older pupils to focus on the reasons for changes. This challenged pupils very well at their different levels.

158. The subject has adequate resources, and good use is made of local museums and other sources of history. The pupils go on regular visits, and benefit from a range of visitors.

### Geography

159. Insufficient teaching was seen during the inspection to make a judgement about its quality. Other judgements are based on a scrutiny of previous work and discussion with pupils.

160. **Pupils make satisfactory progress through the school, and overall standards of attainment are broadly in line with those usually found. This is broadly in line with the findings of the last inspection.**

161. Pupils learn some facts about the countries they have studied and have built a good knowledge of Sinnington and the local area. Older pupils can discuss the reasons for the location of local features and understand the way in which communications relate to the physical geography. There has been some good work on rivers and patterns of erosion and deposition. Within this work, some Year 6 pupils reached the higher level (Level 5) recognising the pattern of occurrence of features such as meanders and offering some explanation of these. However, few older pupils can offer explanations for patterns of geographical distributions in other aspects of the subject, or are able to relate these to the countries they have studied. Knowledge of the various countries and features of the world is not well developed in many pupils

162. Pupils' attitudes to the subject are positive. They enjoy talking about the countries they have studied and the opportunities to find out more.

163. The school's curriculum covers the expected Programme of Study, but there is little opportunity to study a contrasting country and area of Britain at depth at Key Stage 2. The work on St Lucia in Year 5 is mainly descriptive and does not focus on the reasons for differences and how these relate to geographical concepts. Although progress is satisfactory overall and is clear as pupils move through the school, progress from one year to the next within a class in terms of concepts and ideas is not always marked. There is good work with Key Stage 1 pupils at a simple level in making contrasts with Bradford and this is underpinned by a visit.

### Music

164. **The standards in music are higher than those normally found. Pupils make good progress across the school. This is an improvement since the last inspection.**

165. Pupils make good progress through Key Stage 1 where there is a some very good teaching. Pupils develop a good sense of tempo and are able to sustain their rhythm on untuned percussion instruments. In one excellent lesson, even the youngest pupils were taught to identify two thematic melodies within Tchaikovsky's Swan Lake. By the end of the lesson pupils were able to recognise the pattern in which these melodies occur.

166. Pupils continue their good progress through Key Stage 2. They are able to sing a wide range of songs to a good standard of performance. They sing tunefully, often from memory, with clear diction. They use the volume and pitch of their voices well. Pupils listen attentively to a variety of music. They identify mood and discuss the intentions of the composer well. Many pupils have secure knowledge of musical terms such as pitch and tempo. They can repeat and improvise musical patterns with their voices and when playing tuned and untuned musical

instruments to good effect.

167. Pupils who have an aptitude and a liking for music learn to play a range of instruments. A good proportion of pupils take advantage of this opportunity.
168. Throughout the school, pupils are eager to learn and particularly enjoy using percussion instruments. They show positive attitudes to learning music. They demonstrate enthusiasm and interest and participate well in large and small groups. Children sometimes play musical instruments as a part of an assembly.
169. Insufficient teaching was seen to make an overall judgement on its quality, but the one lesson seen at Key Stage 1 was of the very highest quality and has already been described. With continued teaching of this quality, standards will rise even higher.

### **Physical education**

170. **Pupils make good progress across the school and standards are generally above those usually found in those aspects seen during the inspection. This is an improvement since the last inspection.**
171. During the inspection it was only possible to see lessons in the school hall and so no games, swimming, or outdoor pursuits were observed. At Key Stage 1, pupils are developing increasing control and mobility, and are able to improve their performance through practice. They made especially good progress in a very good dance lesson, one of a series about "A Circus". Pupils demonstrated a good sense of rhythm, moving to music, and during the course of the lesson pupils skilfully used linking movements to build up longer, continuous sequences. They were confident in appraising their own, and others' performances.
172. At Key Stage 2, pupils build well on previous learning. They develop more complex gymnastic sequences, showing greater awareness of space, and speeds at which movements occur. Many pupils pay increasing attention to the quality of their movements showing agility, extension and control. Pupils progress well in swimming and by the end of the key stage, all pupils can swim 25 metres.
173. Pupils' attitudes to physical education are very positive. They reveal enthusiasm and enjoy the subject. Pupils manage the limited space in the school hall very well, especially the older ones, and they perform with commendable care, both for themselves and others.
174. The quality of teaching is very good. Very good use is made of demonstrations to draw out pupils' ideas and understanding. High expectations of performance and behaviour are evident and clear learning objectives are conveyed. Teachers highlight the need for safety in physical education lessons, and this is especially important bearing in mind the limited amount of space in the school hall. Lessons are planned very carefully and move at a brisk pace. The work effectively takes account of pupils' previous experience and skill levels. These factors contribute to the good progress the pupils achieve.
175. The management of the subject is good. The co-ordinator has good subject expertise and the scheme of work provides a broad and balanced physical education programme. Although no outdoor games lessons were observed, the school makes good provision for team games and inter school competitions, and has enjoyed some success in these. An Outdoor Pursuits programme helps to enhance physical education provision. Resources are good. Although space is limited in the hall for the deployment and use of large gymnastic apparatus, good management and organisation help to utilise these resources. Equipment is varied, plentiful and in good condition.

175. **PART C: INSPECTION DATA**

175. **SUMMARY OF INSPECTION EVIDENCE**

176. The inspection was carried out by a team of three inspectors. During the inspection all, or part, of 37 lessons were inspected, and a total of over 31 hours was spent in classes, in discussion with pupils and teachers, and in evaluating work. A range of assemblies, registration sessions and extra-curricular activities was also inspected.
177. Inspectors looked at the work of a wide range of pupils, including a sample of three pupils from each class. Informal discussions were held with many pupils and a sample was heard reading.
178. Planned discussions were held with the headteacher, other teachers and governors. Informal discussions were also held with members of the non-teaching staff.
179. A wide range of documentation provided by the school was analysed before and during the inspection.
180. Eight parents attended a meeting with the registered inspector to give their views on the school. The inspection team considered the 26 responses to a questionnaire sent to parents about the school, and the additional comments sent by some parents. Informal discussions were held with individual parents during the inspection.

180. **DATA AND INDICATORS**

180. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	70	7	19	11

180. **Teachers and classes**

180. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	3.2
Number of pupils per qualified teacher:	22.50

180. **Education support staff (YR - Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	38

**Average class size**

Average class size:	24
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180. **Financial data**

Financial year:	1999
	£
Total Income	166,380.00
Total Expenditure	160,703.00
Expenditure per pupil	1,913.13
Balance brought forward from previous year	2,439.00
Balance carried forward to next year	8,116.00

180. **PARENTAL SURVEY**

Number of questionnaires sent out: 51  
 Number of questionnaires returned: 26

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	48	48	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	46	50	4	0	0
The school handles complaints from parents well	24	52	24	0	0
The school gives me a clear understanding of what is taught	27	54	8	8	4
The school keeps me well informed about my child(ren)'s progress	23	58	12	8	0
The school enables my child(ren) to achieve a good standard of work	23	65	8	4	0
The school encourages children to get involved in more than just their daily lessons	23	58	4	12	4
I am satisfied with the work that my child(ren) is/are expected to do at home	19	62	0	12	8
The school's values and attitudes have a positive effect on my child(ren)	38	54	8	0	0
The school achieves high standards of good behaviour	46	50	4	0	0
My child(ren) like(s) school	54	46	0	0	0