

# INSPECTION REPORT

## **LEYBURN PRIMARY SCHOOL**

Leyburn, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 189239

Headteacher: Mrs A Hendry

Reporting inspector: Mr A C Davies  
3639

Dates of inspection: 10 – 13 July 2000

Inspection number: 121304

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Wensleydale Avenue Leyburn North Yorkshire
Postcode:	DL8 5SD
Telephone number:	01969 623187
Fax number:	-
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Morton
Date of previous inspection:	16 –19 <sup>th</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
A C Davies	Registered inspector	English	What sort of school is it?
		Art	How high are standards? The school's results and children's achievements
		Music	How well are children taught?
		Foundation Stage of Learning	How well is the school led and managed?
J Garland	Lay inspector		How well does the school care for its children?
			How well does the school work in partnership with parents?
D J Halford	Team inspector	Mathematics	How high are standards? Children's attitudes, values and personal development
		Geography	
		History	
		Religious education	
		Equal Opportunities	
M Hemmings	Team inspector	Science	How good are the curricular and other opportunities offered to children?
		Design and Technology	
		Information and Communication Technology	
		Physical education	
		Special educational needs	

The inspection contractor was:

Focus Inspection Services  
The Court  
8 Bar Meadow  
Dobcross  
Oldham  
OL3 5QW

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Inspection Quality Division  
The Office for Standards in Education  
Alexandra House

33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

There are a 170 children aged between 5 and 11 attending the school with another 24 attending the nursery on a part-time basis. All children speak English and no child has English as an additional language. The school serves a large geographical area with approximately a third of the children being transported into school by local authority transport. A nursery, accepting children on a part-time basis, has recently been established. The percentage of children on the special educational needs register is below average. Although only a few children are entitled to school meals free of charge, the school serves families from varying backgrounds, with many having little tradition of higher education achievement. When they first start school the initial assessments undertaken early in the reception class show that there is a full range of abilities. Overall, the children's attainment at the end of the reception is broadly in line with national averages.

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

This is an effective school where the strengths far outweigh the weaknesses. There is a large amount of teaching of a high quality, which is having a positive impact on the standards being attained. Standards have been steadily improving, despite the 1999 English results being lower than other years due to a larger percentage of children with learning difficulties in that year group. The good quality of leadership, together with the positive influence of teaching on standards helps the school achieve good value for money.

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

- Children read with great enthusiasm and expression and the school successfully evokes a real love for literature amongst them.
- Children with special educational needs achieve well due to the good quality of support provided for them, especially those with specific learning and physical difficulties.
- Older children, in particular, are able to carry out their own enquiries and their investigative and research skills are very well developed.
- The headteacher provides strong leadership and she has promoted a strong sense of teamwork where staff, governors and parents are working hard to maintain and raise standards.
- Children are effectively motivated by the promotion of challenging and stimulating teaching in most classrooms. This is helping to raise achievement and standards.
- There is very good use made of the outside environment to promote work in writing, science, history and art.
- The school works very effectively in partnership with its parents and the local community.

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

- There are occasions when short-term planning does not help teachers focus on what it is they want children to learn.
- There are inconsistencies in the quality of marking.
- Children are not always provided with targets to help them understand what they need to do next in order to improve their work.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1996 and it has made good progress since that time. There has been a steady improvement in standards and there is now considerably more teaching of a very good and outstanding quality. The leadership of the school remains strong and the governors have ensured that they now meet all their statutory obligations. The school has also responded well to the

many national initiatives that have been introduced in the past few years. These include the implementation of the National Literacy and Numeracy Strategies. The main issues outlined in the previous inspection have mostly been dealt with effectively. The issue regarding marking remains a concern. However, in the areas of cultural development, assessment, policy development and providing more challenging work for more able children, good progress has been made.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	B	D	D	well above average    A above average        B average                C below average        D well below average    E
mathematics	C	B	B	C	
science	B	C	A	A	

An analysis of the above table does not give a full picture of the standards being attained by 11-year-old children. The 1999 cohort was a weaker group than in previous years' due to a larger than usual number of children having identified learning difficulties. The very good standards attained by 7 and 11 year old children in the 2000 national tests confirms the school's view that the 1999 cohorts were not typical. The targets set by the school for 2000 have been met. The standards attained by the present Year 6 group shows that a very large percentage is attaining beyond the level expected in English and science. There are very few 11-year-olds not attaining the expected level for their age in English and mathematics and no one is attaining below that in science. Similarly, the 2000 test results for 7-year-olds have improved considerably when compared to the previous year and are more in line with the 1998 and 1997 results. Standards in reading for the present Year 2 are particularly high and for mathematics and writing children's attainment is in line with that expected for their age. Children make good progress throughout the school with particularly effective work happening in Years 5 and 6. In the top two classes there is very good progress being made by more able children. The progress made by least able children, including those with special educational needs, is good for younger children but very good for older ones.

## CHILDREN'S ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children show very good attitudes to school and are keen to learn in most lessons, particularly in science and history. They also read with much enthusiasm.
Behaviour, in and out of classrooms	Behaviour is very good in classrooms, around the school and in the playground. Children are polite, well mannered and a pleasure to spend time with.
Personal development and relationships	Relationships between adults and children and amongst children of all ages are consistently good. Children are particularly sensitive to the difficulties of those with special educational needs.



Attendance	Attendance levels are above the national average. They have improved in recent years, although there has been a decline in the last year, principally through holidays being taken in term time. Children travelling by coach sometimes experience difficulties during the winter months. Punctuality is good and lessons start on time.
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## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

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

The challenging teaching seen in most of the classes results in children being very enthusiastic about finding out information for themselves. Investigative work in science, and to a lesser extent mathematics, benefit mostly. Teachers are very effective in teaching the basic skills of reading and this leads to children enjoying reading and being able to read with good expression. Teaching is consistently good for English for children aged 5 to 11 years. Literacy and numeracy skills are appropriately taught and used effectively in other subjects. Information and communication technology is effectively used to support the needs of children with special educational needs.

There is very good support provided for children with learning difficulties and for the most able. However, teachers' planning does not always focus on what children are to learn in each lesson and they are not always helped to understand what they need to do next to improve their work. Homework is used very productively to help children extend what they do in school. Children work very hard and they show a great deal of interest in their work and feel proud of their achievements. Overall teaching is outstanding in 4 per cent of lessons; very good in 16 per cent; good in 28 per cent; and satisfactory in 52 per cent.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All subjects of the National Curriculum are taught in accordance with statutory requirements. The school also provides an effective personal, social and health education for the children. It makes very effective use of the local community and its links with the local secondary school are very good.
Provision for children with special educational needs	This is one of the school's strengths. There are very effective systems and procedures in place to support children with learning and physical difficulties. Other children are exceptionally helpful to children who require additional help.
Provision for children's personal, including spiritual, moral, social and cultural development	This is good. There are good examples of literature, art and history being used to develop children's spiritual and cultural awareness. Children are particularly made aware of the expectations that the school has for the way they behave and help each other.
How well the school cares for its pupils	There are effective systems in place to ensure that children behave appropriately and attend school regularly. Child protection procedures

	are good.
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There is much mutual respect between parents and the staff. The parents are very active in supporting the school; both through helping with children's learning at home and school and in raising additional funds. The school ensures that parents are well informed and staff are always accessible to those parents requiring further information about the progress made by their children.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and has effectively developed a sense of teamwork amongst the staff and governors. All staff work to a common goal and are aware of the need to continue to raise standards.
How well the governors fulfil their responsibilities	The governors have appropriate systems in place for overseeing the work of the school. They rely heavily on information provided for them by the headteacher and ensure that they meet their statutory obligations.
The school's evaluation of its performance	The school uses the national test and other standardised results appropriately to help them with focussing on future needs. Teachers are provided with good information about their effectiveness and what they need to do to improve.
The strategic use of resources	The school's finances are used appropriately to support intended developments. The use of the Local Authority's financial services helps the school get the best possible value from their spending.

The accommodation is spacious and the effective development of the outside grounds has helped the school make the curriculum even more interesting for the children. The additional staffing provided to support children with physical difficulties is very effective. Learning resources are adequate for all subjects.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The quality of the leadership.</li> <li>• The quality of the teaching.</li> <li>• Children enjoy coming to school.</li> <li>• Standards in reading and writing.</li> <li>• The impact of the National Numeracy Strategy on children's mathematical ability.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of information provided for them regarding the progress made by their children.</li> <li>• Homework arrangements.</li> <li>• A wider range of after school activities.</li> </ul>

The parents have rightly noted that the quality of leadership and teaching are having a positive impact on the educational provision for their children. Standards in reading are particularly high and the numeracy strategy is having a positive impact on the standard of children's mental and oral mathematics. The homework arrangements are good and better than those found in most schools. The range of activities provided for children after school is limited because many children are transported to and from school by local authority transport. The quality of information provided for parents is appropriate and the accessibility of staff to parents adds to the information available.

## **PART B: COMMENTARY**

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

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

- 1 The standards being attained by children over time needs to be put into context because the national test results in 1999, the last year for which there are comparative results, were lower than in previous years. The 2000 national test results for 7 and 11 year old children show considerable improvement compared to the 1999 results and are in line with the 1998 and 1997 results. The school is right to point out that the reason for the dip in the results of 7 and 11 year old children in 1999 is because of unusual circumstances. A larger than usual number of children in both cohorts had identified learning difficulties, which contributed to lower results.
- 2 In English, the national test results for the past four years for children aged 11 have been above or in line with the national average except for 1999, when they dipped below the national average. Apart from a number of children having identified learning difficulties and therefore being on the special educational needs register, the group was unusual in that 22 of the 31 children were boys. When looking at the school's English results for the past four years and removing the 1999 cohort, there has been a steady improvement, which is in line with that noted nationally. Girls have performed better than boys by a margin that exceeds the national difference. The present Year 6 group is attaining standards that are beyond that expected for their age. This is confirmed by the 2000 national tests, where nearly all children attained the expected level for their age and nearly two-thirds attained the higher levels. Standards in reading for this cohort are particularly good.
- 3 In mathematics, the same problems revealed in the 1999 English results for 11 year olds are not as prominent, although a slight dip is noted. Over the past four years the school's national test results have been either in line with, or above the national average. A steady improvement is apparent, which is greater than the national trend. Boys and girls perform equally as well, which is in line with that noted nationally. The 2000 national test results show that the improving trend has been maintained and the present Year 6 is attaining standards above that expected for their age.
- 4 In science, the results for 11 year olds over the past four years have been good. The 1999 national test results were well above the national average with all children attaining the expected level for their age. The 2000 national test results also show that all children attained the expected level for their age. For the past two years more than 40 per cent of children have attained the higher levels. Girls and boys have performed equally as well for the past few years. The present Year 6 is attaining standards that are well beyond that expected for their age.
- 5 When compared to similar schools, the 1999 national test results for 11-year-olds show that in English the school's results were below average, in mathematics they are in line with the average and in science they are well above average. Comparative results are not yet available for the 2000 results but early indications suggest that there has been a significant improvement, especially in English. The 1999 results show a significant variation in the test results compared to teacher assessments for both English and science.
- 6 The test results for 7-year-old children show many of the same issues as those raised in the analysis of the results of children aged 11-year-olds. The 1999 cohort was a weaker one than other cohorts. When taking the 1999 results alone the school's results are in line with national averages for reading, writing and mathematics. However, when compared to similar schools

results are below average for reading and writing and in line with the average for mathematics. This does not give a true picture because apart from the 1999 cohort the results of 7-year-olds have been consistently well above average for the past four years. The 2000 test results are also in line with 1997 and 1998 results.

- 7 Standards in reading are particularly good. The present Year 2 cohort is attaining well in advance of the level expected for their age. Similarly, in writing standards of the present cohort is above that expected for its age. In mathematics the present Year 2 cohort is attaining in line with that expected for its age.
- 8 The trend over time is that the results for 7 year olds have remained high with the exception of the 1999 cohort. Unusually, the reading and writing results for boys and girls are approximately the same, which is not following the national trend of girls performing much better than boys. In mathematics, the results of boys and girls are also the same, which is in line with the national trend. Teacher assessments for science show that the majority of children attain the expected level for their age. About 20 per cent attain the higher levels, which is line with the national average.
- 9 The school has set challenging but achievable literacy and numeracy targets for 11-year-olds through to the year 2002. The early indications are that the school has exceeded its targets in both literacy and numeracy for the year 2000.
- 10 The majority of children achieve well, especially those with special educational needs. When children start school most display personal and academic skills that are in line with those expected for their age. During their time in the nursery and reception they make satisfactory progress and start Year 1 having acquired the skills expected to help them be in a good position to start the National Curriculum.
- 11 Between the ages of 5 and 7 children with special educational needs in particular, achieve well. This is the result of good identification of their needs and good attention being given to help them improve. The tests results for the past few years show that very few children are not attaining the expected level for their age by the time they are 7. There is particularly good achievement in reading, where children start to develop a real love for books and stories.
- 12 As children move on through the school there is very good progress evident in Year 5 and 6. The more able children achieve especially well in these two years because they are very well motivated and inspired by challenging teaching. Children between the ages of 7 and 11 with special educational needs make very good progress. Additional time is provided for them to improve in areas identified as weaknesses. Information and communication technology is used most effectively to support their work. The analysis of test results over time helps to confirm that there are good gains made by older children in the school. For example, the percentage of children attaining the higher levels in tests for 11-year-olds has doubled compared to the percentage that attained the higher levels when they were 7. The children's ability to carry out independent research is helping to raise their achievement in many subjects, especially science. The work carried out in science deserves special mention because of its quality. Good use is made of the school's outside environment to promote much of this work, which is often of an outstanding quality.
- 13 In most other subjects, where it was possible to make judgements, children achieve appropriately and make satisfactory progress. Children's literacy and numeracy skills are beginning to have a positive impact on work being produced in science, history, geography and religious education. Children have satisfactory skills in information technology but information

and communication technology is not yet having a full impact on work in other subjects. However, it is effectively used to support children with special educational needs who have either learning or physical difficulties.

### **Children's attitudes, values and personal development**

- 14 Children's attitudes, values and personal development are very good. They are one of the school's strengths and make a positive contribution to the good learning environment and the good standards that children attain.
- 15 Children enjoy school and are fully involved in all aspects of school life. They are keen to attend and respond well in conversation with visitors. Older children show very good attitudes to their learning. These are illustrated well in science lessons in Year 5 and in a wide range of lessons in Year 6. There are very good attitudes to reading throughout the school. These good attitudes also extend to history, where children in Years 3/4 use archaeological inquiry to study the Ancient Egyptians and in Years 2/3, where children are given particularly good guidance in using primary and secondary historical evidence. In all these lessons the children respond very well once they have been motivated. There is a clear link between the positive attitudes shown by the children and the quality of the teaching they receive. Children in reception do not always respond as well as they might. They are sometimes over-excited and lacking in self-control. Here the teacher, whilst presenting good and challenging activities for the children, does not always exercise appropriate control and structure to their learning.
- 16 Throughout the school, children with special educational needs show equally positive attitudes to their learning. Children with statements of special educational need, including those with physical difficulties, are supported outstandingly well. They are able to work alongside their classmates who demonstrate particularly good levels of sensitivity to their needs. In Year 1 a girl worked closely with the partially sighted child, showing him how to organise his work. She did this without any fuss and in a most mature way.
- 17 Children's behaviour is very good both in the classrooms and around the school. There was no incidence of oppressive behaviour seen throughout the inspection. The school's procedures for dealing with poor behaviour are very good. Children take good care of the resources available to them and most lessons proceed in an orderly way. Behaviour is good in the playground. The school makes good use of its immediate surroundings and the children take good care of that also. Children know the school rules and procedures and respond positively to them. There have been two fixed term exclusions of one child in recent times.
- 18 Children's personal development and relationships are good throughout the school. Teachers know every child well and relationships between adults and children are positive. Children respond well to midday supervisors and to classroom assistants, who give consistently good support. This is a school which includes few children from ethnic minority backgrounds, yet the children throughout the school show great levels of respect for the faith and culture of those whose lifestyle is different from their own.
- 19 When offered the opportunity to do so children are good at using their initiative and taking on responsibility. Children of all ages are given simple duties such as offering hymn books for assembly, moving chairs and taking registers to the office. They discharge these duties sensibly and well. Older children are able to organise a game of rounders in the playground over lunchtime and do this very successfully. Children in Year 6 have sensible suggestions to make for inclusion in a school prospectus. Many show that they are capable of greater levels of responsibility and independent learning than is at present open to them.

- 20 Children enjoy a moderate range of extra-curricular activities offered by the school. These include an appropriate range of sporting activities, participation in community events, for example in the recent festival of music and literature. The school also contributes to charity events and competitions. All these events make a valuable contribution to the children's personal development and ensure that the school remains a central part of the local community. The range of after-school activity is limited by the fact that many children travel some distance to school on school buses, which arrive shortly before the start of the school day and leave soon after its completion.
- 21 Attendance and punctuality are good. The attendance rate is high in comparison to other schools although there has been a decline in the last year, principally through holidays being taken in term time. The rate of attendance is adversely affected by severe weather in winter. Most lessons start on time, although on occasion, some classes have a considerable time to wait for the start of school assembly.

### **HOW WELL ARE CHILDREN TAUGHT?**

- 22 A significant amount of very good teaching is having a positive impact on children's learning. This is most prominent in Years 5 and 6 and also in Year 2, where a temporary teacher was taking the class at the time of the inspection. Teaching is good overall, being satisfactory for children aged under five, and good for children aged 5 to 11. Teaching is outstanding in 4 per cent of lessons, very good in 16 per cent, good in 28 per cent and satisfactory in 52 per cent. No unsatisfactory teaching was seen during the inspection. This shows a significant improvement since the previous inspection when only 2 per cent of teaching was very good or better.
- 23 The challenging teaching seen in most classes is having a positive impact on children's learning. This is at its best for older children and results in their learning being very good. One of the most prominent features is the way the teachers are searching for stimulating ways of presenting work, which results in children being highly motivated and working very hard. Older children show that they have the ability to organise their own work and to carry out independent research. Although no unsatisfactory lessons were observed, there are inconsistencies in teachers' planning. The planning sometimes fails to identify exactly what it is teachers want children to know and understand at the end of the lesson. On a few occasions this led to activities being too open-ended and the children not being fully aware of what was expected of them, as in a Year 1 art lesson.
- 24 The teaching of children aged under five is satisfactory. Good attention is given to literacy and numeracy but on occasions the teacher in the reception class finds it difficult to gain the desired amount of attention from the whole class group when they are gathered on the carpet for reading activities. The organisation of resources is good, as is the deployment of support staff. At its best the classroom support working with reception aged children is able to spend a prolonged period of time with a small group of children watching the movements of snails across different surfaces and considering their food preferences. In the nursery, the good attention given to creative development sees children being able to mix paint effectively and colour match when painting teddy bears that they have been observing. The issues relating to planning are evident with younger children. There are times when the planning is not clear enough about what the children are to learn and therefore despite the good organisation of resources to support different activities there are missed opportunities to make telling learning points. A significant number of children in the reception class are difficult to manage and do

not concentrate as well as they should. Children with special educational needs are identified early and appropriate provision is made to help them improve their work.

- 25 The teaching for children between the ages of 5 and 7 is good. It is particularly good for English and science. One of the main strengths is the way the basic skills are being taught, especially during literacy lessons. In a Year 1 lesson, for example, the teacher's reading helps to develop children's own expression. She also successfully extends children's vocabulary by drawing attention to words in the text that are unfamiliar to them. In another lesson, the same teacher gives a good explanation to help children understand that 'ing' ends present tense verbs and 'ed' ends past tense verbs. The very talented temporary teacher working with Year 2 is able to motivate and challenge children. During a mathematics lesson, for example, she leads the mental and oral session very competently. The pace of the work is demanding but the children rise to the challenge. A significant number of children in this age group are difficult to manage and teachers use appropriate strategies to help control them. However their learning is good, because they are keen to learn and work hard. They are particularly interested in their work and use their good general knowledge to develop ideas. Their curiosity is raised by some of the work that is on-going, for example, a Year 1 child responds to the story 'The Jolly Witch' by asking 'Are witches born with green faces?' and another remarks 'I wonder if bats turn into witches?'. Children with special educational needs are provided with very good support. One partially sighted child is especially well supported.
- 26 The teaching for children aged 7 to 11 is good overall. The teaching for Year 5 and 6 is very good. One of the best features of the teaching for this age group is the way in which children are encouraged to work independently. This leads to children carrying out their own research, being highly motivated and being prepared to take on demanding tasks. The teaching of science is particularly strong for this age group. In one Year 4/5 lesson the children use the wildlife area within the school grounds to good effect to study different habitats. The way the children record their findings and later transfer this information into data is most impressive. The teacher is clear about what she wants the children to achieve. Children's learning is intensified by the opportunities for them to investigate at first hand and to use a range of reference materials to consolidate their learning. As with younger children there are good examples of the basic skills of literacy and numeracy being well taught. In a literacy lesson with Year 6 for example, the teacher is most effective in helping the children to understand the difference between simile and metaphor. Her questioning is deliberate and carefully thought through. She patiently waits for answers and does not rush children but prefers to wait to ensure that everyone has understood what is being said. In another lesson in Year 4/5 the teacher helps children read with better expression by making remarks like, 'think that you are reading this to a radio audience'. Her very good explanation of what 'imperative' verbs are is another example of her being able to make learning accessible to children. The teaching for children with special educational needs is particularly good for this age group. Children with learning difficulties are provided with additional work, which they complete in the mornings before school starts. This is computer-generated work, which is tailored to their own needs. One child with physical difficulties is fully integrated into the class and with the excellent support of her classroom assistant is able to access almost the entire curriculum.
- 27 Homework is used effectively, in particular with older children to help extend the work that is carried out in school. However, teacher's marking is still inconsistent. This was an issue at the time of the previous inspection and remains an issue now. There is limited information available to children to help them understand what they need to do next to improve their work. Individual targets are not at the moment being set although it is something that the school is aiming to introduce in the near future.

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

- 28 The curricular and other opportunities offered to the children aged under five are satisfactory. There is an appropriate emphasis placed on developing the children's language and mathematical skills and also on their personal, social and emotional education. As a result of these experiences the children are suitably prepared for the programmes of study of the National Curriculum as they enter Year 1.
- 29 The curriculum that the school provides for children aged 5 to 11 is satisfactory and meets all the statutory requirements of the National Curriculum. There is good implementation of the National Literacy and Numeracy Strategies that is helping to raise children's attainment in English and mathematics. There has been appropriate additional time devoted to the teaching of literacy and numeracy skills. Although this has meant there is less time available for other subjects the school is successfully maintaining children's access to all areas of the curriculum. The requirements of the North Yorkshire County Council Agreed Syllabus for religious education are met in full. The school effectively supports the children's physical and personal development and there is good provision for children to experience personal and social education, including health education and attention to drug misuse. To support this aspect of provision the school has worked closely with parents and the local community liaison officer. The school provides for sex education in a sensitive and supportive manner that emphasises family values within a caring school community.
- 30 The school is successful in ensuring that all children have equal access to the curriculum. The provision for children with special educational needs is very good with effective procedures in place for the identification and assessment of these pupils. The requirements of the Code of Practice are met in full. The individual education plans give clear targets, which are broken down into small steps to enable children to make good progress in their learning and to achieve well. The recording of children's progress and arrangements to review their needs are very thorough and regular. There is outstanding provision for children with physical disability that allows them to take a full part in all aspects of school life.
- 31 There is a satisfactory structure of long, medium and short-term planning in place to ensure continuity and progression of learning in most subjects. This is not as effective in art, where there is a lack of continuity in the provision. The long-term planning provides an overview of the aspects of the National Curriculum programmes of study delivered by each year group over the year. The medium-term planning consists of schemes of work that outline the learning objectives to be taught. Short-term planning is taken from these schemes and details the key learning objectives and skills to be taught but there are times when these objectives are not precise enough and as a result the work given to children lacks sufficient challenge.
- 32 The provision for extra curricular activities offered to children is satisfactory and include choir, recorders, football and netball. The school gives children the opportunity to take part in a variety of educational visits that enrich the curriculum by providing further learning experiences for pupils, which includes a trip to the theatre in Leyburn. The school also makes suitable use of the local environment to enhance the children's work in science, history and geography. This is seen to good effect in lessons for older children when they are using the school's wildlife area to support their work in science. There has been a visit from a group, 'The Elastic Band', to run music workshops with children and also visiting authors and artists to work with classes.



- 33 The school has made very good links with the community and these make a strong contribution to children's learning. Children's work is displayed in the local post office and the school has donated its Millennium Tapestry to the community centre. The children take part in local events such as the Wenslydale Tournament of Song and in The Dales Millennium Trust activities for art and poetry. The children raise money for a variety of charities, including a hospice for children, and in so doing gain an understanding of the needs of others. There are very good links with The Wenslydale School that very effectively prepare children in Year 6 for when they transfer to the secondary school. There are satisfactory links with local businesses that has involved sponsorship for fundraising events.
- 34 The school makes good provision for children's spiritual, moral, social and cultural development.
- 35 The provision for children's spiritual development through the curriculum and acts of collective worship is good. Children have many opportunities for reflection in assemblies and at other times of the day in classrooms. This was seen in an assembly on the theme of 'feelings' in which children had time to think how their feelings could affect themselves and others. Spirituality is also promoted through links with a local church whose vicar comes into school to take assemblies. The experiences that children have access to in music and art play an effective part of the school's provision for spiritual development. In one literacy lesson in Year 1 there was real sense of awe and wonder felt amongst the children as the teacher turned the next page of the book she was reading. All teachers value children's ideas and efforts and this is shown by the range of attractive displays of work around the school and in the classrooms.
- 36 The school's provision for moral development is good. The school is an orderly community in which the majority children clearly know right from wrong. Moral themes feature in many aspects of the curriculum and are an integral part of the school ethos. The children are encouraged to develop good moral values through the behaviour policy, to which they are able to contribute, and through the good examples set by teachers. The staff effectively promotes a sense of fairness among children and is very successful in teaching them to be tolerant of each other.
- 37 The provision for the social development of children is good. Children are encouraged to take responsibility for their actions and to work and play together with respect and tolerance. From the start of their time in school children are provided with good social development opportunities, with the staff providing good role models. During the inspection children were preparing for 'Super Teams', which is an afternoon of sports fun when older children help younger ones to work together to get the best out of each other's talents. The adequate range of extra-curricular activities effectively supports children's social development. Children listen to and respect the opinions of others, as was seen during the introductions and round-up sessions of most lessons. Children are given many opportunities to work collaboratively in groups, such as when the older children were use the nature area in science lessons.
- 38 The provision for the cultural development of children is good. Children learn to appreciate aspects of their own culture by visits to local farms and to the centre of Leyburn to support their work in history and geography. They also have opportunities to work with visitors that include poets, authors, theatre groups and musicians. In their art lessons children are able to learn about famous artists and the styles in which they paint. The last inspection report indicated a weakness in developing children's knowledge and understanding of the diversity of cultures within our own society. The school has successfully addressed this issue and now gives children suitable opportunities to learn about other cultures traditions and beliefs. Children have been able to see performances of Indian dance and African drumming. In religious

education lessons they learn about different religions and faiths as was seen when children in Year 1 were being taught about the Jewish festival of Hanukkah.

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

- 39 The way the school cares for children is another strength of the school. This was also noted in the last inspection. Procedures for ensuring child protection are good, although procedures for passing on information about new developments and briefing newcomers to the staff are not yet in place. Supervisory staff are fully aware of safety procedures. There are regular fire checks, the school is secure and all relevant policies are in place.
- 40 Pastoral care is good, and carried out consistently. There is outstanding support, both practical and personal, for children with physical special educational needs. The school takes a serious and committed view of the dangers posed to young people by drugs, and in view of this has a very good system of educating children about the dangers of substance abuse. The sex and health education provision is also good. This extends to healthy and appetising choices available for school meals.
- 41 Children's progress is tracked effectively, so that teachers are aware of how well they have done and can analyse the patterns of achievement which emerge. There is not yet such a well-developed approach to projecting future targets, using this information to plan and carry out focused work for individuals and groups. Children with special educational needs are well supported in class.
- 42 Attendance is well monitored. This helps to ensure that attendance rates are above the national average and that children attend on time.
- 43 The unobtrusive behaviour policy works well and results in generally good behaviour in all areas. There is little overt reference to how the school would deal with bullying or racism should the need arise. However, children feel secure and enjoy their experience of school.
- 44 Children's personal development is well addressed, with teachers knowing their children well. This helps children to flourish in a small, but happy, environment. They are good at organising themselves, for example playing a full game of rounders without adult intervention at lunchtimes. They are encouraged to be confident and participate in local events. Despite this ability to be responsible, there is no school council or similar mechanism set up for them to express views about the school.

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

- 45 Parents responded very positively to the pre-inspection questionnaire and were keen to express support for the school in the well-attended meeting with inspectors. The school's partnership remains strong, as noted in the previous report.
- 46 There are useful publications for parents, including the provision in the prospectus of curricular information of a general nature. Parents are grateful for this, but some feel they would like more detail about topics or specific areas, which they could support at home. The school has organised literature and numeracy workshops to inform parents about the strategies, but they have not had as great a response as they expected. Similarly the governors' report to parents had a sparse response. In marked contrast to the school's prospectus, it has a very formal tone and contains little detail about school life, though it does now meet statutory requirements

- 47 There are a good number of consultation evenings for parents regarding their children's progress. Annual reports are informative in terms of personal development but most lack detail about areas for academic development. They do not contain future targets for improvement so that parents and children can work at and discuss.
- 48 Parents are very well involved in the life of the school by helping in classrooms, fundraising generously and generally supporting their children's education. Most parents read regularly at home with their children and give active backing to the work of the school.
- 49 The relationship with parents has a valuable social as well as academic element. There is a real feeling of team effort in the school. The headteacher uses the Parent Teachers and Friends Association to gauge reaction to any changes that are planned. This proves to be a useful measure of parents' feelings.

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

- 50 The headteacher provides strong leadership and is able to give her staff very clear direction. This enables all staff to be very aware of the need to keep a prominent eye on the standards that are being attained. This awareness helped all the staff to recognise why there were likely to be dips in the 1999 results for both 7 and 11 year-olds. The strength of leadership is a position that has been maintained since the previous inspection and shows that the headteacher has been able to deal successfully with the many national initiatives that have been introduced since that time.
- 51 The deputy headteacher very effectively supports the headteacher. There is therefore a strong feeling of teamwork apparent at the senior level, which translates itself successfully to all staff. The unity amongst all staff is a particular feature of the school and ensures that everyone is committed to the common goal of providing a good quality education for all children.
- 52 This unity is also apparent within the Governing Body. Governors are very committed to the school and play an important role in helping the school assess its effectiveness. They are up-to-date with current issues and are fully involved in the work of the school. They have a satisfactory knowledge of the school's strengths and weaknesses but rely heavily on information received from the headteacher. They also fulfil their statutory duties.
- 53 There are effective systems in place to help the school check on its effectiveness. There is good evaluation of test results, which is helping the staff to appreciate how effective they are. It also gives staff information to help them assess where adjustments need to be made to the curriculum. The evaluation of test results undertaken by the headteacher and deputy headteacher helps to assess the progress that has been made by children over time. For example, they are able to check on a group's performance at the age of 7 and assess how much progress has been made when they are 11. The evaluations give the staff invaluable information and have helped them to review the teaching and learning for children with special educational needs. The school has not yet developed systems to set targets for individuals, or groups of children, based on these evaluations. The headteacher and the Local Education Authority's adviser carry out the checking on the effectiveness of the teaching. They have developed appropriate systems to help them analyse the quality of teaching. Teachers are provided with feedback, which outlines the strengths but also, offers suggestions for improvement. The system is working well and has helped to improve the quality of teaching since the previous inspection.

- 54 There is good subject leadership being demonstrated by the English, mathematics and science co-ordinators. The English and mathematics co-ordinators have successfully helped to implement the National Literacy and Numeracy Strategies. They have guaranteed that all staff are fully aware of the strategies' implications on classroom practice and have provided staff with good advice and support since the strategies have been introduced. The science co-ordinator has ensured that science is taught to a very high standard and that the impact on children's learning has been such that all children are achieving better than can be expected.
- 55 The school development plan is a very well written document, which outlines, in clear terms, the priorities for the future. It has been put together after considerable consultation involving all staff and governors. The plan is appropriately costed and provides all staff with a clear direction for improving their work. Although the plan successfully brings together the issues raised in the previous inspection and the school's current priorities, the weakness related to teachers' marking is not as prominent as it should be. This is something that the school feels that it had successfully addressed. However, the improvements have not been maintained over time.
- 56 The school uses money appropriately to help in the raising of standards. This is seen by the way additional resources have been allocated to special educational needs. The impact of this spending has been to raise the standards of lower attaining children to a point where very few children are now not attaining the expected level at the age of 7 or 11. Similarly, money allocated to staff professional development has been carefully linked with whole-school needs as well as national priorities. This has been responsible for maintaining high standards in science at a time when literacy and numeracy initiatives have dominated teachers' training needs. The school uses the Local Education Authority's financial services to help set its budget and to evaluate the effectiveness of its spending. This is giving the governors valuable information about the effectiveness of its spending decisions. It also provides the school with a framework to help it gain the best possible value for its money.
- 57 The school's accommodation is very good. Apart from having a building, which provides appropriate learning environments within each classroom, there is also the benefit of the outside grounds. These grounds are very well used to support work in writing, science, history and art. There is an adequate range of learning resources available to support work in each subject. The number of computers available is only just adequate but they are used effectively to support children with special educational needs.

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

- 58 In order to maintain the school's good position and to improve still further, the governors, headteacher and staff need to:

### **Improve the quality of teacher's planning by:**

- Ensuring that all learning objectives clearly identify what the learning intentions are in each lesson;
- Ensuring that all staff are clear about the difference between learning objectives and teaching intentions.

(Paragraphs 23, 24, 31, 68, 95)

### **Improve the quality of marking by:**

- Sharing the good practice that already exists in order to gain greater consistency;

- Ensuring that remarks made on children’s work clearly indicate what it is they need to do to improve.  
(Paragraphs 23, 27, 55, 83, 103)

**Develop a system of target setting for children by:**

- Developing systems for helping teachers and children to focus on the next steps needed in reading, writing and number work;
- Ensuring that children are aware of these targets and how they can be achieved;
- Sharing the targets with the children’s parents.  
(Paragraphs 27, 41, 47, 83, 87, 95)

Apart from the main issues identified the school needs to deal with ensuring the information and communication technology is used more consistently in all subjects.  
(Paragraphs 88, 96, 102, 124-127)

**PART C: SCHOOL DATA AND INDICATORS**

*Summary of the sources of evidence for the inspection*

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	48

*Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4.3	15.2	28.3	52.1	0	0	0

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

*Information about the school’s pupils*

<b>Children on the school’s roll</b>	Nursery	YR – Y6
Number of children on the school’s roll (FTE for part-time pupils)	12	170
Number of full-time children eligible for free school meals		2

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of children with statements of special educational needs	0	3
Number of children on the school’s special educational needs register	1	19

<b>English as an additional language</b>	No of pupils
Number of children with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Children who joined the school other than at the usual time of first admission	14

Children who left the school other than at the usual time of leaving	3
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### ***Attendance***

#### **Authorised absence**

	%
School data	2.6
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered children in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	9	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of children at NC level 2 and above	Boys	11	10	12
	Girls	9	9	9
	Total	20	19	21
Percentage of pupils at NC level 2 or above	School	95	90	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of children at NC level 2 and above	Boys	11	12	12
	Girls	9	9	8
	Total	20	21	20
Percentage of pupils at NC level 2 or above	School	95	100	95
	National	82	86	87

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

### Attainment at the end of Key Stage 2

Number of registered children in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	9	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of children at NC level 4 and above	Boys	14	19	22
	Girls	6	5	9
	Total	20	24	31
Percentage of pupils at NC level 4 or above	School	65	77	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of children at NC level 4 and above	Boys	13	19	19
	Girls	6	5	6
	Total	19	24	25
Percentage of pupils at NC level 4 or above	School	61	77	81
	National	68	69	75

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

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	2
Bangladeshi	
Chinese	
White	141
Any other minority ethnic group	

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

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

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

Total number of qualified teachers (FTE)	6.6
Number of children per qualified teacher	25.76
Average class size	28.3

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

Total number of education support staff	6
Total aggregate hours worked per week	65

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

Total number of qualified teachers (FTE)	0.5
Number of children per qualified teacher	24

Total number of education support staff	1
Total aggregate hours worked per week	12

Number of children per FTE adult	12
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	306,625
Total expenditure	310,690
Expenditure per pupil	1,872
Balance brought forward from previous year	17,164
Balance carried forward to next year	13,099



***Results of the survey of parents and carers***

**Questionnaire return rate**

39.6%

Number of questionnaires sent out	182
Number of questionnaires returned	72

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	49	49	2	0	0
Behaviour in the school is good.	46	50	1	0	3
My child gets the right amount of work to do at home.	32	42	18	1	7
The teaching is good.	63	36	0	0	1
I am kept well informed about how my child is getting on.	39	36	22	3	0
I would feel comfortable about approaching the school with questions or a problem.	64	29	7	0	1
The school expects my child to work hard and achieve his or her best.	64	32	1	1	2
The school works closely with parents.	40	47	10	1	2
The school is well led and managed.	69	28	1	0	2
The school is helping my child become mature and responsible.	57	39	1	0	3
The school provides an interesting range of activities outside lessons.	32	44	13	3	8

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

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

- 59 The school has recently opened a nursery class, which operates during the morning session only. It has 24 children attending on a part-time basis. The reception class is situated in another part of the building and accommodates 27 children all of whom attend full-time. Nearly all children transfer from the nursery to reception. The school has developed an early years unit comprising of the two classes. These two classes form the school's early years unit and provide a curriculum, which takes full account of the six areas of learning anticipated for children of this age. As was reported at the time of the previous inspection the provision for children aged under five is sound.
- 60 An initial assessment of children's skill levels is carried out when they start in the reception class. This reveals a wide range of ability at that stage but the majority of children are able to demonstrate personal and academic skills that match their age.
- 61 The reception teacher is the early years' co-ordinator and she has responsibility for overseeing the work of the reception and nursery classes. Although it is advantageous to have the nursery class situated within the main school building, its location away from the reception class is unhelpful in terms of forming an 'early years' unit. However, every effort is made to form an appropriate link between the two classes.

#### **Personal and Social Development**

- 62 There is an appropriate amount of attention given to this aspect of children's learning in both the nursery and reception classes. Children make satisfactory progress in this area of learning and show a growing ability to co-operate and share equipment. The majority of children attain the goals expected for their age by the time they start Year 1. However, there are a significant number of children in the reception class who do not settle easily for whole-class sessions. The behaviour of these few children causes some concern to the adults working in the reception. The classroom organisation and methods are varied to take account of these children. In both the nursery and the reception class there is time allocated to 'circle-time', which is a system of sitting children in a large circle while they share concerns and talk about important issues. During these sessions the nursery children demonstrate a confidence to talk in front of others and take turns in listening to each other. It is not as easy to achieve in the reception class because there are a few children who find the discipline of sitting for a prolonged time difficult to manage. Children are encouraged to tidy up after themselves in both classrooms. In the nursery two children who have been working in the sand tray tidy up after themselves most effectively. They co-operate and divide tasks up between them. This is a feature in the nursery with children being very helpful to one another when they tidy up. They know where equipment belongs and show a good deal of independence when putting items away. The teaching is satisfactory for this area of learning with teachers putting a great deal of effort into ensuring that their rooms are well organised and that children have access to equipment without needing to ask an adult. They have set up appropriate opportunities for children to show responsible behaviour. For example, the self-registration system and in the way milk is handed out.

#### **Language and Literacy**

- 63 Children make satisfactory progress in this area of leaning and by the time they start Year 1 the majority are displaying standards that are expected for their age. In both the nursery and the

reception class there is a prominent amount of time allocated to developing children's language, literacy and communication skills. In the nursery there are several formal opportunities for children to talk about what they have done and to discuss stories. During every activity the adults in the nursery are very vigilant about explaining things to children and asking pertinent questions to help them with their own language. Books feature prominently and there is a large number of books related to emotional issues such as the impact of a new baby in the house. In the reception class the children are gradually introduced to the 'literacy hour'. This is done sensitively taking full account of children's ability to remain interested for a long period. The book chosen for the first part of the literacy session takes full account of several issues. For example, one of the books read with the whole class, 'Kakadu Jack' leads to a discussion about multi-ethnic issues. During the reading of the book children show that they can use a wide vocabulary. For example, one child exclaims, 'Look, he's very colourful, and that one's not.' Similarly, other children demonstrate a confidence in offering different points of view. Most express themselves very clearly. However, many children are not good listeners. A significant number who are not prepared to listen to the teacher or to others interrupts the reading session. However, most children can distinguish between words that start with a 'sh' and a 'ch'. They play a game, passing a bag around containing several items and they have to pick one item out and name it before placing into an appropriate set. Most manage this game well. The teaching is satisfactory for this area of learning. However, there are concerns about the range of strategies adopted to manage the unwelcome interventions of a few children who call out in the middle of a session when children are gathered on the carpet. The teachers in both the nursery and reception class have a good understanding of reading and writing development. They also are skilled at getting children to talk and ask searching questions to aid this process.

## **Mathematics**

- 64 Children make satisfactory progress in this area of learning and by the time they start Year 1 they are using number appropriately and have acquired a mathematical vocabulary expected for children of their age. There are several opportunities taken to engage children in activities relating to number or to other mathematical work, such as, space and position. For example, during the reading of the book, 'Kakadu Jack' the reception teacher puts emphasis on several key words, such as, under, above, below and alongside. In another situation the adult working with children in the nursery takes the opportunity to match the number of eggs used in making ice cream to the used egg shells set out on the table. As with literacy the reception class work towards introducing the children to the new national strategy for number. Children are engaged in mental and oral work for a short period before moving on to other work. During these sessions, children show that they can count up to 20 and also chant in tens. Children are familiar with small coins and use 'real' money when carrying out a range of activities related to money. Children in the nursery are able to measure an amount of water into different containers and talk about which holds the most water. Some, with good reason, are very confident in their predictions. The teaching is satisfactory for this area of learning. The adults are very aware of the need to talk about mathematical issues with children and maximise opportunities to do so. They are confident of the children's needs and show that they can teach the basic skills necessary for this age group. However, the same issues of appropriate class control in the reception are detracting from the otherwise good organisation that exists.

## **Knowledge and Understanding of the World**

- 65 Children make satisfactory progress in this area of leaning and use their good general knowledge to generate additional interest in the activities. For example, a group of reception-aged children are able to talk freely about the habits of different minibeasts as they observe a number of snails moving over different surfaces. The experiment that they are engaged with

enables them to have a good idea about 'fair testing' and the more able children are able to explain why they have set up the experiment in the way that they have. Nursery aged children are working with an adult making ice cream. They talk about the ingredients used and recognise the need to stir the mixture appropriately. One child explains that the mixture has to be put into the freezer when it is ready. Another less confident child suggests that the mixture is going into the oven. Children have opportunities at different times of the year to visit shops and the local woods. They choose appropriate themes to aid the visits, for example, the change of colours associated with the autumn walk through the woods. As a result they make good gains in their learning. A range of visitors come into the classrooms at different times of the year. For example, the police or local vicar add to the children's knowledge about the work undertaken by different people. Children in the reception show that they can use the computer with a growing confidence. A small group use an art program to good effect to create pictures. When doing so they show familiarity with the computer and can manipulate the mouse very well. The teaching is satisfactory for this area of learning. The 'free-flow' system that exists in the reception class, which incorporates many of the activities associated with this area of learning, does at times have limitations. For example, clarity about what the learning intention is can sometimes be lost and it is not always possible to keep track of the experiences that any child has met during a typical session.

### **Physical Development**

- 66 Children make satisfactory progress in this area of learning. By the time they start Year 1 they demonstrate a range of physical skills that is expected for their age. When working in the hall the reception-aged children show that they can move quickly and change direction to a given signal. They can bounce a ball and catch it and can throw a ball up about a metre and catch it with both hands. Children of in the Nursery also use the hall twice each week for physical development work. They progress from movements on the floor to small apparatus work before eventually using the large fixed apparatus. There is also an outdoor play area available to nursery-aged children. Children successfully carry out a range of activities in this area that includes manoeuvring large wheeled vehicles. Children show good manipulation skills when working on tabletop activities, such as, sticking and gluing and using scissors. The teaching is satisfactory for this area of learning. Teachers are well-organised enabling children to practise their physical skills as well as introducing new tasks for them.

### **Creative Development**

- 67 Children make satisfactory progress in this area of learning. In both the nursery and the reception class there are areas dedicated to role-play. The reception had set up an imaginative area known as 'Miss Spider's tea party' linked to the minibeast topic. In this area children dress up as ladybirds and other small creatures and play act being at a tea party. In the nursery the role-play area is a baby clinic. A range of appropriate resources is available in each of the two areas to allow children to make the play as realistic as possible. For example, the baby clinic contains such items as a weighing scale, nappies, baby bottles and clothes. Many children with younger siblings are familiar with visiting a 'real' baby clinic and use the area very well. The children experience interesting work with paint. In the nursery, for example, children observe a range of teddy bears and match the colour of the teddy bear to the paint they have mixed. The paintings reveal that most are able to mix paint to a given colour and that they show good sense of proportion when drawing. The teaching is satisfactory and well organised. Resources are used effectively to enable children to move to areas without too much adult intervention. The nursery staff in particular are successful in intervening at the right moment to move on the task, usually introducing a more demanding aspect to the activity. In this way more able children are appropriately challenged.



## Provision

- 68 The provision for children aged under five is satisfactory and is at an appropriate transitional stage so as to take on the implications of the new curriculum for the foundation stage of learning. The relatively new nursery has added a positive dimension to the school and has added greatly to the overall provision. However, the new curriculum and the new nursery have inevitably required the school to review its arrangements for teaching young children. The co-ordinator is knowledgeable and has undertaken the task with great dedication and enthusiasm. There is effective deployment of the classroom assistant and volunteer adults in both classrooms. The planning does not always clarify exactly what it is that children are expected to learn from each activity and this sometimes results in some of the tasks not being as well-structured as they might be. Resources are adequate and in general well used to promote learning.

## ENGLISH

- 69 Standards for 11 year-olds have remained in line with or above, national averages for the past four years with the exception of 1999, when standards fell below the national average. This does not constitute a drop in standards. The school had an unusual cohort in 1999 with a larger percentage of children identified as having special educational needs. The cohort was also unusual in that 22 of the 31 children were boys. The early indications of the national tests results for 11-year-olds in 2000 show a vast improvement with nearly all children attaining the expected level for their age and nearly two-thirds of children attaining the higher levels. This compares to only two-thirds attaining the expected level in 1999 and only 13 per cent attaining the higher level. When compared to similar schools the 1999 results indicated that standards were below average. However, it is clear that the 2000 results will give a very different picture even though comparative results are not yet available. The present Year 6 children are therefore attaining at levels, which are above average with standards in reading being particularly high.
- 70 When looking at the school's English results for 11 year-olds for the past four years and removing the 1999 cohort, there has been a steady improvement, which is in line with that noted nationally. The 1999 results show a significant variation in the test results compared to teacher assessments. Girls have performed better than boys by a margin that exceeds the national difference.
- 71 The school has set challenging but achievable literacy targets for 11-year-olds through to the year 2002. The early indications are that the school has exceeded its targets for the year 2000. The standards attained by children aged 11 have improved since the time of the previous inspection.
- 72 The reading and writing national test results for 7-year-olds have been consistently well above the national average except for the 1999 cohort, which show standards to be in line with the national averages. This is again due to a weaker cohort, with a large percentage of children with special educational needs. However, the disappointing results in 1999 were due to fewer than average children attaining the higher levels. These results again do not reflect a true picture of children's attainment because apart from the 1999 cohort the results of 7-year-olds have been consistently well above average for the past four years. The 2000 test results are also in line with 1997 and 1998 results. Unusually, the reading and writing results for boys and girls are approximately the same, which is not following the national trend of girls performing much better than boys. The 1999 teacher assessments are the same as the test results.

- 73 The 1999 test results are below average when compared to similar schools. However, this does not give a full account of results in previous years and in 2000, which are likely to be at least in line with, if not above, average when comparative results are published.
- 74 Standards in reading are particularly good. The present Year 2 cohort is attaining well in advance of the level expected for their age. Similarly, in writing standards of the present Year 2 cohort is above that expected for its age.
- 75 Children aged 5 to 11 achieve well, with older children with special educational needs achieving very well. More able children are achieving very well in the latter years and are making good progress before that time. This is due to good attention being given to the needs of children of different abilities.
- 76 Children make good progress in their speaking and listening. When the majority of children start school they have a good range of vocabulary for their age. They then develop the confidence to use this more extensively as they move through the reception and Year 1. By the time they reach Year 2 they are communicating at levels that exceeds those expected for their age and they use their communication skills effectively in other subjects such as science and history. In Year 1 they learn to pose questions using relevant information from the lesson. For example, during the reading of 'The Jolly Witch' one child asks, 'Are witches born with green faces?' The good range of vocabulary used benefits the written work where good descriptions are prominent. In Year 2 the teacher uses historical photographs to good effect to help children understand more about a period of time in the past. The children use a good range of descriptive words when answering questions. They also phrase their own questions correctly and use appropriate and accurate tenses when doing so.
- 77 Older children are using their good Standard English well when providing explanations for words that are not over-familiar to them. For example, a Year 5 child gives a very comprehensive explanation for the meaning of the word 'garnish'. Older children are particularly good listeners and are able to listen to points put forward by others in the class and develop their own ideas from these. Year 6 children give careful consideration to the questions posed and very often their answers are thought out logically. This was the case when one girl gave a very full account of why she thought the web had remained unbroken between the gateposts after a discussion that ensued as a result of reading a poem.
- 78 Children make very good progress in their reading. Children with special educational needs or those who find aspects of learning difficult are provided with good support with their reading and this helps them to achieve well. From the time they start school children are introduced to a full range of books, which helps them to develop a love for literature. Children in Year 1 display genuine 'awe and wonder' as the pages of a book the teacher is reading to them are turned. Children learn to read with good expression from early on. Young children are helped to understand that words written in italic or bold print have a special meaning and need to be read with expression. They also use the text successfully to work out the meaning of unknown words. For example, a group of Year 1 children worked out what the word 'soared' meant by reading on and then relating the word to the rest of the text.
- 79 Older children are provided with additional time to read quietly and independently. This is particularly beneficial to the more able children who are able to develop very mature reading habits. During these sessions the teacher is effective in engaging individuals about the book they are reading. Discussions with Year 5 and 6 children reveal that they read avidly and that they have already developed a love for certain types of books and certain types of authors. Many children revealed that they couldn't wait for the next publication of certain authors and

had already used the Internet at home to find out information about publication dates. Analysis of test results attained by the present Year 6 cohort, when they were aged 7 shows that there has been a significant improvement in their reading standards. Comparative results from four years ago shows a 25 per cent increase in children attaining the expected level for their age and the percentage of children now attaining well in advance of their age has almost doubled compared to when they were 7.

- 80 Children achieve well in their writing. Although the amount of progress made in writing is not as impressive as in reading it is none the less good. Children move from a position of mark making at the age of 5 to quickly developing a style of writing that is easy to read and which follows a sensible sequence. More able Year 1 children are able to retell a familiar story. Year 2 children are able to write in well-defined sentences showing good punctuation. The more able children are good spellers and many attempt quite difficult words and either spell them correctly or produce words that show good phonetic structure making it easy to work out which word they are attempting to write. Children of average ability are confident enough to write freely and make good use of their vocabulary and attempt a good range of descriptive words. Lower ability children are confident enough to have a go at writing down their thoughts but their use of sentences and punctuation is not as secure as other written work.
- 81 Older children are confident writers. The more able Year 6 children successfully interweave dialogue and action in their written passages and hold the reader's attention. They are able to come up with an interesting opening that immediately takes the reader into the heart of the story. For example, 'They looked around. Everything was different from usual...' Spelling is nearly always correct except for careless mistakes. Similarly, punctuation is correct although commas are not used as frequently as they might be. Less able children are successful in sequencing their stories and are able to create interest in their stories by withholding information so as to add to the tension. One of the main weaknesses is their inability to develop a person's character. Overall, older children's writing benefits from the wide range of vocabulary they use and the good grammatical structure they show in their sentences.
- 82 The good teaching helps children to be motivated and interested in the subject. Good attention is given to basic skills in all classes. For younger children it is helping them to read with greater expression and for older children it ranges from having a greater understanding about using similes and metaphors to recognising imperative verbs. The quality of teaching has improved since the previous inspection.
- 83 Older children in particular show very good working habits and their learning is very good. They work hard and enjoy their successes. Children feel proud of their written efforts and show a genuine love for literature. The teaching in Year 5 and 6, in particular, generates and encourages this enthusiasm and sense of excitement about reading and writing. The challenging questioning and the patience shown by the teacher in waiting for carefully considered answers are a feature in Year 6. In Year 5, the stimulating and lively use of text that links good literature with humour is a strong feature of the teaching. Children write very descriptive poems along the lines of the poem, 'A recipe for a class outing'. The examples show that the children have been captivated by the lesson and use their imagination well to create their own pieces of writing. The Year 5 teacher is also successful in explaining to children about 'imperative' verbs. Her explanation makes it easy for the children to recognise imperative verbs in a passage they are given. The lack of information available to help children understand what they need to do next in order to improve is the only aspect of teaching that is not aiding children's progress.



- 84 The teaching for younger children is also effective in stimulating interest in literature. The Year 1 teacher uses the book ‘The Jolly Witch’ to good effect to enrich children’s vocabulary as well as create interest in reading with expression. The Year 2 teacher is effective in producing a range of interesting resources to help children with their writing. The guidance given helps the children to bring order to their writing. Although teachers are very well prepared the planning does not always make it clear what it is that children are expected to learn. Similarly, the learning intentions are not shared with the children and they are therefore unsure what it is they need to do next to improve their work.
- 85 Children have very good attitudes to the subject and treat books with great respect. They behave well in lessons and carry out discussions in a most mature way. They are able to work independently when carrying out their own pieces of research or as a group when developing a piece of writing.
- 86 The staff have successfully implemented the National Literacy Strategy. The children use their literacy skills to good effect in science, history and religious education. The outside environment is used to good effect to develop stimulating ideas within their writing.
- 87 There is a good system in place to track the progress made by children. However, limited use is made of targets to give children clarity about what they need to do next in order to improve. This linked with the inconsistencies in teachers’ marking, makes it difficult for children to have day-to-day information about how well they are achieving. The co-ordinator has been effective in ensuring that all staff are confident in using the National Literacy Strategy and the headteacher and deputy have been effective in checking on the quality of teaching in the subject. There is good information available about how well the school is performing because of the careful analysis that is made of test results. All staff are united in ensuring that the children have every opportunity to achieve well.
- 88 Resources are adequate but the use made of information and communication technology, other than with those children identified learning difficulties is limited.

## **MATHEMATICS**

- 89 The 1999 National Curriculum test results for 11-year-olds are above the national average in mathematics and broadly in line with the average for similar schools. The percentage of children achieving the higher grades in the tests is close to the national average. Early indications of test results for 11-year-olds in the year 2000 show an improvement compared to 1999. More children have gained the higher grades in the 2000 national tests and the school has exceeded its target for 2000 by a significant margin. Considerable progress has been made by the Year 6 group compared to their attainment at the end of Year 2. The overall attainment of the majority of children currently at the end of Year 6 is above that expected for their age. Between 1996 and 1999, attainment of 11-year-olds, in mathematics has been generally above the national average. There was a significant decline in attainment between 1996 and 1997, but since then there has been consistent improvement. The performance of boys and girls, over time, consistently exceeds the national average for their age group, with girls performing slightly better than boys.
- 90 The 1999 national test and assessment results for 7-year-olds indicate that attainment is broadly in line with the national average when compared to all schools and also when compared to schools of a similar nature. In 1999 all children gained the expected level of attainment for their age but a below average percentage gained the higher levels. The early indications of the latest test results suggest that this position has remained similar in 2000. The overall attainment

of the majority of children currently at the end of Year 2 is close to the national average. Between the 1996 and 1999 levels of attainment of 7-year-olds have been at, or above, the national average. A significant improvement between the 1996 and 1997 took levels of attainment well above the national average. This position was maintained in 1998, but standards declined to be in line with the national average in 1999. Over time, the performance of boys and girls has been at a similar level.

- 91 By the age of 11, most children are confident in their knowledge and understanding of mathematics and are able to apply mental strategies effectively to solve problems. They can select appropriate methods to answer questions and are able to interpret data and record their findings. They have a good understanding of the elements, which make up triangles, can recognise an obtuse, acute and reflex angles, and by the end of Year 6, they are able to measure angles with precision.
- 92 By the age of 7 the majority of children have a secure understanding of the value of 2 and 3-digit numbers and can add and subtract them up to 100 and beyond. Children's mental skills are well developed so that they can halve, double and add-on to numbers confidently.
- 93 Children with special educational needs make good progress. Some children, for example in Year 1 and in Year 6, and who have a physical difficulties, are supported very well - often outstandingly - and are able to work at exactly the same task as the rest of the class.
- 94 Children throughout the school show very good attitudes to their work. The youngest children are sometimes very excited about their lessons and are difficult to control. This sometimes disturbs others in the class. However, they show interest in their work. Children are able to work together well in lessons. They work in pairs and in groups, when offered the opportunity to do so. Children in Year 2 are particularly good at working together. They help each other to solve problems and are pleased with their results. Children in Year 6 show a mature attitude to the work they undertake. They approach problems in a methodical and systematic manner.
- 95 The quality of teaching is satisfactory overall for all children aged 5 to 11. Children in Year 1 are provided with opportunities to buy flowers and handle money effectively. They know how much they need and how much change to expect. Children in Year 2, under the direction of a temporary teacher, work productively and show good concentration. The teaching is good for this year group with children being effectively challenged. The lessons proceed at great pace and the mental mathematics sessions at the beginning of the lesson, in particular, are demanding but generate much enthusiasm amongst the children. Older children are provided with very challenging mental mathematics sessions, which have to be completed very rapidly. Good questioning, in Year 6, where children are given ample opportunities to consider their answers, makes appropriate demands on children of all abilities. The planning for all age groups is not always specific enough. The children are not fully aware of what they need to do to improve their work and targets are not being set aimed at improving standards.
- 96 The curriculum is comprehensive, and well resourced. The National Numeracy Strategy has been well implemented. Children use their numeracy skills well in many lessons, especially science and history. However, information and communication technology is only making a limited impact on the mathematics lessons. The subject co-ordinator is effective in her leadership. She has a clear understanding of the subject and is a realistic in her perception of how to retain the current high standards of work.

- 97 The provision shows improvement from that reported when the school was last inspected. Test results have improved, older children's learning is now good, the subject is well resourced and children work with interest and enthusiasm.

## SCIENCE

- 98 When compared to all schools, the 1999 National Curriculum test results for 11-year-olds were well above the national average. The percentage of children achieving the higher grades in the tests was also well above the national average. In comparison with schools with children from a similar background children's performance was also well above average. Since 1996, there has been steady improvement in results although there was a slight dip in 1998. The results of the tests for 2000 show that the attainment of the majority of children currently in Year 6 is well above the national average. The main reason for these high standards is the good quality teaching that children receive, particularly in the two classes for older pupils.
- 99 The 1999 teacher assessment results for 7-year-olds indicate that children's attainment was above the national average. In comparison with schools with children from a similar background children's performance was also above average. The 2000 teacher assessments show that the attainment of the majority of children currently in Year 2 is above the national average and this is confirmed by inspection findings.
- 100 The quality of teaching is good, being particularly strong for older pupils. As a result children are able to make good progress in their learning and achieve well throughout the school, with very good progress and achievement being evident for the older children. The children in Years 1 and 2 are given many opportunities to develop their knowledge and understanding by being involved in practical activities. Within these activities the children are effectively taught the basic skills of making close observations and of recording their findings in a variety of ways. This was evident in a lesson for children in Year 1, which was a follow-up to a pond dipping session in the school's nature area. The teacher has high expectations of her children's use of correct scientific language and her effective questioning enables children to make good progress in their understanding of the life cycle of a frog. In this lesson there is excellent support for a pupil with visual impairment that allows him to take a full part in the activities. As children pass through Year 2 they learn how to handle simple scientific equipment carefully and safely. This is seen in a very good lesson for children in Year 2, given by a temporary relief teacher, on investigating how sound moves. The children are able to use the resources effectively and with the help of motivating teaching are able to make very good progress in their understanding of the structure of the human ear and how sound travels. When involved in investigations children show they can work very well together and take responsibility for their actions. They are well behaved, curious and show a great deal of enjoyment in their work. Consequently, they have a high work rate, produce a good amount of well-presented work and by the time that they are 7 can carry out a simple fair test with some help from the teacher.
- 101 Between the ages of 7 and 11 the children continue to develop their learning in an effective way by being involved in practical investigations, such as the one for children in Years 3/4 when they are learning about the need for dental hygiene. The teachers show good subject knowledge that enables them to use effective questioning to find out what children understand and can do before they begin their activities. They are able to explain to the children the purpose of the activities and as a result the children have a good understanding of what is expected of them. This is especially the case in the teaching for children in the two older classes. Teaching of the highest possible quality was seen in a lesson for children in Years 4/5, delivered by the co-ordinator, on studying the different habitats of animals in the nature area. In this excellent

lesson the activities are very motivating and the teaching extremely effective in developing children's knowledge, understanding and skills. The teacher very effectively allows children to show initiative and take responsibility for their own learning. This is also the case in a very good lesson for children in Year 6, on investigating the pollution levels in the nature area pond, in which they show high levels of collaboration when carrying out their tasks. In this lesson, as in others, the children's attitudes to learning are positive and their behaviour good. They enjoy their work and respond with interest and enthusiasm.

- 102 The teachers prepare their lessons well and provide relevant resources to enable children to effectively develop their skills in carrying out a fair test. As they pass through Years 3 to 6 children are able to learn how to use a wider range of scientific equipment and by the time they are 11 their skills of carrying out investigations are well developed. Through the school there is limited use of children's skills in using information and communication technology to enhance their work in science and this is an area for further development. In general, the teachers have good classroom management and organisational methods that ensure that the children have a high work rate. The teachers do not help children to have a clear understanding as to what they need to do next to improve their work.
- 103 The previous inspection report indicated that the standards of marking could be improved to indicate how children could do better. There has been some improvement but the quality of marking is inconsistent, with some teachers using it more effectively than others to help children improve their work. Children make good use of their literacy skills in their investigative report writing in science. They also show that they are able to make effective use of their numeracy skills to take careful measurements, including temperature readings from thermometers, during their experiments.
- 104 The progress of children with special educational needs is good throughout the school as a direct result of the well-structured support that they are given. Children are encouraged to develop their speaking and listening skills and as a result children are able to make effective contributions to class discussions during science lessons. The support for children with physical disabilities is exemplary and allows them to take a full part in lessons. Such an example is the support for a child in Year 6 that enables her to make a valuable contribution to her group in a lesson in the nature area.
- 105 The curriculum that is provided to the children is satisfactory, with many opportunities for them to be involved in practical investigative activities. There is effective management of the subject that has been able to identify strengths and weaknesses. The scheme of work is effective in ensuring continuity and progression of children's learning through the school. Resources are adequate, well managed and readily accessible to staff and children. The accommodation is good, with the nature area being used very effectively to develop children's knowledge and understanding of living things enabling them to work together to carry out an investigation.

## **ART**

- 106 The quality of the work seen during art lessons varied considerably across the school. The overall picture shows that children at the age of 7 and 11 are attaining standards that match their age. There is satisfactory progress made and children's achievement is appropriate although there is variation within each class. This is a similar picture as reported at the time of the previous inspection.

- 107 The difficulty arises from the distinct nature of the way art is taught across the school. For example, in Year 2 there is much adherence to specific skill development with the elements of art, that is, line, tone, texture, colour and form, playing an important part. By contrast in Year 1 the art activities do not pay enough attention to developing children's skill levels but are more inclined towards giving children opportunities to experience different media. The result is that in the first example, children are learning about colour and proportion and being allowed a creative freedom to interpret their ideas, but in the second example, there is little room for creativity because there is too much direction from adults. This inconsistent approach makes it difficult for children to build on previous learning as they move through the school. There are pockets of very good work happening but this is not maintained or built upon in the way that would help children attain good standards and achieve well.
- 108 Art work for older children, that is Years 5 and 6, is linked to the topic being studied. In Year 5, for example, there is a link with the Ancient Greek topic being studied. In this lesson the children are able to explore different ideas calling upon their knowledge of the Ancient Greek civilisation when doing so. A range of tasks is very well managed in this classroom with continued emphasis being placed on developing new techniques and skills. The teacher provides good advice and demonstration to help children gain a better understanding of the skills needed. Clay work is a prominent feature and children use correct techniques when rolling and shaping the clay. Similarly, in Year 6 the art work relates to the Greek study that is on-going. Children inter-mix the art and design and technology skills to create a Greek temple. Others create patterned cross-stitch fabric pieces. The children are skilful when dealing with stitching or clay work and the end-result is impressive.
- 109 The teaching is satisfactory overall but with elements of good and very good teaching when the teachers give specific attention to developing children's skills and techniques. This is at its best in a Year 2 lesson. Here the teacher is very clear about what she wants the children to achieve. In contrast, Year 1 children are not helped to improve their skills and are over-directed so that their finished works lacks the creative aspect expected for children of their age. Children show that they can concentrate for prolonged periods on one task. This is seen in Year 6 by a group working on cross-stitching. Children also show good perseverance as is seen in Year 2 when children's first efforts are not what they would hope for. Most of the children work hard and give good attention to producing pleasing results. They are proud of their efforts and behave well during these lessons.
- 110 There is much evidence of children having studied a range of artists from various ethnic backgrounds and from different times in history. This is having a positive impact on children's spiritual development. However, the lack of progression in children's learning is a concern because the staff are not working from a structured programme of activities aimed at improving children's skill level in art. The resources are well organised in each class and they are adequate. The school has its own kiln and this is put to good use because there is much evidence of clay work being regularly produced.

## **DESIGN AND TECHNOLOGY**

- 111 Due to timetabling arrangements there was no opportunity to observe any lessons during the inspection and there is insufficient evidence on which to make a secure judgement on the standards achieved in the subject or the quality of teaching.
- 112 The curriculum is satisfactory with suitable opportunities for children to develop their designing and making skills. This is evident in the work of children in Years 3 and 4 who have

designed and made string puppets and then evaluated them. There are satisfactory links with other subjects as seen in the work of children in Year 5 who have made shadow puppets as part of their work in science on investigating light. The scheme of work suitably supports progression and continuity of children's learning. There are adequate resources that are appropriately stored.

## **GEOGRAPHY**

- 113 During the inspection no geography lessons were observed. Judgments are based on the scrutiny of children's work together with discussions with staff and children. Children attain the standards expected by the ages of 7 and 11, achieve appropriately and make satisfactory progress in their learning.
- 114 By the age of 11, children have a growing understanding of geographical features such as weather systems and a developing knowledge of all the countries of the world. Good links are made with other subjects, for example with history during the study of the Egyptians and the Greeks. Map work is a good feature of the tasks undertaken and of the comparisons with past and present times. Children in Year 3/4 show a good understanding of their local environment and are aware of how to look after it. Good quality writing about life in Wensleydale illustrates good links with work in literacy and sensitivity to the immediate geographical area in which the children live. Children in Year 2 have a developing knowledge of their immediate surroundings. They know the materials that are used in the construction of houses and they have produced accurate maps of their locality and of their classroom. The youngest children have a developing understanding of what is near, quite near, further away and very far away. They undertake work about Leyburn and have a clear understanding of the important elements of their own market town.
- 115 The school makes good use of its community. Children display work in the village post office. They know the importance of the seasons to the local farming community. Good use is made of the school grounds, which have been effectively developed as a learning resource for the children.
- 116 Children, throughout the school, make satisfactory progress and achieve appropriately. The National Curriculum's programmes of study are met and the children are able to relate the work they undertake in geography lessons to their immediate locality and to their community. There is a draft scheme of work, which outlines appropriate progression and continuity in learning. This scheme sets key questions, focuses on activities to be undertaken and the resources required. The subject is appropriately co-ordinated and soundly managed.
- 117 The provision is similar to that reported when the school was last inspected. It has not made substantial progress, but it remains in an acceptable position. The school has many initiatives to undertake and recognises that it cannot make substantial progress in every subject at the same time. The school has documented plans to develop the curriculum in the future.

## **HISTORY**

- 118 By the ages of 7 and 11 children attain the standards expected for their age. Their achievement and progress in their learning are satisfactory.

- 119 Children aged 7 to 11 gain a clear understanding of how to approach historical inquiry. This is particularly evident in Years 3/4 where children are able to study evidence and to reach appropriate conclusions about the life of Ancient Egyptians. In Years 5 and 6 children learn about the Ancient Greeks. Here they develop their understanding of historical inquiry even further. They make good connections with other subjects, for example in geography with mapwork and in their design and constructions of Greek temples. Children aged 5 to 7 gain an appropriate understanding of the passage of time, and they begin to understand how to look for evidence from the past and how to classify it.
- 120 The quality of teaching is satisfactory overall, throughout the school, but shows some good features. Some of the teaching of history observed during the inspection was outstanding. Children in Year 1 study the life of Grace Darling. They can understand the bravery of her actions and the influence she has had on people over time. Children in Year 2, taught by a temporary teacher, have a clear understanding of the difference between primary and secondary evidence. Very clear planning in this lesson, together with real artefacts produce learning of very high quality. The teaching is outstanding. There are very good links with literacy, as the teacher recounts a story which engages children's attention and actively evokes a love of literature. In Year 3/4, good quality teaching in a well-structured lesson also produces good learning. The teacher has a real interest in the subject and the children respond to this very well. A purposeful atmosphere is created where children believe themselves to be archaeologists. They use the information available to them well in a lesson, which is well resourced and successfully delivered. Older pupils, studying the Ancient Greeks, answer questions willingly and show a good knowledge of the subject.
- 121 Throughout the school, children with special educational needs take their full part in lessons. They are supported well and are able to work alongside the rest of the class at exactly the same tasks.
- 122 The subject is well co-ordinated by the deputy headteacher, who has an interest and expertise in history. The scheme of work contains the key elements for the teaching of history and ensures that the overall provision is appropriate for children throughout the school.
- 123 When the school was last inspected a new scheme of work had recently been introduced and had not been embedded in the work of the school. The current provision is a significant improvement on the position reported at that time.

## **INFORMATION TECHNOLOGY**

- 124 There was limited use of computers by children and no direct teaching of information and communication technology (ICT) observed during the inspection. However, it is evident from talking to children and teachers and by analysing the work on display that children attain the expected standards by the age of 11.
- 125 However, the children with learning difficulties or physical disabilities are using information and communication technology to good effect to support their work. One child who is partially sighted is able to access work carried out by others because of specialist equipment. Children with learning difficulties often came into school early in order to specially designed programs aimed at helping them overcome their specific difficulties. Children with special educational needs therefore achieve well in this subject and their information technology skills are enhanced as a result of frequent use of computers.

- 126 For other children the subject is currently in a transitional phase during the introduction of more up to date equipment to ensure that children can make effective progress in their learning of computer skills. Though all aspects of the subject are covered the school recognises the need to train teachers to use the new personal computers in order to effectively support children's learning in the future. Children are confident when using computers as a word processor to present their stories and poems in English. They show suitable ability to change the font, style colour and position of their writing to make it more interesting. They can also use the computer to control a variety of devices, such as in the work of children in Year 3/4 when inputting instructions to direct the movement of a programmable toy. The elements of data handling and problem solving are in need of further development. By the time that they are 11, children are able to use ICT to enhance some of their work in subjects such as English, mathematics, science, history and geography. However, such opportunities are limited and children need to spend more time on computers and to be more effectively taught how to use ICT to organise and present their ideas in other subjects. Children's attitudes are positive and when given the opportunity to work in pairs on the computer they collaborate very well.
- 127 There is satisfactory management of the subject by a co-ordinator who has led training to improve the teachers' subject knowledge and expertise. The curriculum offered to the children is satisfactory but children need more opportunities to be involved in data-handling and problem solving activities. Resources are adequate and are being improved by the introduction of more up to date personal computers.

## **MUSIC**

- 128 The music co-ordinator was not at school during the time of the inspection. The two music lessons observed did not help to form an overall judgement about the quality of provision in this subject. However, enough music was seen to appreciate that it does make a valuable contribution to spiritual development in the school.

## **PHYSICAL EDUCATION**

- 129 There was only opportunity to observe three lessons of physical education and there is therefore insufficient evidence on which to make a secure judgement on the standards attained in the subject, the achievement of children, or the quality of teaching and learning.
- 130 In a very good dance lesson for children in Year 2, taken by the temporary teacher, the children show a great deal of enjoyment in working in threes to put together a sequence of movements to music. The teaching is imaginative and leads to all children making very good progress in their dance skills. Children in Year 3/4 show a suitable ability to throw and catch a football during a games lesson to develop their skills in working together as a team. In a good lesson for children in Year 1, on developing throwing and catching skills, there is excellent support for a pupil with visual impairment that allows him to join in and enjoy all the activities. In the lessons, the teachers set good examples by dressing appropriately and as a result are able to demonstrate techniques to the children in an effective way.
- 131 There is satisfactory subject leadership and a scheme of work that ensures continuity and progression of children's learning. The accommodation is good with extensive playing fields and a large hall for children to develop their physical education skills. Resources are adequate, in satisfactory condition and well managed. There is a satisfactory programme of extra-curricular activities that enriches the curriculum. These activities include football and netball.



## RELIGIOUS EDUCATION

- 132 Children aged 7 and 11 attain at the levels expected for their age and meet the expectations of the locally agreed syllabus.
- 133 By the time they are 11, children have a clear understanding that different faiths have similar features. They can make appropriate comparisons of holy places for both Christians and Jews. They have a working knowledge of the Bible and know some famous stories from the Old Testament and know that the New Testament speaks about the life of Jesus. Children are aware of the natural world and are keen to take care of it. They know how to behave towards each other and how to resolve conflict. The subject helps to make a good contribution to children's spiritual and moral development. Younger pupils have a clear understanding of many aspects of Jewish life. For example, in Year 1 they compare festivals of light. They can remember that Jewish people eat kosher food, that they have a Sabbath day, and that they use Hebrew writing. The school has made good progress in this area, as the development of the children's understanding of different faiths was an area identified for specific development when the school was last inspected.
- 133 The quality of teaching is good for children aged 5 to 7, and satisfactory for children aged 7 to 11. The staff have a good subject knowledge and expertise and make good use of the resources available to them. Children in Year 1 have a wide range of good quality artefacts which they use well and which promote good learning. Children are showing interest in the subject and are very eager to display their knowledge. School assemblies add positively to the religious education curriculum. Stories are used to good effect to illustrate qualities and characteristics, which enable individuals to work together well. Good attitudes are consistently promoted and good links with literacy are fostered.
- 134 Though locally agreed syllabus is implemented appropriately. The subject is satisfactorily co-ordinated and well resourced. The overall provision shows an improvement on the previous inspection, particularly with regard to teaching children about other faiths. This specific provision is now good.