

# INSPECTION REPORT

## **MARKINGTON CHURCH OF ENGLAND PRIMARY SCHOOL**

Markington

LEA area: North Yorkshire

Unique reference number: 121576

Headteacher: Mrs L Paisley

Reporting inspector: David Byrne  
28076

Dates of inspection: 2<sup>nd</sup> - 5<sup>th</sup> October 2000

Inspection number: 187154

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address	High Street Markington Harrogate
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Appropriate authority:	Governing Body
Name of chair of governors:	Dr Richard Russell
Date of previous inspection:	26 <sup>th</sup> February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Byrne (28076)	Registered inspector	Foundation Stage English Science Information and Communication technology Design and technology Physical education	What sort of school is it? How high are the standards? Pupils' attitudes and values How well are pupils taught? What should the school do to improve further? How well is the school led and managed?
Meg Hackney (15181)	Lay inspector	Equal opportunities	How well does the school work in partnership with parents? How well does the school care for its pupils?
Peter Isherwood (20301)	Team Inspector	Special educational needs Mathematics Religious education Art and design Geography History Music	How good are the curricular and other opportunities offered to pupils

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a Church of England Voluntary Controlled school. It is a rural school in a village but within commuting distance of Harrogate and Ripon. It is much smaller than other primary schools with 51 pupils on roll. The percentage of pupils known to be eligible for free school meals is slightly above the national average at 24%. All pupils are of white origin. No pupil requires support for English as an Additional Language. The number of pupils with special educational needs, including those with statements for special educational need is above the national average at 22%. Almost all pupils attended the village playgroup before beginning school.

### **HOW GOOD THE SCHOOL IS**

This is a very good school with many outstanding features. Under the exceptionally good leadership of the head teacher, the staff, governors, parents and community form a cohesive team. They work together to successfully provide pupils with a very good quality of education that ensures that each pupil reaches their full potential. There is a strong ethos throughout the school that makes pupils feel very special and gives them high levels of self-esteem. The positive attitudes that pupils have about themselves contributes significantly to the high academic standards that they achieve. Pupils are given a rich, exciting curriculum that inspires and motivates them to learn. They develop excellent attitudes to all aspects of school life and form excellent relationships with others. Everyone associated with the school constantly strives to find ways of improving standards even further. The school gives very good value for money.

#### **What the school does well**

- The school provides pupils with an excellent ethos that promotes exceptionally good attitudes to learning, very good behaviour and remarkably good relationships between pupils. Each pupil is treated as an individual and made to feel special.
- As a result of very good teaching, pupils make very good progress and by the age of eleven they achieve standards that are significantly better than national expectations in English, mathematics, science, art, design and technology, geography and history.
- The curriculum for all pupils is exciting and stimulating and makes very good use of the local community and its environment.
- The provision for pupils with learning difficulties is very good and ensures that pupils improve in their work.
- Provision for spiritual, moral, social and cultural development is excellent.
- Very effective links with parents contribute to the rapid rate of learning that pupils make during their time in school.
- The leadership and management of the head teacher are outstanding. There is a shared vision amongst all who work in the school and a strong drive to constantly improve the school.

#### **What could be improved**

- The identification in planning of ways in which the key skills of literacy, numeracy and information and communication technology are taught through other subject areas
- The consistency of approach to the recording of pupils' investigations in science.
- The suitability of storage space.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in February 1996. As a result of the maintenance of the excellent leadership and very good teaching, standards have improved even further in English, mathematics, art, geography and history and the provision for information technology is now much better. The curriculum is well planned so that expectations for pupils are now more clearly identified. Assessment procedures have been developed. Pupils are actively involved in setting personal targets and as result, lessons have a clearer focus and pupils learn with greater pace. The accommodation has been enlarged so that Key Stage 2 pupils can be taught in two classes and the outdoor resources have been developed so that pupils have better learning opportunities. An excellent community project led by the school has created an outstandingly rich environment area that is being increasingly used to support pupils' education. Each of the key issues in the last report has been fully addressed and recommendations fulfilled.

## STANDARDS

Too few pupils take the end of key stage National Curriculum tests to make comparisons valid so tables comparing the school's results with all schools nationally and to similar schools are not published. Inspection findings are that standards by the age of eleven are very high in English and much better than national expectations in mathematics and science. Pupils also perform very well in art, design and technology, geography, history and aspects of music. The standards by the end of Key Stage 1 are also better than national expectations in each subject. In information and communication technology they are close to national expectations. Children in the foundation stage make rapid progress in each area of learning so that by the time they begin Year 1 their standards are above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and thrive on being challenged. They enjoy coming to school and respond very well to the stimulating and exciting classroom activities.
Behaviour, in and out of classrooms	Pupils behave very well at all times. This enables pupils to concentrate for extended periods of time and make good progress in lessons.
Personal development and relationships	From the first day in school pupils respond positively to expectations for them to use their initiative and take responsibility for what they do. Relationships between pupils are outstanding which makes sure that everyone feels valued and safe in all aspects of their education.
Attendance	The high levels of enthusiasm for learning translate into very good attendance figures.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
28 lessons seen overall	Excellent	Excellent	Very Good

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

The quality of teaching observed in lessons during the inspection was excellent in 21% of lessons, very good in 42%, good in 21% and satisfactory in 16%. No lessons were unsatisfactory. Teachers plan lessons carefully and make very good use of resources including support staff so that each pupil is treated as an individual and given work that matches their ability. Activities are often practical in nature and set high expectations for pupils' performance. The strengths and weaknesses of pupils are known and this information is used effectively to help pupils to develop emotionally, socially and academically.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils are provided with a wide range of exciting and stimulating activities. Very good use is made of the local community and the natural environment to give meaning to what pupils learn. Wide use is made of visitors to school and educational visits to extend the curriculum.
Provision for pupils with special educational needs	This is very good. Pupils are identified at an early stage of their education and given well-targeted work. As a result these pupils learn well and often do better than expected.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The ethos of the school provides pupils with an exceptionally good range of opportunities to develop their sense of spirituality and morality and to acquire good social skills. Pupils have an unusually good knowledge and understanding of other cultures.
How well the school cares for its pupils	Pupils are made to feel special. There is a strong sense of family within the school that gives pupils a feeling of security and value. Teachers know their pupils very well and support them in all aspects of their social, personal and academic development.
How well the school works with parents and carers	Parents are given every opportunity to support their child at home through well-prepared homework. Very good induction procedures and good quality information at all times makes sure that parents know what is happening in school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher has exceptional leadership qualities that create a strong team spirit amongst all staff and between the school, parents and local community. All aspects of school management are very effectively performed and new ways of raising standards are constantly considered.
How well the governors fulfil their responsibilities	The governing body is a very supportive and knowledgeable group. It monitors all development that occurs in the school and makes sure that all decisions are made with the needs of pupils in mind.
The school's evaluation of its performance	The head teacher, staff and governors regularly check on the standards reached by pupils and the quality of teaching in each class. Honest evaluations are made so that further improvements can be made where necessary.
The strategic use of resources	Each nook and cranny of the school is effectively used including the school grounds. Staffing is thoughtfully deployed so that pupils are given the best possible support. All elements of spending are carefully considered.
Accommodation	Each part of the school buildings and the outdoor areas is used thoughtfully and imaginatively so that pupils have a wide range of interesting and exciting activities.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents have exceptionally high regard for the quality of the leadership and management of the school and the strong team spirit created between staff.</li> <li>The way in which parents and the community are involved in the life and work of the school.</li> <li>The strong feeling of care and the family atmosphere that the school provides.</li> <li>The exciting and stimulating curriculum that they feel is the reason why their children like school.</li> <li>The quality of the homework that prepares pupils well for the transition to high school.</li> </ul>	<ul style="list-style-type: none"> <li>The lack of a hall was described as a disadvantage.</li> </ul>

Inspectors agree with the positive comments of parents. The lack of a hall makes it difficult to provide some aspects of the curriculum but the village hall is effectively used to reduce any problems.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The pupils start school with standards that are broadly average. They respond positively to the excellent quality of teaching and the quality of adult support in the Reception year and make rapid progress by the time they enter Year 1. By the age of five, children achieve standards that are slightly above average in language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development.
2. In Key Stage 1 and 2, there are too few pupils taking the end of key stage National Curriculum tests to compare the school's result with all schools nationally or with similar schools. Inspection findings are that overall academic standards are high and much better than normally found. Pupils learn rapidly in response to very good teaching and the existence of a warm and supportive atmosphere in each class, which provides pupils with the confidence to try new ideas without fear of ridicule. Pupils' high standards are a reflection of the excellent relationships that exist between everyone who is involved in the school.
3. In Key Stage 1, teachers nurture in pupils a developing love of learning. Lessons and activities are very well prepared and planned so that each pupil's individual needs are met. Pupils work very hard in lessons and show very good levels of concentration. This results in pupils making rapid progress so that, by the age of seven, they are all achieving their potential. Pupils with special educational needs make good progress too and, especially in mathematics, some pupils do better than is expected. Pupils have good speaking and listening skills. They have a love of books and, when they are seven years of age, they read very well. Writing skills develop well and pupils write with good style, using accurate spelling, good letter and sentence formation. Pupils have a good knowledge and understanding of how to write a simple story, recognise patterns in writing such as rhymes and alliteration. Inspection findings are that standards in mathematics are much better than national expectations. In Key Stage 1, the pupils are developing good mental mathematics skills. All count to 10 and beyond. Most recognise and write the numbers. By the end of the key stage many pupils add and subtract two digit numbers. The pupils identify series of numbers including odd and even numbers. In work on shape, space and measures, all pupils identify regular two and three-dimensional shapes using characteristics including number of sides and corners. In science, pupils have a good understanding of living things, especially the way their body works and the importance of eating healthily and taking exercise. Pupils know about the properties of materials and the way sound and light are made.
4. In Key Stage 2, pupils' independent learning skills are extended and all pupils, including those with learning difficulties, continue to learn at a good rate. By the age of eleven, pupils have standards of reading and writing that are much better than the national expectations for their age. They write particularly well and have a well-developed sense of writing in different styles to suit different audiences. Pupils enjoy poetry and many create and write imaginative and descriptive poems of their own. In mathematics, standards are also better than national expectations. The pupils in Key Stage 2 build on the work that they have done in Key Stage 1 and all, including those with special educational needs, achieve well. They use decimals well in mental mathematics sessions. The majority of pupils work well with numbers above 1000 when they use the four rules of number. Most are confident in using fractions, converting fractions to

decimals. In work on shape, space and measures, the pupils identify different types of triangles. They measure angles accurately. Most understand that to find the area of four sided shapes you multiply length and breadth. In data handling, pupils gather information, produce graphs and answer questions based on the data. Standards in science are above the national average. Pupils have a particularly good understanding of the natural environment and the cycles within it. Pupils are well aware of the changes of state of materials and the way some changes are permanent and others reversible. Pupils have a good knowledge of forces and movement and the way sound and light behave. There is evidence of above-average investigative science but further developing their approaches to recording would enhance the pupils' recording skills.

5. The inspection findings are that there is much strength in attainment in other subjects across the school. Pupils do well in art, design and technology, geography and history. There are strengths in aspects of music and in swimming in physical education. Participation in tournaments by pupils has resulted in good results even compared to much larger schools. Standards are as good as is expected nationally by the age of seven and eleven in information technology. In religious education, pupils have a secure knowledge and understanding in accordance with the expectations of the locally agreed syllabus.
6. The pupils who have learning difficulties benefit from very good support. Detailed individual education plans direct teachers' planning so that work is precisely matched to individual needs. In this way, pupils make good progress towards reaching their targets. Effective planning by teachers and a wise use of groups, sometimes mixed ability at other times by ability, combine to make sure that each pupil is involved and makes the maximum possible progress.
7. Under the excellent leadership of the head teacher and the support and guidance of the governing body, staff work together as a cohesive team in striving to provide pupils with the best possible education. Excellent use is made of grants to support pupils prior to taking the end of key stage National Curriculum tests. Additional support for literacy is very well used and is raising standards in literacy. Teaching and support staff form an effective team combining the provision of an exciting, relevant programme of well-planned lessons with opportunities to involve pupils in the local community and the natural environment. The excellent quality of education creates excited, enthusiastic, well-behaved pupils who enjoy learning. These features are the key factors in the rapid rate of learning that pupils make. With some very minor exceptions in some subjects, pupils are achieving the standards of which they are capable.

### **Pupils' attitudes and values**

8. Pupils enjoy coming to school so much that the school's attendance figures are much better than the national average. Before children start school at the age of four, they are invited into school for weekly visits over a half-term period. This enables children to get used to the exciting and stimulating classroom atmosphere of the school. This excellent start provides a basis for the very good personal and social development that is the key factor in the rapid progress pupils make in the first years of school life.
9. Throughout the school, pupils respond positively to the excellent relationships between teachers, support staff and pupils. Attitudes to all aspects of school life are excellent. In all that the school does, pupils are made to feel special. Pupils' self-esteem is very high as a result of the excellent relationships coupled with the planned intervention of teachers to reward successes of pupils in all aspects of their development. Praise

assemblies are held regularly and celebrate all aspects of pupils' development. Behaviour and success in sports or out of school events are acknowledged. For example, the success of a local equestrian in the Sydney Olympics was shared and a leaf was placed upon the celebration tree to commemorate this. By singing the Markington song, all pupils are made to feel as though they are pulling together, for each other and others elsewhere.

10. Through very good use of praise and encouragement, each child feels valued and able to contribute in some way to the life and work of the school. One positive outcome of this is the excellent way in which pupils co-operate and share everything. During lessons, it is common for pupils to talk sensibly about their work and help those less confident than themselves. Younger pupils in Key Stage 1 enjoy the times when older Key Stage 2 pupils work alongside them during reading activities. Exciting lessons that emphasise practical experiences motivate and enthuse pupils to learn. This results in pupils showing high levels of interest in their work and concentrating for extended periods of time. Pupils take a pride in whatever they do, which reflects in pupils learning well in most lessons.
11. Pupils behave very well when they are in school and this is reflected in the way there have been no exclusions in the last twelve months. During lessons behaviour is exemplary. Lessons have a quiet and industrious atmosphere and because teachers treat pupils with appropriate regard, pupils respond likewise by displaying very good manners at all times. Older pupils set excellent role models for younger ones by showing sensitivity and care to others.
12. The school manages all aspects of playground behaviour very well. The vast majority of pupils continue to display impeccable manners although occasionally, some pupils get overexcited during ball games. Teachers and support staff put a great deal of thought into providing a wide range of activities for pupils so that they are not bored. Games, books and simple sports equipment are all made available and pupils regularly use the very good range of seats and benches. Providing pupils with a recently fitted trim trail and the more established climbing frame further reduces the chances of pupils becoming boisterous.
13. By the time pupils reach the age of eleven, they have acquired excellent levels of independence. From the first days in school, staff expect pupils to learn to take out and put away resources. During a literacy activity, children under-five took it in turns to switch the cassette player on and off at the appropriate times. This level of independence pervades all parts of the school and pupils are involved in all aspects of day-to-day management. When the class is needed for assembly, all pupils work effectively together to rearrange the room to ensure a seamless transition. Desks and chairs are moved around quickly and safely without any fuss. Many pupils are very aware of their strengths and weaknesses and know what they need to do to improve. The introduction of target setting in this way is rapidly increasing the levels of independence pupils have in their learning. Pupils also develop good skills of research so that they are able to find information for themselves as part of self-study work. Pupils are encouraged to discuss their feelings and views by taking part in a group activity called circle-time.

## HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching has improved since the last inspection. It is excellent for children under-five and pupils in Key Stage 1 and very good overall for pupils in Key Stage 2. During the inspection the quality of teaching was excellent in 21% of lessons, very good in 42%, good in 21% and satisfactory in the remaining 16%. There was no unsatisfactory teaching. Teachers are hard working and care for the development of all aspects of the child. They know their pupils very well and this knowledge is used effectively to provide carefully planned lessons to meet the needs of everyone, including those with learning difficulties and those who are higher attainers. Teachers are very creative and successfully involve pupils in their learning. They work hard to successfully provide pupils with a rich range of exciting and relevant learning activities that creates pupils who are eager and motivated to learn.
15. Teachers, support staff, parents and the community all work together very well indeed as a team to provide pupils with an excellent quality of education. Under the effective leadership of the head teacher, everyone co-operates in providing each pupil with an education that is as closely tailored to his or her individual needs as possible. The mixed ages present in each class are exceptionally well managed so that potential problems are eliminated. Indeed, skilful teaching harnesses the skills of older pupils to benefit younger ones.
16. Teachers work very well with support staff. Pupils are expected to think for themselves and to make the effort to 'find out'. Lessons are planned with clear learning intentions that are often shared with pupils so that they know what is expected of them. In almost all lessons, groups are cleverly used. In a Key Stage 2 science lesson, pupils were asked to work as a group of mixed ability during a practical investigation but when they began to record what they had done, they were re-organised into ability groups. This enabled more able pupils to help less able during the practical work, but then gave more able pupils opportunities to challenge their thinking by talking and discussing with pupils of similar levels of understanding and therefore develop their intellectual skills.
17. In Key Stage 1 and Key Stage 2, the literacy and numeracy lessons are very well managed and the basic skills of reading, writing and number are very well taught. Lessons are creative and provide exciting and relevant activities that make sure that all pupils learn well. In Key Stage 1 especially, learning resources are very well used. Exceptional use is made of games to motivate and excite pupils and to develop very good levels of concentration. During an activity in which pupils in Year 1 used rhyming boards in the shape of a robot or a bear, pupils worked extremely hard and with very high levels of independence. Pupils are given individual support and high expectations are set so that pupils know what they are aiming at and subsequently learn at a good rate. Teachers' knowledge of information technology is satisfactory and pupils enjoy using the computer although this is one area that could be even better.
18. Staff make excellent use of the rich environment of the school. Pupils are immersed in activities that involve studying the natural world and using locally accessible resources such as Fountains Abbey and also those further afield such as the Eureka museum in Halifax. Activities in which pupils dress up in period costumes and use role play to act out scenes from the past bring learning alive and give pupils the desire to learn. The commitment and efforts of teaching staff to use the natural environment gives pupils a knowledge and understanding of science and living things. This approach is a very important reason why the rate of learning in the school is good and why pupils progress from average standards of attainment when they begin school to high standards by the age of eleven.

19. Pupils are exceptionally well behaved during lessons because teachers provide exciting activities. Lessons move with good pace and activities usually closely match pupils' abilities. Time is rarely wasted and because teachers talk with respect, pupils respond by talking to each other in the same way. Pupils' ideas are valued and given high regard. They are always made to feel valued and this encourages pupils to give their ideas and share their views in front of others. This not only develops their skills of speaking and listening but also offers opportunities for them to tease out and adapt what they believe. Pupils are encouraged by the open and confidential nature of discussions to honestly evaluate how well they are doing and to find ways of improving. At all times, teachers try to see the best in pupils and reward desirable behaviour and academic performance. The way pupils' work is valued and appreciated is demonstrated by the efforts that staff put into creating very good displays of pupils' work. Many hours are spent mounting and presenting pupils' work and creating class books of poetry and story writing. The good quality of presentation by staff does not go unnoticed by pupils who use it as a model for standards in their own work.
20. There is early identification of any special educational need. There are good quality individual education plans. The targets are usually very clear and measurable, for example being able to read a certain number of letter sounds. In lessons, the pupils with special educational needs are well supported both by teachers and support assistants. In a Year 5/6 lesson observed during the inspection, a pupil received good support in helping to read a passage on the evacuation of children in the Second World War. As a result of this support the pupil made good progress in understanding how children who were evacuated felt.
21. Marking, which is usually prompt and often carried out alongside the pupil, supports pupils' knowledge of how well they are doing. It is particularly effective when teachers phrase comments to give pupils a clear picture of how they could make their work even better. Teachers are rapidly developing the use of marking as a way of giving pupils targets for their own development. This adds to the very good levels of independence that most pupils develop. The individuality of pupils and their different needs is reflected in the way teachers provide work at home. Homework is thoughtfully planned so that the activities complement and extend work already going on in school and the support given by parents is a key factor in the pupils' good progress.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

22. Pupils benefit from a curriculum that is exciting and relevant to the lives and needs of all pupils. Everyone has an equal chance to take part in all aspects of learning regardless of their gender or ability. The curriculum is built upon a strong philosophy that everyone is special and that every pupil is good at something. High regard is given to developing not only high standards of academic achievement but also to promoting amongst pupils high standards of personal and social development. This philosophy is transferred into the life and work of the school and the excellent relationships that exist contribute very significantly to the very good quality curriculum that pupils are given.
23. Pupils in the foundation stage are given a very good range of learning experiences that reflect their needs despite some limitations in the accommodation. Children are provided with learning activities that enable them to rapidly develop their ability to speak, listen and begin the early stages of reading and writing. Targets for development of mathematical, creative and physical knowledge and skills are carefully planned and,

through working alongside pupils in Years 1 and 2, pupils manage to learn about many aspects of the world around them.

24. In Key Stage 1 and 2, the statutory curriculum is taught effectively and for an appropriate amount of time. Each subject has a clear planning map that identifies what should be taught in each year of each key stage. The National Literacy Strategy and the National Strategy for Numeracy have been very successfully implemented across the school. Careful evaluations are being made by staff that have informed sensible adaptations to each strategy so that they better meet the needs of pupils in Markington. The skills of literacy are applied very well across the curriculum. Pupils write for a wide variety of purposes. They write narrative accounts in history, for example the life and times of a World War 2 evacuee. Pupils also apply instructional writing when planning science investigations. Numeracy does occur in work other than mathematics, for example in science investigations. The provision for information technology across the curriculum has improved significantly since the last inspection and continues to develop as teachers' knowledge increases and equipment is updated. The skills associated with literacy, numeracy and information technology are used in many subjects and the school is planning to implement the Local Education Authority guidance for making the planned links more explicit.
25. Humanities, science and aspects of physical education are carefully planned to include links with members of the local community and educational visits. The curriculum is brought to life by inviting local people to talk to pupils for example about memories of life during World War 2. Visits to local places such as Fountains Abbey add meaning to pupils' understanding of life in the past. Residential visits enable pupils to learn at first hand about the environment. One group learnt about the impact of erosion upon the East coast of Yorkshire by studying the sea-shore. Pupils develop confidence and social skills through taking part in a variety of outdoor activities.
26. The school has a high regard for the personal and social education of its pupils. This is the cornerstone of the curriculum. A lot of time is valuably used to give pupils the chance to talk together and share their feelings as part of circle-time. Pupils are given a lot of support in growing up, through carefully planned sessions looking at issues about drugs and sex education and how to keep safe and healthy. The personal and social education programme successfully promotes very high levels of personal independence amongst pupils and prepares them well for their move to high school.
27. The provision of extra-curricular activities is excellent. Pupils in both key stages are provided with a wealth of learning experiences through a wide variety of visits and involvement in community projects. For example, pupils have worked alongside residents of the village helping to plan and create an environmental area. Pupils in Key Stage 2 have the opportunity to take part in two residential visits. All pupils go out regularly on day visits to such places as Ripon Cathedral, Fountains Abbey and a range of museums and activity centres. Visits are organised to provide excellent links with the community and make a strong contribution to pupils' learning and to their personal and social development. In addition, staff and parents organise a range of lunchtime and after-school clubs. These include music, guitar, recorder and keyboard, a football club for both girls and boys, and Le Club Francais.
28. The provision for pupils' spiritual, moral, social and cultural development is excellent in all areas. The pupils are very special to all the staff and everyone concerned with the school. They are taught to think of themselves as special and this helps to develop an individual spirituality. There are many planned opportunities to develop spirituality. In a Key Stage 1 lesson the teacher uses circle-time to talk about the beauty of creatures. The wonder and beauty of nature is celebrated when pupils visit and work in the

environmental area. In religious education the pupils recognise a greater being. Art and music are used very well to encourage the pupils to think and reflect on things such as gifts and saying thank you.

29. Pupils are expected to behave well and they are taught to listen to and respect the views of others. Older pupils talk about behaviour in the playground. After a pupil had misbehaved slightly, an upper Key Stage 2 pupil explained to the younger child that this sort of behaviour was not expected. The pupils are given opportunities to consider moral issues such as 'is it fair that people in the 'Third World' should receive very low wages so we can have cheap products?'. The pupils are given many opportunities to develop socially. They work together in pairs and groups. Competitive sports enable pupils to work together in teams. This also helps them to interact with pupils from a wider peer group from nearby schools. In environmental work the pupils are given opportunities both to suggest improvements and to carry them out. Work in the school grounds and the environmental area is used very effectively to aid social development. The pupils are actively involved in helping people in other parts of the world. Their social development is greatly enhanced by supporting a boy in Malawi and by raising funds to help other people, for example after the floods in Mozambique.
30. Provision for cultural development is outstanding. The pupils are given a wide range of opportunities to learn about their own culture in history and geography. They learn about cultures from the past in history. A visitor from Ghana has given the pupils an insight in to life, art and music in Africa. Pupils were involved in creating Ghanaian music and experienced creating batik artwork. There are very close links with other areas including Romania. Through close links with a school in Romania supporting disadvantaged children, pupils of Markington develop a very close empathy with a completely different culture. During discussions with pupils during the inspection, it is apparent that pupils have a surprisingly mature view of the impact that politics can have upon the lives of others.
31. The school's links with the community are excellent and are much broader than in many schools. Pupils benefit from a range of activities and strong community support that enriches the curriculum and provides many very positive learning experiences. Members of the local community are regular visitors into school and provide valuable assistance with a range of skills. These include artists, potters, musicians and a touring theatre group. Much local help is made available to the school, for example, when developing the garden and creating an environmental area. As part of the curriculum, senior citizens visit to talk to pupils about such topics as their wartime experiences and old playground games. Pupils were involved in the 'Travelling in Time' event at Ripon Cathedral and the burial of the Schools' Millennium time capsule. With the assistance of members of the village they have made tapestry cushions for the Cathedral benches. The school works closely with the village church and this enriches pupils' learning, for example in history, and extends their personal and social development well. The school has strong personal links with an orphanage in Romania and this project is being very well used as a learning resource. In addition pupils are in regular contact with an ex-pupil who is now at school in Malawi and they support an orphanage there. These projects are shared with members of the local community who regularly assist the school in fund-raising activities, and provide an excellent opportunity for pupils' learning. The school has very close links with other local schools. Learning resources are often shared and joint activities and sporting fixtures regularly organised. Staff liaison and the sharing of professional expertise within the cluster group make a strong impact on standards. Pupils benefit from the school's liaison with Ripon College where, for example, they attend workshops in design and technology, information and communication technology and science.



## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

32. The school is committed to the care and needs of all pupils and this is reflected in the very good procedures that are closely followed by staff. Parents are full of praise for all aspects of pupils' welfare and the help given to pupils with specific difficulties. All pupils have access to outside agencies and those with special educational needs receive very good support. Very good attention is paid to pupils' personal welfare and they learn in a very happy and safe environment. All staff know individual pupils very well and all show a very positive concern for their safety, personal development and academic progress. The response that pupils receive from teachers and other adults in the school is positive and supportive and this impacts well on their confidence and progress. Pupils are constantly made aware of safe practices during lessons, in the playground and whilst moving around the school. They are well supervised in the playground at breaks, lunchtime and at the start and end of the school day.
33. Good assessment procedures are used from the time that pupils begin school at the age of four. Pupils are regularly assessed as they move through the school and details for each pupil carefully recorded. The information is used to track pupils as they move through the school so that teachers know the academic abilities of each pupil and can plan individual work. The school identifies special needs at an early stage. Where the needs are complex, the school uses the services of the local education authority very well to aid pupils' learning. There is a special needs register. This is regularly reviewed to ensure that the needs of pupils are being met very effectively.
34. Arrangements for child protection are very good with the head teacher named as the designated person with overall responsibility for this area of pupils' welfare. All staff are trained in child protection procedures and regular meetings are held to discuss any issues of concern. Since the last inspection, a child protection policy has been written and agreed by the governors. Good up-to-date records are kept of pupils' personal details and every pupil has a personal Record of Achievement. The school's health and safety policy is closely followed. The head teacher and staff conduct regular monitoring of the site and a formal risk assessment is completed and followed up. Appropriate procedures are in place for First Aid and all staff have undergone training.
35. Very good procedures have been adopted for monitoring, recording and promoting good attendance. Registers are completed consistently and accurately. There are excellent procedures in place for monitoring and promoting good behaviour and these are consistently implemented throughout the school. Pupils know that they are expected to behave well and respond accordingly. They are rewarded positively with stickers, certificates and encouraging verbal praise. Excellent attention is paid to the elimination of bullying or oppressive behaviour and pupils feel confident that any problem will be dealt with quickly and appropriately.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

36. An excellent partnership exists with parents, whose support of the work of the school is outstanding. Parents are made extremely welcome and all speak highly of the way in which the school involves them in all aspects of their children's learning. Most parents help in a variety of ways. Many have been involved in the creation of an environmental area and the provision of outside play equipment and the improvement to the garden. Parents have also helped with the refurbishment of the Key Stage 1 classroom. A number of them assist regularly in classrooms, listening to pupils read and helping with practical activities. Groups of parents hold workshop afternoons to make learning

resources to support the teaching of literacy and numeracy and many more help in the organisation of extra-curricular activities and assisting when pupils go out on visits.

37. Parents are unanimous in their view that their children make very good progress and they are very satisfied with the quality of education provided by the school. Parents make a very strong contribution to pupils' learning at school and at home by listening to them read and assisting with homework and special topics. Parents and members of the community quickly follow up any requests from the school for specific artefacts to illustrate topics and this response provides pupils with a wealth of additional information and enrichment of the curriculum. Parents of pupils with special education needs are fully involved and are invited to attend all review and assessment meetings. The impact of parental involvement and support makes a strong contribution to pupils' progress and attainment. The head teacher informs parents at an early stage if there are problems with a child's learning. Parents are involved in working with the school, for example in reviewing individual education plans. At times, members of the school staff visit parents at home to help with learning plans.
38. The quality of information provided through the regular helpful newsletters is excellent and encourages parents involvement in a very positive and friendly way. A noticeboard for parents at the entrance to the school provides very good current information about school activities and items of interest within the local community. All pupils have a home/school diary that is well used as communication between home and school. Parents receive a wealth of information both formally and informally about activities, topics to be studied and ways in which parents can help. All parents have signed and returned a Home/School Agreement and agreed individual targets to improve the performance of their child. This contributes well to pupils' learning. Regular formal open evenings are held. In addition there is constant opportunity for parents to see their children's work and to talk to teachers informally. The information provided in the annual reports is good and very personalised and pertinent to the individual pupil. They provide parents with clear information about what pupils have learned and the progress made, but there is some lack of clarity about progress and attainment compared to national levels. The prospectus provides very clear and attractive details about the organisation of the school and what children will learn.
39. The 'Parent and Friends of Markington School' is a very active group that supports the school exceptionally well by organising fund-raising and social events which are very well attended by parents and the local community.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

40. Pupils benefit from the exceptional leadership qualities of the head teacher who creates a strong, caring ethos that pervades all aspects of the school. She is the driving force behind the school and earns the respect of pupils, staff, parents and the community. This respect has successfully created an unusually strong co-operation between staff that successfully promotes very good rates of learning. First and foremost, the head teacher cares for everyone involved in the school and engenders very high levels of respect and loyalty amongst staff.
41. Together, the staff and head teacher accurately identify the strengths and weaknesses of the pupils and the management and organisation of the school. This information is used to create an effective working school development plan that accurately identifies targets for further improvement. The head teacher demands high standards and leads by example in her management and teaching. The needs of pupils govern all decisions

and there is a shared commitment to achieving standards that are as high as possible. The head teacher acts as special needs co-ordinator. She performs the role very effectively, meeting fully the recommendations of the Code of Practice for special educational needs.

42. The role of the governing body in the success of the school is crucial. Governors trust the head teacher and staff and give them as much support as is needed but they also carefully monitor what is going on in the school. The governing body regularly reviews developments in the curriculum. Whenever possible, governors come into school during the day. This helps to keep them informed of standards. Financial management is prudent and trends in income and expenditure are regularly monitored and checked. The decision to employ an additional member of staff is justified by the improved quality of education given to pupils in Key Stage 2, but governors are well aware of the need to keep spending on staffing in check. All grants for supporting staff training, curriculum development and for boosting standards at the end of Key Stage 2 are efficiently spent to meet the needs of pupils. Governors carefully check on the impact of spending upon standards achieved by pupils by talking with the head teacher and analysing end of key stage National Curriculum test results. All available space and resources are very efficiently used and there is no wastage.
43. Suitably qualified teachers and support staff generously staff the school. All staff regularly attend training to improve their teaching and the school development plan targets training to meet school needs. Pupils benefit from a suitable range of resources, many of which are supplemented by good quality resources made by teachers. The school recognises that resources for pupils in the lower Key Stage 2 class need to be improved and plans exist to do this. The range of books is adequate and good use is made of the local library service to supplement the book stock. Information technology facilities are improving rapidly and have improved greatly in recent years.
44. The school is well staffed to meet the needs of the pupils. The average class size is well below that found in most primary schools. The teachers are competent to teach the subjects of the National Curriculum. Improvements have been made to the accommodation since the last inspection. The addition of an extra classroom has had a positive effect by allowing smaller teaching groups. The pupils' learning is enhanced greatly by the use of the school grounds and the environmental area. The lack of a hall does cause some problems, for example there are times when pupils have to re-arrange the desks in classrooms for class or school assemblies and pupils need to walk to the village hall for physical education and to practice school performances. The impact of the lack of a dedicated hall upon the pupils' education is reduced however by the excellent use of the nearby Village Institute and the local all-weather sports pitches and grassed sports grounds. Limited storage space in the school restricts the opportunities for allowing pupils to access resources. Learning resources for the school are satisfactory overall. The school makes very good use of resources from the local cluster schools group and this has a very positive impact on learning, for example when using resources in religious education. Resources provided by parents and others, for example old toys, enhance pupils learning very well.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

45. The school's strengths outweigh its weaknesses. The school development plan accurately identifies many areas for improvement but the following key areas need to be addressed by the head teacher, staff and governing body in order to maintain and improve the good standards even further. The key areas are:

**1) The school should further improve the already good planning by:**

implementing plans to follow the Local Education Authority guidance for planning opportunities to develop the skills of literacy, numeracy and information technology in each subject. (paragraph 24)

**2) Improve the standards in science even more by:**

further extending the existing approaches for pupils to plan, record and evaluate the work that they do in investigation so that they become even more independent in these processes. (paragraphs 4, 67, 71)

**3) Enable pupils to have better access to resources by:**

by continuing to extend storage space. (paragraph 44)

**In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan.**

Improve the quality of pupils' recorded work in design and technology. (paragraph 82)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	42

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
21	42	21	16	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	51
Number of full-time pupils eligible for free school meals	0	12

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	11

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.4%

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	100
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	15.93
Average class size	17

#### **Education support staff: YR – Y6**

Total number of education support staff	5.0
Total aggregate hours worked per week	50

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### ***Exclusions in the last school year***

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

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	140505
Total expenditure	142350
Expenditure per pupil	2791
Balance brought forward from previous year	5331
Balance carried forward to next year	3486

## Results of the survey of parents and carers

Number of questionnaires sent out

51

Number of questionnaires returned

41 (80%)

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	0	0
My child is making good progress in school.	72	22	0	0	6
Behaviour in the school is good.	42	58	0	0	0
My child gets the right amount of work to do at home.	54	44	0	0	2
The teaching is good.	78	22	0	0	0
I am kept well informed about how my child is getting on.	58	38	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	24	0	2	0
The school expects my child to work hard and achieve his or her best.	82	16	0	0	2
The school works closely with parents.	42	56	2	0	0
The school is well led and managed.	92	8	0	0	0
The school is helping my child become mature and responsible.	52	42	4	0	2
The school provides an interesting range of activities outside lessons.	62	36	0	0	2

### Other issues raised by parents

The level of support expressed by parents is unprecedented and rarely matched. There is enormous support for the head teacher who is seen as being the driving force behind the school. She is said to have created a strong, committed and caring team of staff who are providing a very good quality of education for all pupils in the school.



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

### AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

46. The experiences in the Reception class provide a good start to education for the children and prepare them well to start working from the programmes of study of the National Curriculum. At the time of the inspection five pupils were taught in a class that included pupils of Years 1 and 2. When children enter the Reception class their attainment is close to that expected for their age. The high expectations of both the teaching and support staff results in children learning rapidly so that by the time they begin Year 1 their standards are above those expected for their age.
47. The quality of teaching is excellent. The teachers have a very good understanding of the developmental needs of children in the foundation stage. Teachers work very closely with support staff and volunteer helpers in creating long-term planning which is of a high standard. A wide range of exciting and interesting activities is provided for children, which ensures that each child makes good progress in all six areas of learning. Children who have learning or physical difficulties are identified as soon as possible when each child is tested immediately after starting school. The development of children with special needs is carefully monitored using a range of appropriate tests.
48. Excellent provision is made to nurture pupils' **personal, social and emotional development** so that by the time they begin Year 1, they have developed a good awareness of their needs and those of others. The teaching and support staff provide a rich and secure atmosphere and successfully make each child feel special. This raises pupils' self-esteem so that children are confident when mixing with each other. Children are motivated to learn and rapidly develop very good levels of independence. They organise their own activities and capably take out and put away their own resources. During a physical education lesson, children managed to undress and dress with the minimum of support and almost everyone responds successfully to expectations to maintain their personal hygiene by washing their hands and keeping themselves tidy. During whole class activities, such as sharing stories in literacy lessons, children sit and listen attentively for a considerable time and their levels of concentration remain very good in subsequent activities. Teaching and support demand and get very good manners from each child. The class culture for pupils to be tolerant and sensitive to others quickly makes its mark with under-fives so that excellent relationships rapidly develop in the first few weeks of their school life.
49. Excellent quality of teaching enables children to rapidly develop their skills in **communication, language and literacy**. During each activity, children are encouraged to listen to the adult helping them as well as to other children. During an activity looking at the features of a poem with alliteration included, each child could talk confidently about words that sound the same. Children are given many exciting and varied activities that introduce them to a wide range of rhymes, poems and stories. Children quickly master the skill of recognising the first sounds of familiar words and begin to use pencils or crayons to write common sounds with good levels of accuracy. Higher attaining children develop basic writing skills at an early age as a result of teachers providing suitable support and guidance. Standards of speaking are close to average but the ethos of the class encourages children to speak confidently. Children willingly talked about the events of the nursery rhyme 'Humpty, Dumpty' and, during an art activity, talked about their paintings and described the way the king wears a crown.

50. A wide range of activities is provided which contributes to pupils making rapid progress in **mathematical development**. These include using the home corner as a shop to give children an understanding of counting using money as well as activities involving using shapes to create patterns and designs. The quality of teaching is very good and ensures that children make very good progress and attain standards expected of five year olds. Songs are used to reinforce the idea of number, for example, in one lesson the song '1,2,3,4,5' was skilfully used as a focus for discussing numbers. The 'Wiggly Worm Game' is used and children know how to count up to ten. They use counters to add simple sums such as three plus two. They know how to sort simple two-dimensional shapes and use terms such as bigger than and smaller than to describe differences in size. Children's success is constantly praised and very positive encouragement is used to give pupils' mathematical confidence.
51. The children make very good progress in improving their **knowledge and understanding of the world**. Children are on course to reach standards that are better than normally found by the time they enter Year 1. The quality of teaching is excellent in providing children with a wide range of activities that develops an understanding of the local environment, scientific ideas and a sense of the past. Regular opportunities are given for children to learn how to use the computer to play simple number and English games and some children are developing the ability to make simple designs. Children learn about the way children live in other countries such as Ghana and Romania. Through links with members of the local community, who willingly talk to the class, children learn about the way people used to live in the past. Very good use is made of the natural environment so that an understanding of living things develops. During a lesson involving looking at the senses, children experienced a very good range of activities that raised their awareness of the importance of their senses to their lives. A visit to the local church provided children with the opportunity to learn about Christian beliefs and a chance to experience the tranquillity and peacefulness of the building.
52. Pupils make good progress in their **physical development**. They are given a good range of activities for developing their levels of control and co-ordination. They make good use of the outdoor climbing equipment and the village hall gives them a chance to develop skills of dance and gymnastics. For twelve weeks in the year the children also go swimming and develop confidence in water. They participate in dances associated with nursery rhymes, such as 'Humpty Dumpty'. In a physical education lesson in the village hall, children showed that they have a good sense of rhythm, balance and control of their body when playing the part of Noah building the ark and animals moving in, two by two. Their skills of fine control develop rapidly and children competently use paintbrushes, pencils and crayons to represent ideas and record them on paper.
53. Children benefit from the good quality teaching that enables them to make very good progress in their **creative development** and reach above average standards by the end of the foundation stage. Children have good creative and observational skills that develop rapidly. Children have progressed quickly in their ability to draw people. Within the space of five weeks, they have developed from using crayons to represent nebulous patterns of colour to making figures that have heads and bodies. Most children have a good sense of colour and competently use paint and brushes to illustrate a scene from 'Humpty Dumpty' They learn simple rhymes and melodies and, as part of their dance activities, demonstrate good levels of rhythm and a sense of music. Children benefit from contact with visitors including a lady from Ghana who led a drum workshop. A variety of three-dimensional objects are created. Children competently use play-dough to make models of people and re-usable materials are glued together to make a range of designs. Large bricks and construction kits are provided so that children experience building structures and simple moving objects with wheels.

## ENGLISH

54. Inspection findings are that, by the end of Key Stage 2, standards in speaking, listening, reading and writing are very high and much better than the national average. Due to the excellent quality of teaching in Key Stage 1 pupils learn to improve their knowledge and understanding rapidly and, by the age of seven, they have a love of reading and are confident writers. The rate of learning is maintained in Key Stage 2 and pupils improve and extend their knowledge and understanding of English. Pupils who have learning difficulties in English are given very good support and they make very good progress towards reaching their targets for improvement. The school has made good progress in English since the last inspection. The National Literacy Strategy has been effectively introduced and this has had a positive impact.
55. Standards in speaking are better than normally found by the end of both Key Stages 1 and 2. By the age of seven, pupils follow the example set by teaching and support staff by speaking with good diction and with confidence in front of others. During class discussions, provoked by well-planned activities and skilful management of class groups, pupils use a good range of vocabulary to describe what they think. During a science lesson, pupils expressed excitement and interest in trying to describe to others how a range of unusual objects felt in a 'feely-bag'. Pupils of all ages discuss the characters and events from stories in the 'Big-Books' and the majority can retell the events of the story. Pupils described the events of the 'Bear-Hunt' and picked out words that rhymed and described the way the mud felt. In Key Stage 2, pupils continue to develop their speaking skills that are successfully promoted in many subjects. As part of a Literacy hour topic, pupils in Year 5 and 6, enjoyed being characters from a story about World War 2 and answered hypothetical questions posed by other pupils. By the age of eleven, pupils speak very well and are capable of talking in front of a large audience. Throughout the school, pupils are very interested in their work and this means that they like to know what is going on and therefore listen carefully and attentively at all times.
56. By the end of both key stages, standards in reading are very high. The quality of teaching is excellent in Key Stage 1. The classroom is filled with a wide range of exciting resources, which stimulate pupils' interest in books and writing. Teachers and support staff use every opportunity to give pupils the chance to talk, listen, and enjoy books and experiment with writing and communication. Pupils regularly look at books. Particular favourites are the class books that are collections of work written by pupils, past and present. Language is promoted in all aspects of learning in Key Stage 1. By the age of seven pupils eagerly talk about different types of book. They are aware of books which can be used to 'find things out' called non-fiction books. Pupils become totally involved with their reading books and enjoy the events in them. Pupils discussed Biff, Chip and Floppy, the main characters in their book, as though they were alive and accurately described the main events of the story and the plot within it. Teachers and support staff hear pupils read frequently and parents and helpers also give very good support at home. These high levels of support contribute very significantly to the standards that pupils reach. Good attention is given by teachers to provide pupils with the skills of reading new and challenging words by using knowledge of sounds and the way they blend together.
57. By the end of Key Stage 2, pupils have very good knowledge and understanding of books and read fluently with very good levels of expression. They have good skills of using books for research and competently use library conventions such as using the

contents, index and glossary to locate information. Pupils have a good knowledge of contemporary and some classic authors. One pupil conducted a deep discussion about the reasons she liked 'Alice in Wonderland' and the work of C.S. Lewis. Other pupils explained their choice of favourite authors including Roald Dahl, Dick King Smith and E.B.Nesbitt. Pupils have a good understanding and knowledge of books and value them both for use for pleasure and for finding information.

58. Standards of writing across the school are high. By the age of seven, most pupils write independently. They are aware of conventions such as using capital letters and full stops to indicate sentences. From the first stages of mark making and the subsequent making of letters on paper, a style is promoted which prepares pupils to link their letters in a flowing, fluent style. Pupils write neatly and with well-formed letters and understand technical vocabulary such as verbs, syllables and alliteration. Their range of writing is very good. They sequence events, make clever use of vocabulary to bring stories alive and use grammar and punctuation correctly. Some higher attaining pupils recognise punctuation such as exclamation marks and develop the confidence to use speech marks. In a story about the 'Multi-coloured glasses' one pupil used very good descriptions of 'purple glasses'. Pupils have developed conventions of letter writing as demonstrated in a letter from Goldilocks to Mr and Mrs Bear. Pupils are also competent at recounting the events of Noah and the Flood and writing information about the life of an elephant. Good teaching sets high standards for pupils. Detailed planning that meets the needs of each pupil makes sure that essential skills of writing are successfully developed. Pupils are familiar with the idea of planning stories and have made simple storyboards, which support the sequence of events of 'Little Red Riding Hood'.
59. By the age of eleven, pupils have improved their writing to a very high standard. They can write for a wide range of purposes and for many audiences. They know the structure of stories and after working with a real author pupils are trying hard to improve their stories by creating realistic characters and getting into the action quickly. Pupils are aware of the need to create endings that leave the reader with a sense of intrigue rather than ending suddenly. Teachers have a love of poetry that is conveyed to pupils. They know about a wide range of styles of poems and talk knowledgeably about rhyming poems, acrostics, haiku and shape or concrete poems. High standards of poems representing each style are included in pupils' books and in class folders. Pupils understand that poems do not always rhyme and the rhythm and meter of writing can be as significant. During a literacy lesson using text from Samuel Pepys' diary, pupils in Year 5 and 6 showed a secure knowledge of the difference between biographies and autobiographies and competently discussed how a writing style alters when reporting events. Pupils described the way that the style of a newspaper differs from other forms of writing. Younger pupils in Key Stage 2, competently use instructional writing to sequence the stages in making a model Roman scroll. Discussion with pupils shows that the good use of language by the teachers has given them a secure knowledge of how language can be used to create a command using words such as 'Take' and 'Prepare'. Throughout the school, teachers expect pupils to use drafting and planning skills and pupils use these techniques when preparing a piece of writing. They also develop independence when seeking how to spell words using the support of dictionaries and thesauri.
60. The very good quality of teaching is rooted in the good knowledge of the subject that helps to inform lesson plans that target the needs of each pupil. In each class, pupils are grouped very carefully so that work can be given that challenges pupils at the right level for them. Good use is made of new materials such as 'Big Books' and of library resources to supplement learning. Group reading resources are used well to develop pupils' reading skills. The National Literacy Strategy is successfully implemented and

sensibly adapted to meet the conditions of the mixed age groups in each class. The needs of pupils with special educational needs are recognised. Detailed individual education plans include specific targets for improving the standards of the pupil. Very good relationships exist between the teaching and support staff so that all pupils are given good support. Resources are prepared to match the learning objectives of lessons and in Key Stage 1, excellent use is made of games such as, 'Sound Bingo' to teach pupils to recognise the first sounds of high frequency words as well as to make up their own rhyming words. Teachers know pupils very well and use the outcomes of their own assessments very effectively to identify the needs of pupils and to inform planning. Homework is used sensibly to extend and complement work in school and the involvement of parents in helping their child at home makes a big contribution to the education of their child. Although the skills of literacy are used in many subjects of the curriculum, the termly and weekly planning does not always plan specific targets for literacy. This reduces opportunities for the impact of developing literacy skills across the curriculum. Information and communication technology is used regularly to enable pupils to apply the use of word-processing skills. The leadership of English is very good and involves close consultations and discussions between all staff.

## **MATHEMATICS**

61. Inspection findings are that attainment at the end of both key stages is above that expected nationally. All pupils achieve at least as well as can be expected, with some pupils, including some with special educational needs, achieving better than expected. The school has made good progress in mathematics since the last inspection. The National Numeracy Strategy has been introduced and this has had a positive impact particularly in the area of developing pupils' mental mathematics skills.
62. In Key Stage 1 the pupils are developing good mental mathematics skills. They spot when the teacher deliberately holds up the wrong number of fingers in a 'Show Me' game. All count to 10 and beyond. Most recognise and write the numbers. When working on money problems the pupils carry out simple addition and subtraction sums. The pupils add 10 to a given number. By the end of the key stage many pupils add and subtract two digit numbers. The pupils identify series of numbers including odd and even numbers. In work on shape, space and measures all pupils identify regular two and three-dimensional shapes using characteristics including number of sides and corners. The pupils measure accurately. Information collected by the pupils is used to produce simple graphs and charts. The pupils record the colour of eyes on a block graph; the work is well developed by using the information to produce a computer generated graph using clip-art 'eyes'.
63. The pupils in Key Stage 2 build on the work that they have done in Key Stage 1 and all, including those with special educational needs achieve well. They develop their mental mathematics skills very well. The pupils count in 20's, 40's and 80's. They use decimals well in mental mathematics sessions. The majority of pupils work well with numbers above 1000 when adding, subtracting, multiplying or dividing. Most are confident in using fractions, converting fractions to decimals. Work on temperature shows that pupils have a sound understanding of working with negative numbers. In work on shape, space and measures the pupils identify different types of triangles. They measure angles accurately. Most understand that to find area of four sided shapes you multiply length and breadth. In data handling pupils gather information, produce graphs and answer questions based on the data. All pupils have an increasing understanding of averages and probability.

64. Although mathematics is taught as part of other subjects, there is no systematic planning of the use of mathematics across the curriculum. There are some good examples of mathematics being used in individual subjects, for example in science the pupils measure changes in body weight and size. In design and technology the pupils measure and mark out and information and communication technology is used satisfactorily to enable pupils to record and represent data.
65. The quality of teaching is very good overall. It is excellent in Key Stage 1 and good in Key Stage 2; there is also evidence of very good teaching in Key Stage 2. This has a very positive effect on pupils' learning. All lessons are well planned. Teachers use mental mathematics sessions very well to develop pupils' mathematical skills. By asking pupils to explain how they have worked out their answers the teachers ensure that there is good understanding of mathematical concepts. Work is normally set to meet the needs of the pupils, but occasionally the work is a little too difficult for the highest attaining pupils. Interesting activities bring mathematics alive for the pupils. In a Key Stage 1 lesson the younger pupils enjoy counting money in the 'Wiggly Worm' game; Year 3/4 pupils develop their money skills well in the 'Beach Café'. Very good relationships and class control allow teachers to work with particular pupils. In a Year 5/6 lesson the teacher is able to spend time with a target group while the rest of the class concentrate very well on their work. The pupils respond very well to the very high quality of teaching. They know that they are highly valued by the staff. In mental mathematics sessions they are eager to answer questions. The pupils work very well together, and the higher attaining pupils are ready to help others when necessary. Standards of behaviour are very good. The very positive attitudes and very good standards of behaviour allow the teacher to concentrate on imparting knowledge and as a result pupils learn well.
66. The subject is very well managed. There is a commitment to raising standards. Assessment is used well to track pupils and set targets. The pupils are involved in setting their own targets and this has a positive impact on developing independent learning skills. Resources are used effectively to develop mathematical knowledge and understanding.

## SCIENCE

67. Inspection findings are that by the end of Key Stage 2, pupils are doing very well in science. Pupils' levels of knowledge and understanding of science are better than is expected by the standards of the National Curriculum for eleven year olds. These good standards reflect the very good quality of teaching across the school. Although pupils have good skills when performing practical investigations, they are not as good at the conventions of recording their work in books and journals and this area could be better. By the end of Key Stage 1, pupils' knowledge and understanding of science is better than national expectations. Pupils with special educational needs learn well and reach standards that are as good as they can be.
68. Excellent teaching in Key Stage 1 gives pupils a wide range of practical experiences and involves them in learning about many aspects of their environment. This results in pupils learning rapidly and by the age of seven they have a good understanding of the world around them. A specialist teacher teaches science lessons in Key Stage 1. Lessons are very thoroughly planned so that activities appropriately challenge each pupil in the wide range of ages and abilities in the mixed age Key Stage 1 class. Resources are carefully prepared so that all pupils are able to achieve what is expected of them. During a lesson involving learning about the senses, very good co-operation

between the teachers and support staff made sure that pupils received plenty of support. This made sure that everyone was able to discuss their ideas and make suggestions. This close involvement with adults results in pupils who work with very good levels of concentration and a high level of enjoyment. Pupils are enthusiastic and eager to learn.

69. Both teaching and support staff in Key Stage 1, use science very well to develop speaking and listening skills and to promote good social attitudes. During an activity in which a group of pupils explored the importance of sight, pupils co-operated very well for their age by sharing ideas, talking about the jig-saw they were trying to make when blindfolded and timing each other. High expectations for pupils to be independent reflect in the way in which even the youngest pupils are able to work with good levels of independence. Pupils are successfully learning how a scientist behaves and through a well-planned curriculum, pupils in Key Stage 1 rapidly develop skills of investigation and learn about all aspects of the science curriculum. They have a particularly good understanding of how their body works and willingly talk about the importance of the skeleton, the way we breathe and the way in which we need a good diet to remain healthy. The high expectations of teachers are reflected by the way older pupils in Key Stage 1 know about the different food groups of proteins, fats, carbohydrates and vitamins. This knowledge is at much higher level than is expected for seven year olds, but it is appropriate and because of the very good teaching, pupils thrive upon being challenged. Teachers place good emphasis by teachers upon using appropriate scientific vocabulary and this results in pupils also using such vocabulary. During discussions with Year 2 pupils, they used terms such as circuit and switch to explain how an electric circuit works and could accurately describe the way in which materials can be sorted according to their characteristics.
70. In Key Stage 2, the very high quality of teaching is maintained and pupils continue to learn at a good pace. In lower Key Stage 2, the science teacher exudes enthusiasm that is shared by her pupils. During an excellent lesson where pupils investigated ideas about magnets, very good questioning skills prompted pupils to think for themselves. This set high expectations of pupils' achievement. Vocabulary was extended so that pupils begin to correctly use words such as attract and repel and pupils were expected to record their work neatly. Because the activities were very well organised with access to resources, pupils were able to work independently. Good support by the teacher, however, made sure that everyone was given help and advice and this kept pupils working at a good pace throughout the lesson and behaved extremely well.
71. By the end of Key Stage 2, pupils' skills of investigation have developed at a good rate so that they are better than those normally found. The teacher demands that pupils work together to independently plan their own investigations. During a very good lesson, pupils investigated the factors that influence the way that a toy vehicle moves down a slope. Pupils competently planned what they intended to do and devised ways of recording their results. In so doing, they showed that they have good skills of planning and performing investigations, but their ability to independently record what they do could be better. Pupils have a good understanding of challenging ideas related to forces and motion, how to create simple electric circuits, the way light and sound are generated and the way we see and hear. Pupils have a particularly good understanding of advanced ideas related to the natural environment. They willingly explain about the relationships between living things represented by food chains and food webs and are aware of the food pyramid including the role played by producers, consumers, predators and prey. Most pupils understand the differences between solids liquids and gases and explain terms such as evaporation, condensation and solubility. They know

how these ideas relate to their lives in the context of weather and simple changes caused by changes in temperature.

72. The high quality of teaching reflects the ethos of the school. The belief that pupils should learn by experience has a positive effect upon the standards achieved by all pupils. There is little evidence of pupils with learning difficulties not coping. Indeed, because of the good preparation by teachers that promotes high levels of enthusiasm amongst pupils and the excellent relationships between pupils those who have special educational needs, do very well and the problems they have in some aspects of their education are reduced.
73. The co-ordinator for science believes totally in the importance of science in a child's education. She constantly strives to improve science teaching across the school and spends considerable time attending training courses to keep colleagues up to date. The curriculum is well planned and science is recognised to be important in promoting the application of literacy, numeracy and information and communication technology but the current planning system does not yet give enough emphasis to planning developments in these subjects alongside science.

## **ART AND DESIGN**

74. Standards in art and design are above those expected at the end of both key stages. All pupils, including those with special educational needs, achieve well and make good progress.
75. In Key Stage 1 the pupils use a wide variety of materials including pastel and paints. The pupils show good improvement in their drawing skills, for example in a very short time a pupil moves from drawing lines to producing a circle when drawing a person. Pastels are very well used to draw 'fruit faces' in the style of the Italian artist Guiseppe Arcimboldo. The pupils show good attention to detail. Work with clay helps to develop pupils' manipulative skills, for example when they produce mini-beasts as part of a science topic. Pupils learn about other cultures when they produce good quality Batik work.
76. In Key Stage 2 the pupils build on the work in Key Stage 1. They show good progress in developing their work based on famous artists, for example when they paint portraits in the style of Paul Klee. Work on camouflage paintings is used well to develop technique. The pupils develop their art appreciation when they produce imaginative work based on the poem 'Jabberwocky'. The pupils develop skills in techniques not often found in schools, for example when they use pyrography to produce scenes from the village. Work from other cultures including Batik and Aboriginal drawing and painting helps to aid pupils' cultural development. Planning and photographic evidence shows that the pupils carry out three-dimensional work in clay and other materials to a good standard.
77. Only one lesson was observed but the quality of work seen around the school is consistent with teaching being at least good. Teachers offer the pupils a wide range of opportunities to develop their artistic skills. Work is well displayed, showing pupils that they are highly valued by the staff. In the lesson seen a good link was made with geography when pupils produced a collage based on a route and topographical features. A very wide range of well prepared materials including paper, string, foil and paste were used effectively to allow pupils to develop independent learning skills. The class control was very good and this allowed the teacher to concentrate on helping



individual pupils. The pupils responded very well to the good quality of teaching and this had a good impact on their learning. Pupils enjoy art and they take a pride in their work.

78. Resources are well used. The art curriculum is enhanced by the use of visiting local artists. Art makes a very good contribution to the pupils' spiritual, moral, social and cultural development. The school has made good progress since the last inspection in raising the standards of work.

## **DESIGN AND TECHNOLOGY**

79. By the age of eleven, pupils have experienced a wide range of well-planned activities that successfully develop pupils' skills of planning, making and evaluating using design and technology skills. Overall the standard of work at the end of both key stages has improved since the last inspection. Standards are better than is expected in terms of planning and making although the quality of pupils' recorded work could be better.
80. In Key Stage 1, pupils are constantly involved in activities making three-dimensional models, designing greeting cards and designing and making their own books. Pupils acquire the skill of using joining techniques for using re-usable materials such as old packaging containers and plastic pots to make simple three-dimensional models. Pupils have made simple push up puppets using a combination of cones, sticks and fabric. Playdough has been used to learn modelling skills as exemplified by the creation of people. In Key Stage 2, the range of experiences that pupils are given is rich and varied. Design and technology is used to support learning in many curriculum areas for example, in history, pupils in Years 5 and 6, have made a good quality model of a street during the blitz and in so doing, pupils learned about the impact that the bombing had upon day-to-day life at the time. Good links with Ripon College provide pupils with annual opportunities to take part in a range of challenging activities. Pupils have developed knowledge of structures as part of an assignment involving using straws to build and test the strength of bridges. They have also benefited from using new materials and tools to design and make plastic key fobs.
81. In school, pupils have used air-dried clay to learn how to use clay to make clay model figures. Explorations of electricity have included pupils learning to use circuits for Christmas trees. Cogs have been used to design and make cards with a pop-up Santa. Movement is explored using a range of construction kits that include using a control box to control the movement of lifts and traffic lights. As part of an assignment that involved pupils designing and making a moving vehicle, pupils have applied construction skills using wood and attaching axles to a basic chassis. Some pupils went on to make it move using the stored energy of an elastic band. Discussions with pupils indicate that they enjoy design and technology and have good skills for evaluating what they do and ways of making improvements. Pupils have design and technology books but the quality of recorded work could be better with higher quality drawings and evaluations.
82. The quality of teaching in design and technology is good overall although expectations for pupils' recording could be higher. Design and technology is planned so that pupils are given a broad and balanced curriculum. Activities are often linked with other curriculum areas such as science or history that often gives meaning to the tasks carried out and adds to their relevance. The subject is well co-ordinated so that the school is adequately resourced and the policy and scheme of work regularly monitored and updated as required.

## **GEOGRAPHY**

83. No geography was taught in the inspection period. Scrutiny of previous work and discussions with pupils show that standards are above the expected level at the end of both key stages in the areas studied. All pupils, including those with special educational needs, achieve well and make good progress.
84. In Key Stage 1 the pupils learn about the local area. The pupils identify landmarks such as houses and the church. In the 'environmental area' they develop good observational skills. They draw good quality pictures of places they have visited and talk knowledgeably about the weather. Visitors from other countries develop in pupils a good understanding of the wider world.
85. In Key Stage 2 the pupils have good understanding of aspects of physical geography, for example they use words like source, tributary and meander when talking about river development. They have a very good understanding of problems in social and economic geography. The pupils discuss the moral issues raised by paying low wages in third world countries to enable the developed world to have cheap products. Understanding of environmental issues is very well developed; with the pupils actively involved in improving both the school and local areas. Visits out from school, for example on residential sessions allow the pupils to understand geographical features at first hand. Visitors enhance work on other countries, for example the pupils have a good knowledge of life in Ghana following the visit of a Ghanaian.
86. The curriculum is very well enhanced by the use of the local environment. Visits out from school, for example to Scargill and Whitby help to make geography more interesting. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. The pupils' literacy skills are developed satisfactorily when pupils read and write about other areas of the world. There are opportunities to develop pupils' use of mathematical skills but these are not yet planned in a systematic way. Good progress has been made since the last inspection particularly in the areas of economic, environmental and social geography.

## **HISTORY**

87. Pupils achieve above average standards by the end of both key stages. All pupils including those with special educational needs achieve well and make good progress.
88. In Key Stage 1 the pupils develop a good sense of time when they look at and play with toys from the past. Pupils give reasons why they know that toys displayed in the classroom are old. They describe, for example the different materials used such as tin and wood and note the old fashioned clothes of the dolls and the old designs of the trains. Most pupils use a range of historical words very well for example when describing differences between life today and in the past. They are aware of the fact that there are older people such as granddad and grandma, and know about changes in the way we live since they were children.
89. In Key Stage 2 the pupils build on their earlier learning. They show good understanding of the periods studied. When talking about the Romans, the pupils have good knowledge of the invasion of Britain and how roads were improved. Pupils explain about social conditions in Victorian times, for example what it was like to be a child living on the street. In work on the World War Two pupils develop a good understanding of the problems faced by children who were being evacuated. All pupils are aware of both primary and secondary sources of information. They use these well to develop investigative and research skills.

90. The quality of teaching in history is very good in both key stages. This has a very positive effect on pupils' learning. Lessons are very well planned. History is brought to life by the effective use of resources. In a Year 3/4 lesson, artefacts in a suitcase were used very well to illustrate what it was like to be an evacuee in World War Two. In Key Stage 1 toys from the past are used very well to develop an understanding of time. The teachers use visits to the museums very well to develop historical knowledge and understanding. Visits by older people and actors also have a great impact on developing pupils' learning. The pupils respond very well in lessons and this has a positive effect on learning. They listen well in introductory sessions and answer questions willingly. When handling artefacts they do so with care. Older pupils talk enthusiastically about their visits out to museums and about visitors in to school. They show that they really enjoy the subject.
91. There are good opportunities in history for pupils to develop their literacy skills. When researching topics they develop their skimming and scanning skills. Writing is well developed when they write for a purpose. There is evidence of mathematical skills being developed but these are not yet fully and systematically planned. The use of information technology in the subject is developing. Pupils are aware of using computers as a resource for finding information and representing historical data. History makes a very good contribution to pupils' spiritual, moral, social and cultural development. The school has made good progress in history since the last inspection with teaching improving from good to very good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

92. Standards in information technology have improved at a steady rate since the last inspection in line with developments nationally and are currently close to those expected nationally by the time pupils are aged seven and eleven.
93. Pupils are given ample opportunities to develop their knowledge and understanding of the computer from the earliest stages of their education. They develop an awareness of the way a computer can be used to communicate by writing, making pictures and designs. Opportunities are given in Key Stage 1 for pupils to develop skills of controlling a programmable toy called a 'Roamer'. Pupils in Key Stage 1 enjoyed working in pairs to label drawings of different faces. The mouse was controlled to select and drag words and labels associated with the parts of a face in with a science topic. In Key Stage 2, pupils have acquired skills of using the computer that enable them to write, edit, save and print text. Many pupils have developed good skills through their home experiences and are competent in using common word processing programmes to communicate with others. Discussion with pupils shows that they know how to use essential tools, which enable them to edit text, alter the fonts and style and print documents. Some pupils competently combine text and pictures and all pupils are familiar with using paint programmes to design and make greetings cards. The benefits of pupils using CD Roms are recognised for supporting pupils' own research. Pupils also use an electrically powered construction kit to develop skills of controlling the way machines move. The curriculum provides pupils with opportunities to learn to communicate using e-mail.
94. The resources for information and communication technology have improved significantly since the last inspection and staff training has allowed teachers to become increasingly confident and knowledgeable in its use. Careful planning by teachers ensures that each aspect of information and communication technology is regularly

taught to pupils but there are plans to improve opportunities to develop further their knowledge and skills of gathering information by using sensors. Information and communication technology is being used to support learning in many subjects but at the moment, learning objectives for information and communication technology are not consistently planned for in each subject. This is an area for improvement in the future.

## **MUSIC**

95. Standards in music are in line with those expected in both key stages although some aspects are above those expected, particularly in the development of rhythm. The pupils are achieving as well as can be expected.
96. The pupils in Key Stage 1 have a well-developed sense of rhythm. Most pupils copy the teacher very well when she claps or taps out rhythm patterns. The pupils recognise loud and soft sounds. The pupils enjoy singing and learn new songs satisfactorily. In Key Stage 2 the pupils build on their previous work. They continue to develop their knowledge of rhythmic patterns and use this well in lessons on musical composition. The pupils enjoy singing but a number of older pupils are not yet projecting their voices well. Not all aspects of the music curriculum were observed in the inspection period but planning shows that all are covered.
97. The quality of teaching in the lessons seen was very good. The lessons were well planned. Resources including percussion instruments were used very effectively to develop a sense of rhythm and in Year 5/6 composition skills. Teachers relate very well to the pupils and class control is excellent. This means that the teachers can concentrate on imparting knowledge. The pupils respond very well to the very high quality of teaching. They listen carefully to the teachers; they handle instruments with great care and are exceptionally well behaved. The very high quality of teaching and very good attitudes of pupils has a positive effect on the quality of learning in the lessons observed.
98. The music curriculum is enhanced by very good use of music from other cultures, for example in assembly. There are opportunities for pupils to develop their musical skills in the recorder and guitar groups and at the school music club. Musicians visit school and the pupils perform shows for parents and friends. The school has maintained standards since the last inspection.

## **PHYSICAL EDUCATION**

99. The standards observed in physical education are close to those expected for pupils by the ages of seven and eleven and pupils learn at an appropriate rate as they move through the school. Pupils with special educational needs attain standards that match those of other pupils. Standards of swimming are better than normally found with pupils being confident in water and able to swim by the age of seven.
100. In Key Stage 1, pupils are given regular opportunities to take part in physical education. The lack of a school hall is overcome by using the village hall. During a dance lesson, pupils responded well to very good teaching by becoming totally involved in imaginative and creative activities involving dance and movement. In so doing, pupils showed that they could represent moods and sounds of music by moving with good levels of co-ordination and body control. Working in pairs, they created sequences of movements to reflect the mechanical nature of the music linked to Noah building his ark. Pupils then

went on to move rapidly around the hall showing good control and awareness of others' space and direction.

101. By the end of Key Stage 2, pupils have made steady progress so that they have become competent in working in pairs to create a sequence of movements involving creating ways of travelling and moving on a mat on the floor. In so doing, pupils move in a variety of directions and with good control of speed. Pupils are familiar with the process of evaluating what they do and discussing maturely ways of improving it. Skills of playing games are in line with expectations. During a lesson in which pupils practised netball skills, pupils passed, caught and moved with the ball with appropriate competence. In so doing, pupils showed an awareness of teamwork. Throughout the school, pupils enjoy physical education and like the challenge that the curriculum provides.
102. The quality of teaching observed during the inspection was mostly good. Physical education has enough time on the school curriculum and a wide range of activities are planned for and provided. Residential visits are used to provide pupils with outdoor activities and close links with local schools give pupils good opportunities to take part in competitive games and team events. The lack of a hall and playing field does not significantly affect the standards achieved by pupils because good use is made of village facilities.

## **RELIGIOUS EDUCATION**

103. Standards in religious education at the end of both key stages meet the requirements of the Locally Agreed Syllabus. The pupils have a particularly good understanding of Christianity by the time they leave the school. All pupils including those with special educational needs achieve well.
104. In Key Stage 1 the pupils understand that there are special times and places. They know for example that birthdays are special. They understand that the church is a special place. They are developing an understanding of special ceremonies and most know that Baptism is a way of welcoming people in to the Christian church. Many pupils recognise religious symbols, for example the cross. In Key Stage 2 the pupils build on the knowledge acquired in Key Stage 1. By the end of the key stage pupils have a good understanding of the Christian faith. They explain that Christians believe that Jesus died on Good Friday and was resurrected on Easter Sunday. In work on Judaism the pupils show sound knowledge of Jewish way of life. They compare similar festivals, for example, the Jewish festival of Sukkoth with the Christian festival of Harvest. The pupils develop their spirituality well in religious education lessons, for example when they talk and write about their feelings. The pupil's good oral knowledge is not always reflected in their recorded work.
105. The quality of teaching during the inspection was never less than good and at times it was excellent. The lessons are well planned. Very good use is made of religious artefacts and the local church to bring the subject alive for pupils. In a Year 5/6 lesson the teacher provided pupils with artefacts including a copy of the Torah, a yad (pointing stick) and a kipa (skull cap). A visit to the church and a short extract from the Baptismal service by the vicar gave the pupils a very good understanding of how children are welcomed in to the Christian church. The pupils respond very well in lessons. The attitudes and behaviour of the pupils in Key Stage 1 were outstanding in the church. They listened very well and showed great respect both to the vicar and to a very special

building. The high quality of teaching and very good attitudes has a positive effect on pupils' learning.

106. The school makes very good use of the local church to develop pupils' understanding of Christianity. Resources borrowed from the local cluster group of schools have a positive impact on learning. There are good opportunities to develop literacy skills in religious education. The pupils develop their reading skills when they research topics. Writing skills are developed when pupils record what they have found out. The use of information technology is not yet fully developed. Religious education makes a very significant contribution to the pupils' spiritual, moral, social and cultural development. The school has made good progress since the last inspection particularly in developing pupils' knowledge of Christianity and Judaism.