

INSPECTION REPORT

Harewood C. E. (VC) Primary School
Leeds

LEA area : Leeds

Unique Reference Number : 107989

Headteacher : Mrs A. Desmond

Reporting inspector : Mrs A. Soper
OIN 18148

Dates of inspection : 4th – 7th October 1999

Under OFSTED contract number: 706894

Inspection carried out under **Section 10 of the School Inspections Act 1996**

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INFORMATION ABOUT THE SCHOOL

Type of school : Junior and Infant

Type of control : Voluntary Controlled

Age range of pupils : 5 – 11

Gender of pupils : Mixed

School address : Harrogate Road
Harewood
Leeds
LS17 9LH

Telephone number : 0113 288 6394

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Appropriate authority : Governing Body

Name of chair of governors : Miss S. Dunne

Date of previous inspection : April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs A. Soper, Rgl	English	Attainment and progress
	Science	Teaching
	Art	Leadership and management
	Design and technology	
	Special educational needs	
	Equal opportunities	
Mr P. Oldfield, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Mr P. Hayes, TI	Mathematics	The curriculum and assessment
	Information technology	Pupils' spiritual, moral, social and cultural development
	Religious education	The efficiency of the school
	Geography	
	History	
	Music	

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What the school does well

- ◆. Good standards are achieved in most subjects of the National Curriculum by the time pupils are 11.
- ◆. The quality of teaching is good overall.
- ◆. There are good relationships between teachers, pupils and all people who work in the school.
- ◆. There is good support and guidance for pupils.
- ◆. Pupils' personal development is good.
- ◆. Relationships with parents and the community are good.
- ◆. Financial control and school administration are very good.
- ◆. There is very good provision for pupils' social and cultural development.

Where the school has weaknesses

- I. The indoor and outside accommodation is very limited for the number of pupils in the school.
- II. There are insufficient opportunities for teachers with subject responsibilities to monitor and evaluate classroom practice.
- III. Job descriptions are in need of review to ensure responsibilities and roles are clear.
- IV. Short term planning and the use of assessment to inform planning are underdeveloped.
- V. There is inconsistent progress in handwriting.
- VI. There is a lack of books for younger pupils in the school library.
- VII. The literacy policy is followed inconsistently in the school.

The weaknesses are far outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

Most of the key issues from the previous inspection report have been addressed. The governing body is now effective and plays an important part in the management of the school. Whole curriculum planning has been developed and there are good long and medium term plans for all subjects. Systems for assessing and recording pupils' attainment are now in place, though the school has yet to use assessment to plan work for all pupils and to show this in its short term planning. However, the school is working well towards achieving this. The school development plan provides a clear lead for the school and shows appropriate detail about how its aims will be achieved. The headteacher monitors and evaluates work regularly and staff have had some opportunities for monitoring and evaluating classroom practice. However, these roles are insufficiently clear in co-ordinators' job descriptions, which require review. Statutory requirements regarding child protection procedures and the completion of registers are fully complied with. Information provided for parents is generally good, though the governors' annual report has a few minor omissions, which have been reported to the school. Since the previous inspection, there have been significant improvements in pupils' attainment in science, information technology and religious education, following the school's priorities in developing appropriate schemes of work for these subjects. Pupils attain well in all aspects of these subjects. They attain very good standards in science by the time they are 11. The school has the potential to make further improvements, supported by the effective partnership

between the headteacher, staff and governors.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

The information from the 1998 National Curriculum assessments shows that by the age of 11 standards were well above the national average in English, mathematics and science. When compared with similar schools, standards were above average in English and science and well above average in mathematics. Inspection observations confirm that standards are above average in English and mathematics and well above average in science, by the time pupils are 11. The improvement in science, since the last inspection, largely reflects the school's improved provision for the subject, which ensures pupils have good opportunities to investigate, experiment and evaluate their results.

Standards attained in reading and writing by pupils aged 7 in the 1998 National Curriculum assessments were average in relation to the national average. In comparison with similar schools, pupils' performance in reading and writing was well below average in 1998. However, national data shows that pupils' performance over the last three years in reading, writing and mathematics was well above the national average. The 1998 results reflect pupils' prior levels of attainment and do not indicate a downward trend in performance. Numbers of pupils who undertake assessments vary from year to year and the school has a higher than average number of pupils with special educational needs. Inspection observations show that pupils' attainment on entry is broadly average. Children have variable pre-school experience and they make satisfactory progress in the areas of learning for their age. They continue to make sound progress in Key Stage 1, by the end of which they achieve satisfactory standards in reading, writing and mathematics.

Pupils attain well in information technology by the time they are 11. There is clear evidence of improvement in information technology since the last inspection. Pupils achieve high standards in religious education, by the time they are 11, which also reflects an improvement since the last inspection.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Satisfactory	Satisfactory	Good
Science	-	Satisfactory	Good
Information technology	-	Insufficient evidence	Insufficient evidence

Religious education	-	Good	Good
Other subjects	Satisfactory	Satisfactory	Good

The quality of teaching is good, overall. It was very good in 17 per cent of lessons, good in 33 per cent and satisfactory in the remainder. Teaching was particularly good for older Key Stage 2 pupils, in English, mathematics and science, and in the reception class physical education lesson. Music and religious education are taught well throughout the school.

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

Other aspects of the school

Aspect	Comment
Behaviour	Standards of behaviour are good throughout the school.
Attendance	Very good. There are very good procedures for monitoring and promoting good attendance.
Ethos*	Very good. Pupils have positive attitudes and there are good relationships. All pupils are valued.
Leadership and management	The headteacher gives good leadership and there is an effective partnership with the governing body. The school has recognised areas for development and has taken appropriate action to improve.
Curriculum	Good. Staff have worked hard to establish schemes for all subjects. A very good range of extra-curricular activities is provided. All pupils, including those with special educational needs, have equality of opportunity and access. Use of assessment to inform teachers' planning is underdeveloped.
Pupils with special educational needs	Effective identification procedures. Good support from well qualified staff. Good support from the governor with responsibility for special educational needs.
Spiritual, moral, social and cultural development	Very good provision for pupils' social and cultural development. Good provision for their spiritual and moral development.
Staffing, resources and accommodation	Appropriate match of number, qualification and experience of teachers to meet the needs of the curriculum. However, job descriptions are in need of review, to ensure roles and responsibilities are clearly defined. Support staff are well experienced and qualified. Good arrangements for professional development. Good resources overall. However, the accommodation is unsatisfactory.
Value for money	The school gives good value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
VIII. Their children like school. IX. The values and attitudes promoted. X. High standards of good behaviour. XI. Staff are approachable and responsive. XII. They are encouraged to play an active part in school life.	XIII. Information provided about work children.

Responses to the questionnaire sent to parents prior to the inspection and at a meeting held in the school indicate a high level of satisfaction with the standards achieved. Inspectors support parents' positive views. Information provided for parents is good and the school is very willing to provide additional information at any time.

KEY ISSUES FOR ACTION

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

XIV. improve the procedures for monitoring and evaluating subject development by:

- *providing regular opportunities for teachers with subject leadership responsibilities to visit classrooms;*
- *reviewing staff job descriptions, to ensure roles and responsibilities are clear;*

(paragraphs 27, 55, 60, 104, 113, 120, 128 and 145)

◆. improve the quality of short-term planning by:

- *continuing to develop the work begun on planning and the use of assessment to inform plans;*
- *ensuring plans are consistent in showing details about work planned for pupils with differing prior attainment;*

(paragraphs 25, 28, 31, 34, 93, 104, 112, 140, 146, 152 and 165)

◆. improve the provision for developing literacy throughout the school by:

- *establishing a handwriting policy and programme which can be used progressively throughout the school;*
- *ensuring the literacy policy is followed consistently;*
- *increasing the range of library books for younger pupils.*

(paragraphs 8, 13, 87, 92 and 94)

- ◆. continue to seek ways to improve the accommodation.

(paragraphs 62, 63, 105, 113, 128, 135, 141, 147, 153, 159 and 166)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These can be found in paragraphs 80 and 90:

- ◆. training for one support assistant in the areas of learning for children under five

.. INTRODUCTION

Characteristics of the school

1. Harewood C. E. Primary School is situated in the village of Harewood, eight miles north of Leeds. The school serves a wide catchment area, with over two thirds of pupils attending from beyond the village. At the time of their admission, most children's levels of attainment are average. The school operates an annual admissions policy for children to start school in the September of the year in which they are five. Children have little and varied pre-school experience. At the time of the inspection, there were 78 pupils on roll, with eight children under five. The school has identified 26 pupils as having special educational needs and two pupils have a Statement of Special Educational Need, which is above the national average. Twelve pupils come from homes where English is not the first language, which is high in comparison to the national average. Four pupils are eligible for free school meals, which is below the national average.

2. The roll has been increasing over recent years and accommodation is a major issue for the school. As part of the Harewood estate, the school was built in 1765 and has had various additions and extensions. There is a temporary classroom on site, but accommodation overall is limited for the number of pupils. Negotiations are currently being held with the local education authority to address this problem.

3. The school aims to provide a broad and balanced curriculum and to help pupils to develop lively, enquiring minds, to prepare them fully for adult life. It aims to help pupils develop moral values, respect for other religions, races and cultures and to understand and appreciate the world in which they live. As a major aim, the school seeks to foster in the pupils a respect for themselves and others and to have a high regard for Christian virtues.

4. The school has identified its priorities as implementing the National Literacy and Numeracy Strategies, along with improving provision for information and communications technology. The development of assessment strategies is also an immediate priority.

Key Indicators

5. Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	6	6	5
	Girls	5	5	5
	Total	11	11	10
Percentage at NC Level 2 or above	School	100 (88)	100 (88)	90 (88)
	National	n/a (80)	n/a (81)	n/a (84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	6	5	6
	Girls	5	5	5
	Total	11	10	11
Percentage at NC Level 2 or above	School	100 (81)	91 (81)	100 (88)
	National	n/a (81)	n/a (85)	n/a (86)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	6	8	14

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	6	6	6
	Girls	8	8	8
	Total	14	14	14
Percentage at NC Level 4 or above	School	100 (91)	100 (91)	100 (100)
	National	n/a (65)	n/a (59)	n/a (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	6	6	6
	Girls	6	8	8
	Total	12	14	14
Percentage at NC Level 4 or above	School	86 (82)	100 (82)	100 (82)
	National	n/a (65)	n/a (65)	n/a (72)

The 1999 national comparative data at the time of publication was currently unavailable.

Attendance

¹ Percentages in parentheses refer to the year before the latest reporting year
² Percentages in parentheses refer to the year before the latest reporting year

			%
Percentage of half days (sessions) missed through absence for the latest complete reporting year	Authorised	School	4.6
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

Exclusions

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

Quality of teaching

Percentage of teaching observed which is :		%
	Very good or better	17
	Satisfactory or better	100
	Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

6. In the 1998 National Curriculum assessments at the end of Key Stage 1, pupils' attainment in reading and writing was in line with the national average. The number attaining higher levels in reading was close to the national average, but, in writing, no pupils attained higher than average levels. In mathematics, pupils attained average levels. In the same year, at the end of Key Stage 2, pupils' attainment in English, mathematics and science was well above the national average. In comparison with similar schools, pupils' performance in 1998, at the end of Key Stage 1, was well below average for reading and writing and broadly average in mathematics. It was above average in English and science and well above average in mathematics, compared to similar schools, by the end of Key Stage 2. However, taking the three years 1996 to 1998 together, results in all of these subjects were well above the national average at the end of both key stages. The below average results attained at the end of Key Stage 1 do not reflect a downward trend, but indicate the varying prior levels of attainment of the group of pupils who were assessed in 1998.

7. Standards seen during the inspection broadly reflect the results of 1998. By the end of Key Stage 1, pupils attain satisfactory standards in reading, writing and mathematics, which are in line with the national average. By the end of Key Stage 2, pupils' attainment in English and mathematics is good and above the national average. Their attainment in science is very good and is well above the national average. Standards in information technology are good by the end of both key stages. In religious education, pupils throughout the school achieve well, in relation to the locally agreed syllabus.

8. By the end of both key stages, pupils listen attentively and talk clearly. They ask and answer questions, contribute to discussions and develop the use of a good range of vocabulary. By the end of Key Stage 2, pupils are fluent speakers, who understand and use various forms of language in different situations. By the end of key Stage 1, pupils have appropriate knowledge and understanding of letter patterns, recognise familiar vocabulary and can retell the main events in a story. They read aloud with appropriate fluency and expression. By the end of Key Stage 2, pupils are fluent readers, showing appreciation of authors' style. They have secure understanding of strategies used for locating information from books and show enjoyment of fiction. By the end of Key Stage 1, pupils write simple sentences that are accurately punctuated. Their spelling is sound, but few have developed an appropriate joined handwriting script. However, by the end of Key Stage 2, handwriting is joined and fluent. Pupils write for a wide range of purposes and show good awareness of the intended audience by the end of Key Stage 2 and work is well presented.

9. In mathematics, by the end of Key Stage 1, pupils have a good mental recall of addition and a good knowledge of number bases. They have sound understanding of odd and even numbers, but are less secure in some aspects of measurement, such as time. By the end of Key Stage 2, pupils have a good understanding of place value, shape and space. Their mental recall is good and they have a very good knowledge and understanding of decimals and fractions.

10. By the end of Key Stage 1, pupils show sound understanding of life and living processes. They recognise that things grow and reproduce and have good understanding of the importance of their senses. They record their results well. Older pupils identify and group

living things, learn to use a classification system and develop good use of scientific vocabulary when explaining their work. By the end of the key stage, pupils have very good knowledge and understanding of life processes. They record their work well.

11. These standards reflect an improvement in science since the last inspection, where some aspects of the subject were seen to have weaknesses, largely due to the limited opportunities provided at that time for investigative work. The school has successfully addressed this issue and has established a progressive scheme of work to ensure all aspects of the subject are taught. Similarly, standards have improved in information technology, supported by the school's focus on improving opportunities for pupils to use information technology, both for control and for word processing. The sensitivity shown towards valuing different faiths in the school remains a strong feature and has a positive impact on pupils' understanding of religion. Planning shows a clear focus on specific concepts and issues and pupils achieve well. Their knowledge and understanding is good.

12. In information technology, pupils' attainment at the end of both key stages is good. By the end of Key Stage 1, they use the computers well for word processing, use the mouse competently and can edit their work by using various keys. Pupils understand how to control a programmable robot and can produce simple charts and graphs. By the end of Key Stage 2, pupils are adept at communicating and handling information and combining text and graphics. They use the computers well to support their learning in other subjects.

13. Pupils make good progress in speaking and listening, from the time they begin school, where they quickly learn to listen to the teacher. They listen and respond appropriately during class discussions and, by the time they are 7, pupils have good speaking and listening skills. Pupils continue to develop an increasing range of vocabulary, are willing to contribute to discussions and to ask and answer questions. By the end of Key Stage 2, they are confident, fluent speakers. Pupils listen very attentively in lessons and respond well. Satisfactory progress is made in reading and writing at Key Stage 1, where the youngest pupils learn to handle books and develop appropriate reading skills. They make sound progress in letter formation, spelling and in writing simple sentences. Their rate of progress increases towards the end of Key Stage 1, supported by the good opportunities provided for pupils to read and write from a range of formats, for a variety of purposes. However, progress in handwriting is slower, with few pupils being able to join letters by the end of Key Stage 1. In the lower stages of Key Stage 2, pupils develop fluency in reading and their writing shows the use of more complex structures, a widening range of vocabulary and awareness of the reader. However, standards in handwriting vary in this key stage. By the end of Key Stage 2, pupils have made good progress in reading and writing, overall.

14. In mathematics, pupils make satisfactory progress at Key Stage 1 and, by the end of the key stage, begin to make good progress in their numeracy skills and mental arithmetic. They attain sound standards in their measurement skills, including the measurement of time, by the end of Key Stage 1. At Key Stage 2, pupils continue to make good progress in all aspects of the subject, applying their mathematical knowledge and skills well in other activities, such as in weighing and calculating the ingredients needed for baking bread. By the end of the key stage, pupils have made good progress.

15. Pupils make good progress in science throughout the school, attaining very good standards by the end of Key Stage 2. They confidently explain their experiments, using a good range of scientific vocabulary. They can predict and hypothesise, observe and measure and record their work well.

16. Progress throughout the school is good in information technology. All pupils quickly learn to use computers for routine tasks. They learn to enter and retrieve data and are confident in experimenting with different shaped and sized fonts, with graphics and, by the end of Key Stage 2, can present data in spreadsheet form.

17. Throughout the school, pupils make good progress in religious education. They make good progress in music, which is supported by visiting specialists and instructors. Pupils make good progress in history and physical education at both key stages. They make sound progress in art, design and technology and geography at Key Stage 1. Good progress is made in geography and sound progress is made in art and design and technology at Key Stage 2. Pupils with special educational needs make good progress in most subjects, supported by individual education plans which show clear targets and by well qualified support staff. Pupils with higher prior attainment receive appropriate additional challenge in most work. The youngest children in the school make particularly good progress in physical education, where they quickly learn how to develop an awareness of space, control and balance.

Attitudes, behaviour and personal development

18. Pupils' attitudes are good overall. All pupils show a positive approach to learning, sustain concentration and work well in lessons. They respond well to encouragement to offer their own ideas and opinions and, by the time pupils leave the school, they show confidence in undertaking independent and collaborative work.

19. Behaviour is good. The behaviour policy clearly states that bullying is not acceptable and there are clear rules and sanctions. Pupils know the classroom and playground rules and some classes award stars and other reward symbols for good behaviour and attitudes. Teachers give praise for good work and behaviour. Pupils work well in individual tasks and they collaborate well together, in activities such as baking bread.

20. Since the last inspection, behaviour has improved. There is a comprehensive behaviour policy and pupils know and understand the rules of expected behaviour. All staff are aware of the appropriate expectations. No instances of bullying were seen during the inspection. There have been no exclusions.

21. Relationships in the school are good. Pupils play well together and the family atmosphere developed in the school supports the youngest children when settling into school life. The pupils are very willing to take responsibility when offered the opportunity to do so. They act as monitors for a wide variety of jobs, including preparing for assemblies and acting as library monitors. Older pupils act as agents for the school bank, which provides them with opportunities to show their initiative, such as in making decisions about how to organise the collection and recording of pupils' savings. Homework is regularly set throughout the school. A home-school agreement is in place.

Attendance

22. The attendance levels at the school are well above the national average and this contributes well to pupils' attainment and progress. Pupils generally arrive punctually to school, though a few are sometimes late due to the severe local traffic conditions. Lessons usually begin on time, though, during the inspection, on a small number of occasions, teachers

were not prompt in returning to collect their classes after break and lunchtimes.

QUALITY OF EDUCATION PROVIDED

Teaching

23. The quality of teaching is good overall. It was very good in 17 per cent of lessons, good in 33 per cent and satisfactory in the remainder. Teaching is most effective in the Year 5 and 6 class, where most lessons were very good.

24. In the good and very good lessons, teachers ensure that work is well matched to pupils' prior attainment. Lessons are well organised and teachers use a variety of teaching methods to maintain interest. Questioning is very skilful in the very good lessons, which sensitively guides pupils in their learning and provides suitable challenge. Pupils are encouraged to offer their ideas and hypotheses and to become independent learners. Good examples were seen in lessons such as the study of Sikhism, in Year 2, where drama was used to reinforce pupils' knowledge and understanding and in a Year 6 mathematics lesson about equivalent fractions and decimals, which skilfully incorporated prior work with new learning.

25. Where teaching is satisfactory, lessons are suitably planned to ensure progression in subjects. Teachers give clear instructions and explanations and lesson objectives are usually appropriate. Resources are well organised and accessible. At times, however, there are insufficient opportunities provided for pupils to discuss and question, or to subsequently evaluate their work. Overall, in the satisfactory lessons, planning insufficiently indicates work for pupils with different prior attainment, which sometimes results in inappropriate challenge for some pupils.

26. The teaching of children under five is satisfactory overall. The teacher provides a caring environment and plans effectively to provide a range of experiences in all areas of learning. A very good lesson seen in physical education reflected the teacher's good knowledge and understanding of children's prior attainment. Activities were well matched to children's needs and the classroom assistant's contributory role was well planned. Children's progress is well monitored and recorded to inform future teaching. Overall, teaching in the area of language and literacy is good. Pupils have good opportunities to develop their speaking and listening skills and their early reading and writing skills. A good range of books is provided for early reading and suitable designated areas are provided for activities, such as writing, role-play, counting and using sand and water. The teaching of early mathematics, creative skills and knowledge and understanding of the world is satisfactory. The teacher is well supported by classroom assistants, one of whom has good understanding of the provision required for children under five.

27. In both key stages, teaching is at least satisfactory and examples of good and very good teaching were seen. Teaching in the Years 5 and 6 class is consistently of a high quality. The teacher has very good subject knowledge and provides stimulating lessons in most subjects. Very good links are made across subjects, class management and organisation are very good and there are effective relationships between pupils and the teacher. Pupils show enthusiasm and are encouraged to extend their learning. Throughout the school, teachers give clear

introductions and explanations. They encourage pupils to listen attentively and to complete tasks. At Key Stage 2, in particular, lessons are usually brisk and time is used well. On occasion, however, some lessons do not begin promptly, such as in some following assembly or those being held in the hall. Teachers have worked hard to develop consistency in the delivery of subjects and they follow schemes of work appropriately. This is reflected in the improvements seen in science, which now has appropriate focus on developing pupils' investigative skills. Teachers collaborate in planning and willingly support colleagues, though co-ordinators have little opportunity to monitor and evaluate classroom practice.

28. Teaching is good overall, at Key Stage 2. Class teaching is used effectively at the beginning of lessons and many lessons conclude with discussions about what has been learned. A brisk pace is maintained and pupils are managed well. Discipline is very good and pupils are managed well. Teachers have high expectations and pupils' work is marked constructively. Planning is detailed and work is generally well matched to pupils' needs. At Key Stage 1, teaching is good overall in English and religious education and satisfactory in other subjects. Many good features were seen, including the organisation and management of resources, clear introductions and explanations. However, pace is not always brisk and expectations do not always ensure sufficient challenge. The quality of planning varies, but generally lacks detail of work for pupils with differing prior attainment.

The curriculum and assessment

29. The curriculum provided at both key stages is good. It is broad and balanced and statutory requirements are met in providing for all subjects of the National Curriculum, religious education and health and sex education. Personal safety and an awareness of the dangers of the misuse of medicines as drugs is taught when appropriate. There are policies and schemes of work for each subject, with further guidance and detail of the programmes of study provided by some national schemes of work. The allocation of time for the teaching of each subject is realistic and sensible. The issue from the last inspection, of the under-representation of particular attainment targets, has been fully addressed by the writing of schemes of work, the implementation of the literacy and numeracy hours and the provision of nationally agreed subject documents. There are appropriate experiences in all areas of learning for children under five.

30. There is equality of access and opportunity to the National Curriculum for all pupils. Pupils with special educational needs have good provision and procedures fully meet the requirements of the Code of Practice. All pupils with special educational needs are well supported by a good number of qualified and experienced support staff. Their individual education plans have detailed and achievable targets and support is almost always given within the classroom, thereby enabling pupils to have their full entitlement to the curriculum and ensuring continuity in their learning.

31. The planning for progression and continuity in all subjects is good throughout the school. The method used for long term planning is a flexible model, showing complete coverage of the National Curriculum across both key stages and groupings of subject areas for effective cross curricular work. Continuity and progression through the school is achieved by the careful planning of subject content. Medium term plans suitably follow the long term plan and include learning objectives, areas of the programme of study, teaching and learning activities, resources and assessment. The work undertaken in long and medium term curriculum planning addresses the identified areas of weakness in the previous inspection. Teachers' short term planning also makes use of information from national subject documents,

focusing accurately on appropriate levels of work to be taught. However, these insufficiently indicate work planned for pupils with differing prior attainment.

32. Extra-curricular provision is very good. The school provides many interesting and educational activities for the pupils, including sport. Pupils can take part in dance classes, have tuition in French, play football and netball, take part in inter-school tournaments and learn the violin and guitar. There are also three groups of recorder players. Older pupils have opportunities to take part in adventurous activities whilst at an outdoor residential centre. The school has traditionally strong links with the community, such as the excellent link with Harewood Estate and its study centre, the use of Ripon Cathedral for a variety of studies, visits to museums and the production of concerts for the benefit of the local community. Three pupils appeared with the Northern Ballet Theatre at the Grand Theatre in Leeds. Another three appeared in the same ballet, "Giselle," in Temple Newsam Park.

33. Procedures for assessing pupils' attainment are good. A baseline assessment is undertaken as children enter school and children under five are regularly assessed to evaluate progress in the six areas of learning. Detailed records are kept. In Key Stages 1 and 2, teachers' ongoing classroom assessment procedures and marking of pupils' work are good. The school makes use of end of year assessments in core subjects, using annual reading test results and national assessment test materials. Records of progress and attainment are kept in pupil profiles, which are started in the reception year and also include samples of levelled work in core subjects each term.

34. Good use is made of assessment records of children under five to inform future planning and teaching. Procedures are satisfactory in Key Stage 1 and 2, though the school has identified the need to further improve its common approach to planning and to indicate opportunities to assess pupils, in relation to learning objectives. At present, the use of assessment to inform future planning of work for pupils with differing prior attainment is underdeveloped. The school aims to continue to improve its planning for pupils of differing prior attainment by the use of these assessment results.

35. Homework provision is satisfactory and pupils take home reading books, spellings and numeracy work. They are well supported by their parents, who generally appreciate the levels of homework provided. Reports on children's progress are provided through annual reports and consultation evenings twice a year and parents are encouraged to visit the school to discuss progress or learn about new initiatives.

Pupils' spiritual, moral, social and cultural development

36. The school makes very good provision for pupils' social and cultural development and good provision for their spiritual and moral development. The school's aims are to promote pupils' understanding of other peoples' beliefs, values and practices and to develop respect and sensitivity. These are successfully achieved and lead to the very good ethos of the school.

37. The provision for spiritual development throughout the school is good. Pupils learn in some depth about Christianity in their religious education lessons and acts of collective worship. They appreciate the traditions and beliefs of other faiths, such as Sikhism and Judaism, by learning in practical ways about the similarities and differences of the various festivals, celebrations and prayers. The well delivered assemblies, which are mainly Christian in content, are enjoyed by all pupils of the school, regardless of their faith. There are good opportunities for pupils to explore the personal significance of religious and moral beliefs, when

learning how to make choices and relating this to the life and teachings of Jesus. Pupils also learn to appreciate the strong spiritual bond of Sikh and Jewish families and the importance of prayer, the blessing of meals and the principle of equality of peoples. They are encouraged to consider the feelings of others when they reflect upon the plight of families caught up in natural disasters, for example, the Sudan where many people, young and old, die of disease.

38. The provision for pupils' moral development is good. Pupils have a clear understanding of the difference between right and wrong. They are consistently polite and courteous to visitors and relate well to each other. Parents fully agree that the school's values and attitudes have a positive effect on pupils' moral development. The implementation of the discipline policy is effective and the pupils are managed well. There is a very caring ethos throughout the school and this is exemplified by the good behaviour in the school, with older pupils often helping younger ones, such as at playtimes. The school arranges for outside speakers and organisations, such as the NSPCC and a teacher from a local school to talk to the pupils about Martin Luther King and his struggle for equality. Children are also made aware of the moral issues and dangers posed by smoking and the misuse of drugs. Older pupils attend the 'Crucial Crew' event in Ripon which is organised by North Yorkshire Police.

39. There is very good provision for pupils' social development. The school aims to provide a welcoming, supportive environment to nurture friendly and caring relationships and to encourage pupils to develop social skills. Pupils willingly accept responsibilities within the school and work for the good of the outside community. Older pupils act as milk monitors and help to prepare the hall for activities. They provided good support for the visiting Yorkshire Bank staff, by politely reminding teachers of the presence of the bank representatives in school. They act as friends and helpers to the children in the reception class. Pupils attend ballet clubs, modern foreign language lessons three times a week, violin and guitar tuition and athletics coaching. These activities instil co-operation, personal responsibility, an appreciation of rules and the importance of being part of a team. There are many educational visits, including a residential visit. Pupils take part in activities and competitions in the wider locality, such as designing a garden for the Leeds Civic Centre. The staff and other adults, such as parents who help in school, are friendly and welcoming and are good role models for pupils. This creates an environment in which all pupils feel safe and is exemplified by the manner in which all pupils integrate well with each other.

40. The provision for pupils' cultural development is very good. The school makes very good use of its human resources by welcoming parents and pupils of all faiths and backgrounds. They in turn contribute willingly and enthusiastically to the school's programme of multicultural education. In work in different subjects, such as history, geography, art and music, pupils learn about cultures from other periods of history and from other parts of the world. When studying localities in continents such as Africa and India, pupils consider the lifestyles, food, homes, school and religion of the different peoples and compare them with their own way of life. In music and art, pupils are able to appraise and appreciate artefacts, instruments and music. In religious education lessons, pupils are able to study Christianity, Sikhism and Judaism in some depth and are able to handle artefacts from those religions. The school maintains strong links with an inner-city school in Leeds and with its local community, including Harewood House and the local church.

Support, guidance and pupils' welfare

41. The support, guidance and pupils' welfare offered at the school is good. Pupils with special educational need are given good support. The secure and caring environment described in the last inspection report has been maintained. Pupils feel safe and secure within

the family atmosphere generated at the school. Attendance levels are well above the national average.

42. Pupils' attainment and progress is carefully monitored and suitable records are kept, including records kept throughout their school life. Teachers know the pupils very well and provide good role models.

43. Young children feel welcomed when beginning school and settle well into school life. Similarly, pupils are well prepared for their move to secondary education. Pupils visit secondary schools and are visited by staff before they leave the primary school.

44. The behaviour policy has clear guidance for behaviour and the use of appropriate sanctions. Pupils know the rules indicated on classroom notices and rules stated for the playground. Following the last inspection, the school has ensured that all staff have clear expectations. There were no incidents of bullying or of unacceptable behaviour during the period of inspection.

45. The school maintains good links with all support agencies, including the speech therapist, the educational psychologist and the local authority adviser for personal and social education, who supports the teaching of the sex education programme to Year 5 and 6 pupils.

46. Child protection procedures are known and understood. A member of the governing body has been appointed to give added strength to this requirement and this represents a good improvement since the last inspection.

47. Appropriate health and safety policies are in place and good attention is paid to most matters of health and safety, including fire fighting equipment and electrical testing. Minor injuries are dealt with in a calm and efficient manner. Two members of staff have appropriate first aid qualifications.

Partnership with parents and the community

48. The school has a good partnership with parents and the community. It plays an active part in the community and has supportive parents' association, which provides a range of social and fund-raising events to benefit the school. For example, money is provided for school visits and recently, a major contribution provided the school with a new piano.

49. Parents are welcome to help in school and a good number of parents regularly help in classes and with swimming. During the inspection, several parents gave good support in lessons, such as history, where they talked about their own experiences in the past. The school provides good information to parents and intends to start a system of writing regular newsletters. A few parents would appreciate more information about work such as topics. There are suitable open evenings in the autumn and summer terms.

50. Strong links are maintained with two local churches and pupils attend celebrations such as those held at Easter and Christmas. The clergy are regular speakers at assemblies. There are well developed links with two other schools outside the area, where pupils collaborate on topic work.

51. Strong links are maintained with the Harewood Estate, which is used effectively to enhance pupils' experiences in subjects such as science, geography and history. Pupils enjoy

curriculum visits to the estate. A local firm of accountants has provided sponsorship for football shirts, while some links have been held with a local doctor, who has contributed to pupils' work in science.

52. Parents are supportive of the school. They appreciate its aims and values. Parents have welcomed the recent introduction of the home-school agreement. Pupils are encouraged to take part in a range of extra-curricular activities, including French and ballet and some pupils of the school have appeared in a production with the Northern Ballet Theatre. The parents' association supports the school well, such as in providing sizeable amounts of money to classes for resources. A violinist gave a free concert in Harewood House to support resources for information technology.

53. There are a small number of minor statutory details missed from the governors' annual report to parents. The school has been notified about these.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

54. The leadership and management of the school are good. The headteacher, supported by the staff and the governing body, has developed a clear sense of direction for the school. This promotes a very good ethos, which is respected by parents, as shown in the responses at a meeting prior to the inspection and in a questionnaire.

55. Since the last inspection, the school has produced a clear action plan, which is successfully addressing most of the issues raised. Progress in these is monitored carefully. The school continues to provide a caring ethos with a clear equality of opportunity for all pupils, which is appreciated by parents. The governing body, which was seen to lack understanding of its role and responsibilities, now takes a strategic role in the management of the school, acting as a critical friend and being involved in development planning. Classroom monitoring is undertaken by the headteacher and some teachers with subject responsibilities have had opportunities to evaluate work in classrooms. However, the school has yet to establish regular opportunities for subject co-ordinators to develop their monitoring roles. The skills and experience of staff are used effectively to support developments, for example, by leading school in-service meetings and by sharing teaching in some subjects such as physical education and religious education.

56. The governing body operates effectively, showing an improvement since the last inspection, where governors were found to be unsure about their roles and responsibilities. Minutes of the governing body meetings show that governors play a full role in the management of the school. Staff and governors are appropriately involved in establishing needs for inclusion in the school development plan. The school has worked hard to devise an appropriate system and format for development planning, which includes priorities, costs, time scales and systems for monitoring and evaluating its success. This reflects a good improvement since the last inspection, where development plans were seen to be unclear and did not provide a manageable strategic lead for the school.

57. The leadership and management of the provision for pupils with special educational needs are good. The Code of Practice is fully complied with and pupils' individual education plans are evaluated regularly. Effective systems are used to identify and provide suitable provision for pupils with special educational needs. There is a designated governor for special

educational need, who takes an active interest in the school's provision. Governors meet their statutory reporting obligations about the success of the special educational needs provision.

58. The school's aims and values suitably influence the work of all staff, who share a sense of care and commitment. Parents fully support the school's aims and their views are valued. The school meets statutory requirements for the recording and publication of National Curriculum assessment results. Statutory requirements are generally met, though there are some minor omissions in the governors' annual report. These concern the inclusion of the name and address of the chair of governors, the name of the clerk and information about the next election of parent governors.

59. Effective systems are in place for development, day-to-day management and administration. The school is committed to providing a high quality of education, within a very good ethos.

Staffing, accommodation and learning resources

60. There are a suitable number of qualified and experienced teachers. Teachers share responsibilities for subjects of the curriculum and collaborate well. Good training has been received to fully develop the literacy and numeracy initiatives. The appraisal cycle has been completed. Job descriptions are in place, but are in need of review to more clearly reflect staff roles and responsibilities.

61. An appropriate number of additional staff are employed and they give good support to pupils with special educational needs. Parents contribute well, by supporting small groups and individuals in lessons such as bread making and supervising at the swimming pool.

62. The accommodation is unsatisfactory. Discussion with the relevant authority is taking place for improvements. The very limited accommodation restricts the quality of education provided, such as in the use of the hall for physical education. There is restricted space in classrooms for pupils to move around and little storage space. The narrow corridors and small number of toilet areas do not provide adequate facilities for the numbers of pupils at the school.

63. Some areas have poor facilities. The portable classroom and the staff room lack water facilities. The staff room is not adequate to meet social needs. A small playground and lack of playground markings, together with only a small amount of playground furniture does not provide good facilities for pupils.

64. Resources such as books and equipment are generally good. There is appropriate provision for information technology and all classrooms have computers, some with a CD-ROM. There are an appropriate number of books in the school library, though insufficient for younger pupils. Staff at the school work hard to keep all areas tidy in the cramped and limited space available.

The efficiency of the school

65. The financial planning of the school is good. The headteacher, school secretary and convenor of the governors' finance sub-committee exercise very effective budgetary control,

with the support of data provided by the education authority's financial services. The school has secure systems for financial control and has put into practice minor recommendations of the recent audit. The effective governing body carries out its role effectively as a critical friend to the school. There are appropriate sub-committees, which report to full governing body meetings and governors are actively involved in monitoring and evaluating the school's development plan.

66. The development plan is realistically linked to the budget and includes curriculum, pastoral matters, personnel, resources, governors, the community and buildings. There are cost implications, time limits and success criteria. Although the school has had to plan for the implementation of recent national initiatives, it has continued to focus on particular needs of the school and has used the budget wisely for the benefit of its pupils and staff. Examples of this have been the creation, over several years, of a contingency surplus in the budget to cushion the school from the effects of a falling roll. Other priorities have been to provide better than average resource funding and to choose another option for staffing insurance, to enable a more efficient use of funds. The latter has been carefully monitored and has proved to be a successful decision.

67. The school's use of the teaching and support staff is good, leading to high standards of work and good behaviour by the pupils. The school is suitably staffed with qualified and experienced teachers, who have had recent training in national initiatives. There is good support for pupils with special educational needs, with experienced special educational needs assistants. The teaching, assessment and resource needs of children under five are generally well catered for.

68. The use of learning resources and the accommodation is good. The school makes full and effective use of the limited available space within the building. The storage space is organised well, despite the difficulties of the building. A small library area has been created in the school entrance hall, funded by the local education authority and book collections are sited in each classroom. Efficient use is made of computers, which are networked.

69. The efficiency of financial control and school administration is very good. Routine procedures operate smoothly and unobtrusively and care is taken when placing orders to obtain good value for money. The administrative assistant also provides regular printed information to the governors' finance committee and gives good advice and support in all matters relating to the school. Various other funds, for which the school has responsibility, are collected, recorded and banked by the administrative assistant, who gives very efficient and effective support to the headteacher, staff and governing body.

70. Taking into account the small size of the school, its budget and costs, the pupils' average attainment on entry, the high standards achieved, the very good provision for pupils' social and cultural development, the good teaching and improvements since the last inspection, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

71. Children under five are taught in the mixed reception and Year 1 class. At the time of the inspection there were eight children who had not reached their fifth birthday. Their experience of pre-school education is varied. Children's attainment on entry to the reception class is broadly average, although there are wide variations within each intake. All pre-school children are visited by their class teacher in the term before entry to school and an 'All about me' sheet is provided for the parent and child to complete. There is a one-entry intake in the September term for all children, who are admitted to school over a period of days. A baseline assessment is undertaken within a few weeks of children's entry to the reception and Year 1 class, to assess their attainment in terms of language and literacy, mathematics and personal and social development.

72. By the age of five, most pupils have made sound progress and meet the desirable outcomes for their age in most areas of learning. Children's personal and social development is good overall. Most children are able to share areas, such as when working together in the home corner or in the sandpit. They are eager to explore new learning and willingly discuss the issues of right and wrong with the classroom assistant. They learn to take turns and share resources, such as jigsaws and small toys. They can work as part of a group, but also demonstrate developing independence, such as when changing their clothes for drama and physical activities. They have good opportunities to select an activity or resources and take pride in developing self-sufficiency.

73. In language and literacy, children are encouraged to take part in discussions, such as when deciding who should stay in the home corner and the reasons why. They listen attentively and respond well to the teacher. They show developing ability to organise their thoughts and speak with increasing confidence to adults. Their speech is clear when discussing a story they have heard and when involved in role-play.

74. Children enjoy handling reading books and can talk about the characters and the plot, with help from the classroom assistant. They know that words and pictures tell a story and they can explain the difference between the print and illustrations. Children begin to recognise familiar words and letters and make a sound start to reading. Many children can recognise lower case letters and begin to recall other words that start with this letter. They recognise their names and are encouraged to learn from a variety of labels displayed around the classroom. Regular storytelling and reading from big books enhances their enjoyment of fiction.

75. In their early writing, children can use pictures and symbols to communicate meaning and they begin to include familiar words and letters. Most pupils recognise some letters of the alphabet and practise copying their correct form and size. Not all children form letters correctly, but most have a correct pencil hold. They show interest in writing and are encouraged to make their early marks in such activities as writing letters and shopping lists.

76. Children's mathematical development is sound. They are able to describe shape, position, size and quantity by using terms such as 'in front of', 'bigger than' and 'more'. Most can count to five and recognise numbers to 10. They can name cubes and cuboids, with some help and are learning 'cylinder'. Children join in number songs and begin to solve practical problems.

77. Children's knowledge and understanding of the world is good. They are able to talk about their homes, families and local environment and talk about past and present events in their lives. Most can recognise a photograph as a source of evidence, to learn about the past and to understand the sequence of growth from baby to adult. Children's learning is reinforced by activities such as painting or model making, for example, in painting pictures of their families and making cardboard box models of houses. They use art straws, material and card to make pictures and use the skills of cutting and joining for a variety of purposes.

78. In their physical development, children show increasing control of their movements. They move confidently around the classroom and in the hall, where they can use large equipment to illustrate ways of travelling. In the sandpit, they manipulate small tools and objects and are aware of the space around themselves and each other. Children are able to tidy up their work areas and move quietly to their seats. In manipulating scissors, glue and pencils, children show increasing control and confidence. They use containers in the sand and water trays and practise mark making.

79. Children's creative development is satisfactory. They listen appreciatively to music, join in with singing and express their creative ideas in art and music. Children experiment with paint, mixing colours, make pictures and use boxes to represent houses. They are able to draw and use collage material and make shapes out of malleable substances, such as play dough. They have good imaginations and play different roles in the home corner. They investigate sounds made by different percussion instruments and co-operate in making a series of musical effects. They learn a variety of songs, including nursery rhymes and special songs that enable them to learn numbers and the days of the week.

80. The quality of teaching is sound overall for children under five. Very good teaching was seen in a physical education lesson, where activities and teaching methods ensured pupils made good progress. There is a pleasant and caring environment. The teaching plans appropriately for experiences within all areas of learning. Regular assessment and recording is carried out. Baseline assessments are used well to identify children's needs. Support staff are usually effectively deployed and those with good understanding of learning objectives for children under five make a good contribution to the provision. Good use is made of the accommodation, which is attractively arranged to provide an appropriate range of learning activities.

ENGLISH, MATHEMATICS AND SCIENCE

English

81. In the 1998 National Curriculum assessments at the end of Key Stage 1, the proportion of pupils attaining average levels in reading and writing was broadly in line with the national average. The proportion attaining higher levels was average in reading, but below average in writing, when compared to national averages. In the same year, at the end of Key Stage 2, pupils' performance in English was well above the national average. The proportion attaining higher levels was well above the national average.

82. At the end of Key Stage 1, pupils' performance in 1998 in reading and writing was well below average in comparison with schools with pupils from similar backgrounds. At the end of Key Stage 2, pupils' performance in English was above average in comparison with similar schools. However, taking the three years 1996 to 1998 together, pupils' performance was well above the national average by the end of both key stages. The results vary from year to year

and the school has a higher than average numbers of pupils with special educational needs and with English as a second language. Inspection observations show that pupils attain well in speaking and listening by the end of both key stages. Pupils' attainment in reading and writing is satisfactory and in line with the national average by the end of Key Stage 1. Pupils make good progress and attain above average levels in reading and writing by the end of Key Stage 2.

83. At Key Stage 1, pupils listen attentively and talk clearly. They enjoy good opportunities to take part in discussions, such as when talking about their work, stories and events. The youngest children ask and answer questions, with growing confidence. Their good listening skills were particularly evident during their physical education lesson, where they responded promptly to the teacher and followed instructions well. By the end of the key stage, pupils talk enthusiastically about their work and their experiences and their views are equally valued. In designing a dinner menu, for example, Year 2 pupils imaginatively created a range of interesting dishes, which were described in detail.

84. At Key Stage 2, pupils develop fluency in discussions, using an increasing range of vocabulary. They listen well to instructions and explanations and willingly answer questions. Pupils are encouraged to question, predict and hypothesise. They are encouraged to express their feelings, such as in religious education, where, for example, Year 4 pupils discuss reasons for the ways in which people react towards each other. The strong ethos of the school supports pupils' personal development and is reflected in the good opportunities provided for them to develop their speaking and listening skills. Pupils in Year 6 respond well in speaking and listening tasks, such as when talking about a play script, where they appreciate each other's views, take turns to respond and use mature vocabulary to express their thoughts and ideas. By the end of the key stage, pupils speak confidently in all situations. They understand and can use various forms of language in different situations.

85. In reading, pupils at Key Stage 1 develop appropriate skills in learning to recognise words and letter patterns. They learn to predict what might happen next in a story and to anticipate unfamiliar words by making use of the surrounding context. During the literacy hour, pupils show sound understanding of the main ideas in a story and can read to find out information. They can retell the main events and talk about the plot and characters in a story. By the end of the key stage, pupils read aloud with appropriate accuracy and expression.

86. At Key Stage 2, pupils continue to read from a range of sources, including the computer, information books, worksheets and fiction. They enjoy fiction, including stories told within the literacy hour and develop good reading skills. They begin to appreciate authors' styles, discuss their favourite authors and express their opinions about what they have read, such as in producing book reports for others to read. Pupils develop good strategies for locating information, having secure understanding of the use of the contents, index and glossary pages. They can locate books in the library, using the classification system and can search information well to find answers to more complex questions. Pupils read for detail and can collect, reorganise and assimilate information from a range of sources by the end of the key stage.

87. Pupils develop appropriate writing skills at Key Stage 1. Their early development is sound, with appropriate opportunities provided for the youngest children to make marks, learn letter formation and develop appropriate control of writing tools. In Year 1, pupils can write words, paying increasing attention to the spacing and positioning of letters. Those with higher prior attainment begin to develop independence in writing simple sentences. By Year 2, pupils

write sentences with appropriate punctuation, using a full stop and capital letter. They spell commonly used words accurately and make good use of their wordbooks to help them spell unfamiliar words. However, pupils have yet to learn how to join letters to improve their handwriting fluency and a few pupils hold their pencils incorrectly.

88. At Key Stage 2, younger pupils write increasingly at length, with appropriate understanding of the sequence of a story. They punctuate sentences and begin to use more varied sentence structures, which include the use of adjectives and more complex conjunctions. Stories contain dialogue, which is often accurately represented with inverted commas. However, many pupils have yet to join their handwriting by Year 4. As they progress through the key stage, pupils

develop understanding of story drafting and ways in which they can engage the reader's interest, such as in using varied vocabulary, description and by creating interesting events within a story. By the end of the key stage, pupils' writing shows good awareness of the intended audience. Research tasks within their topic studies are well presented. Pupils make good progress by the end of the key stage in handwriting, where they write with a legible, fluent style, in different formats, for a range of purposes, such as in writing letters, lists, accounts, descriptions and arguments.

89. Progress in speaking and listening is good throughout the school. Progress in reading and writing is satisfactory by the end of Key Stage 1, by which time the rate of progress in these skills improves. During the inspection, some examples of writing undertaken by pupils in Year 1 showed considerable improvement in the rate of progress. Similarly, some examples of writing seen in Year 2 were of a higher than average standard. Progress in Key Stage 2 is good, overall.

90. Pupils with special educational needs make sound progress in literacy, supported by detailed individual plans, which inform teaching. Pupils have good support from special educational needs support staff. On occasion, however, some pupils lack support, such as in the reception class, where individual support is sometimes restricted by the lack of qualified support staff.

91. Pupils respond well, overall, though the youngest children in the school show limited interest in looking at books. However, they have had variable pre-school experience and receive suitable experiences in pre-reading skills. A good range of books is provided for early reading and parents contribute well by reading at home with their children. As they move through the key stages, pupils develop an enjoyment of fiction, read factual information with interest and become avid readers by the time they are 11. Pupils enjoy the literacy programme, particularly where good links are made with topics being studied. For example, several older pupils have selected novels that are related to their study of World War II, to enhance their understanding of that period in history.

92. The school has identified writing as an area requiring improvement, particularly at Key Stage 1. During the inspection, observations showed that the introduction of the literacy hour is beginning to effect improvement in pupils' writing, though the school has yet to effectively address the consistent development of handwriting. At present, handwriting is taught inconsistently in the school.

93. The quality of teaching is good overall. The literacy hour has been soundly established and provides a sound framework for lessons. In the very good lessons, which were seen at Key Stage 2, time was used efficiently and effectively to encompass all elements suggested

within the National Literacy Framework. In the Year 6 class, for example, pupils were skilfully guided in methods used for sentence construction and were able to adapt texts for different purposes, such as in devising a play script from a poem. Teachers have good subject knowledge and understanding and expectations are usually high. Lessons are clearly introduced and explained. In the satisfactory lessons, whilst planned appropriately, objectives do not always include a sufficient range of activities to meet the needs of all pupils. The overall planning for the literacy hour is satisfactory, but the school has yet to develop short term plans, which show work for pupils with differing prior attainment. Pupils' work is marked regularly and the best examples provide constructive comments to help pupils to improve.

94. There has been some time given to the co-ordinator to monitor and evaluate the development of literacy in the school. There have been regular meetings between staff and the school has maintained a detailed literacy action plan programme. However, there are some inconsistencies in the organisation and delivery and some aspects, such as handwriting development, have yet to be fully addressed. The literacy policy is sound, but is not fully implemented in some aspects. For example, the policy states that pupils should be encouraged to produce clear and joined handwriting by the end of Year 2. The co-ordinator lacks regular opportunities to monitor and evaluate class lessons. Resources are generally good. Classrooms have a good range of books, to support teaching and learning in English. However, the school library lacks a suitable range of books for younger pupils. Good use is made of computer programs to support learning.

95. The accommodation is adequate for teaching English, though space is very limited for activities such as independent research and pupils have difficulty in accessing resources in the classrooms. Despite the lack of space, the school makes the best use of the available accommodation.

Mathematics

96. In the 1998 National Curriculum assessments, pupils' performance at the end of Key Stage 1 was close to the national average. The number of pupils reaching above average levels of attainment was well above the national average. Taking the three years 1996 to 1998 together, pupils' performance in mathematics was well above the national average. In comparison with schools in similar contexts, pupils' performance in mathematics was close to the average.

97. The proportion of pupils aged 11 who attained the average in mathematics, was well above the national average. Numbers of pupils reaching above this level were close to the national average. Taking the three years 1996 to 1998 together, pupils' performance in mathematics was well above the national average. In comparison with schools in similar contexts, pupils' performance was well above average.

98. Attainment on entry to the school is broadly average, although the percentage of pupils with special needs and with Statements of Special Educational Need is above the national average. Evidence gained from lesson observations, from the scrutiny of work, display and teachers' plans, indicates that attainment is satisfactory by the end of Key Stage 1 and good by the end of Key Stage 2. There is clear evidence of sustained improvement through the school, with particularly good progress in Key Stage 2. Pupils with special educational needs also make good progress throughout the school, in relation to their prior attainment.

99. By the end of Key Stage 1, pupils have good mental recall when adding 20 to two digit

numbers. They have a good knowledge of number bases, such as the number of days in a week, months in a year, hours in a day and the number of minutes in an hour. Most pupils show a higher than average attainment in their knowledge and understanding of number. They have quick mental recall of number bonds to 10 and have good knowledge of the five times table. They are less secure, however, in their ability to use an analogue clock face to tell times past the hour. Pupils are able to transfer their knowledge of number facts to problems involving money and can give change up to 99 pence. They have sound understanding of odd and even numbers and of simple fractions. Higher attaining pupils know and can use metric units in length and can communicate findings by means of tables and block graphs, showing higher than average attainment.

100. At Key Stage 2, pupils continue to improve their knowledge and recall of multiplication facts of the two and five times tables. They are able to use their knowledge of multiples of five to find alternative ways of calculating large numbers. In their work in shape and space, pupils reinforce their knowledge of quarter turns, learn that these are called right angles and find practical ways to identify and measure them. They can find right angles in a variety of two-dimensional shapes. Higher attaining pupils know there are 90 degrees in a right angle and understand the terms, 'obtuse' and 'acute'. By the end of Key Stage 2, pupils have a thorough understanding of place value and use their knowledge to perform calculations with large numbers and percentages related to decimal fractions. They begin their mathematics lessons with brisk mental recall sessions, such as knowing that 0.01 is one hundredth and also represents one centimetre in one metre. Pupils have a very good knowledge of the comparison of decimals with fractions and of equivalent fractions. Pupils with special educational needs attain sound standards in mathematics, due to the able and effective support from the special educational needs assistants.

101. Progress is sound overall in mathematics in Key Stage 1 and good by the end of Key Stage 2. At Key Stage 1 there is steady progress in most attainment targets, with good progress in number. By the end of Key Stage 2, pupils' attainment is often above average and reflects the good progress made by most junior pupils, including those with special educational needs. Older and higher attaining pupils make good progress in their use of data handling and in their application of information technology to enhance their mathematical work. They are accurate with long multiplication and division of two and three digit numbers and can identify all lines of symmetry in two-dimensional shapes.

102. Children have good attitudes to learning in mathematics. They enjoy their work and are enthusiastic. They are keen to show what they know and can do. Older pupils behave very well, sustaining enthusiasm and concentration. They respond well to challenge and concentrate well. Their work is of good quality. Pupils work co-operatively and independently and can explain their tasks clearly and succinctly.

103. The quality of teaching is at least sound in Key Stage 1 and good in Key Stage 2. All teachers plan lessons carefully, showing clear learning objectives based on the National Numeracy Strategy. Teachers have effective class control and good relationships with their pupils. There is always a strong element of class teaching, in the brisk mental recall sessions and in the introductions to the learning objectives to be covered. However, some lessons contain lengthy class teaching periods, leading to shorter group sessions and an absence of plenary time. However, the teaching in the numeracy hour is at an early stage and teachers are still adapting to the methodology. Some very good lessons exhibit strengths in the teachers' effective questioning techniques and the use of pupils to explain or illustrate their reasoning to the class. Other strengths include the planning of appropriate work for pupils with differing prior attainment and the consistent aim to ensure good standards.

104. The school's long and medium term planning is good, ensuring complete coverage of the National Curriculum. Short term planning varies in quality. Some adaptation has been made to meet the requirements of the National Numeracy Strategy. The effectiveness of the programme will be reviewed in the summer term of the year 2000. Subject leadership is good, with practical advice and support given to colleagues, including a presentation on the numeracy hour. Levelled assessments are undertaken each year from Year 2 onwards, using the materials from national assessment documents. Results are included in the individual pupil profiles to assist in tracking pupils' attainment and progress and to provide information on transition to other schools. However, formal monitoring and evaluation of the subject are, as yet, underdeveloped.

105. The accommodation is barely adequate for the effective teaching of mathematics, but staff make the best use of the buildings and good quality resources, including computers and software.

Science

106. In 1998, at the end of Key Stage 1, teacher assessments in science showed that pupils' attainment was broadly in line with the national average. In the same year, at the end of Key Stage 2, pupils' attainment was well above the national average. In comparison with schools with pupils from similar backgrounds, pupils' performance at the end of Key Stage 2 was above average, though pupils attend the school from a wide area and such comparisons may not be reliable. Taking the three years 1996 to 1998 together, pupils' performance in science, at the end of Key Stage 2, was well above the national average. Evidence gained from the lessons observed, from the scrutiny of pupils' work, discussions with staff and pupils, teachers' plans and displayed work shows that pupils' attainment is good and well above the national average by the end of both key stages.

107. Pupils in Year 1 recognise the main external parts of the human body, such as arm, elbow, knee, shoulder and ankle. Most can write these labels on a diagram, on worksheets and on the computer program. They recognise similarities and differences between themselves and others and can sort these into simple groups. They recognise that living things grow and reproduce and can identify things that have lived. For example, they know that some creatures have lived within protective shells, as seen in their display about things that have lived and those that have never lived. In Year 2, pupils understand the importance of their senses, which are used to see, hear, smell, touch and taste. They have written about things that they like to see, identified sounds heard on a tape recorder and drawn and written about six things they can smell. Pupils make good suggestions about tastes, during a lesson where they are offered a variety of foods to sample. They use good vocabulary to describe foods as 'spicy, salty, savoury and sweet'. Pupils record their results well. By the end of the key stage, pupils readily suggest and put forward their own ideas and begin to make realistic predictions, showing good investigative skills.

108. At Key Stage 2, younger pupils learn to use keys to help them identify and group living things systematically. In the lesson seen, pupils were able to create a key together, showing good understanding of the idea of classification. They could successfully differentiate features, which distinguish living things from one another. By the end of the key stage, pupils understand the workings of the heart, knowing that arteries take blood to the body and veins take blood and oxygen back to the heart. They understand the pulse rate and can describe the main functions of human organs. In their descriptions, pupils use a range of scientific

vocabulary. They record their investigations well in a variety of ways, including the use of charts and graphs and understand the principle of a fair test. By the end of the key stage, pupils' attainment is very good.

109. Pupils make good progress throughout the school. Those with special educational needs make sound progress and generally receive suitable support when recording their work. All pupils develop good investigative skills and learn to record their work in a variety of ways. Their learning is carefully consolidated and most can use their prior learning as a basis for learning new information. For example, good progress is seen in their understanding of life and living processes, where pupils use their previous knowledge of basic life processes to develop their understanding of relationships that exist between plants and animals in a habitat. Similarly, older pupils use their knowledge of the heart to design a poster to promote healthy hearts.

110 Pupils' attitudes to science are good throughout the school. They listen attentively, concentrate and have positive attitudes. Pupils co-operate well, communicate effectively and their behaviour is good.

111 The quality of teaching is good overall. Lessons are well organised, with clear aims and objectives. In the best lessons, the teacher uses very effective questioning to encourage pupils to predict and make hypotheses. Good links are made between science and other subjects, such as information technology and design and technology. A good example of this was seen in the Year 5 and 6 class, where pupils designed a poster or leaflet to promote healthy hearts and where they used information about healthy hearts and exercise to make a spreadsheet. In the satisfactory lessons, whilst introductions were clear and lessons were well managed, some subsequent recording tasks caused some difficulty for pupils with lower prior attainment, who were unable to read the worksheets. In a very few lessons, pupils had limited opportunities to take responsibility for their investigations and to learn to become independent.

112. There is a good policy and scheme of work, which have been carefully developed to ensure continuity and progression throughout the school. Since the last inspection, the school has successfully ensured that pupils are provided with suitable opportunities to build upon previous learning. Lessons are suitably based on medium term plans, though there is inconsistency in the quality of short term planning, in terms of identifying work for pupils with differing prior attainment. Procedures for assessment are satisfactory. At the time of the previous inspection, a key issue for action was to develop systems for assessing and recording pupils' attainment and to use these assessments to plan learning objectives for future work. There has been suitable progress in this area. The school is appropriately developing its assessment and recording systems, in line with recent developments in planning, to ensure appropriate assessment criteria are used as part of the ongoing assessment of pupils' progress. Results of assessment are suitably being used to help teachers to plan future work. Individual profiles showing progress throughout the school have recently been established.

113. Leadership of science is good. The co-ordinator has good expertise and supports colleagues when planning. However, the school has yet to provide opportunities for the monitoring and evaluation of teaching and learning by the co-ordinator. Resources are good. The accommodation places restrictions on space available for experiments, though staff make best possible use of the available accommodation, including areas outside the school.

OTHER SUBJECTS OR COURSES

Information technology

114. At the time of the last inspection, standards in information technology were judged to be broadly in line with standards expected nationally. During the week of the present inspection, one lesson in information technology was seen and pupils were observed using computers to support their learning in different subjects. Evidence was also gained from the scrutiny of samples of work, teachers' planning and discussions with pupils and teachers. From the evidence provided, attainment by the end of both key stages is good.

115. By the end of Key Stage 1, pupils can name the keyboard and monitor, switch the computer on and off and select icons using the mouse, to enable them to use a variety of programs. Pupils can write accounts of their work in other subjects using word processing software. They can use the mouse competently and can edit their work by using the letter keys, shift and delete keys and space bar. They punctuate sentences appropriately. Pupils know that entering a series of instructions into a programmable robot will cause it to move and turn. Pupils use the computer to enter data, to produce simple charts and graphs and good use is made of the computer to support pupils' learning in other subjects such as English, mathematics and science.

116. By the end of Key Stage 2, pupils exceed the levels expected for them in some aspects of the subject. They are able to choose and use information gathered from activities in other subjects and enter and present the data in spreadsheet form. Pupils have the ability to input formulae to gain mathematical outcomes which can be used for other purposes. Pupils are adept at communicating and handling information and combining text and graphics, using a desktop publishing package. They are confident in experimenting with different shaped and sized fonts with 'Textease' and in the addition of graphics using 'Clipart'. Pupils can interpret, question findings and understand that unreliable information can lead to misleading results.

117. Pupils, including those with special educational needs, make good progress. Computers are used frequently in cross-curricular work. All pupils quickly learn to use computers for routine tasks, such as word recognition and simple skills practice, whilst higher attaining pupils are confident users of databases and desktop publishing software.

118. Pupils' attitudes to learning, their behaviour and quality of their relationships are good. They are enthusiastic and share the equipment properly and sensibly. Whenever they are given the opportunity, pupils enjoy working together. More confident pupils co-operate in small groups and often give help and assistance to others.

119. Teachers are confident and make good use of the range of computers and software available. Each classroom teacher has good knowledge of the software available for their pupils and makes good use of the technology in appropriate situations across the curriculum. Suitable opportunities are provided for pupils to develop their skills and this leads to efficient and frequent use of machines. Some direct teaching is built in to the timetable to enable introductions to new software or to update skills as appropriate. Teachers assess pupils' progress by producing an end of year achievement profile about pupils' success in all aspects of information technology.

120. The co-ordinator gives good leadership. She has written a policy and scheme of work, which is supported by the detailed content of the national document. Presentations are given to staff and governors on the school's progress on the National Grid for Learning strategy. Demonstrations and in-service training are also provided on new software. However, there are no opportunities provided for the co-ordinator to monitor and evaluate classroom practice.

Each classroom is provided with two computers. These are upgraded where necessary and networked. One machine in the school is connected to the Internet, although, in the near future, the school will use the local education authority as its provider. Resources are satisfactory and are readily accessible in all classrooms. Accommodation for this subject is adequate.

Religious education

121. At the time of the last inspection, an issue for the school was to ensure continuity, progression and coverage of the subject, by adhering to the locally agreed syllabus. The policy and scheme of work now in place, are clear and detailed and provide broad and balanced coverage of the locally agreed syllabus.

122. During the week of the inspection, two lessons of religious education were observed. Through a scrutiny of samples of children's work, of display, of teachers' planning and observations of acts of collective worship, it is judged that pupils' attainment by the end of both key stages exceeds the expectations of the locally agreed syllabus.

123. Throughout the school, pupils show good understanding of festivals and celebrations in Christianity and other major faiths. In Key Stage 1, younger pupils reflect on themselves and others, appreciating that each is unique. They understand that as human beings they have the ability to make choices. They relate this to stories of the Bible and the life and teachings of Jesus. Older Key Stage 1 pupils focus on themselves as part of a group, looking at festivals such as harvest and Christmas and consider ways of giving to others. All children study Sikhism alongside Christianity and school makes good use of its human resources, such as parents and pupils, who come to school to explain and demonstrate aspects of their faith.

124. In Key Stage 2, pupils also reflect upon people's ability to make choices and about the consequences of such choices, such as their effect upon the group, its accepted rules and behaviour. They also discuss sensibly their perceptions of people, based on their dress or appearance and appreciate that it is within their own ability, whatever their race or creed, to be tolerant of others. The study of Sikhism is continued in Key Stage 2, together with Judaism and includes learning about family life, the importance of prayer, blessing of meals and equality of all people. The school has strong contacts with its local church and the vicar regularly leads an assembly. Children also visit St. Wilfred's Cathedral in Ripon, in order to further their studies of the place of Christianity in English society.

125. Pupils, including those with special educational needs, make good progress in their knowledge of Christianity, Sikhism and Judaism and willingly express their ideas and opinions. Younger pupils write interesting accounts of fieldwork visits to Ripon Cathedral. Their detailed and well presented work reflects good understanding. Progress is especially good where use is made of stimulating visits to places of interest, such as churches, cathedrals and mosques and of a variety of visitors into school. Speakers from other parts of the world explain the plight of others less fortunate than themselves, such as in the Sudan, where people regularly die from disease. They understand the value of regular fund-raising to help relieve the suffering of people throughout the world who are affected by natural disasters, such as earthquakes, floods and famine.

126. Pupils respond well to religious education lessons and enjoy stories about the major faiths. They understand the characters, events and emotions involved, often using drama to relive the stories. Pupils are enthusiastic and motivated and listen and watch attentively. Work is well presented.

127. The quality of teaching in the lessons seen was good. Teachers used a range of good teaching and learning strategies, including role-play, discussion and effective questioning. Good organisation of the subject includes provision of various religious artefacts, visitors to school, including adults of other faiths, and stimulating studies of areas beyond the school. All teachers have good relationships with children and with parents, resulting in religious education lessons being pleasant learning experiences.

128. Religious education lessons are provided each week and there are daily acts of collective worship, which together make a valuable contribution to pupils' spiritual, moral and cultural development. The co-ordinator has written the policies for religious education and acts of collective worship and organises artefacts to support teaching. However, regular opportunities for monitoring and evaluating work in classes are not in place. The locally agreed syllabus and the detailed medium term plans guide teachers' short term planning. Pupils' attainment is assessed informally. Accommodation for the teaching of the subject is barely adequate, with space at a minimum for grouping pupils, but the buildings and resources are used well.

.. **Art**

129. Pupils make satisfactory progress in art throughout the school, reflecting the findings of the previous inspection. Pupils with special educational needs make the same satisfactory progress. Art is generally taught as an integral part of topic work.

130. At Key Stage 1, pupils develop sound observational skills, for example, through looking at the similarities and differences between each other, as part of their topic about living things. They recognise shape and colour, such as when they study faces, using photographs as a stimulus for their work. Pupils learn how to mix colours and can explain which colours are used to make a new colour, such as purple, orange and green. Pupils use brushes and crayons with suitable control and develop sound understanding of a range of techniques, including collage, printing and the use of malleable materials to produce two and three-dimensional work.

131. At Key Stage 2, pupils continue to use a range of resources for a variety of purposes. For example, younger pupils design a building, using paints and felt pens and use these pictures as a basis for producing three-dimensional models of their chosen buildings. Detail is included and pupils show good observational skills. Year 2 pupils make clay pots, using tools appropriately to produce imaginative designs. Older pupils continue to develop good observational skills, such as when applying their knowledge of the human heart to produce drawings and posters, as part of their science topic.

132. Throughout the school, pupils learn to appreciate different artists' work. Pupils in Key Stage 1 study the work of such artists as Vincent van Gogh and Salvador Dali, whilst older pupils appreciate the styles of Picasso, Lowry and Holbein. They learn a variety of techniques, including painting, printing, dyeing and collage and working with textiles and clay. Observational and imaginative skills are suitably developed. For example, pupils observe and sketch plants and learn to mix colours to reproduce the effects of light and shade.

133. Pupils respond well. Some of the older pupils expressed a wish for more lessons in art, during a conversation with inspectors. In the lessons seen, pupils listened carefully, followed instructions and used materials well. They concentrate and behave well.

134. The quality of teaching is satisfactory overall. Despite the restrictions of space, teachers organise lessons well, ensuring resources are readily available for pupils. Work is linked well to topics and pupils are given appropriate encouragement. The range of experiences provided contributes well to pupils' cultural development. However, on occasion, pupils do not have time to contribute their own ideas or to evaluate their own and others' work. Little use is made of sketchbooks.

135. Leadership of art has recently been delegated and the co-ordinator has yet to have opportunities for monitoring and evaluating work undertaken in the school. The co-ordinator has a useful commercial guide, which provides guidance on expectations of pupils' work. Staff have collaborated in planning for progression and continuity and regularly discuss their plans. There is an appropriate policy. There are good quality resources for the subject. The accommodation is limited, with few classes having easy access to water, but teachers make the best possible use of the available space. Pupils' work is displayed well in some parts of the building, but space is limited.

Design and technology

136. Design and technology is taught within topic work. One design and technology topic is taught each term. Few lessons were seen during the inspection, but plans, discussions and observations of lessons indicate that pupils make satisfactory progress at both key stages, in most aspects of the subject.

137. At Key Stage 1, pupils have designed and made cards for their family and friends. They have designed a healthy salad and understand the need for good hygiene. Pupils have learned how to choose, clean and cut salad ingredients. In the lesson seen in the Year 2 class, pupils followed instructions appropriately to cut out a paper puppet, using a template. They selected their own chosen methods of joining the parts and decorating the puppets. Plans show that pupils have designed and made model playgrounds and that they work with construction kits.

138. At Key Stage 2, pupils have designed and made supports for picture frames. In lessons seen, a group of older pupils made bread, as part of their science topic. They understood the reaction caused between sugar and yeast and the importance of kneading dough. The lesson contributed to pupils' numeracy skills, such as weighing and measuring accurately. Plans show that pupils continue to develop design and making skills to make such products as moving toys, a fairground model and shelters. However, discussions with Year 6 pupils showed that they have had no experience in the disassembly of products or in making motorised models.

139. From discussions and observations, pupils show interest in the subject. Their learning is reinforced by the links between design and technology and other subjects, such as science, where older pupils designed a poster to promote healthy hearts.

140. The quality of teaching in the few lessons seen was satisfactory. Instructions were clear and resources were appropriate for the tasks. However, limited use is made of sketchbooks for design and there were limited opportunities provided for pupils to evaluate their own and others' work. The scheme of work has been carefully established, and proposed work shows a good balance between developing pupils' knowledge and understanding and their investigating and making skills. Planning is sound, though short term plans insufficiently show work planned for pupils with differing prior attainment. Assessment procedures are sound and pupils' progress is monitored.

141. Resources for lessons are good and the school benefits from voluntary support from friends and parents, who work with small groups of pupils. The accommodation is restrictive but good use is made of available space. However, there is limited room for constructing large models and pupils lack use of furniture such as workbenches for building their models.

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Geography

142. No lessons were seen in geography during the week of the inspection. However, evidence was gained from scrutinising pupils' work, displays and photographs, teachers' plans and by discussions with staff and pupils. These indicate that progress is generally sound, with some better progress in Key Stage 2. Pupils with special educational needs make good progress in relation to their prior attainment.

143. At Key Stage 1, pupils learn about journeys, directions, natural and man-made features, during their visit to a seaside town. Pupils recognise that there are similarities and differences between their own locality and others, including the nearby locality of an inner-city school. Using their skills in art, pupils make collage pictures of buildings they see in their own area, during a history activity and incorporate map work into their visit. They understand the symbols for buildings and roads and can indicate the directions they use when travelling to school.

144. At Key Stage 2, younger pupils study the world's weather and understand the effect of rainfall and extremes of heat or cold on different climatic regions of the world. They learn about polar lands, the Sahara desert and the people who inhabit them. They appreciate the devastation caused to the wet regions, such as Bangladesh and the effect of monsoons. Older pupils improve their knowledge of maps and map work during their residential visit to an outdoor education centre. They undertake orienteering, using large-scale plans and become familiar with symbols and the topography of the area. They use a range of geographical skills to study themes and places, such as an imaginative study of a future development and its possible impact on the environment and its occupants. Comparisons are made between places around the world, such as Kenya in Africa and Bombay in India, where pupils study housing, occupations, the physical landscape, diet and climate.

145. Pupils enjoy geography and examples of their work are always well presented. As pupils move through the school, their work becomes more varied and begins to show evidence of individual research and development. Pupils use a range of geographical skills and describe their work using appropriate vocabulary.

146. There is a useful policy, which has recently been reviewed. The school makes use of a national scheme for the subject, which gives good guidance for planning and continuity. Pupils in the mixed age classes generally undertake the same work, although older pupils often have opportunities for extension studies. Formal monitoring and evaluation of the effectiveness and standards of geography in the school has yet to be established. Frequent and informal assessments are undertaken, but the use of assessment to inform future planning is underdeveloped.

147. The building provides limited space for the teaching of geography, but the school makes good use of its immediate surroundings, in particular the Harewood Estate and its study centre. Good use is made of visitors to the school and pupils make regular visits to places of interest to undertake field study activities. Older pupils have opportunities for extended geography studies through their residential visits.

History

148. Only two lessons of history were seen during the inspection. Evidence gained from the scrutiny of pupils' work, displays, discussions and teachers' planning, shows that progress throughout the school is good. Pupils with special educational needs make good progress in their knowledge and understanding of the past.

149. At Key Stage 1, pupils understand that things change over time and can recognise reasons for this. Younger pupils learn about the past through topics such as, 'All about me', where they use photographs and drawings of themselves and members of their families to illustrate change in people's appearances as they grow. Older pupils, in their visit to a former ribbon factory in the village, can recall the shapes of windows in the old factory and understand that the design and use of materials for buildings change, depending on their function. In their studies of the past, pupils have studied many aspects of the Tudor and Stuart reigns, have written interesting accounts of their activities at Clarke Hall and have produced impressive and attractively illustrated project books.

150. At Key Stage 2, pupils have studied the lives of the Ancient Egyptians, recognising their religious beliefs, customs and many aspects of their culture. They recognise that sources of evidence can vary and begin to distinguish fact from opinion. They have developed a good knowledge and understanding of Tudor England, including the start of the dynasty, by learning about the events leading up to and including, the Battle of Bosworth Field. They can discuss opposing points of view of the time, such as those expressed by King Philip of Spain and Elizabeth I of England. Older pupils make good progress in their studies of the period from the 1930s to modern times. By the imaginative use of a variety of sources, including first hand recollections from people who lived at that time, pupils increase their knowledge of the reality of life in wartime Britain. They understand the disruption caused to the lives of ordinary people, who spent much of their time in air raid shelters and the consequences of the bombing to children who were evacuated. Pupils' skills in literacy are improved in all aspects by their developing ability to discuss and research information and to present their findings in interesting and informative ways.

151. Pupils' response to their work in history is good in Key Stage 2 and satisfactory in Key Stage 1 in those lessons seen. They concentrate, persevere with tasks and work co-operatively with each other. Some children are less motivated where tasks lack sufficient challenge. Most pupils are interested and curious about life in different periods of history and many ask pertinent and thoughtful questions of visitors to school. Older children particularly enjoy finding out facts for themselves and take a pride in presenting their work in attractively written and illustrated project folders.

152. The quality of teaching observed was sound in Key Stage 1 and good in Key Stage 2. A feature of good teaching is the effective and directed questioning, appropriate to pupils' prior attainment. The use of resources to inform and consolidate learning is very effective. In a good lesson, visitors were used well to enhance pupils' understanding of life in the recent past. Teachers' expectations are good, especially in Key Stage 2. Work is developed progressively throughout the school. Teachers have good subject knowledge and the subject is well resourced. Good use is made of the surrounding area, especially the Harewood Estate and good links are made between history and other subjects. Work is marked regularly and consistently. However, the use of assessment to inform planning is underdeveloped.

.. 153. Leadership of the subject is satisfactory. The co-ordinator gives support to colleagues, but has no opportunity to monitor the effectiveness of the teaching and standards attained.

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Music

154. Three lessons of music were observed during the week of the inspection. Music is taught by class teachers and a visiting music specialist. Visiting instructors provide instrumental tuition and the schools' peripatetic music teacher assists with assemblies and hymn practice. Evidence from observations of these lessons, discussions with staff and pupils and the scrutiny of teachers' planning indicates that progress is good throughout the school. Pupils with special educational needs make good progress.

155. In the hymn practice seen and assemblies, pupils sing a wide repertoire of songs and hymns with good diction, tunefully and with enthusiasm. They refine their singing and good progress is made. In one assembly, the teacher led singing well and pupils contributed an accompaniment with descant and tenor recorders.

156. Younger pupils, in their lesson with the visiting music teacher, practise using the scales to sing responses to questions. They listen to and repeat complex rhythm patterns, which are clapped by the teacher. Children investigate sounds and can identify high and low sounds produced from a variety of sources. They are able to read simple notation for a clapping and marching rhythm. During their lesson with the visiting specialist, older pupils show good progression in their use of untuned percussion instruments. They play tambourine, maracas, cymbals and drums and form an 'orchestra' to accompany songs. Pupils play with precision, follow the rhythm and are able to sing and accompany simultaneously. Singing is in tune, with clear diction and appropriate breath control. Pupils learn to conduct and to follow the conductor's instructions and recognise the similarity of form between two songs.

157. Pupils make good progress in their ability to follow and play rhythms by use of clapping, marching and playing percussion instruments. They can co-operate with others to produce a performance, using singers, 'orchestra' and conductor. They practise and improve their skills to perform Christmas concerts and musical productions for parents and other members of the community. All pupils are able to improve and consolidate their singing skills. There are many opportunities provided for them to learn to play tuned instruments, supported by the school's good provision of instruments and peripatetic musicians.

158. Pupils respond well to music lessons, showing a mature desire to co-operate with others to produce good performances. They enjoy their music and take a delight in working hard to practise composing and performing. Many pupils involve themselves in other music related interests, such as ballet, the playing of tuned instruments and singing. Pupils take part in organised events out of school, such as the Angel Fest in the Leeds Parish Church and Northern Ballet's production of 'Giselle' at Temple Newsam.

159. Teaching in the lessons observed and in the leading of the hymn practice is sound. Class teachers and the visiting music specialist share the music teaching and have secure knowledge of what they wish to achieve. They use resources well to assist pupils to learn new ideas and skills and to consolidate previous ones. The teaching of the music specialist is generally good throughout the school and she liaises closely with the music co-ordinator to discuss planning. The policy and scheme of work are suited to the organisation of music teaching in the school and aid the school staff in their planning. Resources, including

instruments and a new piano, are good. The accommodation is very limited for the teaching of music but the school makes good use of the available space.

Physical education

160. During the inspection, no lessons were seen in physical education in the Year 5 and 6 class. However, discussions with pupils in the class show that they have an appropriate curriculum and that they have good knowledge and understanding of gymnastics, dance, athletics, games and outdoor adventurous pursuits. Lessons were observed in Key Stage 1 and in the lower stages of Key Stage 2. Pupils from Years 3, 4 and 5 were observed swimming. Overall, pupils make good progress in most aspects of the subject, by the end of both key stages.

161. At Key Stage 1, pupils in the reception class develop good skills in gymnastics. They travel on the floor and on large apparatus in different ways, showing good imaginative skills, with increasing balance and control. They respond promptly to the teacher and have good listening skills. Pupils are aware of space and understand safety rules. In their dance lesson, pupils were able to interpret the mood and story of the Giant's Garden, which was told effectively by the teacher.

162. At Key Stage 2, pupils in Years 3 and 4 reinforced their understanding of Tutankhamun's tomb, by enacting the entry to the antechamber. They curled and stretched and interpreted the mood, following the teacher's instructions and description of the event. For example, pupils travelled "through a tunnel" and varied their movements accordingly as the story progressed. Pupils' swimming progress is good. Most can swim unaided, whilst the younger pupils show confidence in the water and are beginning to swim, with support. Almost one third of pupils are developing proficiency in swimming and have developed good leg and arm strokes.

163. Pupils enjoy physical education and work hard to improve their performance. Most behave well, though a few younger Key Stage 2 pupils are not immediately attentive to the teacher. Pupils have positive attitudes and work well together. They appreciate others' performance and show good understanding of safety rules, particularly in the limited space available in the school hall. The response of the youngest children in the school was particularly good. They have quickly learned to listen and follow instructions and most can already change their clothes independently for lessons.

164. The quality of teaching in the lessons seen was good overall. Teachers have established careful safety routines to ensure pupils make good progress in gymnastics. Methods used include demonstrating safe practice and organising pupils into manageable sized groups. Within the restrictions of the accommodation, pupils are able to undertake all aspects of the subject. Good use is made of the outside playing field, though this is also small in size. In the very good lesson led by the reception class teacher, the organisation and management ensured pupils with differing prior attainment received appropriate challenge. The non-teaching assistant gave good support for the youngest children in the class. The teacher's use of

language was good, instructions were clear and effective use was made of demonstration to help pupils to improve their performance. The conclusion to the lesson ensured all were able to evaluate their performance.

165. The school has an appropriate scheme of work, which is supported by the co-ordinator's advice for colleagues and help provided with their planning. Dance is often linked to topic work, though there is no systematic scheme. Most plans show appropriate development in dance. However, in one lesson seen, dance was not clearly defined from drama and plans for the current term showed that these pupils will have limited opportunities to respond to music through dance.

166. The school participates in a national gymnastics award scheme and pupils have very good opportunities to take part in extra-curricular sports, such as football, netball and dance. The annual residential visit to Robinwood provides a wide range of outdoor activities, including canoeing and walking. Additionally, pupils benefit from specialist coaching in such sports as basketball, football and ballet. Resources for physical education, in terms of apparatus and equipment are satisfactory, overall. There is climbing apparatus in the hall, but limited space available to provide a variety of group activities in gymnastics. The outside play areas, including the field, are small and the playground lacks markings for games. There is large equipment for children under five, though this has to be put away after use to ensure there is sufficient space for other pupils. Nevertheless, despite the restrictions of the building, the school works hard to ensure pupils receive suitable experiences in physical education.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

167. The school was inspected over four days by three inspectors. A preliminary visit was made to the school. In total, 10 inspector days were spent making observations of 37 lessons or parts of lessons and assemblies. All classes were seen, a sample of pupils' work was examined, discussions were held with pupils and a representative group of pupils were heard to read aloud from their work and their reading books. Discussions were held with governors, the headteacher and class teachers. Fourteen parents contributed their views at a meeting held prior to the inspection and 16 responded to a questionnaire.

DATA AND INDICATORS

168. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	78	2	28	4

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	4.6
Number of pupils per qualified teacher	16.9 : 1

Education support staff (YR – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	64

Primary schools

Average class size:	19.5
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Financial data

Financial year:

1998/99

	£
Total Income	198,954
Total Expenditure	198,062
Expenditure per pupil	2,225
Balance brought forward from previous year	17,870
Balance carried forward to next year	18,762

PARENTAL SURVEY

Number of questionnaires sent out:

54

Number of questionnaires returned:

16

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	50	44	6	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	44	0	6	0
The school handles complaints from parents well	19	56	19	6	0
The school gives me a clear understanding of what is taught	13	56	12	19	0
The school keeps me well informed about my child(ren)'s progress	26	56	12	6	0
The school enables my child(ren) to achieve a good standard of work	44	38	6	12	0
The school encourages children to get involved in more than just their daily lessons	44	38	12	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25	37	19	19	0
The school's values and attitudes have a positive effect on my child(ren)	50	50	0	0	0
The school achieves high standards of good behaviour	50	50	0	0	0
My child(ren) like(s) school	75	25	0	0	0