

# INSPECTION REPORT

**Appleton Wiske Community Primary School**

Northallerton

LEA area: North Yorkshire

Unique reference number: 121371

Headteacher: Elizabeth Watson

Reporting inspector: Derek Smith  
3732

Dates of inspection: 17<sup>th</sup> January – 20<sup>th</sup> January 2000

Inspection number: 190954

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Front Street Appleton Wiske Northallerton North Yorkshire
Postcode:	DL6 2AA
Telephone number:	01609 881398
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Appropriate authority:	The Governing Body
Name of chair of governors:	Richard Simpson
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Derek Smith	Registered inspector	English	The school's results and pupils' achievements
		Science	How good are the curricular and other opportunities offered to pupils?
		Religious education	
		Art	
		Music	
		Pupils with special educational needs	
George Braddick	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Michael Raven	Team inspector	Under fives	How well are pupils taught?
		Mathematics	How well is the school led and managed?
		Information technology	
		Design and technology	
		Geography	
		History	
		Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a small community primary school in the village of Appleton Wiske, a few miles north of Northallerton in North Yorkshire. It is a modern well resourced school built in the mid 1980s. It serves a number of nearby villages, although a minority of pupils travel from further afield. There are currently 73 pupils on the roll which represents approximately 20 per cent growth since the previous inspection. The school has equal numbers of boys and girls and almost all pupils are of white European heritage. A total of eight pupils are on the school's register of special educational need, and two pupils have statements. There are no pupils with English as an additional language.

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

This is a good school which serves its pupils well. There are slight differences in attainment from year to year, which are accentuated by the small numbers of pupils tested. However, overall attainment remains well above average and the improvement trend is broadly in line with the national trend. The quality of teaching is overwhelmingly good and the school is well led. This has remained so during the absence of the headteacher. The school performs relatively well in comparison with all and similar schools. It sets challenging targets and serves its community well. The cost of educating pupils is high, although it is not unduly high for the size of school. In consideration of all of these factors the school gives good value for money.

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

- The school ensures that pupils consistently reach standards that are above average in English, mathematics, science and music
- The quality of teaching is overwhelmingly good with 39 per cent very good or better
- The school has a positive ethos that reflects a commitment to high achievement
- The school provides a stimulating learning environment for pupils
- In the absence of the headteacher, the deputy headteacher leads and manages the school well with the strong support of staff
- The school continues to support pupils' positive attitudes, behaviour and personal development
- The school provides a good range of extra-curricular activities
- Staff know the pupils and their families well and the school is a positive focus of community life

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

- Pupils' standards in information technology do not match their standards in the other core subjects
- The systematic monitoring of teaching remains under-developed
- Although the school functions effectively the level of detail in the school development plan is insufficient. For example, it does not set clear priorities, nor identify responsibilities for tasks, and it gives few costings for targets

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

The school has many strengths and few weaknesses. However, the weaknesses will form the basis of the governors' action plan.

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

The school has successfully addressed key issues of the previous inspection. Pupils' standards have continued to improve, and there is evidence of significant improvement in mathematics and science in Key Stage 1. The quality of teaching has continued to improve.

There is no unsatisfactory teaching and almost 40 per cent of teaching is good or better. The school has continued to improve its already good resources. It has made good improvements since the previous inspection and has the capacity to improve further.

## STANDARDS

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

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

Only a small number of pupils are tested and as a result each pupil represents a fairly high percentage of the total. The slight differences in overall attainment from year to year are attributable to the effect that one or two individual pupils have on the overall school score. However, pupils' attainment is at least above average in most subjects most of the time. The school's strengths are clearly evident in English, mathematics, science and music.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They clearly like school and have a positive approach to learning
Behaviour, in and out of classrooms	Pupils' behaviour is consistently very good. Working together with their teachers, they set themselves high standards and this has a positive effect on their learning
Personal development and relationships	From their earliest days in school, pupils show maturity for their age. They continue to develop independence and increasing awareness of personal responsibility
Attendance	Pupils' attendance is good

Pupils exhibit high standards in terms of their attitudes, behaviour, personal development and relationships throughout the school as they did at the time of the last inspection. They are interested in their work, enjoy their lessons and many pupils are inspired by the quality of teaching. This has a very positive impact on their rate of their learning and the standards they reach. Pupils have well-developed social skills at their time of admission and these continue to be fostered by the school. Whilst at school most pupils develop positive attitudes towards the wider community.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
26 lessons	Very Good	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 quality of teaching and learning is good throughout both key stages. However, much of the teaching is very good, most notably in literacy and numeracy. The teaching of music is very good, and one science lesson was excellent. Teachers challenge all pupils within classes which span a wide range of ages. Furthermore the high attaining pupils and those with special educational needs are well taught, and as a result they make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils learn together in classes that span up to three years. The curriculum caters well for all pupils irrespective of their ages or attainment
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. They receive good support and make good progress in relation to their individual targets
Provision for pupils with English as an additional language	There are no pupils with English as an additional language
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the development of the spiritual, moral, social and cultural awareness
How well the school cares for its pupils	The school's procedures for ensuring child protection and caring for its pupils are good

There is a very good partnership between the school and home which has a beneficial impact on pupils' attainment and on the quality of their learning. The school has maintained this well since the last inspection. The majority of parents are very supportive of the work of the school and value the educational opportunities and sincere care that the school takes of their children. Since the previous inspection the school has developed its curriculum to meet the requirements of the national literacy and numeracy strategies. Curricular opportunities to develop pupils' spiritual, moral, social and cultural development of pupils' are good. This represents an improvement in the spiritual and cultural aspects of the curriculum. The school provides a broad range of worthwhile opportunities which meets the needs of its pupils, including those with special needs and the more able. It meets statutory requirements for the National Curriculum and religious education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school including the headteacher, deputy headteacher and staff are good. The school continues to be well managed in the absence of the headteacher
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They plan their training, fulfil their statutory responsibilities, and visit the school as often as they can in order to offer support to the headteacher, and more recently the deputy headteacher
The school's evaluation of its performance	Governors and teachers monitor the impact of the literacy and numeracy strategies on the school and consider pupils' annual performance in the national tests of attainment
The strategic use of resources	The school uses its resources well. It has continued to improve resources since the previous inspection

In the absence of the headteacher, the deputy headteacher leads and manages the school well with the strong support of staff and the local education authority. Staff work very well together and have a continuing commitment to the needs of all pupils and the community. The school promotes its aims and values well and these support the learning opportunities and have a beneficial impact on the pupils' achievement. The school's accommodation is good and the resources for learning are very good. This represents continuing improvement of the school's resources since the last inspection, which supports teaching and learning well. Although the expenditure per pupil is high standards remain consistently above average and the quality of teaching has further improved. The school serves its community well and parents value it highly. In consideration of these factors, the inspection findings are that the school applies the principles of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The quality of teaching</li> <li>• Most parents feel comfortable in approaching the school with questions or queries</li> <li>• The school's high expectations</li> <li>• Their children are happy and secure in school</li> </ul>	<ul style="list-style-type: none"> <li>• A small number of parents feel that the school does not work closely enough with them</li> </ul>

The inspection evidence confirms the positive views of parents. The overwhelming comments of parents were that the school is doing a good job. Some parents expressed a concern that continuing absence of the headteacher could have a detrimental effect on the school. Other concerns included the school's awareness of the special educational needs Code of Practice and the range of extra-curricular activities on offer. The inspection team was unable to form a view about what the possible implications of prolonged absence of the headteacher might be. Procedures for supporting pupils with special educational needs are in place, and the range of extra-curricular activities offered by a small school is good.

## **PART B: COMMENTARY**

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

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

1. The school has set sufficiently challenging targets to continue its improvement from its existing high standards. Academic targets include raising levels of attainment in English and mathematics from 77 per cent to 92 per cent of pupils reaching the average level of attainment by 2001. Through continuing in-service training the school has sought to improve upon its strengths in teaching.
2. The 1999 national tests of attainment show that by the end of Key Stage 1, standards in reading and writing were well above average, and in mathematics they were very high. In comparison with similar schools, pupils' reading was well above average, writing was below average and in mathematics attainment was very high. Mathematics is a particular strength with all pupils achieving very high results in all areas of study. A relative weakness was that few pupils were predicted to reach the higher level of attainment in science. Although there are fluctuations from year to year these are mainly a result of distortions caused by the very small numbers of pupils tested. Analysis of the school's data and inspection findings confirm that over a three year period pupils' attainment has remained above average, and in mathematics, well above average.
3. The 1999 national tests of attainment show that by the end of Key Stage 2 pupils' attainment was well above average in English and mathematics, and in science attainment was close to the national average. In comparison with similar schools pupils' attainment was above average in English, average in mathematics and well below average in science. At Key Stage 2 national test results indicate weaknesses in standards pupils achieve in science. However, inspection findings and the overall trend over the past three years confirm that standards in science exceed the national average. There is some variance from year to year but this is mainly due to differences in the small numbers of pupils tested.
4. On admission to reception most children exceed the normal expectations for their age. They continue to develop well and make good progress in learning. By the end of reception most children exceed the levels expected for their age in all of the areas of learning. This gives them a good start in their compulsory education. Inspection evidence shows that the impact of the good teaching and learning in reception pays dividends in Key Stage 1, particularly in mathematics and science.
5. The introduction of the National Literacy Strategy has been successful and this has had a positive effect on pupils' learning in English and other subjects. The school has recently introduced the National Numeracy Strategy, and the teachers emphasise numeracy in other subjects such as science. A relative weakness in attainment at the end of both key stages is the pupils' competence and achievement in information technology. Although pupils' standards are broadly average they contrast markedly with higher standards of attainment in English, mathematics and science. As a result information technology does not make the impact on pupils' learning in other subjects that it should. In religious education pupils exceed the expectations of the local agreed syllabus at the end of both key stages. The school gives good support to all pupils in their learning, including those with special educational needs. Skills, knowledge and understanding of world religions are well developed, and where appropriate these are applied to the pupils' personal experiences.
6. In music the standards are high. This is due to the high quality teaching of music that

has an impact on the whole ethos of the school. Both parents and pupils recognise music as strength of the school. In art, design and technology, geography, history and physical education pupils meet expectations at the end of both key stages.

7. The school provides good support for pupils with special educational needs and those with statements of special educational need, by for example, writing manageable individual education plans. It makes good use of sharp targets to guide the support assistants and pupils and this results in good learning gains. In the National Curriculum tests at the end of Key Stage 1 boys did better than girls whilst at Key Stage 2 the reverse was true. The school seeks to provide sufficient challenge for the more able in many lessons, for example, by providing further challenges for pupils in the Year 4, 5 and 6 class. As a result the more able pupils make a similar rate of progress to the other pupils.

### **Pupils' attitudes, values and personal development**

8. Pupils' attitudes, values, behaviour and personal development are very good, as they were at the time of the last inspection. They are interested in their work and enjoy their lessons, for example in a Year 4,5 and 6 science lesson pupils were inspired by the quality of teaching. This has a very positive impact on the rate of their learning and the standards they reach. Pupils have well developed social skills at their time of admission and these continue to be fostered by the school. Whilst at school most pupils develop positive attitudes towards the wider community, and for example, make contributions to good causes.
9. Children in the reception class arrive at school in good time and settle happily into the day. They understand the routines of the classroom and respond well to the opportunities provided. They are enthusiastic and interested in their work particularly in language and literacy, mathematics and the activities that they are allowed to choose. They enjoy sharing stories, for example, The Lion and The Mouse. They play harmoniously together, and share resources sensibly. The teacher expects them to behave well and uses praise to good effect. As a result children feel rewarded for behaving well. Children's personal development is generally good at their time of admission. However they continue to develop independence and social relationships. They enjoy coming to school and their attendance is good.
10. In both key stages, most pupils are keen and eager to come to school. Their attitude to school is very good, and the parents note this. Pupils comment that they find the majority of their lessons interesting, particularly music. Pupils enjoy literacy and numeracy lessons and as a result they respond with enthusiasm. For example, in a Year 3 lesson on myths and legends they were keen to read aloud and keen to show their understanding by finding alternatives to words such as scurried. They respond well in numeracy lessons. For example, Year 2 pupils were keen to give answers to questions about rounding to the nearest 10 and 100. Most of the older pupils clearly understand why they are at school and are well motivated to work hard to achieve good results. Pupils participate with enthusiasm in class discussions about, for example, the characteristics of the different disciples in religious education lessons. Pupils with special educational needs take part in all aspects of school life with enthusiasm and interest.
11. Pupils' behaviour in lessons and around the school is very good and this confirms parents' views. All pupils, including those with special educational needs, clearly understand the school's expectations with regard to their behaviour. As a result no time is wasted in establishing control or discipline. Pupils know the difference between acceptable and unacceptable behaviour and the teachers need to use few sanctions. There are good procedures in place for monitoring behaviour, which are reinforced by praise, stickers and headteacher's awards. In their movement around the school pupils

are mature and sensible. Pupils' behaviour is impeccable in the dining hall, and pupils chat and enjoy each other's company. There have been no exclusions.

12. Pupils' personal development and relationships are very good at their time of admission. However, the school does not take this for granted and continues to provide opportunities that enhance these skills as they progress through the school. They develop into increasingly mature and sensible young people, with a good sense of responsibility towards the school community. Pupils learn to form constructive relationships with each other. They listen well in lessons to other viewpoints. For example, in a Year 2 religious education lesson on Louis Braille, they discuss and share ideas in a mature fashion. They enjoy working together in groups and pairs and organise tasks within a group in a sensible manner showing concern and awareness of safety for each other, for example in a science lesson. Pupils clearly like their teachers and as result they respond very well to praise and encouragement. A strong feature of their personal development is the sense of responsibility that older pupils have for the care and well being of the younger pupils. The majority set a good example to the rest of the school. Pupils treat the school's resources with care and in Key Stage 2 in particular, take responsibility for organising and completing their homework on time.
13. Pupils' attendance is good as it was at the time of the last inspection. This has a positive effect on their learning. There is virtually no unauthorised absence. Pupils are punctual, registration is quick and efficient and lessons start on time.

## **HOW WELL ARE PUPILS TAUGHT?**

14. The teachers consistently teach their pupils well. The quality of teaching has continued to improve since the last inspection and is now overwhelmingly good. There is no unsatisfactory teaching and 36 per cent of lessons were graded excellent or very good. Sixty per cent of lessons were good and the remaining four per cent are satisfactory. No teaching was unsatisfactory. Teaching is consistently good in English, mathematics, science and religious education, and the very good teaching of music is a strength of the school. The teaching in one science lesson in Key Stage 2 was excellent, because pupils learnt to think scientifically, plan, evaluate and record their own work to a high standard. There is no significant difference in the quality of teaching between classes. However, the teaching of children under five was consistently very good. All teachers have high expectations of their pupils, and the pace of lessons ensures that pupils including the high attainers and those with special educational needs learn and make good progress.
15. The teaching of children under five is very good, for example in literacy and language. The teacher carefully introduces children into school routines and helps them develop positive attitudes to learning. The teacher has a very good understanding of the areas of learning for children under five and plans activities which include opportunities to improve their social, creative and academic understanding. She encourages the children to explore books and to listen to and take part in stories and rhymes. The teacher is calm and well organised and this has a positive effect on pupils' personal and social development. Planning is very good and is linked appropriately to the areas of learning for children under five. The teacher has high expectations of the children in terms of learning and behaviour.
16. At both key stages, the teachers have good working knowledge of most subjects. They have particular strengths in English, mathematics, science and music. However, they have less confidence in the teaching of information technology. As a result pupils do not use these skills as effectively as they should in support of other subjects. Expectations

are high and lessons are purposeful and demanding. Teachers use their knowledge well to plan lessons that include a suitable balance of activities. Teachers plan very well together and as result they demonstrate the self confidence to learn from each other. Teachers introduce lessons well and make very good use of questions. For example, in English, mathematics and science, they provide clear explanations enabling pupils to present their work well. A strength of all teachers is their encouragement for pupils to work together in small groups, or individually, as tasks require. Teachers skilfully review what pupils have learned in discussion sessions at the end of lessons, and this approach is effective in helping the pupils to improve their skills in literacy and numeracy. Their direct teaching is very good and this is most successful in literacy and numeracy lessons. Teachers have good control, and relationships between the staff and their pupils are very good. However, systematic monitoring of the quality of teaching remains under-developed and as a result teachers do not have sufficient feedback on their strengths and relative weaknesses.

17. Teachers make appropriate use of resources, particularly in mathematics and science, to present all pupils with challenges that require the development of problem solving abilities. Teachers correct pupils' work well and clarify what they need to do to improve. Where it is provided, homework is good, for example in reading, spelling, mathematics and topic work, and this has a positive impact on pupils' progress.
18. The standard of teaching of pupils with special needs is good. Teachers provide work designed to meet individual needs, which is consistently effective. Teaching is structured and focused, and teachers help pupils to increase the rate of their own progress. Class teachers have positive approaches to pupils with special needs who are integrated well with their classmates.

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

19. Since the previous inspection the school has developed its curriculum to meet the requirements of the National Literacy and Numeracy Strategies. Curricular opportunities to develop pupils' spiritual, moral, social and cultural development of are good. This represents an improvement in the spiritual and cultural aspects of the curriculum. The school provides a broad range of worthwhile opportunities which meets the needs of its pupils, including those with special needs and the more able. It meets statutory requirements for the National Curriculum and religious education and places great importance on the development of numeracy and literacy by allocating sufficient time these areas of learning. There is a good balance of time for all other subjects and for personal and social education. The school has a pastoral care sub-committee that has oversight of health matters, for example education on the dangers of drugs. Suitable policies are in place for all subjects, cross-curricular themes and sex education, and most subjects follow current national guidance, with appropriate adaptations made to meet the needs of pupils in the school.
20. The quality and range of learning opportunities for children under five are good. Teachers and support staff plan thoroughly and cover all of the appropriate areas of learning. They give most emphasis to children's personal and social development, literacy, and numeracy. They prepare children well for the National Curriculum and help them become well-equipped and enthusiastic learners. Well organised and well managed teaching enriches the curriculum and provides children with the full range of experiences. Visits and visitors bring interest to the curriculum, for example the Vicar's participation in assemblies, the visit of African dancers and the very wide range of musical opportunities both locally and nationally.

21. Provision for pupils with special educational needs is good and all pupils have full access to all aspects of the National Curriculum. These pupils, particularly those with statements of special need, benefit from good support in all areas of the curriculum. Planning takes good account of the need to make sure there is appropriate curricular coverage for these pupils when they are withdrawn for individual tuition and when they work in class. Individual requirements as set out in individual education plans are well met.
22. In Key Stages 1 and 2 the school has adopted effective strategies for the teaching of the basic skills of literacy and numeracy and these are continuing to help raise attainment. The school has successfully implemented the National Literacy and Numeracy Strategies and thus improved standards in English and mathematics in Key Stage 1. The school provides particularly good curricular opportunities for pupils to use their skills of deduction and enquiry in mathematics and science. In religious education, teachers plan challenging tasks for their pupils that include drawing conclusions from their discussions. A relative weakness of the curriculum is the limited use of information technology to support pupils' learning in other subjects.
23. For a small school, the range of curricular activities is good. These include music clubs such as the local education authority Saturday morning orchestra, and cycling proficiency that is run by parents. A parent also runs a French Club in the Methodist Chapel which a number of pupils attend. Pupils make regular visits to local places of interest in connection with topics being studied. Pupils and teachers speak enthusiastically about their residential experiences at Whitby and East Barmby which help pupils develop as well balanced people. Pupils learn to appreciate their own cultural traditions and those of other cultures through art, music and religious education lessons particularly but also in other subjects such as English. These opportunities broaden pupils' horizons and add quality to their curricular experiences.
24. Appleton Wiske Primary school is very much a community school characterised by a family atmosphere. This encourages good links with the community and has a beneficial effect on pupils' experience of learning. This is most significant in the Appleton Wiske Educational Foundation, which is a Trust set up to support non-statutory education in the village. The Trust supports music tuition and musical instruments which have a significant impact on the standards of music in the school. The Trust further subsidises transport for swimming and the pupils' annual residential visits, and there are plans to fund an Internet link. Many pupils take part in community events such as the Christmas show.

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

25. The school's procedures for child protection and pupils' welfare are good, as they were at the time of the last inspection. The school works hard to ensure that during their time in school pupils develop confidence and perseverance in their approaches to work. Relationships between the class teachers and their pupils are very good, and all who work in the school care for the pupils in their charge. The procedures for assessing pupils' academic attainment and progress are good. In the main the school uses data and test results effectively to promote pupils' progress through the school.
26. Children in the reception class receive very good care in a calm and well-ordered environment. The induction procedures for both children and parents are good and as a result children settle quickly and soon learn about school routines. Adults and the children themselves work together and establish good work and behaviour as the normal state of affairs. The school maintains good records of the children's progress,

identifies any learning difficulties or other special needs at an early stage, and puts systems into place to support each child.

27. Throughout Key Stage 1 and 2 pupils with special educational needs receive good support. Appropriate and satisfactory assessment procedures, including individual education plans, standardised testing and observational records are well maintained. Individual education plans contain clear and generally manageable targets for pupils.
28. The school places an important priority on the security and welfare of all the pupils. Visitors cannot enter the school without being admitted and after making themselves known. Some of the classes also have closed circuit television, which is trained on the main entrance. Class teachers welcome the pupils into school in the morning and parents comment that they always feel able to talk to teachers about any concerns they may have. All adults in the school also know the pupils well and this ensures a continuity of care and comprehensive overview of pupils' learning and progress. The quality of supervision during the mid-day break and lunchtimes is good. This is because the supervisors know the pupils well.
29. The procedures the school has to govern health and safety and child protection are satisfactory, and the school works effectively to promote awareness among the pupils, through for example, science, design and technology and physical education. Pupils have attended a two day course at Middlesborough Football Club on healthy eating. Pupils discussed the dangers of smoking and alcohol. Confidential records are well kept and liaison with outside agencies is good. Staff awareness of this aspect of care is maintained informally and by discussion at staff meetings.
30. The school meets statutory requirements for the testing of pupils at the end of both key stages and makes good use of the analysis of National Curriculum test results to set targets and to highlight any differences or inconsistencies between pupils of different gender. Assessment procedures and the use of assessment to inform planning are good and have an impact on the attainment and learning of pupils.
31. The school provides effective support and advice for pupils in terms of their pastoral care and personal and social development. It quickly recognises problems that arise and gives support as appropriate. A good system of rewards encourages pupils to work hard in the knowledge that their successes will be recognised. The quality of marking is generally good and this enables pupils to learn from their mistakes.

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

32. The very good partnership between the school and home has a beneficial impact on pupils' attainment and on the quality of their learning. The school has maintained this well since the last inspection. The majority of parents are very supportive of the work of the school and value the educational opportunities and sincere care that the school takes of their children. The information for parents about the school is sensible and informative. Parents of children under five comment that the information provided and induction procedures for both the children and the parents were very helpful. The school sends out day-to-day information about its activities by means of regular newsletters, supplemented with letters on specific subjects. The school provides opportunities for formal consultation on their children's progress during the year. In addition, parents know that they are always welcome to talk to teachers if they have a specific concern or simply wish for more information. Pupils' annual reports give a good indication of individual strengths and weaknesses.
33. Parents and the community are very involved in school life, and in consequence the school has the atmosphere of a community school. The school has good working links with for example, the church and the local playgroup. It encourages parents to help in



school and many accompany classes on visits and walks. The school has a very active parent teacher association that organises social events and raises substantial sums of money for the school.

34. Parents of pupils with special educational needs are invited to statutory annual reviews and to termly reviews of their children's progress. The majority of parents are happy with the amount and quality of homework that the school provides, and most willingly help their children at home with reading, spelling, tables and for example, project work. This has a positive effect on pupils' interest and learning. The overwhelming consensus is that parents are very pleased with what the school provides. This is endorsed by a significant number of parents who live outside the catchment area but choose to send the children to the school.

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

35. In the absence of the headteacher, the deputy headteacher leads and manages the school well with the strong support of staff and the local education authority. Staff work very well together and have a continuing commitment to the needs of all pupils and the community. The school promotes its aims and values well and these support the learning opportunities and have a beneficial impact on the pupils' achievement. As the school is small there is no senior management team. However, teachers plan together and show good commitment to developing their subjects, although progress in improving standards in information technology has not kept pace with the improvements in English, mathematics, science and religious education. The school has made good improvements since the previous inspection and has the capacity to improve further.
36. The management of provision for children under five is very good. Curricular provision and teaching of under fives are of high quality and this effectively prepares children for National Curriculum programmes of study at the age of five. There are now useful schemes and long and medium term planning are good. There are well established procedures for the day to day management of the school and these have helped the deputy headteacher to provide important and effective leadership during the absence of the headteacher. Governors and staff know the pupils and their families well and the school is a positive focus of community life.
37. Although the school functions effectively the level of detail in the school development plan is insufficient. For example, the plan does not show clear priorities, does not identify responsibilities for tasks, and gives few costings for targets. However, the school has been successful in raising standards and meeting its targets, particularly in literacy and numeracy. The school is confident that it is successful. This is endorsed by inspection evidence, all who work in the school, and the majority of parents. Governors monitor the impact of the literacy and numeracy strategies on the school and discuss target setting and pupils' annual performance in the national tests of attainment. The governors plan their training, fulfil their statutory responsibilities, and visit the school as often as they are able in order to offer support to the deputy headteacher.
38. The governors have good grip on the school's finances. Their financial systems are secure and they exercise effective control with the headteacher and have a clear picture of the school's priorities. The general school administration is efficient with day-to-day routines well established. The most recent audit report of 1997 judged that the systems of financial control in the school are good. The school gives careful consideration to the principles of best value through the work of the headteacher and finance committee. It successfully considers cost against value and has recently, for example, ensured that it could provide additional supply staff to support the school through the period of the headteacher's absence. A very active friends of the school organisation supports the school well, and has recently provided additional computers, carpets and furnishings.

39. The school has a good level of teaching staff who are appropriately qualified and experienced to meet the demands of the National Curriculum. There are also a good number of support staff who make an effective contribution to the learning of the pupils, particularly those who have special needs. The school makes good use of the skills of part-time and specialist teachers. This makes a significant impact on pupils' attainment particularly in music. The school has adequately addressed the arrangements for the professional development of staff in respect of the recently introduced National Literacy and Numeracy strategies. However, some teachers lack confidence in information technology. There is a regular, on-going system of appraisal carried out by the headteacher through discussion with individual members of staff and satisfactory procedures to ensure good support for newly appointed staff
40. The school's accommodation is good and the resources for learning are very good. This represents continuing improvement of the school's resources since the last inspection, which supports teaching and learning well. Classrooms are an adequate size and the hall is good for physical education. The setting and size of the playing field and playground make outdoor activities genuinely pleasurable. The school has made good use of funds for literacy and numeracy. Resources, staffing and accommodation for children under fives are good.
41. Although the expenditure per pupil is high standards remain consistently above average and the quality of teaching has further improved. The school serves its community well and is valued by parents. In consideration of these factors the school gives good value for money.

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

42. This is a good school which serves its pupils and community well. It has continued to improve and its strengths greatly outweigh the areas for development. In order to continue the rate of improvement teachers and governors should:
- (1) raise pupils' standards in information technology to enable it to make a full contribution to pupils' learning of other subjects by:
    - using information technology more consistently in lessons in other subjects;
    - providing in-service training for teachers to improve their skills;**paragraphs, 39, 68,74, 84**
  - (2) develop the systematic monitoring of teaching in order to provide teachers with more support and guidance about the strengths and relative weaknesses of their teaching;  
**paragraphs, 16,60,89**
  - (3) formulate a more detailed school development plan with clear educational priorities, responsibilities and costed targets. This would ensure that the school retains a clear educational direction throughout periods of staff change, instability or absence.  
**paragraphs, 37.**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.5	35	58	3.5	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		73
Number of full-time pupils eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		8

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
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 pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	3	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	3	3	3
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	3	3	3
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

### ***Attainment at the end of Key Stage 2***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	8	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	8	8	6
	Total	12	12	11
Percentage of pupils at NC level 4 or above	School	92	92	85
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	8	8	8
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	92	92	92
	National	68	69	75

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	63
Any other minority ethnic group	

*This table refers to pupils 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		
Other minority ethnic groups		

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

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

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

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	20.3
Average class size	22

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

Total number of education support staff	3
Total aggregate hours worked per week	24

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998
	£
Total income	136,309
Total expenditure	136,866
Expenditure per pupil	2,173
Balance brought forward from previous year	13,838
Balance carried forward to next year	13,281

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	73
Number of questionnaires returned	23

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	35	17	0	0
My child is making good progress in school.	39	57	4	0	0
Behaviour in the school is good.	44	47	9	0	0
My child gets the right amount of work to do at home.	17	74	9	0	0
The teaching is good.	52	48	0	0	0
I am kept well informed about how my child is getting on.	31	52	17	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	35	4	0	0
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	35	35	30	0	0
The school is well led and managed.	22	48	13	4	13
The school is helping my child become mature and responsible.	48	44	4	4	0
The school provides an interesting range of activities outside lessons.	26	44	22	4	4

### Other issues raised by parents

The overwhelming majority of comments from parents were that the school is doing a good job. Some parents expressed a concern that continuing absence of the headteacher could have a detrimental effect on the school. Other concerns raised included the school's awareness of the special educational needs Code of Practice and the range of extra-curricular activities on offer.

## **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**

43. Analysis of test results at the time of admission confirms that attainment is generally above that of children in the foundation stage of education. These children are taught very well and by the time they begin National Curriculum programmes of study at the age of five they have made good progress and most have at least attained the desirable learning outcomes in all areas of the curriculum.
44. Children begin school with good personal and social skills and continue to learn independence and classroom routines. They learn to settle quickly, develop good attitudes, and begin to take personal responsibility by, for example, clearing materials away after use. Children show curiosity and enthusiasm for their activities. They lack no confidence in making their needs clear, behave well and learn to share toys and resources with each other. Children's personal development is good and they respond well to praise and encouragement. The teacher demonstrates considerable confidence in managing children a way which allows them to develop independence and make choices whilst setting clear limits to acceptable behaviour. The teacher and classroom assistant provide a good balance of adult directed and free choice activities.
45. At their time of admission children's speaking and listening skills and emerging reading and writing are better than are normally expected of four year olds. They are taught very well and their learning continues rapidly. By the age of five most exceed the desirable learning outcomes in language and literacy. They develop their language and literacy skills when they share stories such as *The Lion and the Mouse* with pupils in Year 1. Children know the sounds of letters and most can write their own names. They learn how to use books and how to tell stories by putting sentences in the correct order. The teacher is very effective in teaching children to read and write. Children with special educational needs are presented with challenges well matched to their needs. The teacher effectively teaches children to use strategies such as word recognition and to use picture cues to tell stories. She listens to what children have to say and encourages them to express themselves, and this helps to develop their literacy skills. Good resources, management and organisation enable different activities in the class to function at the same time.
46. Children make good progress in their early learning of mathematics and by the age of five most exceed the expectations attain for their age. All children can count to 10 and most count comfortably to 20 and beyond. They know some symbols such as the addition sign and use them correctly when working on simple number problems that arise from number rhymes. Children recognise the words for numbers one to 10 and can count forwards and backwards by matching objects to numbers. Their play activities such as shopping in the home corner and playing with sand and water help them to learn about quantity and measuring. The quality of teaching is very good. Class management and organisation are effective and lessons progress with activities that develop pupils' learning.
47. Children make good progress in the development of their knowledge and understanding of the world and exceed the standards normally expected of five year olds. They know the type of weather to expect in different seasons of the year and work harmoniously together to make for example, a weather wheel. They learn the properties of different materials by pushing, pulling, dropping, squashing and stretching. Lessons are well

planned to include a broad range of activities which stimulate the children's interest. The teacher uses praise well to encourage and motivate the children and as a result they respond well and develop new skills.

48. Children's progress in creative development is good. By the age of five, most children exceed the desirable learning outcomes in their creative development. They learn basic techniques with different materials such as pastels, powder paint, different types of paper, plasticene and salt dough. In music, children learn familiar songs and rhymes and develop good listening skills. Teaching is good, and never less than satisfactory. The teacher develops the imaginative and creative aspects of learning by encouraging children to listen to stories and through role play.
49. Children continue to learn new skills. They move confidently, climb, balance, and are aware of where they are in relation to others. They learn to use equipment sensibly and work at different levels and on different surfaces. By the time they are five they have made good use of the opportunities provided and having reached the nationally identified desirable learning outcomes they are ready to move on to the National Curriculum. Teaching is good. Children have sufficient opportunities to learn new balancing skills and to develop the use of space.
50. The quality of teaching for children under five is mostly very good. They learn together with pupils in Year 1. Although they normally follow work planned to the desirable learning outcomes for children under five, they are taught with the older pupils when appropriate, for example when they listen to stories. The teacher makes good use of the early assessment to plan appropriate work to meet their needs. This is particularly true of children with special educational needs and those with high levels of attainment. The school has good resources for children in the foundation stage of education.

## **ENGLISH**

51. In the 1999 National Curriculum reading tests and teacher assessments for seven year olds, pupils reached standards which were very high. The percentage of pupils reaching the higher levels of attainment was well above the national average. The results were slightly lower in writing where pupils' attainment was above average overall although no pupils reached the higher level of attainment. Over the previous three years pupils' attainment has remained consistently well above average in reading and above average in writing. Inspection findings confirm these results.
52. By the end of Key Stage 1 pupils' speaking and listening skills are above average. During literacy and other lessons pupils use their oral skills well. They listen carefully to instructions, respond well to questions, and show very good understanding. This is particularly evident at story time, when many pupils are able to relate the elements of stories using appropriate phrases and descriptive language. They make predictions about what might happen next and often relate stories to their own experiences.
53. Pupils learn to read well and note in discussion that many fairy stories begin with 'Once upon a time'. They use a range of strategies to work out the sounds and meanings of unfamiliar words and read appropriate texts with confidence and assurance. For example, the youngest pupils comment on the details in the pictures of their stories and others deduce that words in bold print are especially important. Pupils learn to make deductions from their stories and are able to work out the location and setting of the plot. The effective class management enables pupils to move from reading to writing, by for example pointing out that sentences begin with capital letters and end with full stops. However, in one lesson writing was given too little time although it was developed further the following day.



54. The 1999 National Curriculum tests in English for eleven year olds also show test scores well above the national average and almost a third of pupils reached the higher level of attainment. Over the previous three years pupils' performance in English has been consistently well above average. Inspection findings confirm these results.
55. By the end of Key Stage 2, pupils communicate very effectively. They speak with confidence, read well, and express themselves clearly in their writing. They use standard English well and technical vocabulary such as solution and absorption in their science lessons. They listen to each other in discussion, for example in religious education, and ask and answer questions with confidence. They continue to read fluently with meaning and understanding and are able to deduce that the myth 'How night came to the world' was set on the banks of the River Amazon. Pupils use non-fiction books effectively and extract information very well. Pupils' spelling is good and this enhances the quality of their writing. They develop good literacy skills by writing for a range of purposes such as providing clear instructions for making a flag, and writing biographies. Pupils' handwriting is good and they use punctuation well.
56. Pupils with special educational needs, like all the other pupils, receive good support and their rate of learning and progress is in line with the progress of all other pupils. Very good foundations for pupils' learning are laid in the reception class, where they develop their reading, handwriting, speaking and listening skills consistently well. In both key stages much of the work links well to other areas of the curriculum, providing valuable opportunities for pupils to improve their literacy skills.
57. Pupils' attitudes to learning English are very good throughout the school and this contributes significantly to the high standards of attainment in literacy. They are well motivated and demonstrate their interest by asking relevant questions and eagerly taking part in discussions. They draw upon previous knowledge and their own experiences. They work well together when undertaking collaborative tasks and they persevere and complete tasks in the allotted time. Behaviour and pupils' personal development in lessons are very good and the pupils develop co-operative styles of working. Standards of presentation are good.
58. The quality of teaching is overwhelmingly good and ranges from very good to satisfactory. This is the most significant factor in the consistently above average attainment of pupils at both key stages. Teachers are knowledgeable, confident, skilled in teaching the subject, and keep pupils working hard. They have high expectations of pupils and this is conveyed to pupils. All pupils, including those with special educational needs, receive challenges and well planned work so that their skills, knowledge and understanding develop systematically. Lessons begin and end well and include challenging activities that retain the interest of pupils. There is a good balance between direct class teaching and group teaching, and work includes tasks carefully matched to pupils of different abilities. Relationships are very good.
59. Well established assessment procedures make an important contribution in planning work to meet the needs of individual pupils. The school makes good use of the information gained for planning teaching and learning. Parents participate effectively in the school's literacy strategy at home by supporting pupils' reading and helping them to learn spellings.
60. Teachers use effectively the well designed policy and comprehensive plans for all the areas of the English curriculum to guide their planning. The enthusiastic co-ordinator gives very good leadership. The monitoring of both teachers' plans is satisfactory. However, classroom practice is not systematically monitored. Teachers are successfully implementing the literacy strategy and pupils make good progress as a

result. All teachers at the school have received appropriate training to teach the literacy hour, which provides consistency of structure to all lessons. This allows teachers to discuss issues that the school needs to address and provides an effective basis on which to build future improvements.

61. The good use of English in other subjects helps pupils develop their literacy skills. The good provision and deployment of resources supports teaching and learning well. Teachers use books well to support the school's literacy strategy, which has a high profile in their classrooms. Good resourcing and use of the library have contributed to the good progress in literacy and research skills in other subjects.

## **MATHEMATICS**

62. The 1999 National Curriculum test results show that pupils' attainment was very high when compared with the national average and also very high when compared with similar schools. The end of Key Stage 2 1999 National Curriculum test results show that pupils' attainment was well above the national average, and close to the average when compared with similar schools. Inspection observations confirm that the standards of attainment at the end of both key stages are consistently above average. This represents an improvement in pupils' attainment at the end of Key Stage 1.
63. Pupils learn rapidly, and make good progress throughout both key stages and develop particular strengths in the mental mathematics and numeracy. Most pupils have quick recall of number and confidently use these skills when they have the opportunity to use them in other subjects or real life problems. By the end of Key Stage 1 pupils make good progress from a level on entry which is above average for most pupils. They count in tens, hundreds and thousands. Most add and subtract using two digit numbers accurately and solve problems using multiplication and division and they round fractions to the nearest ten and hundred. In numeracy and quick mental mathematics sessions at the beginnings of lessons, they count forwards and backwards with confidence in twos, fives and tens. Most pupils confidently add sequences of single digit numbers such as  $5+6+7$  in their heads and use their developing understanding of mathematics to read from a scale. They develop a growing vocabulary of mathematical terms that they use with accuracy and confidence.
64. Throughout Key Stage 2, pupils continue to build upon their previous learning and make good progress. Pupils use the four rules of number well by the time they are eleven, and their numeracy skills, particularly mental calculation are good. Pupils develop rapid recall of number facts in lessons that begin with a few minutes of mental arithmetic. Pupils apply their mathematical knowledge and skills effectively to a number of problems; for example, some higher attaining pupils explained strategies that they used to solve shopping problems. They understand the properties of two and three-dimensional shapes and use correct geometrical terms. Pupils make good use of their numeracy skills in other subjects, for example to measure quantities of liquids in science.
65. The pupils' very good attitude to work, their enthusiasm for the subject generated by their teachers, and their very good behaviour in the classroom helps to ensure consistent progress. Furthermore the pupils take a pride in their work and contribute positively to the lessons. The atmosphere in mathematics lessons is calm and purposeful, but it is sufficiently relaxed for pupils to show their excitement when they learn something new. They have a positive approach to the whole class work in numeracy sessions. Their willingness to listen carefully to each other as well as to the teachers enhances their learning. They learn to follow instructions well with attention to the task in hand. Pupils learn to take interest and responsibility for their own learning.

The very good relationships between pupils and teachers encourage pupils to make suggestions and to explore different ways of tackling problems, confident that teachers will take their comments seriously.

66. The teaching of mathematics is consistently very good throughout both key stages. All the teachers are secure in their knowledge of the subject and their skills of direct teaching help pupils to learn new skills, facts and procedures. Lessons proceed at a good pace. Teachers challenge all pupils, including those with special educational needs, to concentrate and work hard. Teachers have realistically high expectations of the pupils, and convey this expectation in ways that enhance pupils' confidence. Teachers plan lessons with a particularly good balance between class, group and individual work in lessons. They use lesson introductions and conclusions very well to reinforce what they expect pupils to have learned. Class management is very good and pupils learn to face mathematical challenges. This is largely responsible for their high levels of attainment and rapid progress. Class control is confident and unobtrusive.
67. Teachers direct the planning of mathematics well to the individual needs of the pupils including those with special educational needs. This is most evident in the extension work provided for the highest attaining pupils in Year 6. The marking and assessment of pupils' work is good and used to identify where pupils need to improve. The school successfully follows a well planned and balanced programme that covers and regularly reinforces all the required areas of mathematics. It effectively meets the needs of all the pupils with differing levels of attainment, including those with special educational needs and those with high prior attainment.
68. The co-ordinator leads the subject very well. Although planning is monitored there is no opportunity to monitor the quality of teaching in other classrooms. She has some opportunity to monitor the teaching of the subject. Teachers make some use of information technology, for example in counting and adding. However, in the main computers play a limited part in the mathematics curriculum. The resources for mathematics are good and support pupils' planned work well. Where it is set, homework is purposeful and effectively builds upon work pupils are doing at school.

## SCIENCE

69. The 1999 National Curriculum teacher assessments for pupils at the end of Key Stage 1 show that a very high percentage of pupils reached the expected level of attainment whilst the percentage of pupils who attained the higher level was well below average. However, very few pupils took the tests and these results must be treated with caution. Inspection evidence confirms pupils' attainment to be consistently above average although there are fluctuations from year to year. In the 1999 National Curriculum tests for pupils at the end of Key Stage 2 attainment was broadly in line with the national average and average in comparison with similar schools. However, analysis of the trend over the previous three years shows that standards have been well above average. Lower results in 1999 are attributable to the effect that one or two individual pupils have on the overall school score, and do not indicate a downward trend. Inspection evidence indicates that standards are above average due to high quality teaching which is frequently excellent at the end of the key stage, an effective scheme of work, a good focus on investigative science and well-focused teaching. There was no significant difference in the attainment of boys and girls at either key stage. These results represent an improvement since the previous inspection.
70. By the end of Key Stage 1, pupils design their experiments scientifically by preparing investigations which require them for example, to test a range of materials to determine which is the most absorbent. They make predictions about the outcomes of their

enquiries testing the differences and similarities between plastic, wood, metal and fabric. Pupils learn about forces which push or pull by for example, testing how far a wheeled toy travels after rolling down a ramp. They understand that some materials occur naturally and others are man-made.

71. By the end of Key Stage 2 pupils use their skills of systematic scientific enquiry well. They understand the need for prediction, fair testing, and recording results. Furthermore, pupils understand that a single result is inconclusive to establish proof. They conduct investigations to discover the similarities and differences between different white powders. For example they test how the powders change when heated, mixed with water, or with vinegar. Pupils made very good progress in this lesson. Pupils learn how different lubricants reduce friction between a brick and mat after the application of wax, washing up liquid, oil, chalk wet soap, dry soap, water and butter. Pupils have a strong understanding of forces such as gravity, upthrust and upward pull and describe them in terms of newtons. They understand the effects of light, water and temperature on plants, and explain the best conditions under which fungi will grow. Pupils learn how to make circuits and represent them diagrammatically.
72. The quality of learning and the progress that pupils make is good throughout the school. However, pupils' progress is very good at the end of Key Stage 2. This is due to very good and often excellent teaching. In both key stages pupils develop a good scientific vocabulary and a good understanding of the need for systematic enquiry including fair testing. Pupils with a special educational need make good progress in relation to their individual targets, particularly when they receive additional support.
73. Attitudes to science are good. In the Year 4, 5 and 6 class they are very good. Pupils develop a mature and responsible approach to investigative work and this has a marked effect on the good progress they make. For example pupils were aware of their safety and the safety of others when heating materials over a naked flame. Pupils work well together, discuss their work sensibly and confidently explain what they are doing. Throughout both key stages pupils treat equipment with care and replace it after use.
74. In the lessons seen the quality of teaching was never less than good and on one occasion it was excellent. Teachers create effective learning environments and allow pupils time to think things through and arrive at their own conclusions. Teachers plan and organise pupils' learning well and intervene skilfully to challenge pupils with targeted questions. They match work to pupils' needs and as a result all pupils including those with special educational needs make progress in their learning. In the Year 4, 5 and 6 class the quality of science teaching can best be described as inspirational. Learning is exciting and challenging and as a result pupils' progress is rapid. The one relative weakness in teaching is the limited way in which teachers exploit the use of information technology to accelerate pupils' learning. Assessment procedures are good and used effectively to plan future work for pupils. In the main, teachers mark pupils' work and make suggestions for improvement.
75. The subject is well managed and co-ordinated by an enthusiastic and knowledgeable co-ordinator. The useful and effective scheme of work provides support for teachers. Planning is monitored but there are few opportunities for information technology to contribute to pupils' learning of science. Resources are good and have improved since the previous inspection.

## **ART and DESIGN and TECHNOLOGY**

76. Art and design and technology were not observed during the inspection. However evidence of pupils' work, display around the school and discussions with pupils and

teachers confirm that pupils meet national expectations at the end of both key stages.

77. Pupils make use of a range of materials such as paint, pastels, powder paint and different types of paper and clay. They make use of these skills in Key Stage 1 to make accurate observational drawings linked to the four seasons, and to make three-dimensional work with plasticene and salt dough. They design and make bridges and test whether they are structurally sound. In Key Stage 2 pupils paint in the style of Klee and Lowry, and make miniature portraits in the style of Hans Holbein. They make accurate observational drawings of the teachers' cars and produce pictures of different weather conditions using pastels. Pupils make interesting copies of Bridget Reilly's optical illusions, and make working wheeled toys to a particular specification.
78. Pupils comment that they enjoy art and design and technology. One of the strengths of the planning and teaching of art is the support it provides to pupils' work in other subject areas. For example, pupils in Key Stage 1 represent the Enormous Turnip in collage and use it to lead an assembly. In Key Stage 2 pupils make critical studies of African art linked to their geography work and design and make Tudor houses to support their learning of different periods in history. However, pupils' paintings of biblical art are especially noteworthy. They represent vines from the gospel according to St John and pomegranates from the Song of Solomon. Although the teaching of both subjects is not monitored, both have good resources and teachers have received recent in-service training to support their work.

## **GEOGRAPHY and HISTORY**

79. The previous inspection reported that pupils' attainment in geography met national expectations at the end of both key stages. In history, standards were above expectations at the end of Key Stage 2 and no judgement was made on pupils' attainment in Key Stage 1. Due to subject organisation throughout the school year it was only possible to observe one history lesson in Key Stage 2 and one geography lesson was observed in Key Stage 1. However evidence of pupils' previous work confirms that pupils meet the national expectations at seven and eleven in both subjects.
80. By the end of Key Stage 1, pupils learn and make satisfactory progress in both subjects. In history, they develop an understanding of the passage of time by studying the lives of famous people and by using their observations to determine which objects are old and which are new. In geography pupils study their locality and observe changes in the weather. They learn to use maps appropriately and recognise symbols such as rain and snow.
81. By the end of Key Stage 2, all pupils including those with special educational needs, learn and make satisfactory progress and develop an understanding of some of the differences between periods in history and the modern world. For example, they understand some of the important features of the Egyptian lifestyle. Pupils learn research skills to find out information about the life and times of the Aztecs. They learn to use timelines, primary sources of information and how to observe artefacts for historical clues. In geography, pupils study different weather conditions around the world and describe their impact on human activity. Their learning is enhanced by valuable visits to support their understanding of different geographical locations.
82. Pupils' attitudes to geography and history are good. They comment on their work, and have a good general knowledge. They learn from television programmes that teachers use to support their work and respond enthusiastically to questions and the clues that their teachers set for them.

83. The quality of teaching is good overall. The appropriately use of good examples of pupils' work around the school to emphasises the importance of the subjects. Teachers use lesson introductions well to ensure that pupils know what is expected of them and they pose questions which make pupils think about their work. They use whole class discussion well, and in general, pupils make good use of their literacy skills. The school has appropriate policies and schemes of work, modified in the light of national guidance. However, there is no systematic monitoring of the curriculum or the quality of teaching. The resourcing of both subjects is good. Materials are easily accessible in classrooms and some are centrally stored in the staff room.

## **INFORMATION TECHNOLOGY**

84. At the time of the last inspection attainment in information technology met the standards expected of pupils at the end of Key Stage 1 and was above average at the end of Key Stage 2. Inspection observations confirm that standards in information technology are currently broadly in line with expectations at the end both key stages. Whilst pupils' attainment has not declined it has not kept pace with the improvements in English, mathematics and science, and as such it is a relative weakness. As a consequence information technology does not play a sufficiently visible role in supporting other subjects of the curriculum such as English, mathematics and science.
85. By the end of Key Stage 1 pupils are confident in using a keyboard and mouse and know how to load programs by clicking on a screen icon. The youngest pupils use the drag and drop facility to dress the teddy and construct pictures by combining different images. Pupils in Year 1 work with the computer to identify weather symbols and to produce a weather map of the United Kingdom. Pupils make satisfactory progress, particularly in their development of word processing skills and in using paint and draw programs. They make some use of CD-ROM to research, for example in their study of Ancient Egypt.
86. By the end of Key Stage 2 all pupils continue to develop their word processing skills and use them to draft and re-draft their writing. For example in literacy hour they use the computer to develop their use of language by replacing text with other words to enhance its meaning. They know how to move text around and use instructive writing together with scanned images to produce instructions on how to make gingerbread biscuits.
87. Pupils have good attitudes to the use of information technology. They show enthusiasm in their work and are careful with the resources that they use. Pupils work well together to find alternative words to, for example, the verb to eat, and decide that gobble would be appropriate. They behave well and develop their independence by working without the direct supervision of teachers.
88. Teachers do not normally teach information and communications technology skills to the whole class at a time but they do take the opportunity to reinforce previous work when the opportunity arises. They are as confident in teaching information technology as they are teaching other subjects. In the main, teachers manage their lessons well and some pupils work at computers for most of the time.
89. The school has an action plan to raise standards in information technology and this includes linking the school to the Internet by 2001, improving the range of software and staff development. Co-ordination of the subject is appropriate but there is insufficient monitoring to enable teachers to share best practice or to improve the quality of their work. Resources for information and communications technology are adequate and there are major plans to improve provision over the forthcoming year.

## MUSIC

90. Pupils' achievements in music are well above the standard expected by the end of Key Stage 2. The rate of learning is very good and all pupils including those with special educational needs have access to the many opportunities available in the school. Music has a high profile in the school and as a result the school has maintained high standards since the previous inspection. Although there was no opportunity to observe music lessons in Key Stage 1 pupils' participation in the music during assemblies demonstrated that pupils sing well. They develop good techniques. For example, they learn how to breathe properly and to project their voices.
91. In Key Stage 2 pupils develop very good skills of performing and composing. These skills receive good support from the wide range of opportunities which pupils experience in school, in after school clubs, and at special events both locally and nationally, for example at the local flower festival. Pupils use chime bars to compose their own Millennium Fanfare after listening to Copeland's Fanfare for the Common Man. They use long and short notes to create impact and select appropriate instruments to make bold, rousing sounds. Pupils write their own notation and clap out their rhythms with awareness of tempo and repetition. Groups of older pupils regularly contribute to assemblies by playing recorders as a musical accompaniment to singing.
92. The appreciation of music is well supported in assemblies and hymn practices where pupils are introduced to their work in class. They become familiar with the work of famous composers such as Vivaldi and develop a good awareness of music. In other areas of the school, for example assemblies, there are sufficient opportunities to listen to and appraise the works of some of the famous composers and musicians. School dramatic and musical productions give every pupil the opportunity to perform and this gives purpose to the music and confidence in performance. Pupils benefit from the instrumental tuition of visiting teachers, for example, percussion, woodwind, violin, flute and guitar.
93. Pupils enjoy music. They are aware that their standards are high and this gives them satisfaction in their work. They work together well, in groups and pairs, sharing willingly and helping each other with their work. They are responsible and care for their instruments and equipment. They have pride in their performance and respect the contribution of others to music making. Their behaviour is good and this benefits their learning and performance. They respond very well to the very good teaching, confidence and subject knowledge of the music co-ordinator, and also to the enthusiasm of specialist teachers.
94. The quality of music teaching is very good. Teachers are knowledgeable and well supported by the subject co-ordinator. They plan lessons well to move at a brisk pace, and make good use of the school's resources. Specialist teaching is good due to the subject knowledge and musical skills of the teachers and an enthusiasm for the subject that motivates the pupils. For a small school there is a wide range of instrumental teaching and this has a positive impact on pupils' learning. Parents comment that the quality of music teaching is good.
95. The music co-ordinator is highly skilled. Furthermore she has very good subject knowledge and understanding. The planning links appropriately to pupils' work in other subjects. It is monitored to ensure coverage of the National Curriculum; however, no time is available to monitor the quality of teaching and learning. Resources for the subject are very good, having been supplemented over the years by the Appleton Wiske Educational Foundation. The Trust also subsidises musical tuition for pupils and helps

to fund pupils' participation in musical events further afield. Music resources are in good condition and are stored for easy accessibility for the classes using them. Accommodation for teaching the subject is very good.

## **PHYSICAL EDUCATION**

96. As they were at the time of the last inspection, pupils' standards in physical education are in line with those expected at the end of both key stages. Learning and progress in the lessons seen in both key stages were mostly good. Although no swimming was observed almost all pupils can swim at least twenty five metres by the time they leave school. The pace of learning is equally good for all pupils including those with special educational needs. Pupils have regular experiences of gymnastics, dance, movement, games and athletics and there is the opportunity for Year 5 and 6 pupils to take part in a residential visit and participate in appropriate adventurous outdoor pursuits. These are usually combined activities with other schools.
97. By the end of Key Stage 1, pupils have appropriate co-ordination skills and an awareness of space. They follow teachers' demonstrations well and show good levels of confidence. For example younger pupils perform varied balances on the floor and on apparatus. They move with control and an awareness of others. Pupils stretch and curl, travel across the floor and balance using different parts of their body. They understand changing direction and are becoming aware of the effects of physical exercise on their bodies. From a very early age they develop appropriate habits and routines in the subject. They come into and leave the hall quietly, listen carefully to their teachers, show an appreciation of the efforts of others and are taught to be aware of the safety aspects of physical education. At the end of Key Stage 2 pupils develop satisfactory dance, by for example devising their own circle dance using different steps. They respond to taped music by devising dances which link well with their history work on the Aztecs.
98. The attitudes and behaviour of the pupils were good in all the lessons seen. Pupils enjoy the subject and are encouraged by a good teaching and the provision of extra-curricular activities.
99. Overall the quality of teaching is good. Teachers have good subject knowledge and lessons are well planned. They provide suitable warm up activities, a time to practise skills and a cooling down session. Both teachers and pupils change appropriately for lessons. In the lessons seen the teachers' enthusiasm for the subject transmits positive encouragement to the pupils. When teachers take an active part in lessons and are able to join in and demonstrate the activities, they provide a good role model for the pupils and encourage them to persevere and improve. Good demonstrations of the correct techniques help pupils to develop key skills well and give them the confidence to make future progress. Teachers use pupils' good examples of work to inform and encourage the others.
100. There is good management of the subject and guidance in the form of a detailed policy and scheme of work that give sufficient help to teachers in planning the development of skills from year to year. However, there is little monitoring of teaching. The school plans some extra-curricular activities such as netball. Resources for the subject are good including the use of additional sports equipment that this school shares with other small schools on a rotational basis.

## **RELIGIOUS EDUCATION**



101. Pupils' achievements in religious education exceed expectations of the targets of the locally agreed syllabus. This represents an improvement since the previous inspection. All pupils, including those with special educational needs, receive good support in their learning. The school develops well its pupils' skills, knowledge and understanding of world religions, and where appropriate applies these to the pupils' personal experiences.
102. Pupils learn effectively throughout both key stages but especially at the end of Key Stage 2. In Key Stage 1, learning is supported by visitors who for example, teach pupils how the work of Louis Braille enhanced the lives of blind people. Their contributions are sensitive and demonstrate that they learn through the opportunities which are provided for them. For example, pupils learn what blindness is like by experimenting with special glasses that the Royal National Institute for the Blind use to illustrate the reality of the handicap. This enables pupils to take account of the views of others with understanding of others.
103. In Key Stage 2 pupils develop a good biblical knowledge, for example they know that Jesus's disciple Simon became Peter. Pupils understand the notion of a herald as an individual who spreads good news. They develop a good understanding of Christianity and learn the meaning of parables, such as the parable of the tax collector. They learn the meaning of pilgrimage and how it can refresh people's beliefs. For example, they describe a Pilgrims' March against poverty through the village. This helps to them to consider places that are special to themselves and the similarities and differences between the Christian, Jewish and Islamic faiths, while developing their literacy skills. Pupils demonstrate their understanding of world faiths by commenting how different religions determine people's diets.
104. Pupils respond well to their teachers by answering questions and drawing sensible conclusions to their discussions. They show maturity and responsibility by working together in small groups. In both key stages pupils remain on task as they talk sensibly to each other and learn from one another. They behave politely and this helps them to develop their skills of co-operation and collaboration. Pupils show high levels of concentration.
105. The quality of teaching is good in both key stages. At Key Stage 1 good teaching is characterised by the telling of stories such as bible stories. Teachers use artefacts well to teach pupils that blind people learn to read braille by touch. In Key Stage 2 lessons proceed with pace and teachers present pupils with genuine challenge, particularly the higher attaining pupils. A particular feature of teaching at Key Stage 2 is the effective use made of art. Teachers use the opportunities in art to encourage pupils to represent biblical plants and to discuss how different artists represent the disciples and Jesus himself. Resources are used well throughout the school and the vicar makes a good contribution to pupils' learning by taking regular assemblies that develop such themes as 'Friendship'.